

NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE



2016/2017 CATALOG

JOYNER HEALTH SCIENCE CENTER

Opening Spring 2017



NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE
PARK PLACE EAST | WINSTED, CT 06098
www.nwcc.edu

COLLEGE DIRECTORY

Important Telephone Numbers

President 860-738-6406

Deans:

Academic & Student Affairs 860-738-6320
Administration 860-738-6408

Academic Success Center: 860-738-6351
Tutorial Center 860-738-6361

Admissions Director 860-738-6329

Administrative Business Office:

Director of Financial &
Administrative Services 860-738-6418
Cashiers 860-738-6415
or 860-738-6313

Affirmative Action Officer 860-738-6325

Alumni Association 860-738-6344

Bookstore 860-379-6226

**Collegiate Education for Deaf and
Hard of Hearing Persons:** 860-738-6397
TDD/TTY 860-738-6382

Computer Center:
Director 860-738-6364

Director of Financial Aid Services 860-738-6328

Director of Institutional Research 860-738-6441

Job Search Information 860-738-6306

Learning Resource Center:
Main Desk 860-738-6480
Director 860-738-6482

Director of Marketing/Public Relations: 860-738-6333

Registrar 860-738-6309

Student Services:

Director of Student Development 860-738-6315
Career Counselor 860-738-6306
Counselor for Students with Disabilities 860-738-6307
Director of Student Activities 860-738-6344

Senate/College Bulletin
(Campus Voice) 860-738-6344

Center for Workforce Development 860-738-6444
(Non-credit programs)

NCCC Website

Students may access an electronic version of this catalog
and other College information on the NCCC Website.

NCCC website address www.nwcc.edu
NCCC online registration <http://my.commnet.edu>

NCCC Federal Title IV code (Financial Aid): 001398

About this catalog...

*It is the responsibility of each student to become familiar
with the contents of this catalog.*

*Northwestern Connecticut Community College reserves
the right to change the regulations and information printed
in this catalog.*

Layout: Kris Kennedy, Duc Tinh

*Photos: Duc Tinh, Janet Nesturuk, Susan Dichter,
Kathy Chapman, Stacey Williams*

Northwestern Connecticut Community College
Winsted, Connecticut



PRESIDENT'S MESSAGE:



As you embark on your educational journey with us, I want to welcome you to Northwestern Connecticut Community College, “The small college that does great things!” We are the on-ramp to your future. We offer the classes that you need in a supportive environment with state of the art technology, and faculty and staff who inspire a love of learning.

At a time when everyone is concerned about paying for college, our affordable tuition and highly transferable courses will make it possible for you to get the training and education that you need. Our students understand that pursuing an education beyond high school is critical to a successful future in the 21st century. Our goal is to give you the skills necessary to compete in a technological world, in careers that maybe haven’t even been invented yet!

Whether you come to us for an Associate’s degree, and transfer on to earn a Bachelor’s degree, or for a certificate to retrain yourself, or just to learn something new that you always wanted to learn, we thank you for coming to the right place!

The Northwestern Connecticut Community College family joins me in welcoming you to our community of learners. Make the most of your time on campus and get involved!

Now let’s get started!

Michael A. Rooke, Ph.D.

President

Northwestern Connecticut Community College

2016-2017 COLLEGE CATALOG

TABLE OF CONTENTS

President's Message	1
Academic Calendar	3
The College	4
Admissions	6
Financial Information	11
Financial Aid	13
Scholarships	20
Academics	24
College Life.....	33
Transfer	38
Center for Workforce Development.....	41
Policies	43
Programs of Study.....	60
Degree & Certificate Programs.....	60
College of Technology	81
Courses	125
Northwestern's People	165
Index.....	175
Directions/Campus Map	Inside backcover



NORTHWESTERN

CONNECTICUT COMMUNITY COLLEGE

Park Place East
Winsted, Connecticut 06098
<http://www.nwcc.edu>

2016-2017 ACADEMIC CALENDAR

SUMMER SESSION 2016

Summer Sessions will be scheduled from May 31, 2016 through August 21, 2016

FALL SEMESTER 2016

(August 25, 2016 through December 23, 2016)

Day	Date	Description
Tuesday	August 23	New Student Orientation (Evening)
Thursday	August 25	New Student Orientation (Daytime)
Thur-Fri	August 25-26	Professional Staff Activities
Friday	August 26	Last Day for 100% Tuition Refund
Monday	August 29	CLASSES BEGIN
Monday	September 5	Labor Day – COLLEGE CLOSED
Monday	September 12	Last Day to Add/Drop Courses and Last Day for 50% Tuition Refund
Monday	September 19	Constitution Day Observed – Classes in Session
Friday	September 23	Last Day to change to AUDIT status
Friday	November 4	Last Day to Make-up Incompletes
Friday	November 11	Last Day to Withdraw from Classes
Friday	November 18	JANUARY GRADUATION APPLICATIONS DUE
Wed-Sun	Nov 23-27	Thanksgiving Recess – No Classes
Tuesday	December 6	Reading/Make-up Day* – No Classes
Thursday	December 8	Last Day of Classes
Friday	December 9	Reading/Make-up Day* – No Classes
Sat-Fri	December 10-16	Final Exams
Wednesday	December 21	Grades due by 9:00 am

WINTER INTERSESSION 2017

Winter Session will be scheduled from January 3, 2017 through January 18, 2017

SPRING SEMESTER 2017

(January 19, 2017 through May 15, 2017)

Day	Date	Description
Monday	January 16	Martin Luther King Day – COLLEGE CLOSED
Tue-Wed	Jan 17-18	Professional Staff Activities
Tuesday	January 17	New Student Orientation (Evening)
Wednesday	January 18	New Student Orientation (Snow Date)
Wednesday	January 18	Last Day for 100% Tuition Refund
Thursday	January 19	CLASSES BEGIN
Wednesday	February 1	Last Day to Add/Drop Courses and Last Day for 50% Tuition Refund
Fri-Mon	Feb 17-20	Lincoln's & Washington's Birthdays Observed - No Classes
Wednesday	February 15	Last Day to Change to AUDIT status
Mon-Sun	March 13-19	Spring Break – No Classes
Wednesday	March 29	Last Day to Make-up Incompletes
Friday	March 31	MAY GRADUATION APPLICATIONS DUE
Wednesday	April 5	Last Day to Withdraw from Classes
Fri-Sun	April 14-16	Good Friday/Easter – COLLEGE CLOSED
Thursday	May 4	Reading Day/Make-up Day* – No Classes
Monday	May 8	Last Day of Classes
Tue-Mon	May 9-15	Final Exams
Thursday	May 18	Grades Due by 9:00 am
Wednesday	May 24	Awards Convocation
Thursday	May 25	COMMENCEMENT
Monday	May 29	Memorial Day – COLLEGE CLOSED

THE COLLEGE

MISSION STATEMENT

The mission of Northwestern Connecticut Community College is to inspire learning through accessible, high quality education. Northwestern is devoted to enriching lives by meeting individual and community needs in a supportive environment, while facilitating access to lifelong learning opportunities.

VISION STATEMENT

By encouraging a dedication to inquiry and a respect for others, Northwestern Connecticut Community College aspires to cultivate in its students the ability to understand the complex modern world, both locally and globally, and the leadership skills to be full and active participants in society.

GENERAL INFORMATION

Northwestern Connecticut Community College (NCCC), a member of the Connecticut Community College System, is a two-year coeducational institution that was founded privately in 1965 by the Committee on Community College for Northwestern Connecticut, Inc. and opened in September of that year. On November 19, 1965, the College came under the jurisdiction of the State of Connecticut, is now governed by the Board of Regents for Higher Education and is one of twelve community colleges in the system. It is located in Winsted, a bucolic small town, and serves a primarily rural section of the state. Winsted is situated in the northwestern region of Connecticut, twenty-five miles west of Hartford and twenty-seven miles north of Waterbury. Northwestern Connecticut Community College offers programs that lead to the Associate in Science degree, the Associate in Arts degree, plus credit and non-credit Certificates.

In the fall and spring semesters, a full schedule of classes is offered during both the day and evenings. Courses are open to high school graduates, GED graduates, high school students who have the approval of their guidance counselors, students from other colleges, and interested adults. Courses may be taken for credit or audit.

The student body is typically made up of people who come from about half of the 169 towns in Connecticut, the other New England States, and New York. Most are preparing for careers or for transfer to four-year colleges. Many work part-time to pay for their college expenses. The comparatively low cost of attending a community college is one of the reasons mentioned in a survey of students as influencing them to attend NCCC, while the high quality of instruction is cited in a survey of graduates.

Northwestern Connecticut Community College is distinguished among Connecticut Community Colleges in that it offers several unique programs, three of which lead to the Associate Degree. One is the state's only accredited Veterinary Technology Program and the others are American Sign Language and the Interpreter Preparation Program. There is also an academic support program for deaf and hard of hearing students: the Collegiate Education for Deaf and Hard of Hearing Persons (CEDHH). This non-degree program offers specialized classes, academic support services, and counseling for the hearing-impaired who wish to pursue a post-secondary education. NCCC offers the only accelerated Associate Degree in Nursing in the state.

In 2003, NCCC completed the construction of its 24,000 square foot Learning Resource Center (LRC). Located at the corner of Route 44 and Route 8, adjacent to both the historic Town Green and Founders Hall, the LRC serves as a landmark and gateway to both the College and the town. It has a distinctive rotunda, and houses the technologically current library, and a conference center. The design, with a panoramic view of the Still River and optimal use of natural light welcomes all patrons.

In September 2007, NCCC opened the Art and Science Center, a three-story 32,000 square foot edifice. This new Center houses Chemistry, Microbiology, Biology, Nursing and General Science laboratories on the first floor. The second floor consists of classrooms, a lecture hall, student lounge and an open atrium that extends through to the third floor. On the third floor, there are art spaces for drawing, painting, ceramics, graphic arts, offices, and a presentation room.

Initial plans have been completed for the construction of a new Joyner Building to house Veterinary Technology and health careers programs.

ACCREDITATION STATEMENT

Northwestern Connecticut Community College is accredited by the Board of Regents for Higher Education and by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through colleges offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. In addition, specialized accreditations are granted to our Veterinary Technology, Medical Assisting, Early Childhood Education, and Nursing programs.

Accreditation by the New England Association applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, nor of the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

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

New England Association of Schools and Colleges
3 Burlington Woods Drive
Suite 100
Burlington, Massachusetts 01803-4514
781-425-7700
www.neasc.org



About this Catalog

This Northwestern Connecticut Community College Catalog is provided as a source of information for prospective students and does not constitute a contract. While every effort has been made to ensure the accuracy of the information provided, the college reserves the right to make changes at any time without prior notice.

ADMISSIONS

ADMISSION REQUIREMENTS

Northwestern Connecticut Community College admits individuals for both fall and spring terms on a full or part-time basis. Applicants may apply as either a degree or non-degree seeking student. A few programs of study have specific admissions criteria. Please refer to the Programs of Study section of the catalog for specific admission requirements.

Requirement for Degree Seeking Students (New or Transfer):

1. Complete the **Application for Admission** online and submit it with the \$20 application fee.
2. Submit **evidence of graduation from an approved secondary school or a State High School Equivalency Diploma** (if still in high school submit current transcript upon admission followed by final high school transcript after graduation).
3. Submit proof of **immunization records** for measles, mumps, rubella (MMR), and varicella. MMR requirement waived if born prior to January 1, 1957. Varicella requirement waived if born prior to January 1, 1980.
4. After receipt of your application, information regarding placement testing will be sent to you via email. You may also contact the Admissions Office to schedule a date for placement testing at 860-738-6330. Placement testing is required for all new students prior to enrollment. SAT scores of 475 Math or 450 Critical Reading or ACT scores of 17 Math or 42 English and Reading satisfy the testing requirements. Please provide SAT or ACT scores if they satisfy the testing requirements.
5. Transfer students must submit transcripts of previous college course work to determine if placement testing can be waived. Official transcripts must be received by the Admissions Office for transfer evaluation of previous courses.

Application, Immunization Form and more information can be found at: www.nwcc.edu/future-students/degree-seeking-students

Requirement for Non-Degree Seeking Students (must be part time and not eligible for financial aid):

Complete step 1 above. Depending on your educational background, the courses you are interested in taking, and/or their prerequisites, you may be required to take the placement test. Please contact the Admissions Office to determine if placement testing is required at 860-738-6330.

Application and more information can be found at:
www.nwcc.edu/future-students/non-degree-seeking-students

Application material should be sent to:
Admissions Office
Northwestern Connecticut Community College

Park Place East
Winsted, CT 06098
Fax: 860-738-6437

New England Regional Student Program

The New England Regional Student Program (RSP), enables thousands of New England residents to enroll at out-of-state New England public colleges and universities at a discount. Students are eligible for the RSP Tuition Break when they enroll in an approved major that is not offered by the public colleges and universities in their home-state. Additional information about RSP may be obtained from the Director of Admissions or www.nebhe.org/programs-overview/rsp-tuition-break/overview

High School Partnership Program

The High School Partnership Program is a special program designed to enable qualified high school juniors and seniors to take up to two courses (eight credits) of college work each semester at no charge on a space available basis. The students, however, are responsible for buying their own books and providing their own transportation. Students must be recommended by the high school principal (or principal's designee).

A transcript of the student's work will be maintained at Northwestern, and a student may request to have the credits transferred to the institution which he or she attends after high school.

Interested high school students should contact their high school guidance counselor.

International Students

Students who are not residents of the United States, but who are interested in studying at Northwestern Connecticut Community College may do so by applying as an international student.

Prior to the Admissions Office completing an I-20 for any foreign student seeking admission to Northwestern Connecticut Community College, it is required that the documents listed below be submitted to the Admissions Office. All documents must be translated into English and validated or notarized as being an official and accurate translation.

tion. All documents must be received by the deadline dates of May 15th for the fall semester and October 1st for the spring semester.

An I-20 will not be issued until all items noted below are submitted to the Admissions Office:

- Student must complete an **Application for Admission** to the College and pay the \$20.00 (U.S.) application fee. Please be advised that some of our programs are selective and have special admissions requirements. Our selective admissions programs are noted in the College catalog.
- Provide proof, in the form of official transcripts or diplomas, of completion of secondary school/high school (documents must be in English).
- Foreign students who have completed university level studies in their home countries must have their academic records translated into English and evaluated to U.S. academic equivalencies by an accredited agency such as World Educational Services (www.wes.org) if they wish to apply any of their previous university work to their NCCC degree program.
- Foreign students applying from overseas must take the Test of English as a Foreign Language (TOEFL) exam and submit the official scores to the College. Currently the minimum score required is 500 for the written version and 173 on the computerized version, and 61 on the Internet Based version. **All students must also take the College Placement Assessment prior to enrolling at the College.**
- If the financial sponsor is a U.S. citizen or permanent resident, Form I-134 must be utilized. This form may be accessed directly from the United States Citizenship and Immigration Services (USCIS) at <http://uscis.gov/>.
- If the financial sponsor is not a U.S. citizen or permanent resident, a notarized bank statement and/or other financial documents indicating the sponsor's net worth must be provided to the College. The financial statement must be in English and note currency values in U.S. dollar equivalencies. Currently, annual expenses, including tuition and other living expenses are estimated at about \$46,000 for a two-year degree (2 fall terms, 2 spring terms, and 1 summer term).
- Connecticut law requires that students submit proof of immunization against measles, mumps, rubella, and varicella.
- Due to recent changes in USCIS procedures, applicants must provide the Admissions Office with evidence of their housing or living arrangements while in the United States (a Connecticut address required) as well as their permanent address in their home country using the Letter of Residence form. Once in the United States, any changes to their Connecticut address must be reported to the Admissions Office and the Immigration and Naturalization Service (INS) with Form AR-11.
- Student must complete an I-20 Request form.

The Director of Admissions will meet with applicants and/or process the I-20 form only after all of the above paperwork is completed by the applicant.

Web links to all forms and detailed information can be found at www.nwcc.edu/future-students/international-students

Veterans

Veterans are served by a counselor in the Center for Student Development. The counselor will provide information concerning monthly benefits, tuition waivers, and other educational benefits for eligible veterans. The counselor will also assist veterans in applying for those benefits.

All veterans seeking monthly benefits must be matriculated into a degree or certificate program. Only courses that are directly applicable to their degree programs will count toward eligibility for monthly benefits. Veterans who are transfer students must request that official transcripts be sent from previous schools to the College's Admissions Office for evaluation of prior credit.

The College may award credit for certain courses completed in the service (including MOS proficiency). Veterans may submit course completion documents or other appropriate evidence of military training and/or qualifications to the Admissions Office for evaluation. Credit can also be earned through the College Level Examination Program (CLEP). Information about CLEP exams can be obtained from the Admissions Office.

A veteran who is placed on academic probation may receive G.I. Bill payments for one semester. If the veteran does not improve his or her record and is not removed from the probation list, the veteran's benefits are terminated. Once the veteran has achieved satisfactory academic standing (off probation), he or she may once again receive benefits.

Veterans usually are eligible to receive educational benefits (eligibility lasts for a period of ten years from the date of separation from active service), and must submit their DD214s.

Veterans are eligible for full tuition waivers for general fund courses (fees including College Services, Student Activity, Studio, and Lab must still be paid. Summer and Extension Fund courses are not covered) if they meet the requirements listed in the Waiver Section of this Catalog.

Placement Testing – Basic Skills Assessment Purpose of the Assessment

Before a student enrolls in academic programs, the College requires a basic skills assessment in mathematics and English. The College uses the Computerized Placement Test (CPT) developed by the College Board to provide information about a student's level of accomplishment

in these areas, and to help ensure a student's success in college. Academic advisors also use the results when defining the appropriate level of course work for each student.

The placement test is administered on a computer. Students follow the instructions and questions on the computer monitor and select answers using the keyboard or mouse. No computer experience is necessary and assistance is available.

After applying to NCCC, a student can make an appointment to take the Placement Test by calling 860-738-6330.

Who Must Take the Placement Test?

The College requires all full-time and part-time students to take the placement test. Exemptions to this requirement are:

- Students who already possess an associate degree or higher
- Students who have completed college level mathematics and English (unofficial transcripts required)

Students who believe they are exempt from the placement test should contact the Admissions Office at 860-738-6330.

ACT Scores and Assessment

Math: Students who have taken the math portion of the ACT within the last two years may receive a waiver from the Math Placement Test. A score of 19-21 will place the student into MAT* 137, and a score of 22 or higher will place the student into a math course with a prerequisite of MAT* 137, such as MAT* 146, 167, or 186. However, we strongly encourage these students to take the placement test since they may place into a higher course.

English: Students who have taken the English portion(s) of the ACT within the last two years may receive a waiver from the English Placement Test. A score of 42 or higher on the ACT English and Reading portions will place a student into ENG* 101.

SAT Scores and Assessment

Math: Students who have taken the math portion of the SAT within the last two years may receive a waiver from the Math Placement Test. A score of 500-549 will place the student into MAT* 137, and a score of 550 or higher will place the student into a math course with a prerequisite of MAT* 137, such as MAT* 146, 167, or 186. However, we strongly encourage these students to take the placement test since they may place into a higher course.

English: Students who have taken the Critical Reading portion of the SAT within the past two years and have achieved a score of 500 will be placed into ENG* 101.

Advanced Placement Scores

Students who scored a 3 or higher on their high school Advanced Placement (AP) courses may receive college credit at NCCC. Official scores should be submitted to the Office of Admissions for consideration. When credit is awarded, it is entered on the student's college transcript, but the grade is not included in the college grade point average.

Transfer Course Credit

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:

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

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.

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.

When a student seeks transfer credit for technical or specialty courses into a program that is also accredited by a national or regional specialized accrediting agency, such credits must be from a comparably accredited program. In the case of a request for transfer credit for technical or specialty courses from a non-specially accredited program, the college shall provide appropriate means for the validation of the student's competency in the technical specialty course areas.

Immunization Requirements

The State of Connecticut General Statutes requires each full-time or matriculating student to provide proof of adequate immunization before permitting such student to enroll at college.

THE FOLLOWING ARE REQUIRED FOR ALL STUDENTS:

***Measles (Rubeola)** – one of the following is required:

- Two Measles (or MMR) inoculations (shots).
- Proof of a positive Measles titer (blood work).
- Documentation from a doctor that you had the disease.

***Rubella (German Measles)** – one of the following is required:

- Two Rubella (or MMR) inoculations (shots).
- Proof of a positive Rubella titer (blood work).
- Documentation from a doctor that you had the disease.

***Mumps** – one of the following is required:

- Two Mumps (or MMR) inoculations (shots).
- Proof of a positive Mumps titer (blood work).
- Documentation from a doctor that you had the disease.

Varicella (Chicken Pox) – one of the following is required:

- Two Varicella inoculations (shots)
- Proof of a positive Varicella titer (blood work).
- Documentation from a doctor that you had the disease.

IMMUNIZATION EXEMPTIONS:

- Age exemption excludes students born prior to January 1, 1957 from the Measles, Mumps, and Rubella requirement.
- Age exemption excludes students born prior to January 1, 1980 from the Varicella requirement.
- Medical exemption requires documentation from your medical provider that you cannot receive inoculation.
- Religious exemption requires documentation that inoculation is against your beliefs.
- Distance Learners are excluded as long as all classes are taken off campus.

Readmission

Former students of the College (have not been back to NCCC in two or more years) who wish to be considered for readmission should obtain and complete a Readmission Form and return it to the Admissions Office. The Admissions Office will verify that they have all required records for you to register. Please contact the Admissions Office for more information 860-738-6330.

Students who have a poor academic record may request readmission under the College's **Fresh Start Option**. To apply for this option, please contact the Admissions Office and complete a Readmission Form. To be eligible for this readmission option, the following conditions apply:

- Student must have been away from NCCC for a period of two or more calendar years prior to requesting a Fresh Start Option.
- Student must have a cumulative G.P.A of 2.0 or lower prior to readmitting.
- All previously earned grades will remain on the student's transcript but the original grade point average will not be included in any subsequent computation of a new grade point average.
- Credit will be given for any course in which the student received a grade of "C-" or above, including "P" (Pass).
- The Fresh Start Option can be used only once.
- The Fresh Start Option does not apply to any completed degree or certificate.
- 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.
- The Fresh Start Option does not apply in determining Financial Aid eligibility.

Readmission form (with Fresh Start Option) can be found at: www.nwcc.edu/future-students/re-admission

CLASSIFICATION OF STUDENTS

Full-Time Students

A full-time student is one who is registered for 12 or more credit hours during a semester. Most curricular patterns at the College require a student to enroll for 15 to 17 credit hours each semester if the degree is to be completed in two years. A student who wishes to enroll for more than 18 credit hours in a semester must first consult the Dean of Academic & Student Affairs.

Part-Time Students

A part-time student is one who is registered for less than 12 credit hours during a semester. A part-time student who wishes to enroll in a certificate or degree program should meet with a counselor or an advisor for a modified course sequence which is compatible with his or her plans. No limit is placed on the time required to obtain a Certificate or Associate Degree. College regulations concerning attendance, academics, prerequisites, and conduct apply to all part-time students.

Change of Status

A student who wishes to change from non-degree to a degree program must contact the Admissions Office and follow the procedures described for new students.

Special Students

Special students are those who do not intend to seek a degree or certificate. Holders of bachelor or graduate degrees who enroll in courses or programs may be considered special students.

Auditors

Auditors are students who register and pay for college classes but who do not wish to receive college credit or grades.

A student who has registered for credit may change to auditor status by submitting an Audit Form to the Registrar prior to the end of the 4th week of the semester (for the Fall and Spring semesters). The deadline for accelerated courses is at the 25% completion date of the course. Courses which are audited are recorded as "AU" on the permanent record. Audited courses may be repeated for credit.

Class Designation

Each semester students are grouped according to the total college credits which they have completed satisfactorily.

- First-year student: fewer than 30 hours of college credits.
- Second-year student: 30 hours or more of college credits.

REGISTRATION PROCEDURES

First-Year Students (Connecticut Residents)

As part of the admission process, students take placement tests in reading, writing, and mathematics and then register for courses. Payment is due upon registration.

Transfer Students (Connecticut Residents)

After transfer credits have been evaluated and the student is admitted, he or she may then register for courses. Payment is due upon registration.

All Returning Students

All returning students may register for courses online at <http://my.commnet.edu> or in person at the Registrar's Office.

Intercollegiate Registration of Students in the Connecticut System of Higher Education

Matriculated students at another Connecticut Community College, Connecticut State University, or at the University of Connecticut main campus or branch may enroll in any course(s) at Northwestern provided the course(s) are not available at their "home" institution and that there is a vacancy in the course(s) at Northwestern. Full-time students who have paid the maximum tuition and fees are exempt from additional charges. Similar arrangements apply to full-time students of Northwestern who wish to register at other Connecticut public colleges, the State University, and the University of Connecticut. All students interested in such cross-registration should consult the Dean of Academic & Student Affairs at Northwestern.



FINANCIAL INFORMATION

REGISTRATION AND PAYMENT INFORMATION

Full-time and part-time students registering prior to the tuition due date must pay at least the non-refundable deposit of all fees applicable to the courses for which they are registered.

Students who have a Financial Aid Award are not required to make a payment at the point of registration. All tuition and fees will be applied to their financial aid award. If charges exceed the award for a semester the student will be billed the balance due.

The total tuition applicable to the courses for which the student is registered is payable in one installment and is due by the established tuition due date unless a deferred payment schedule has been approved. Failure to have made all applicable payments by the established tuition due date will result in the withdrawal of the student's registration unless a deferred payment schedule has been approved.

All registrations which occur after the established tuition due date must be accompanied by full payment of all tuition and fees applicable to the courses for which the student registers unless a deferred payment schedule has been approved.

Students who have an unpaid balance due the College will be prohibited from registering until the prior financial obligation is resolved.

TUITION AND FEES

For up-to-date tuition rates go to:
<http://www.nwcc.commnet.edu/current-students/students-accounts-payments>

WAIVERS

Veteran Tuition Waivers

Veterans who served for at least 90 days active duty during wartime, honorably discharged or discharged under honorable conditions, and who are domiciled in Connecticut at the time of acceptance for admission at Northwestern Connecticut Community College may be eligible for free tuition of General Fund courses. Proof of eligibility shall include official U.S. Department of Defense discharge records and/or such other official records as the College deems necessary.

Dependent children of persons missing in action or former prisoners of war while serving in the armed forces of the United States after January 1, 1960, may be eligible for a waiver of tuition provided that the person missing in action or the former prisoner of war was a resident of Connecticut. Proof of eligibility shall include official U.S. Department of Defense documentation and/or such other official records as the College deems necessary.

Any Connecticut resident who is a dependent child or a surviving spouse of a member of the Armed Forces killed in action on or after September 11, 2001 who was a Connecticut resident may be eligible for a tuition waiver. Proof of eligibility shall include official U.S. Department of Defense documentation and/or such other official records as the College deems necessary.

Connecticut National Guard members may also be eligible for a tuition waiver provided they are a Connecticut resident, certified by the adjutant general or his designee as a member in good standing of the guard and is enrolled or accepted for admissions in a degree-granting program. Any tuition waiver shall be reduced by the amount of any educational reimbursement received from the Guardsman's employer. Proof of eligibility shall include official U.S. Department of Defense documentation and/or such other official records as the College deems necessary.

To request a tuition waiver, a veteran must submit a copy of the appropriate U.S. Department of Defense documentation to the Veteran's Counselor at the College.

Veteran's waivers apply to tuition only for full or part-time credit study funded through the state's general fund. The waiver cannot be applied toward fees, books, extension fund courses which include summer session or other non-credit extension fund fees.

Senior Citizen Waivers

Connecticut residents sixty-two years of age or over may be eligible for a waiver of tuition, college service fee, student activity fee and/or application fee. Lab fees, studio course fees and extension fund fees shall not be waived and must be paid at the time of registration. Senior waivers shall be granted on a space available only basis. If there is space in a course on the first day of classes, senior registrations with accompanying waivers shall be processed in the order in which they were received until the course is full. Requirements for eligibility for a senior waiver shall include the presentation of appropriate evidence of age and residency.

Dependent Children of Certain Police or Firefighters

Tuition may be waived for any dependent child of a police officer (as defined by Connecticut General Statutes Chapter 107 Section 7-294a), a supernumerary, auxiliary police officer or firefighter (as defined by Connecticut General Statutes Chapter 107 Section 7-323j), or a member of a volunteer fire company, killed in the line of duty. Appropriate documentation of eligibility for this waiver shall be required at the time of registration.

Dependent Child or Surviving Spouse of Specified Terrorist Victim

Tuition may be waived for any Connecticut resident who is a dependent child or surviving spouse of a specified terrorist victim, as defined in Section 1 of Public Act No. 02-126, who was a resident of Connecticut. Appropriate documentation of eligibility for this waiver shall be required at the time of registration.

REFUND POLICIES

Course Cancellations

If the College cancels a course, you will automatically be granted a 100% adjustment of associated charges except the application fee.

Tuition, Laboratory and Studio Fees

If you officially drop your course(s) prior to the 1st day of the semester you will receive a 100% refund of your tuition, laboratory and studio fees associated with the course(s) dropped.

If you officially drop your course(s) on the 1st day of the semester through the 14th calendar day of the semester you will receive a 50% refund of your tuition, laboratory and studio fees associated with the course(s) dropped.

If you officially drop your course(s) on the 15th calendar day of the semester or later NO REFUND shall be granted.

College Services Fees, Student Activity Fees, Clinical Fees and other Special Fees

Not refundable.

Extension Fees (includes: Summer Sessions, extension fund credit and non-credit courses)

If you officially drop on the last business day before the first class meeting or prior, you will receive 100% refund of associated extension fee. Requests must be made by 4:30 p.m. before the session begins. If you officially drop or withdraw once the session begins, no refund shall be granted.

Note: Refund policies assume that all charges have been paid in full prior to the drop. In some cases, an account adjustment may not entitle you to an actual refund.



FINANCIAL AID

INTRODUCTION

For students and parents who are concerned about their ability to meet NCCC college expenses, the Financial Aid Office encourages students and parents to apply for financial assistance. The only form to be completed is the Free Application for Federal Student Aid (FAFSA). Early and accurate submission of the web-based FAFSA will ensure that each applicant's financial ability is evaluated in a consistent and uniform manner. Applicants who apply early are notified of any aid awarded in sufficient time to register for and attend classes in the entry semester of his/her choice. Submission of the FAFSA also ensures that an applicant is automatically considered for all Federal, State, and Institutional aid programs for which funds are available. More detailed information and step-by-step instructions are found in the financial aid web pages of the College.

In accordance with Board of Regents Policy, NCCC's financial aid award policy is to assist needy applicants with grant awards for tuition, fees, textbooks and supplies. The applicants with the greatest need are offered additional grant aid, if funds are available. Besides grant funds, applicants may apply for student loans and work-study employment to meet their remaining financial need.

The staff of the Financial Aid Office provides both general and specific advisement to students and parents on a day-to-day basis. As an advocate for students, the Financial Aid Office offers individual and group counseling sessions and workshops throughout the year to provide guidance and further students' knowledge of financial aid opportunities and responsibilities associated with receiving financial assistance. The Financial Aid Office promotes the advantages of using the Banner Self-Service student information system for students to have round-the-clock access to their financial aid status and award information. In addition to maximizing access to Federal, State, and Institutional sources of grants, scholarships, and low cost loans, the Financial Aid Office serves as a clearinghouse of all student employment on the campus.

GENERAL ELIGIBILITY

To receive student financial aid, a student must meet the following general requirements:

1. Must be enrolled or accepted for enrollment as a regular student working toward an associate degree or eligible certificate program of study at NCCC. This is commonly referred to as being "matriculated".

2. Must demonstrate financial need as determined by the Federal Methodology means of evaluating the data reported on the Free Application for Federal Student Aid.
3. Must meet federal and state regulations that set minimum standards for aid recipients concerning good academic standing and satisfactory academic progress toward completion of his/her program of study.
4. Have earned a high school diploma or GED certificate.
5. Must be a U.S. citizen or eligible non-citizen.
6. Must certify that she/he will use federal student aid only for educational purposes and that she/he is not in default on prior federal student loans or owe a refund of federal Title IV grant funds.
7. Must be registered with the Selective Service Administration, if male and 18 years of age or older.
8. Must have a valid Social Security number. If a Social Security number is needed, find out about applying at www.ssa.gov or by calling 800-772-1213 (TTY 800-325-0778).

Additional restrictions are placed on a student who has been convicted under federal or state law of selling or possessing illegal drugs. To determine individual status, one should call 847-688-6888. TTY users should call 847-688-2567. Eligibility is also limited, generally for a Pell Grant only, for an incarcerated student in a federal or state penal institution. Further, a student who has earned a previous baccalaureate degree is ineligible for Federal Pell Grants, although a student who is enrolled to fulfill teacher certification requirements may still seek assistance from the Federal Direct Loan Programs. Students with prior BA degrees will not be considered for need-based grant assistance but may apply for scholarships, loans, and work study.

HOW TO APPLY

Applicants must complete the Free Application for Federal Student Aid (FAFSA) for each academic year (e.g. 2016-2017) of study. Since the Community College Financial Aid System is web-based, applicants are required to access various web sites in addition to the FAFSA. For the 2016-2017 academic year, student aid applicants will be required to obtain a FSA ID consisting of the use of a Username and Password. When filing the FAFSA on the web, it is necessary to authorize the release of the application information by entering the College's Federal Title IV code: 001398. The data is sent to the College in a matter of a few days rather than 6-8 weeks if a paper application is used. A Spanish language FAFSA is also available. Note that financial aid applicants must complete the admissions process before they are able to receive a financial aid decision.

The Financial Aid Office strongly urges applicants to watch the video in the financial aid web pages before attempting to complete and file the FAFSA.

For assistance about the Federal financial aid programs, or in completing the FAFSA, call 1-800-4-FED-AID (1-800-433-3243).

WHEN TO APPLY

Since all applicants for financial assistance are required to file the FAFSA, it is important to submit an accurate and complete form early to allow sufficient lead time for processing and award notification. Note in the chart below the suggested FAFSA filing dates.

Academic Terms	New Students	Continuing & Readmitted Students	Suggested FAFSA Filing Date
To attend Fall & Spring Semesters	July 1	June 1	April 15
To attend Summer Semester	N/A	May 1	April 15
To attend Spring Semester only	December 1	December 1	November 1

Although applications are accepted throughout the school year, all financial aid processing is performed on a strict first-come, first-served basis. The priority application dates are set to advise applicants about the latest they should apply to receive an award determination before classes begin. Applications received after these dates will be processed provided the FAFSA data is complete and verified. There can be no guarantee of financial aid funds being available other than Federal Pell Grants for a FAFSA filed after these dates. There are additional forms and requirements for students seeking work study employment or Federal Direct Loans. In August we will offer a Work Study Orientation so students can learn more about the work study program.

Note that a new FAFSA is required for each new school year (e.g. Fall 2016 and Spring 2017).

PROCESSING THE FINANCIAL AID APPLICATION (FAFSA)

The FAFSA should be completed with care. Applicants should allow at least an hour to review instructions, gather data, and complete the application. A FAFSA submitted with incomplete or inaccurate data cannot be successfully processed. This would cause serious delay in the College receiving complete application data.

Incomplete FAFSA data will also increase the probability that the applicant will be required to send to the Financial Aid Office additional verifying income tax and household information. To avoid serious delay, it is important to ensure that the FAFSA has been properly signed by the applicant, and by one of his/her parents, if applicable. An improperly signed FAFSA will cause very serious delays in processing and award notification.

Approximately one week after submitting your electronic FAFSA form, the Federal processor will create a Student Aid Report (SAR). Review it for accuracy. If additional information is requested, respond immediately. The FAFSA data is sent electronically to the College. When received, the Financial Aid Office will review the FAFSA data and any comments of the Federal processor when comparing reported information with database matches with the following federal government offices: Department of Education loan default and grant overpayment records, Social Security Administration records, Selective Service Administration records, and Bureau of Citizenship and Immigration Services records.

Applicants must review the status of their applications by accessing their Banner Self-Service student information account at <http://my.commmnet.edu> and following the directions for web access for students. It is advisable to monitor application status regularly and specifically be attentive to "My Eligibility" and "My Award Information," and (tuition) "Account Summary."

VERIFICATION

About 50% of all FAFSA's received by NCCC are selected for a review called "Verification". If selected, a student will receive notice to provide the Financial Aid Office with financial and family information such as federal income tax return transcripts and other special letters of eligibility for untaxed sources of income and identification of household family members. Processing of the FAFSA stops until all the requested information is provided. It is expected that the requested information will be sent to the Financial Aid Office within 10 days to keep one's application in active processing status. Students who are required to furnish verification-related income tax and other related docu-

ments will have up to 120 days after the last date of enrollment, and no later than September 15th following the end of the previous academic year (e.g. September 15, 2017 for the 2016-2017 academic year).

HOW FINANCIAL AID AWARDS ARE DETERMINED

The FAFSA collects income, asset and other information about the student applicant and if required, his or her spouse, or parents. The information is entered into a formula established by the U.S. Congress, commonly referred to as Federal Methodology. The formula calculates an Expected Family Contribution or EFC. The EFC is the amount a student and his or her family (parents, or spouse as applicable if their information was collected) are expected to contribute toward the costs of attendance at NCCC. The calculated EFC may be different than what a family might expect to contribute. However, the calculated EFC is used as a uniform and objective measurement in determining financial aid eligibility. The EFC may change from year to year to reflect changes in the applicant's financial situation. Applicants are encouraged to utilize the Net Price Calculator in the financial aid web pages to obtain an estimated calculation of their EFC.

The Expected Family Contribution (EFC) is used in the following equation to demonstrate financial need:

$$\begin{aligned} &\text{COST OF ATTENDANCE AT NCCC} \\ &\quad \text{--- (minus) EXPECTED FAMILY CONTRIBUTION} \\ &= \text{FINANCIAL NEED} \end{aligned}$$

Annually, the Financial Aid Office establishes student Cost of Attendance budgets. Examples of estimated costs are included in the two most common types of budgets listed below for Connecticut residents. Note that the cost components are based on student aid budgets commonly used for the 2015-2016 award year. At the time of developing this catalog, the tuition and fee schedules for 2016-2017 have not been released by the Board of Regents.

Cost Components	Reside With Parents	Off Campus/ Own Residence
Tuition and fees-	\$4,062*	\$4,062
Books and supplies-	\$1,200	\$1,200
Living expenses-	\$6,742	\$11,381
Room/board		
Transportation		
Personal/Misc.		
<hr/>		
Total	\$11,734	\$16,643

NOTE: All cost of attendance amounts reflect full-time enrollment over the nine month academic year (Fall and Spring Semesters). Normally, a student applicant is awarded grant aid to cover tuition, fees, books and sup-

plies expenses, or a lesser amount in keeping with the determined financial need for that applicant. Higher allowances for books and supplies are made for students enrolled in nursing, physical therapy assistant, and veterinary technology.

* Tuition and fees above are for Connecticut state residents. New England and out of state tuition charges are greater. All tuition and fee charges are subject to change without notice. There are additional usage fees for laboratory and studio courses, and clinical program fees. The Costs of Attendance Connecticut resident budgets illustrated are for the 2016-2017 aid year. Adjustments are made annually as new tuition and fee schedules are released and adjustments made to reflect inflationary changes in the Consumer Price Index for specific cost components. Students may also use the Net Price Calculator for a rough estimate of any out-of-pocket expenses.

HOW FINANCIAL AID WORKS

The Financial Aid Office offers a "package" of grants and work-study employment to meet but not exceed an applicant's financial need. Applicant financial need is generally met with grant aid up to a level of direct costs for tuition, standard fees, books and supplies). Grants are called gift aid and do not have to be repaid. All offers of financial assistance are conditioned upon whether there are remaining available funds and provided the applicant maintains the general eligibility requirements as well as continues to maintain satisfactory academic progress.

Complete applications are evaluated and aid packages are constructed resulting in award notifications being sent on a rolling basis throughout the aid year. Financial aid decisions are governed by the date of application completion as all award notifications are made on a first-come first-served basis. Financial aid award notification letters are sent to the student via the Banner Self-Service student information system of the Connecticut State Colleges and Universities, as well as by postal letter. Upon the expiration of campus-based grant funds, remaining applicants receive notification of Pell Grant eligibility and added counseling to consider various types of self-help in order to meet remaining financial need.

Award notification letters show an academic year award by semester. Awards reflect expected full time semester enrollment. If not full-time, awards are reduced in proportion to the student's enrollment status. For example, a student enrolled for 9-11 credits would receive a prorated amount of 75% for three-quarter time enrollment status; a student enrolled for 6-8 credits would receive a prorated amount of 50% for half-time enrollment status. With the exception of Federal Pell Grants, other financial aid programs require at least half-time attendance per semester.

Additional forms must be completed for Federal Direct Student Loan and Federal Work Study awards. Loans require an entrance counseling interview. Loan Request Forms are obtained from the Financial Aid Office with information about the loan entrance counseling requirements. Students intending to borrow must also complete a Master Promissory Note and an entrance interview. Students with work-study awards need to complete various payroll documents (state and federal W-4 withholding forms and an I-9 form which confirms a student's identity and eligibility to work). When completing the I-9 form, students should present a state issued identification card (driver's license), social security card or birth certificate.

Be advised, financial aid grant and work-study awards are conditional upon NCCC's receipt of annual allocations from the U.S. Department of Education and the State of Connecticut. Therefore, specific financial aid awards are subject to change from year to year. Northwestern Connecticut Community College retains the right to make adjustments to individual student awards during the course of an award year. In the event that a higher proportion of students accept aid offered, or a larger number enroll as full-time students, the College may reduce various financial aid program funds to stay within the College's allocations and budgeted student aid funds.

HOW AWARDS ARE PAID

Financial aid awards are disbursed each academic term. Financial aid grant funds are first applied to student tuition accounts and pay any remaining charges owed to the College. If the amounts of grants exceeds tuition and fee charges, the result is a "credit balance." Credit balances may be paid to the student by check, or considerably faster if the aid applicant signs up for direct deposit. For direct deposit, a student may enroll by completing the required checking account information in the menu of "Financial Services" in Banner Self-Service. Students may also elect to use their credit balance to charge books in the Follett Book Store. The ability to charge books is authorized only three weeks before and two weeks after the beginning of classes. Any remaining funds will be refunded to the student via check or direct deposit.

Federal Work Study awards are paid to students based upon hours worked on a biweekly pay schedule. The Financial Aid Office conducts preliminary screening interviews of job applicants determined to demonstrate financial need eligibility. Qualified students are then referred to specific departments for further interview and a hiring decision. Through such screening, every effort is made to place students in community service jobs or jobs that provide added experience in their major program of study. Student workers are expected to arrange a work schedule which permits earning their work study award over the 30 week academic year, or 15 week fall or spring semester.

Work Study jobs, funds permitting, may also be available during semester intersessions and summer session. Students are expected to monitor their progress in earnings so as not to work beyond the funds allotted in their award.

Federal Direct and PLUS loans funds are forwarded to NCCC by electronic fund transfer (EFT). Funds are typically received after the fourth week of each semester. Funds are applied to student accounts and credit balances are refunded within 14 days of receipt of the actual funds. Refunds are made by check or wired directly to a student's bank account if enrolled in direct deposit.

CONSORTIUM AGREEMENTS AND VISITING STUDENT STATUS

In order for a student to become a visiting student to take coursework at another college through the provisions of a Consortium Agreement, students must be enrolled at NCCC and be registered in at least one three credit course at NCCC. The proposed coursework at the other college must be certified by an academic advisor or student development counselor at NCCC. The counselor/advisor must be able to certify that the student is fulfilling an academic requirement at NCCC. In order to ensure there is time to complete all Consortium Agreements, the form is required to be submitted to the Financial Aid Office no later than two weeks before the beginning of classes of any academic term including summer session. With an on-time Consortium Agreement request, enrollment status and disbursement of funds will be based on the combined enrollment at both NCCC and the visiting college. The Financial Aid Office will process any financial aid that is available to be transferred to pay tuition. Applicants will be responsible to pay the fees at the host school at the time of registration. Disbursement of aid will be in the same manner as otherwise scheduled. Since there is no provision which allows transfer of funds to other colleges for the purchase of books and supplies, students pursuing a Consortium Agreement are responsible for books and supplies expenses. At the time of constructing a new college catalog, the Board of Regents is considering implementing a new form and some significant changes to the process to ensure that students are able to access the course offerings of the SCSU schools.

REFUND AND REPAYMENT OF FINANCIAL AID AWARDS

Awards are based upon enrollment as of the 14th day of the semester plus a few days of administrative time to establish a census date. At that time, a student's actual enrollment status is officially set for the rest of the academic term and any rules of prorated disbursement of aid are applied. Recipients not enrolled at that time will have

100% of their awards rescinded. At the establishment of the census date, students who have been identified by their instructors as not having attended their class will be reported to the Dean of Academic and Student Affairs for purposes of determining the correct enrollment status of those “no show” students. In conjunction with the census each semester, financial aid will be rescinded and the enrollment status adjusted upon approval of the Dean. After the census date, there is no adjustment to tuition and fee charges and financial aid awards are not reduced unless a student withdraws from all courses. A Title IV recalculation may then be necessary depending when a student withdraws from all courses.

REPAYMENT OF FEDERAL TITLE IV STUDENT FINANCIAL AID

Recipients of Federal Title IV student financial aid funds (PELL and SEOG Grants and Federal Direct Student and PLUS Loans) who completely withdraw from all semester credit-bearing courses either at one time or incrementally over the semester, will have their award eligibility recalculated according to Federal Title IV Regulation formula. Students who have not earned any credit after an academic term, but who have not officially withdrawn are considered unofficially withdrawn and must have their eligibility for Federal Title IV aid recalculated.

Recipients, based on how long they remain enrolled (attending classes) in semester course work, earn Federal Title IV semester aid awards. A pro-rata award adjustment is made up until a recipient has been enrolled for more than 60% of the semester. Recipients who remain enrolled beyond the 60% point have earned their entire semester's aid award. For example, a recipient who withdraws from college after 3 weeks time in a 15 week semester will have earned 3/15th or 20% of his/her federal financial aid award. If the recipient had a \$1,000 award, he or she would be eligible to receive \$200 ($\$1,000 \times 20\%$). The balance of the award, or \$800, must be refunded or repaid by the College and recipient to the federal funds from which it came. In another example, a recipient who withdraws from the College after 12 weeks time will have earned 12/15th or 80% of his or her federal financial aid award. This recipient would have earned 100% of his or her \$1000 award since the enrollment exceeded the 60% point of the semester. The College and the recipient then would not have to refund or repay any federal award funds after remaining in classes beyond the 60% threshold.

Award eligibility is actually calculated using days, not weeks, as was done in the examples above. Also, the College is responsible for returning a portion of the unearned funds equal to the lesser of College charges multiplied by the unearned percentage of student funds, or the entire amount of unearned funds. If the College is not required to repay the entire amount of unearned funds then the

recipient must repay the remaining unearned amount. The College will notify recipients in writing who have an obligation to repay Federal Title IV funds.

Unearned Title IV funds should be repaid to the College within 45 days. After 45 days, the College will provide recipients with instructions to develop a repayment plan with the U.S. Department of Education. After 45 days, a student with a balance still owed will lose eligibility for Federal Title IV financial assistance to attend any college. Be aware that if the College has to return unearned award funds to the U.S. Department of Education, this repayment would result in a student owing the College for unpaid college charges.

ACADEMIC STANDARDS AND DURATION OF ELIGIBILITY FOR FINANCIAL AID

The Connecticut State Colleges and Universities approved a uniform academic progress standard for all students receiving student financial aid at all of the twelve community colleges. This standard is reflected in the policy statement below and is effective for periods of enrollment beginning with the Fall 2011 Semester. Questions concerning this policy should be addressed to the Director of Financial Aid Services.

Academic Progress Policy

A student receiving Federal Title IV financial aid or other financial aid directly administered or certified by the College must maintain satisfactory academic progress towards the completion of a certificate or degree program of study. Satisfactory academic progress for financial aid recipients is measured by both quantitative and qualitative standards and is an assessment of a student's cumulative academic record at the College.

A student must successfully complete two-thirds (66.66%) of the credits (earned/attempted credits) he/she attempts. All attempted credits resulting in either an academic grade or administrative transcript notation will be included in the quantitative calculation. Incomplete courses, course withdrawals, course repetitions, and noncredit remedial courses (with appropriate credit equivalency evaluation) will be included in this assessment. Transfer credits will be counted as attempted and earned credits in the calculation for determining satisfactory academic progress.

A student must also maintain a cumulative minimum grade point average as noted below to be making satisfactory academic progress and be eligible to receive financial aid.

Earned Credits	Minimum Inclusive GPA
< 15.99	1.50
> 16.00	2.00

A student's cumulative academic history will be evaluated prior to each term's financial aid disbursement. This policy will be used to evaluate full-time and part-time students.

Warning

Any student who fails to meet the minimum satisfactory academic progress standard will be placed on Warning Status. The Warning period will be the student's next semester of enrollment at the College. The College will communicate the Warning status to the student and inform the student that she/he must meet the academic progress standard by the end of the Warning Period in order to maintain eligibility to participate in the financial aid program at the College.

Termination

Any student who fails to meet the minimum satisfactory academic progress standard at the end of the Warning Period will be dismissed from the financial aid program at the College. The College will communicate the Termination status to the student and inform the student of the Reinstatement and Appeal Process available to the student.

Maximum Credit Hours

A student may receive student financial aid for any attempted credits in his or her program of study that do not exceed 150% of the published length of the student's educational program at the College. For example, a student enrolled in a 60 credit degree program may receive financial aid for a maximum of 90 attempted credit hours. Similarly, a student enrolled in a 30 credit certificate program may receive financial aid for a maximum of 45 attempted credit hours. Any attempted credits at the College must be included in the calculation. This 150% maximum credit hours rule is applicable to students who change majors or who pursue a double major.

Reinstatement Policy

A student's financial aid eligibility will be automatically reinstated at such time as the student meets the minimum satisfactory academic progress requirements. Reinstatement to the financial aid program may also occur upon a successful appeal by the student.

Appeal Process

A student with just cause may appeal the finding that he/she does not meet the minimum academic progress standards. All students in Warning status who are found to be failing to make academic progress will be mailed an Appeal Request Form and instructions. The Financial Aid Office will at that time also facilitate making an appointment for the student to present his/her appeal in person. The burden of proof to fully document any claims of disability, injury, illness, etc. rests with the student and must be provided at the time the appeal is scheduled. Students whose appeal is granted a waiver are placed on Probation and must meet all standards required to maintain probationary status. Students may appeal the decision of the Appeals Committee to the President of the College no later than 30 days from their original date of notification.

FEDERAL STUDENT FINANCIAL AID

Federal Pell Grant. Awards range up to \$5,730, or as amended by Congress, depending on student eligibility, enrollment status, and Congressional appropriations.

Federal SEOG Grant. Awards range from \$100 to \$4,000. Award preference is given to Pell Grant recipients demonstrating the highest financial need.

Federal Work Study. Awards provide part-time employment opportunities. An FWS award is paid to students as an hourly wage for employment services performed in on-campus jobs or with off-campus not-for-profit agencies functioning in the public interest or providing services to the community.

WILLIAM D. FORD DIRECT LOANS

Federal Direct Loan. This is a low interest loan for students made directly through the College from the Federal government with an interest rate determined by Federal legislation. Applicants with financial need qualify for interest subsidy benefits. Applicants without financial need may qualify for a loan without interest subsidy. Loan repayment begins after the borrower ceases to be enrolled at least half-time and expiration of a full six month grace period. Loan disbursements can be cancelled or partially reduced by written request of the borrower within 14 days of receipt of funds at the College. Federal Direct Loans may also have student default and origination fees. In order to use this loan to defer payment of tuition and fees, loan requests must be submitted to the Financial Aid Office at least one month before the beginning of classes.

Federal Direct PLUS/Parent Loan. Parents of NCCC students may borrow to assist with college costs. This loan is not need based, but is based on credit worthiness. The maximum loan amount is the cost of education less estimated other financial aid awarded. This loan also has an annual interest rate determined by Congress. Repayment begins within 60 days of both installments of the loan being fully disbursed to the College, or may be deferred by requesting forbearance from the lender. Loan disbursements can be cancelled or partially reduced upon written request of the borrower within 14 days of receipt of funds at the College. In order to use this loan to defer payment of tuition and fees, loan requests must be submitted to the Financial Aid Office at least one month before the beginning of classes.

CONNECTICUT STUDENT FINANCIAL AID

Governor's Scholarships

Funds are allocated annually to NCCC by the Connecticut Office of Higher Education. These grants are earmarked for Connecticut residents enrolled in degree programs of study. The Financial Aid Office makes these need-based awards to applicants based upon assessment of financial need determined by the appropriate year FAFSA. A component for academic merit is also built into a merit and need-based Governor's Scholarship program as determined by the Connecticut Office of Higher Education. In addition, an Academic Incentive Grant program allows for the selection of a limited number of grants to recipients selected by the Office of Higher Education.

Northwestern Connecticut Community College Grant

(NCCC Grant). Funds are allocated annually to NCCC to provide grant awards to Connecticut residents who demonstrate need. Grants may not exceed tuition and fees, textbooks and supplies.

Capital Scholarship

This need-based scholarship is awarded to high school seniors or graduates with SAT scores of 1200 or more or who rank in the top 20% of their high school class. Application deadline is February 15th. Applications are available in high schools or from the Connecticut Office of Higher Education.

STUDENT RESPONSIBILITIES

All Financial Aid applicants and recipients are responsible for the following to:

- Read and understand all information provided to them by the Financial Aid Office, including information contained in the College catalog.
- Inform the Financial Aid Office of any change in name, home address, email address, marital status, family size, receipt of awards from sources outside of NCCC such as scholarships and grants, including employer education reimbursement programs, participation in WIA, or changes in their academic majors (degree or certificate programs). Students engaged in student employment must promptly notify the Financial Aid Office upon withdrawing or not attending any credit course.
- Maintain accurate and up-to-date names, email and home addresses with the Registrar's Office as well as informing that office of any intention or request to withdraw from any class.
- Provide the Financial Aid Office with true, accurate and complete information and documents promptly when requested. Aid applicants are responsible for maintaining secure Federal PIN numbers and managing

their passwords to avoid any delay in their access to Banner Self-Service.

- Federal Direct Loan borrowers must complete an Entrance Counseling Interview before a loan is certified by the Financial Aid Office, and must sign a Master Promissory Note with their servicer before their loan will be disbursed to the College. Federal Direct Loan borrowers must also complete an Exit Counseling Interview prior to leaving the College. Federal Direct or PLUS loan applicants are subject to pro-ration of the loan amounts requested if the loan period is less than one full academic year. The College reserves the right to reduce or deny a loan request on a case by case basis that takes into account the ability of an individual to successfully manage education loan debt.
- Monitor their records in Banner Self-Service by accessing the my.CommNet.edu portal to review their financial aid status and to respond to notices of requirements for the submission of verification data such as federal income tax transcripts. Failure to review information regularly and to comply with documentation requirements may result in cancellation, modification, or forfeiture of financial aid awards or eligibility for actual payment of financial aid award.
- Pell Grant applicants have until 120 days after their last day of enrollment (but not later than September 15th) in which to submit verification documents provided the Financial Aid Office has received a valid SAR output document. The latest a student may apply for a Pell Grant is June 30th following the previous award period (e.g. June 30, 2017 for the 2016-2017 fall/spring semesters).
- Inform the Financial Aid Office about any change of enrollment plans or subsequent inability to receive the funds offered by NCCC in order to allow other students access to those funds.
- Be well informed of the College's satisfactory academic progress policy and procedures.
- Notify the Financial Aid Office promptly if their financial circumstances change in order to have their financial need re-determined and any revisions of the award amounts or programs considered.
- Read and understand the terms and conditions of any financial aid award including the accompanying instructions and cautionary statements of the official notification of aid offered by the Financial Aid Office. This notification is in the form of a Financial Aid Award Notification Letter which is posted to a student's record in Banner Self-Service and later sent as a postal letter.
- Register for classes in a timely fashion each semester.
- Understand that financial aid is not authorized to be paid to students if they do not register or attend classes. Financial aid cannot be used to pay for audited courses or enrolling in courses which do not fulfill a curriculum requirement of the academic program of study and that financial aid is not authorized to pay for a course previously successfully completed more than once.

SCHOLARSHIPS

SCHOLARSHIPS FOR NEW STUDENTS

The following scholarships are awarded by area high schools. To obtain an application, please contact the guidance counselor or principal at the high school.

Barkhamsted Lions - Lattizori Family Scholarship

is awarded annually to a full or part-time student and is based on financial need and high academic achievement. This scholarship is awarded to a graduating senior of Northwestern Regional #7 High School who plans to attend NCCC.

Catherine Ann Jespersen Scholarship is awarded to a graduating senior of Northwestern Regional High School District #7 who is accepted for admission to NCCC. The recipient is selected by the high school principal on the basis of high academic achievement and must have a minimum of a cumulative "B" average.

Walter M. Jespersen III Scholarship is awarded to a graduating senior of Oliver Wolcott Technical School who is accepted for admission to NCCC. The recipient is selected by the high school principal on the basis of good moral character, exemplary citizenship and demonstrated scholastic ability. Preference will be given to a candidate with education and interest in an electrical discipline and who has an interest in pursuing higher education.

Pythian Scholarship is awarded to a graduating senior of The Gilbert School who is accepted as a matriculated student for admission to NCCC and is based on academic achievement and a minimum cumulative grade point average of 2.50.

The following scholarship is awarded by Northwestern Connecticut Community College:

For more information concerning any of the following scholarships, please contact the Financial Aid Office (GW 224) at 860-738-6326.

Carl F. Norden Scholarships are awarded semi-annually for two years to two full-time students who are studying computer science, engineering science or technological studies at NCCC. Selection criteria for this scholarship are based on scholastic achievement, participation in school activities, character and demonstrated financial need.

Students must maintain a 3.0 grade point average and be enrolled full-time each semester to continue his or her eligibility for this scholarship.

The following scholarship is awarded by Northwestern Connecticut Community College and is funded by the Northwestern Community College Foundation (NCCF):

Draper Scholars Scholarships are awarded annually to new incoming students with demonstrated high academic standing and financial need. These scholarships fund full-time tuition and fees (excluding lab, studio, and/or clinical fees) for a period of two years (four semesters). Students must be enrolled full time each semester and maintain good academic and general standing at NCCC and good citizenship in the community to continue his/her eligibility for this scholarship. Applicants must be graduates of The Gilbert School, Housatonic Valley Regional High School, Lewis S. Mills High School, Litchfield High School, Northwestern Regional High School District #7, Oliver Wolcott Technical School, Torrington High School, or Wamogo Regional High School.

SCHOLARSHIPS FOR CONTINUING STUDENTS

Professor Greg Banks Scholarship is awarded to a continuing or graduating student who has maintained a minimum cumulative grade point average of 2.70 and has earned a minimum of 30 credits in college-level courses at NCCC. Scholarship will be awarded based on a student's display of integrity, individuality, and communication and reasoning skills. Students who apply for this scholarship must include at least one letter of recommendation from a NCCC faculty or staff member with the scholarship application. This scholarship was established by a former NCCC Mathematics Professor.

Raymond and Mary Banks Scholarship is awarded to a continuing or graduating student who has maintained a minimum cumulative grade point average of 2.70, who is pursuing a teaching career in secondary or higher education, and who has demonstrated the personal attributes of passion for education and commitment to a strong work ethic. This scholarship was established by former NCCC Mathematics Professor Greg Banks in honor of his parents who worked in the field of education.

Barkhamsted Lions - Lattizori Family Scholarship is awarded annually to a full or part-time student who is a resident of Barkhamsted and is based on financial need and high academic achievement.

Classified Staff Scholarship is awarded annually to a continuing, matriculated student at NCCC who has earned a minimum cumulative grade point average of 2.50 and who will be enrolled for six or more credits for the fall semester and who does not qualify for federal grants (not including student loans) or other outside financial resources. Preference is given to a child/step-child of a Classified Staff member who does not qualify for federal grants (not including student loans) or other outside financial resources. Students who have received this award may not reapply.

Professor John F. Ferguson Scholarship is awarded to a continuing or graduating student who is a History major or who has completed at least three history courses with a grade of B- or higher, has demonstrated strong academic performance and demonstrated involvement in community service and/or student activities.

Helen Case Foster Scholarship is awarded to a female student in her sophomore year. The award is given at the discretion of the President of the College. This scholarship was established in memory of a past chair of the NCCC Regional Advisory Council.

John G. Groppo Scholarship for the Deaf and Hearing Impaired is awarded annually to a deserving deaf or hard of hearing student or a student enrolled in the Interpreter Preparation Program who is continuing his or her enrollment at NCCC.

Lucy B. LaMere Memorial Scholarship is awarded to a continuing, returning or graduating student enrolled in the Medical Assisting associate degree program at NCCC.

Lions Club Zones Scholarships are awarded annually to students who demonstrate active involvement in activities which provide and promote service to others in the spirit of the Lions' Motto "We Serve." Preference is given to students pursuing a course of studies related to the Humanities.

Dr. Elaine Stewart McKirdy Scholarship is awarded annually to a full or part-time student who is enrolled in the Early Childhood Education program at NCCC. A minimum cumulative grade point average of 2.50 or higher and demonstrated financial need are required in order to be considered for this scholarship.

Mildred M. Murdock Scholarship is awarded to a student enrolled in the fine arts program of the College. Preference is given to non-traditional students with financial need and academic potential.

NCCC Student Employee of the Year Scholarship is awarded to a NCCC student employee who is matriculated in a program of study leading to his/her first associate degree or certificate. Candidates must be continuing as

a student in the fall semester, have demonstrated financial need, and have earned a minimum cumulative grade point average of 3.0. Final selection will be based on the supervisor's nomination and evaluation of the student's reliability, initiative, quality of work, and contribution to the department or office of the College.

Northwestern Connecticut Community College Honors Scholarship is awarded annually to a continuing full-time, in-state student who has earned a minimum cumulative grade point average of 3.0. This scholarship funds tuition and fees (excluding lab and/or studio fees) for a period of one year (two semesters). This scholarship is funded by the Philip M. Drapeau, Frances M. Collins, Frank P. Marcil, Andrew Joseph Quinlan, and Benjamin and Irene Serafini Scholarship funds.

Daniel H. & Ellen C. O'Grady Memorial Scholarship is awarded to a continuing or graduating student who has maintained a minimum cumulative grade point average of 2.70 and is planning on transferring to a four-year college, and who exhibits an inquisitive imagination coupled with a love of language and literature.

Professor Gautam K. Shah Memorial Scholarship is awarded to a full-time, continuing student with an academic major in the Business and Management Administration program. Demonstrated financial need and a minimum cumulative grade point average of 2.50 are required for consideration of this award.

Valley Thrift Shop Scholarships are awarded to students with the highest cumulative grade point average who have matriculated into NCCC's Nursing program.

Robert C. White Scholarship is awarded annually to a student who is majoring in art, who is completing his/her first year at Northwestern, displays scholastic and artistic promise, and plans to continue as a student at NCCC.

The following scholarships are awarded by Northwestern Connecticut Community College and are funded by the Northwestern Community College Foundation (NCCF):

John A. Albani Scholarship is awarded to a student enrolled in courses in the Criminal Justice program. A minimum cumulative grade point average of 2.50 and active participation in the Criminal Justice Student Association are required for consideration of this scholarship. Northwest Community Bank established this scholarship in memory of Mr. John A. Albani, their bank's former Auditor and Security Officer.

Raymond W. Atcheson Scholarship is awarded to a continuing student at NCCC who has a minimum cumulative grade point average of 3.0, preferably a mathematics or science major, a veteran of the armed forces or who is

a single parent. This scholarship was established in honor of a retired NCCC executive dean. US Navy – Korea and Vietnam.

Sarino and Marguerite DiMauro Scholarship is awarded annually to a continuing matriculated student at NCCC who has completed his/her first year of classes, has earned a minimum cumulative grade point average of 2.50, and has demonstrated financial need. This scholarship will be awarded to a student in the following order of preference:

1. to a deaf or hard of hearing student
2. to a student enrolled in the Interpreter Preparation Program: ASL/English
3. to a student enrolled in one of the following NCCC academic programs relating to the medical and public health care fields (i.e., Allied Health Administration, Medical Assisting, Physical Therapist Assistant, Human Services, Liberal Arts and Sciences: Psychology pathway).

James L. and Shirley A. Draper Scholarships are awarded annually to continuing, matriculated students at NCCC with demonstrated high academic standing and financial need. Recipients must be graduates of The Gilbert School or Northwestern Regional High School #7.

Regina M. Duffy Scholarships are awarded to fulltime (12 credits or more) and part-time (6-11 credits) continuing students who are returning to NCCC in the fall semester.

Marion William Edwards Scholarship is awarded to a continuing student at NCCC majoring in literature, journalism and/or the humanities.

Northwestern Community College Foundation Scholarship is a semi-annual award to be given each semester to a matriculated student. Preference for this scholarship is given to a student with demonstrated academic accomplishments.

Phoenix Scholars Scholarship is awarded annually to a full-time student who is majoring in the Business and Management Administration program at NCCC. Selection criteria for this scholarship are based on scholastic achievement, participation in school activities, and demonstrated financial need.

George L. Sherwood Scholarship is awarded to a continuing or graduating NCCC student who is a history major, has achieved a grade point average of 3.5 or better, and who is a resident of Northwest Connecticut. This scholarship was established in memory of George L. Sherwood Sr., who was one of the founders of Northwestern Connecticut Community College.

SCHOLARSHIPS FOR GRADUATES

The following scholarships are awarded by Northwestern Connecticut Community College:

Alumni Association Scholarship is awarded annually to a graduating student who has maintained a 2.5 cumulative grade point average, has been accepted for admission to a four-year college or university and has demonstrated personal attributes of character, service and leadership as evidenced by active involvement at NCCC. This scholarship is neither need-based nor program-specific.

Professor Greg Banks Scholarship is awarded to a continuing or graduating student who has maintained a minimum cumulative grade point average of 2.70 and has earned a minimum of 30 credits in college-level courses at NCCC. Scholarship will be awarded based on a student's display of integrity, individuality, and communication and reasoning skills. Students who apply for this scholarship must include at least one letter of recommendation from a NCCC faculty or staff member with the scholarship application. This scholarship was established by a former NCCC Mathematics Professor.

Raymond and Mary Banks Scholarship is awarded to a continuing or graduating student who has maintained a minimum cumulative grade point average of 2.70, who is pursuing a teaching career in secondary or higher education, and who has demonstrated the personal attributes of passion for education and commitment to a strong work ethic. This scholarship was established by former NCCC Mathematics Professor Greg Banks in honor of his parents who worked in the field of education.

Professor John F. Ferguson Scholarship is awarded to a continuing or graduating student who is a History major or who has completed at least three history courses with a grade of B- or higher, has demonstrated strong academic performance and demonstrated involvement in community service and/or student activities.

Marie L. Hill Scholarship is awarded to a Northwestern graduate whose scholarship, character and attitude merit recognition.

Lucy B. LaMere Memorial Scholarship is awarded to a continuing, returning or graduating student enrolled in the Medical Assisting associate degree program at NCCC.

Daniel H. & Ellen C. O'Grady Memorial Scholarship is awarded to a continuing or graduating student who has maintained a minimum cumulative grade point average of 2.70 and is planning on transferring to a four-year college, and who exhibits an inquisitive imagination coupled with a love of language and literature.

The following scholarships are awarded by Northwestern Connecticut Community College and are funded by the Northwestern Community College Foundation (NCCF):

George J. Atcheson Scholarship is awarded to a graduate with a high cumulative grade point average who is transferring to a four-year college. Preference is given to a mathematics or science major and veteran of the armed forces. This scholarship was established by Raymond W. Atcheson to honor his father, T/SGT George J. Atcheson, US Army – World War II.

Raymond W. Atcheson Scholarship is awarded to a graduate with a high cumulative grade point average who is transferring to a four-year college. Preference is given to a mathematics or science major and veteran of the armed forces. This scholarship was established in honor of a retired NCCC executive dean. US Navy – Korea and Vietnam.

Carmine E. Cornelio Scholarship is awarded annually to a graduating student who is transferring to another college or university and is based on high academic achievement and financial need.

Regina M. Duffy Scholarship is awarded to a graduating student majoring in one of the natural sciences who is transferring to a four-year college or university.

Regina M. Duffy Scholarship is awarded to a graduating student who has maintained a minimum cumulative grade point average of 2.50. Preference will be given to a student who has served in Afghanistan or Iraq. Students who are not a veteran of Afghanistan or Iraq must demonstrate strong financial need to be considered for this scholarship award.

Marion William Edwards Scholarship is awarded to a student who is graduating and transferring to another college or university and will be continuing his or her studies in literature, journalism and/or the humanities.

Professor Greg Hager Memorial Scholarship is awarded annually to a graduating student with a major in Liberal Arts and Sciences and a minimum cumulative GPA of 2.7. Like Professor Hager, the award recipient must demonstrate a commitment to issues of social justice and a dedication to the liberal arts. Evidence of such a commitment may include, but not be limited to, political activism, charity work, academic tutoring, volunteerism, etc.

NCCF Nursing Scholarship is awarded to the NCCC student with the highest cumulative grade point average who has applied, been accepted, and enrolls in the Nursing program at Northwestern Connecticut Community College.

Mary Ellen Serafini Scholarship is awarded annually to a graduating student who is transferring to a four-year college. Preference is given to a working parent. This scholarship was established in memory of the executive assistant to three Northwestern Presidents.

George L. Sherwood Scholarship is awarded to a continuing or graduating NCCC student who is a history major, has achieved a grade point average of 3.5 or better, and who is a resident of Northwest Connecticut. This scholarship was established in memory of George L. Sherwood Sr., who was one of the founders of Northwestern Connecticut Community College.

OTHER SCHOLARSHIP INFORMATION

Wesleyan University in Middletown, Connecticut, through the support of Connecticut corporations, administers the **Edwin D. Etherington Community College Scholarship Program**. Northwestern graduates who are highly motivated and well qualified are encouraged to apply to Wesleyan to become Etherington Scholars.

Additional recognition awards are made by departments or members of the College at the College's annual award ceremony at the close of the academic year. These awards are made following a review of the academic records of graduating students or students continuing their enrollment at Northwestern.

A number of scholarships from sources outside of the College are available to the College's students. The Financial Aid Office will communicate information about scholarships through *The Campus Voice*, the College's campus newsletter. Interested students may also obtain additional information from the Financial Aid Office.

ACADEMICS

OUT OF STATE STUDENTS IN ONLINE COURSES

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

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

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

GENERAL ACADEMIC INFORMATION

Student Rights and Responsibilities

Students are referred to College policies defining student rights and responsibilities contained in the Student Handbook, available online. In particular, students should be aware of definitions of academic dishonesty, expectations for student conduct, and the process to appeal an academic or administrative decision.

Semester and Unit of Credit

A semester usually consists of fifteen weeks, excluding registration and final examinations. If the semester is shorter, the class periods are proportionally lengthened. One class period, or two or three periods of laboratory/studio/clinical work each week, is necessary for one semester hour of college credit.

Course Requirements

During the first week of classes, the instructor distributes to each student a course syllabus and outline or overview, subject to subsequent modification, with information as to objectives, topics and assigned time frames, reading and attendance requirements, and an indication of evaluative and grading mechanisms to be used.

Class Attendance

There is no college-wide attendance policy that applies to all classes. Each instructor develops and distributes to

students his or her own participation policy during the first week of each semester. The instructor may notify a counselor if a student is absent from an entire week's classes in any subject or if the student's absences are deemed excessive. The student should notify both the class instructor and the Dean of Academic & Student Affairs if he or she is going to be out for an extended period because of personal emergencies.

Veterans are required by the Veterans' Administration to attend classes on a regular basis regardless of the attendance policy of the instructor. Signed attendance reports are sent by the student to the Veterans' Counselor. Poor attendance or lack of attendance by a veteran will result in termination of benefits.

Make-up Work

Immediately upon returning to classes, a student should discuss with the instructor the academic work missed because of absences.

Definition of a Credit Hour

Northwestern Connecticut Community College defines one credit hour as one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks, or the equivalent amount of work over a different amount of time. The "equivalent amount of work" includes laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

CLASS CANCELLATION INFORMATION

If snowy or icy driving conditions cause the postponement or cancellation of classes, announcements will be made on radio stations WKZE and WZBG as well as on television channels 3, 8, and 30. Students may also call the College directly at 860-738-6464 to hear a recorded message concerning any inclement weather closings. The recorded message will be available two hours prior to the start of day, twilight (5:00p.m.), evening (6:30p.m.), and weekend classes. Radio and television stations will broadcast the announcements at about the same time period. Each group of classes will have its own cancellation announcement. Notification of class cancellation will also be posted on the College website. Students can sign up to receive text message alerts through myCommNet ALERT. Log into <http://my.commnet.edu> for more information and to sign up.

Classes at off-campus sites are cancelled if the College cancels classes or if the off-campus site closes its facilities.

Students are urged to exercise their own judgment if road conditions in their localities are hazardous. If, in an emergency, the Office of the Governor of the State of Connecticut announces closing of all State offices, no classes will be conducted at Northwestern.

GRADING SYSTEM

The College uses the grading system listed below:

Achievement	Grade	Grade Point Value Per Semester Hour
EXCELLENT	A	4.0
	A-	3.7
GOOD	B+	3.3
	B	3.0
	B-	2.7
AVERAGE	C+	2.3
	C	2.0
	C-	1.7
PASSING, but below average	D+	1.3
	D	1.0
	D-	0.7
FAILURE	F	0.0
PASS in a pass/fail course	P	—
INCOMPLETE	I	—
WITHDRAWN	W	—
AUDIT	AU	—

Grading System

Developmental grades (numbered below 100) will appear with the “#” sign after the letter grade to designate their status. These grades do not count in the GPA except for Financial Aid eligibility.

Administrative Transcript Notations

(not included in the GPA)

Audit (AU)

Students not wishing credit may audit a course.

Incomplete (I)

At the discretion of the instructor, the notation “I” may be assigned if a student has completed most of the course requirements but due to extenuating circumstances cannot complete the remaining course requirements within the regular semester. Although a student may request an Incomplete, the faculty member is not required to honor the request. All incomplete work must be made up by the end of the 10th week of the following semester. Any “I” not changed to a grade by the end of the following semester will be converted to a grade of “F”. Students with an incomplete are temporarily ineligible for semester or graduation honors.

Pass (P)

Used for successful completion of courses which are designated as such in the College Catalog. Twelve credit hours of “Pass” courses may be applied toward degree requirements.

Withdrawal (W)

See “Withdrawal from Courses” section.

Semester Hours	Grade	Weight Per Semester Hours	Total Grade Points Earned
4	of A	x 4.0	g.p.a. = 16.0
3	of B+	x 3.3	g.p.a. = 9.9
3	of B-	x 2.7	g.p.a. = 8.1
2	of C	x 2.0	g.p.a. = 4.0
3	of D+	x 1.3	g.p.a. = 3.9
1	of F	x 0	g.p.a. = 0

16 semester hours of credit for a total of 41.9 grade points

To determine the grade point average for the semester’s academic work, the number of grade points is divided by the number of semester hours of work:

$$41.9 \div 16 = 2.62$$

The cumulative grade point average indicates the academic record of the student for the total period of time at the College. To compute the cumulative grade point average, the total number of grade points is divided by the total number of semester hours of credit completed. Grades in courses numbered below 100 are not included in computation of GPA (except for Financial Aid eligibility).

Repeating a Course

A course may be repeated only twice with receipt of a grade of “A-F” (meaning it may be taken a total of three times). The highest grade received will be used in calculating the student’s GPA. All other grades earned for the same course will appear on the transcript with the annotation of “I” (include) or “E” (exclude). This does not apply to those courses that are designated to be repeated for additional credit. There are financial aid limitations for repeated courses. Students should check with the Financial Aid Office.

Withdrawal from Courses

Authorization to withdraw from a course is granted by the Registrar after a student has obtained the signature of his or her instructor and returned a withdrawal form to the Office of the Registrar for processing by the Withdrawal deadline. Follow up is the responsibility of the student. A student may withdraw from a course(s) with a “W” up to the end of the 11th week of the semester (for the Fall and Spring semesters). This deadline is published on the Academic Calendar. The withdrawal deadline for accelerated (early finish or late start) courses is at the 75% completion date of the course.

A student who misses the withdrawal deadline and has the instructor's permission to withdraw from the course may file an appeal for withdrawal after the deadline. The student must complete an "Appeal for Withdrawal After the Deadline" form. Forms can be obtained from, and returned to, the office of the Dean of Academic and Student Affairs. The appeal form must be signed by the instructor indicating his/her permission for withdrawal before the appeal will be considered.

After the withdrawal deadline, an instructor may deny the request for withdrawal and record an "F" in accordance with his or her written course outline policy. The "F" will be recorded by the faculty member at the end of the semester.

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

Any student who stops attending a class and fails to complete a withdrawal form may receive a failing grade in the course.

If a student who is receiving financial aid withdraws from a course, he or she must notify the Financial Aid Office immediately.

If a veteran withdraws from a course, he or she must notify the Veterans' Counselor immediately, and also follow the withdrawal procedures of the College. When the veteran withdraws, the College must notify the Veterans Administration which may reduce the educational assistance payments to the veteran. Reduction in the veteran's training status becomes effective the first day of the semester unless mitigating circumstances are found.

Grade Reports

Grade reports are not mailed to students. Semester grades are available online at <http://my.commnet.edu>.

ENROLLMENT VERIFICATION

Verification of enrollment status for purposes of student loan providers and/or insurance providers can be obtained via the student online system at <http://my.commnet.edu>.

- Log on with your NetID and password.
- Click "Banner Student & Faculty Self-Service"
- Click "Student Records" Button.
- Click "Enrollment Verification Request".

- You will be redirected to the National Student Clearinghouse webpage. Follow the instructions to print an Enrollment Verification Certificate.

Transcripts

There are two types of Official Transcripts that you can send. eTranscripts are requested online and sent electronically within 24 hours. Paper Transcripts are printed on official paper and mailed.

eTranscripts (electronic)

If you are a current or recent NCCC student and have your NetID and password, you can submit an official transcript request through myCommNet.

- Login to myCommNet.
- Click on "Banner Student & Faculty Self-Service" box or click on the graduation cap icon in the top right corner.
- Click on "Student Records" Button.
- Click on "Transcripts" and select Official eTranscript.

If you don't know your NetID and password you can click on a link from our webpage <http://www.nwcc.edu/current-students/registration-records/how-to-request-a-transcript> and follow the instructions and link for Former NCCC Students. You will be prompted to create a login through Parchment which will allow you to request an eTranscript.

Printed Paper Transcripts – two ways to request:

1. Request online through "Banner Student & Faculty Self-Service"

- Current and recent NCCC students can follow the same instructions as outlined for eTranscripts above. Under Transcripts select Official Paper Transcript and we will print and mail the transcript to the destination you provide.

2. Submit a Transcript Request Form

- A Transcript Request Form is available in the Registrar's Office and on our website <http://www.nwcc.edu/assets/uploads/files/forms/TranscriptRequestFormfillable.pdf>. Print, fill out and sign, then mail or fax the Transcript Request Form. The form must be completed and signed for us to mail out a Transcript.

Printed and mailed Transcripts will be processed within 7 - 10 days. We cannot process Transcripts while you wait.

ACADEMIC HONESTY AND PLAGIARISM

At NCCC we expect the highest standards of academic honesty. The Board of Regents Student Code of Conduct policy specifically states that students refrain from plagiarism. Plagiarism is defined as the submission of work by a student for academic credit as one's own work of authorship which contains work of another author without appropriate attribution. Cheating includes, but is not limited to: (i) use of any unauthorized assistance in taking quizzes, tests or examinations; (ii) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out assignments; (iii) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff; (iv) engaging in any other behavior specifically prohibited by a faculty member in the course syllabus, either intentionally or unintentionally. The consequences for plagiarism are defined in the course syllabus.

Faculty can assign a grade of "F" to any student found guilty of academic misconduct. Such an "F" cannot be overridden by a student-initiated "W" (withdrawal from the specific class or withdrawal from all classes).

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

The College-Level Examination Program (CLEP) is a national system of awarding college credit by online examination. Sponsored by the College Board, CLEP is used by more than 2900 colleges and universities in the United States and is available to admitted and enrolled students of Northwestern Connecticut Community College.

CLEP enables students and adults to demonstrate knowledge based on non-classroom experience and to validate their learning by receiving college credit on the basis of examinations. CLEP also provides information for use in counseling and in placing enrolled college students.

Subject Examinations are designed to measure achievement in more than thirty undergraduate subjects. Students may earn credit by passing subject examinations in specific courses comparable to those in the current Northwestern catalog. To earn credit, the scores achieved must be comparable to the average score of students who obtained grades of "C" (2.0) in similar college courses.

The CLEP tests may be repeated after three months. Grades are not given; therefore, CLEP credits do not affect the student's grade point average. When students receive an acceptable score on an examination, the equivalent

course title, course number, and semester hours of credit are recorded with the notation "CLEP."

Students who wish to transfer CLEP credits to Northwestern should consult the Admissions Office about minimum acceptable CLEP scores and the maximum number of credits that may be used toward a degree. A CLEP chart is available on the NCCC Student Information page.

Examinations are given at NCCC to Northwestern students by special appointment and monthly at a number of testing sites in Connecticut. Please contact the Academic Success Center at 860-738-6351 for further information on testing times, dates and fees. The College Board's website also offers information about the examinations: <http://clep.collegeboard.org/>

ADVANCED PLACEMENT

Degree credit will be granted on the basis of scores on the Advanced Placement Examinations (AP Exams) administered by the College Entrance Examination Board. Students who earn scores of 3 or higher receive credit for those courses for which the examinations are stipulated.

CREDIT BY EXAMINATION

In certain cases, the College grants credit for the successful completion of a written examination prepared by the College faculty in subject areas not included in CLEP. The student must first apply to the appropriate Division Director for evaluation. This evaluation may include an interview with the student. To apply for Credit by Examination, the student must be a matriculated student and must be registered at the College during the semester the examination is to be administered.

The Division Director will inform the student of the decision and arrange a time for the examination, if the application has been approved. When an acceptable score is received, the course title, number, and hours are recorded with the notation "credit by examination." No grades are given and the student's grade point average is not affected. Examinations may be taken only once and in subject areas in which the student has not received college credit in more advanced courses.

The charge for credit by examination is \$15.00 per examination.

Students who wish to transfer credits received by examination should check the transfer institution's policies concerning their transferability.

COURSE WAIVER AND SUBSTITUTION

Under special circumstances, students may receive waivers of specific course requirements and seek course substitution. Applications can be obtained from the office of the Dean of Academic & Student Affairs.

EXPERIENTIAL LEARNING PROGRAM

Northwestern is receptive to the practice in American higher education of awarding credit in recognition of experiential learning acquired through non-college experiences such as employment, volunteer activities, community service, travel, military training, study in employer-sponsored or other non-college accredited programs, private study, and leisure activities.

The awarding of credit(s) to an applicant under this program is recognition by Northwestern that the student has demonstrated competency in a given subject area or course. Credit is awarded for the learning acquired through the experiential setting, not for the experience itself. The student may apply for evaluation or assessment of the learning under any one or all of the following procedures:

1. Credit by Examination
 - a. Commercially-produced Examination (e.g., CLEP)
 - b. College-produced Examination
2. Credit for Work Experience in lieu of:
 - a. Field Work Requirements
 - b. Cooperative Work Experience Requirements
3. Portfolio Content Assessment

Students who earn college credit at Northwestern by these methods and who plan to transfer are advised to check that institution's policies concerning the transferability of experiential learning credits well in advance of making formal application for admission to that institution. Students interested in Experiential Learning should obtain copies of the Northwestern Manual of Procedures for Experiential Learning Credit from the the office of the Dean of Academic & Student Affairs.

No tuition is charged for credits awarded for successful performance under any procedure described under the Experiential Learning Program. However, an Academic Evaluation Fee is charged each time a student utilizes College-Produced Examinations, Credit for Work Experience, or Portfolio Content Assessment. No evaluation fee is charged for credits awarded to a student for completion of a training program which has already been evaluated and approved for credit by the College. CLEP fees are payable directly to the College-Level Examination Board.

CREDIT FOR LEARNING ACQUIRED IN EMPLOYMENT

A student who has completed one year of satisfactory full-time employment in a position directly related to the College career program in which he or she is enrolled may apply for three college credits. These credits may be granted in lieu of the required Field Work or Cooperative Work Experience after the student has completed 45 credit hours toward the degree. In addition, the student must be enrolled in a degree program and be registered at the College during the semester when the evaluation credit is processed. The student must apply to the Dean of Academic & Student Affairs, who forwards the application to the appropriate Division Director for processing and evaluation. The evaluation includes an examination by a faculty member. The Dean determines whether or not credit will be granted and informs the student of the decision. See Special Fees.

Students interested in Credit for Work Experience should read page four of the Northwestern Manual of Procedures for Experiential Learning Credit. This document may be obtained from the office of the Dean of Academic & Student Affairs.

PORTFOLIO CONTENT ASSESSMENT

Applications for credit for college-level learning under this procedure must meet these criteria:

1. The applicant must be matriculated at Northwestern.
2. The learning must involve a conceptual, as well as a practical grasp of the knowledge acquired.
3. The learning must be applicable outside the specific context in which it was acquired.
4. The learning must fall within the domain usually considered higher education degree credit by the Connecticut Regional Community Colleges as opposed to secondary education or continuing education for non-credit purposes.
5. The learning must be verified, demonstrated, or measured.
6. Credit for the learning must not have been awarded previously.
7. There must be a demonstrated relationship in the application for credit for non-traditional learning, related academic disciplines, and the proposed degree program.

Students interested in the Portfolio Content Assessment program should read the Northwestern Manual of Procedures for Experiential Learning Credit. This document may be obtained from the office of the Dean of Academic & Student Affairs.

INDEPENDENT STUDY

Faculty members in various disciplines permit some students who have already successfully completed a number of courses in a given subject area to enroll in an independent study course for credit and a grade. In each independent study course, the student proposes in writing the specific objectives and procedures of the independent study project and the number of credits requested. Before registering, the proposal must be approved in writing by the faculty member with whom the student will work. The proposal and written agreement become part of the student's permanent file.

THE CONNECTICUT GENERAL ASSEMBLY LEGISLATIVE INTERNSHIP PROGRAM

In recognition of the need to provide educational opportunities which are not available to college students in the traditional academic setting, the General Assembly established an internship program to acquaint students with both the formal and informal aspects of the legislative process. Accordingly, the program encourages a high level of personal interaction among legislators and interns who serve as aides to their assigned legislators. A major objective is to prepare interns to perform necessary support services, such as bill analysis and tracking, spot and in-depth research, drafting of news releases and speeches, liaison work, and constituent casework.

Students at Northwestern may participate in the program and may earn six or twelve college credits. See Political Science (POL* 295) in Course Descriptions.

The selection of students is made by the General Assembly's Committee on Legislative Staff Internships. The committee interviews each candidate and selects approximately ninety interns, both full-time and part-time, to serve for a legislative session. Appointments are announced in December following November interviews.

Interns are assigned to legislative leaders, committee chairpersons, ranking members, and other legislators. A workable and mutually beneficial relationship between the legislator and the intern is a prime goal of the internship program.

For further information please see the Dean of Academic & Student Affairs early in the Fall semester.

ACADEMIC STANDARDS

Satisfactory completion of 50% of the courses attempted (this phrase means actual continued enrollment beyond the add/drop period) will be the minimum standards for good standing.

Dean's List

Honors for exemplary academic achievement are awarded to Connecticut Community College students at the end of each semester and at graduation. Grades in courses numbered below 100 are not included in computation of GPA for semester honors. This policy includes the following eligibility requirements:

- Full-time students who are matriculated in a certificate or degree program and who successfully complete 12 or more credits of work in a semester with a grade point average of 3.4 or higher shall be recognized by having their names placed on a Dean's List.
- Part-time students who are matriculated in a certificate or degree program are also eligible for such recognition when they have completed 12 or more credits of work with a cumulative grade point average of 3.4 or higher. They may be subsequently recognized at the completion of an additional 12 or more credits of work with a cumulative grade point average of 3.4 or higher, and at successive intervals of 12 credits.
- A course Withdrawal or Incomplete shall make the student ineligible for Dean's List recognition that semester. Upon completion of the Incomplete, the student may be recognized retroactively. Students who withdraw will not be eligible for Dean's List in that semester.
- Students who are in a probationary status are not eligible for Dean's List recognition, even if their cumulative grade point average might otherwise make them eligible.

Phi Theta Kappa

Phi Theta Kappa is the International Honor Society for two-year colleges. Northwestern's Alpha Nu Epsilon chapter was established in 1987. Membership into Phi Theta Kappa is by invitation. Students who meet the following requirements are considered for membership: 1) have completed at least 12 college level credits which can be applied to an associate's degree; 2) a GPA of at least 3.45; and 3) be of good moral character and possess recognized qualities of citizenship. Membership in Phi Theta Kappa offers a variety of opportunities for scholarships, intellectual enrichment and personal development through programs based on the society's four hallmarks of Scholarship, Leadership, Service and Fellowship. For more information, contact Professor Bryda tbryda@nwcc.edu or Professor Wiggins cwiggins@nwcc.edu

Academic Probation and Suspension

A student who fails to maintain the following minimum Cumulative Grade Point Average (CGPA) is placed on Academic Probation:

- | | | |
|------------------|------|--------------------|
| • 0 - 11 credits | 1.50 | Written Warning |
| • 12- 30 credits | 1.70 | Academic Probation |
| • 31 + credits | 2.00 | Academic Probation |

Students placed on Academic Probation will be required to take a reduced course load (maximum of 9 credits). Students who, after being on Academic Probation for one semester, fail to attain the required CGPA as shown above, will be Suspended (registration prohibited) for one semester.

Students may appeal either Academic Probation or Academic Suspension status by completing a form (available in the offices of Student Development, Faculty Secretary, and the Dean of Academic & Student Affairs) and submitting it along with a letter of request to the Dean of Academic & Student Affairs which are forwarded to the Academic Policy Committee for a decision. Deadlines for submission are January 10 (for Spring semester), June 15 (for Summer session and for Fall semester – early consideration), and August 15 (for Fall semester).

Students whose Appeals are granted will retain the same Academic Probation or Academic Suspension Academic Standing – they will not revert back to regular or previous status. Academic Probation approved Appeals will be able to register for a specified number of credits (more than 9) as determined on a case-by-case basis by the Academic Policy Committee in hearing their appeal. Academic Suspension approved Appeals will be able to register for a specified number of credits (as opposed to being prohibited from registering for any credits) as determined on a case-by-case basis by the Academic Policy Committee in hearing their Appeal.

Reinstatement of Students

A student who has been suspended from the College for academic reasons will be reinstated as a student on Academic Probation the following semester.

Withdrawal from College

A student who wishes to withdraw from the College should:

1. Obtain the necessary withdrawal form from the Registrar's Office;
2. Discuss with a counselor the reasons for withdrawal and obtain the signature of a counselor on the withdrawal form;
3. Clear all library obligations with the Director of Library Services;
4. Inform the Financial Aid Office, if a Financial Aid recipient;
5. Clear all obligations with the Business Office;
6. Return the completed withdrawal form to the Registrar by the Withdrawal Deadline.

GRADUATION INFORMATION

Application For Graduation

A Graduation Application Form, along with a completed curriculum sheet signed by the student's advisor must be submitted to the Registrar's Office by the posted deadline. The application is required regardless of whether or not the student attends the commencement ceremony.

Commencement

As part of the total educational program at the College, students are encouraged to attend scheduled commencement and convocations during the academic year.

Degree Requirements

1. Transfer credit may be granted for courses which are comparable to those offered at the College.
2. Matriculation* to the College must be completed.
3. Completion of degree requirements is as follows:

Associate in Arts Degree:

- A minimum of 60 semester hours of credit in an approved program which must include 15 semester hours earned at Northwestern Connecticut Community College.
- A cumulative grade point average of no less than 2.00 (not including developmental courses).
- Completion of a one year sequence of a foreign language (American Sign Language is recognized as a foreign language at NCCC). The language requirement will be waived for any student who has completed 3 years of a single foreign language in high school with a grade of C or better. If the language requirement is waived six credits in liberal arts courses will be substituted.
- Completions of two laboratory science courses (8 credits)

Associate in Science degree:

- A minimum of 60 semester hours of credit in an approved program which must include 15 semester hours granted at Northwestern Connecticut Community College.
- A cumulative grade point average of no less than 2.00 (not including developmental courses).

Multiple Degrees:

- 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 25%

of the minimum requirements for the new curriculum at the college through which the second degree is to be conferred.

- A student may earn two degrees simultaneously at a community college by fulfilling all requirements stated above.
 - Requests for additional degrees beyond the second require prior approval from the Dean of Academic & Student Affairs. Students who receive approval must then complete all program requirements, including earning at least 25% of the minimum requirements for the new curriculum at the college through which the degree is to be conferred.
 - Completion of the requirements of an additional program option does not constitute a different degree.
4. Completion of a graduation application.
 5. Fulfillment of all financial obligations.

**(Matriculation: enrolled in a program of study)*

Certificate Requirements

1. Transfer credit may be granted for courses which are comparable to those offered at the College.
2. Matriculation* to the College must be completed.
3. Completion of certificate requirements includes the required number of semester hours of credit in the approved program which must include 12 semester hours earned at Northwestern Connecticut Community College.
4. A cumulative grade point average of no less than 2.00 (not including developmental courses).
5. Completion of a graduation application.
6. Fulfillment of all financial obligations.

**(Matriculation: enrolled in a program of study)*

Catalog Graduated Under

If a student does not need to be readmitted* to the College he or she may graduate under the current catalog requirements or the catalog requirements under which he or she entered, providing it is not older than 10 years. If a student has re-admitted, he or she may graduate under the re-admit catalog, provided it is not more than 10 years old, or the current catalog.

* Students who have not taken classes at the College for two or more years need to be readmitted to the College through the Admissions Office.

Graduation Honors

Graduation Honors, designated in Latin or English:

- 3.9 to 4.0 grade point average – Highest Honors
- 3.7 to 3.89 grade point average – High Honors
- 3.4 to 3.69 grade point average – Honors

Please note: An incomplete grade for any class during the semester will make the student ineligible for honors at graduation. Grades in courses numbered below 100 are not included in computation of GPA for graduation honors.

Presidential Medallion

An Associate Degree student who has earned a GPA of 4.0 and completed a minimum of 50% of coursework at NCCC shall be appropriately recognized as graduating with Highest Honors and receive the Presidential Medallion at Commencement.

Selection Criteria for Valedictorian and Salutatorian

The following criteria are established for the selection of class valedictorian and salutatorian:

1. highest and second highest overall GPA;
2. at least 31 credits must be earned at NCCC;
3. have no prior earned degree higher than an associate degree;
4. associate degree candidate.

In the event of a tie, the student with the fewest number of repeats and withdrawals will become class valedictorian. If both students have the same number of repeats and withdrawals, there will be co-valedictorians with no salutatorian.

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.

rate. The College will notify the student of the decision. If the College decides not to amend the record as requested by the student, the College will advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

NOTE: FERPA is not intended to provide a process to question substantive judgments that are correctly recorded. For example, the right of challenge does not allow a student to contest a grade in a course because the student believes that a higher grade should have been assigned.

- 3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** FERPA permits disclosure without consent to school officials with legitimate educational interests. A "school official" includes but is not limited to the following: a person employed by the College in an administrative, supervisory, academic, research or support staff position (including law enforcement and security personnel, counseling and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, collection agent or official of the National Student Clearinghouse); a person serving on the Board of Regents who is authorized to act on its behalf; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.

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

- To comply with a judicial order or a lawfully issued subpoena;
- To appropriate parties in a health or safety emergency;
- To officials of another school, upon request, in which the student seeks or intends to enroll;
- In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid;
- To certain officials of the U.S. Department of Education, the Comptroller General, to state and local educational authorities, in connection with certain state or federally supported education programs;
- To accrediting organizations to carry out their functions;
- To organizations conducting certain studies for or on behalf of the College;

- The results of an institutional disciplinary proceeding against the alleged perpetrator of a crime of violence to the alleged victim of that crime with respect to that crime;
- Directory information as defined in the policy of the Board of Trustees.

- 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 the Registrar in writing (Green Woods Hall room 215). Once filed, this notification becomes a permanent part of the student's record until the student instructs the College, in writing, to remove it.
- 5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Colleges to comply with the requirements of FERPA.** The name and address of the Office that administers FERPA is:

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

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, honors, major/program of study, and graduation date. For purposes of access by military recruiters only, telephone listings and, if known, age and level of education are also designated as directory information.

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

Student Record Retention

Student files are maintained only for matriculated students and may contain: acceptance letters, advance placement letters, applications for admission, miscellaneous correspondence, immunization records, placement test scores, official high school transcripts, official college transcripts, change of grade forms, change of major forms, course substitution forms, credit by exam forms and name/address change forms. Matriculated students who graduate will also have a graduation application and a degree evaluation in their file. Matriculated student files will be maintained by NCCC for a period of 7 years from the date of graduation or the last date of attendance. Beyond 7 years, the matriculated student file and its contents will be destroyed.

Academic history for all students (credit courses taken and grades) will be maintained for the life of the College.

STUDENT SERVICES

New Student Orientation

New students attend an orientation program before classes begin. Orientation is the start of a smooth transition into college by providing students an opportunity to become familiar with the NCCC college community. Students will meet faculty and staff and tour the campus facilities. The program provides an introduction to academic policies and responsibilities at Northwestern, as well as services and opportunities that are available to support student success.

Center for Student Development

NCCC's counselors assist students in the areas of academic planning, career development, and personal growth activities and programming.

Academic Success

- Exploring educational goals, motivation and attitude
- Learning how to succeed in college
- Mapping out general academic plans
- General academic advisement
- Connecting students with four year colleges and universities representatives
- Assisting with mapping out pathways to four year schools, i.e., the CT State System and UCONN

Personal & Social Growth

- Learning to manage personal concerns that may interfere with educational/career goals
- Sharpening problem-solving and decision-making skills
- Handling transition and change more effectively
- Balancing role as college students with other responsibilities and commitments
- Handling only short term crisis situations
- Making referrals to appropriate community resources

Career Services

Career counselors are also ready to help students assess their personality style and interests in order to make effective career plans. Free career testing using the Myers-Briggs Type Indicator is an integral part of this service. In addition, labor market information is provided through the Connecticut Department of Labor's website and other resources.

Advising

A faculty member is assigned as an advisor to each student who completes the application process and matriculates into a major program of study. Students are encouraged to consult their advisors at every stage of planning.

Full-time students must have advisement forms signed by their faculty advisors in order to register for classes.

Any student may request a new advisor by consulting the Director of Student Development or one of the counselors. Students are encouraged to choose an advisor who meets their personal academic needs. Office locations and hours are available through the Registrar or the Center for Student Development.

Job Search Assistance

A career counselor provides job search counseling and information on employment openings for students who desire part-time work during the academic year. Graduates are also advised in their search for full-time employment.

STUDENT ACTIVITIES

<http://www.nwcc.edu/current-students/clubs-activities>

Students at Northwestern have a wide range of co-curricular programs and activities available to them. The Student Senate sponsors a social, cultural and recreational calendar of events, as well as community service opportunities. Some of these programs have included concerts, dances, performances, fitness and sporting events, lectures, trips, awareness programs, and volunteer services. Events and Activities are posted on the College homepage under the Campus Voice Newsletter and the Campus Calendar.

In addition to the programs coordinated by the Student Senate, several campus clubs offer a variety of experiences to students. These clubs include: the Northwestern Deaf Club, Early Childhood Education Association, Health Professionals Club, Criminal Justice Association, Connecticut Association of Veterinary Technicians, Phi Theta Kappa/Alpha Nu Epsilon (Honor Society), History Association, Spanish Club, The Outlet (Christian Association), the NCCC Student Nursing Association, the LGBTQIA+ Club (Respect Equality Alliance for Liberation), Dungeons & Dragons, Journalism and Writing Club and Men in Nursing Association.

The relationships among students, faculty and administrators are informal and friendly. Members of the faculty, and the professional staff serve as the advisors for campus clubs and organizations. Students may initiate social activities and participate in the formation of various organizations by contacting the Student Activities Office.

STUDENT GOVERNMENT

<http://www.nwcc.edu/current-students/clubs-activities/student-government>

The Northwestern Connecticut Community College Student Association functions under its own constitution. All students are members of the Student Association. An elected Student Senate enables students to assume responsibility for the conduct of their own activities.

To be elected to the Student Senate, a student must be in good academic standing. Information concerning election to the Senate and copies of its constitution are available on the College webpage and in the Student Activities Office.

To the extent and limitation of its authority, the Student Senate may form recommendations concerning student general welfare, student conduct, student elections, social gatherings, special events, student activity fees, appropriations and expenditures of student funds, rules and by-laws of the Student Senate, and standing committees of the student government.

The Student Senate, which is representative of all students, works to maintain high morale within the student body and a close spirit of cooperation among the students, faculty, staff, and administration. It is responsible for planning a diverse social program. The Senate oversees the appointment of student representatives to many of the standing and ad hoc committees of the College's professional staff.

All students are encouraged to participate in the work of the Senate, its committees, and the committees of the professional staff.

STUDENT INSURANCE

All registered students are automatically enrolled in the Injury Insurance while on campus at no cost to the student.

Contact the Office of the Dean of Academic & Student Affairs in FH 103, or call 860-738-6320, for more information.

LIBRARY/LEARNING RESOURCE CENTER

nw-librequests@nwcc.edu

<http://www.nwcc.edu/current-students/library>

The Library, located in the Learning Resource Center adjacent to Founders Hall, is home to approximately 35,000 print books and 88 periodical titles. Additionally, the Library provides access to approximately 143,000 ebooks and thousands of online journal and magazine articles. The Li-

brary also houses extensive collections of compact discs, videos, DVDs, and audio books, and serves as a regional depository for Connecticut State Government Documents. It participates in both regional and national automated networks that provide circulation, interlibrary loan, and cataloging services and the online public access catalog. Full access is given to the shelves, and every effort is made to make the Library a pleasant place in which to study and do research. Additionally, students gain off-campus access to the Library's catalog, ebooks, and electronic databases through myCommnet. The Library email address may be used to renew books and ask for reference assistance. In addition to our library research materials, the Library provides students access to the technology necessary for serious research. Thirty-two computers are available for student use. Four C-Pods allow small groups of students to research and to prepare projects and presentations; the C-Pods include a fully-loaded computer with a 42-inch plasma television as monitor and multiple keyboards. Wi-Fi is available throughout the Library to NCCC students. Finally, the Library Lab with twenty computers provides students access to a quiet research space, and also supports classes as a private instruction classroom.

The Library staff will be happy to request from other libraries books and periodical articles not found at NCCC. Requests are limited to six per project, and materials usually arrive within two weeks. Plan ahead in order to have ample time to receive and use interlibrary loan materials.

On your first visit to the Library, you may obtain a student ID at the library Front Desk. Books, compact discs, and audio books may be checked out for three weeks and renewed twice if no one else has requested them. Videos and DVDs may be checked out for seven days, and periodicals and reference books do not circulate.

The Library is the place to search for information. If you visit the Library and cannot find what you are looking for, ask a librarian!

During the academic year the Library hours are:

Monday - Thursday	8:30 a.m. - 8:00 p.m.
Friday	8:30 a.m. - 4:30 p.m.
Saturday	9:30 a.m. - 1:00 p.m.

During winter, spring, and summer breaks:

Monday - Friday	8:30 a.m. - 4:30 p.m.
-----------------	-----------------------

COLLEGIATE EDUCATION FOR DEAF AND HARD OF HEARING PROGRAM

Northwestern Connecticut Community College offers support services and courses for students who are deaf or hard of hearing through the Collegiate Education for Deaf & Hard of Hearing Program (CEDHH). This program assures that deaf and hard of hearing students have full access to the College's offerings by providing a broad range of academic and co-curricular support services including but not limited to:

- On-staff interpreter coordinator who schedules part time interpreters to match individual communication preferences.
- Note-takers for academic courses
- Live classroom captioning (C-Print; upon availability)
- Discipline-based professional and peer tutors
- Specialized instruction for deaf and hard of hearing students in English and mathematics
- Information about hearing loss, communication skills and assistive equipment to maximize information access
- Career, personal and academic counseling and advisement
- Sponsorship of social/cultural activities (Northwest Deaf Club)

A program of remedial and developmental courses in English and mathematics may be designed to address a deaf or hard of hearing student's individual needs. At the remedial level, intensive instruction is given to ensure that student competencies will be commensurate with those required for successful completion of developmental English and mathematics courses. Such classes are taught by CEDHH instructional specialists who use direct sign language communication with deaf or oral delivery with hard of hearing students. Depending on entry competencies and individual progress, students may need several semesters to complete these courses. Institutional credits are earned by completing these courses and do not count toward a certificate or degree. At this level, additional support services such as tutoring will be provided according to availability.

Requirements for admission to Northwestern can be found in the Admissions section of this college catalog or online at <http://www.nwcc.edu/future-students/degree-seeking-students>.

To receive support services from CEDHH, a deaf or hard of hearing applicant must submit, in addition to the above-mentioned admissions requirements, a copy of his or her audiogram and/or medical documentation indicating hearing loss.

Upon receipt of a completed application package, all prospective students are given placement tests to determine competency levels in English and mathematics. After placement testing, deaf and hard of hearing applicants are assisted by the counselor for students with disabilities, in selecting appropriate courses leading to certificates or degrees.

Admission to CEDHH's remedial and developmental courses is dependent on a number of factors, including reading and language grade equivalency, prior academic background, recommendations from former educators and/or employers and placement test results.

The staff includes: two instructional specialists, one full-time interpreter/tutor who is also the interpreting coordinator, part-time interpreters, one part time C-Print captionist, and a staff person who coordinates the student note-takers to be hired as needed on a contract basis. All of the staff members of the CEDHH program are fluent in sign language.

For more information about support services available for deaf and hard of hearing students at Northwestern, please contact Dr. Patricia Bouffard Dean of Academic and Student Affairs at pbouffard@nwcc.edu or 860-738-6319. Information about financial aid for tuition, books, supplies, and living maintenance may be obtained through the applicant's local office of the Bureau of Rehabilitation Services or by consulting the Financial Aid Officer at Northwestern.

DISABILITY > ACCESSIBILITY SERVICES

Student Disability Services Staff

Dr. Christine Woodcock,
Counselor for Students with Disabilities
NCCC, Green Woods Hall, Room 211
860-738-6318
cwoodcock@nwcc.edu

Dr. Ruth Gonzalez,
Americans with Disabilities Act (ADA) Coordinator
NCCC, Green Woods Hall, Room 207
860-738-6315
rgonzalez@nwcc.edu

Northwestern Connecticut Community College (NCCC) is committed to equal access for students with disabilities.

Academic adjustments are provided to students with documented disabilities to allow equal access for academic and campus programs. After the documentation is submitted, the counselor for students with disabilities works with the

student to identify appropriate academic adjustments. The final determination of academic adjustments rests with the college based on supporting evidence.

Please note that the IDEA (*Individuals with Disabilities Education Act*) does not apply to postsecondary education students. Thus, a special education curriculum is not provided. Students are not eligible for academic adjustments that fundamentally alter the essential nature of a course or program of study.

General Disability Services

1. Orientation for Students with Disabilities
2. Accessibility information
3. Liaison between faculty and students as needed

Specific Disability Services for Students with Documented Need

1. Testing accommodations
2. Note-Takers
3. Adaptive Technology for use at the college: Kurzweil Reader, Dragon Speaking Naturally, JAWS, Zoom-Text
4. Audiobooks
5. Individual Evacuation Plan

Note: Transportation to the college is the responsibility of the student.

Tutoring Services

NCCC does not offer specialized tutoring services for students with learning disabilities. However, tutoring is available for various subjects through the Academic Success Center in Founders Hall, Room 307.

PROCEDURES TO REQUEST ACADEMIC ADJUSTMENTS

Step 1: Apply for Admission

Step 2: Send Documentation

Send the most recent disability documentation at least 4 weeks before the semester begins (August 1 for Fall Semester and December 15 for Spring Semester) to the attention of:

**Dr. Christine Woodcock,
Counselor for Students with Disabilities
NCCC, Park Place East
Winsted, CT 06098**

Step 3: Take the Admissions Placement Test

To set up an appointment to take the ACCUPLACER test, contact the Admissions Office at 860-738-6330 or via e-mail at dmartineau@nwcc.edu. Since the placement test has no time limit, the academic adjustments of extended time is not needed. If other accommodations are required for the test, please contact the Counselor for Students with

Disabilities, Christine Woodcock at 860-738-6318 or via e-mail at cwoodcock@nwcc.edu to set up an individual appointment for the test.

Step 4: Review Placement Test Results & Documentation

Make an appointment with Christine Woodcock to discuss the placement test results, documentation, eligibility for services, and educational/career goals. The student may choose to register for classes, pay the tuition, and identify accommodations at this time. Or, the student can make a separate appointment to identify academic adjustments.

STUDENT RESPONSIBILITIES

After the Academic Adjustments Form is completed, the student has the responsibility to:

1. Submit the Academic Adjustment Form to each instructor and discuss your strengths and challenges the first week of class. If the form is submitted later in the semester, the academic adjustments begin the date the instructor receives the form.
2. Follow through with identified academic adjustments.
 - a. Students receiving extended time for tests need to follow the Testing Adjustment Procedures explained on back of the Academic Adjustment Form.
 - b. Students who qualify for note-taking services need to complete the Note-Taking Request Form before registering for classes.
3. Students with disabilities are subject to the same codes of conduct and disciplinary processes as other students. The Student Handbook explains students' rights and the grievance policy.
4. If you have concerns about the services provided, you may contact the Americans with Disabilities Act (ADA) Coordinator, Ruth Gonzalez via email at rgonzalez@nwcc.edu or by phone at 860-738-6315.

With Support Services...Disabilities Can Become Abilities!

DEVELOPMENTAL CLASSES

Students who have been away from formal schooling for some time or who experienced difficulty in high school are often advised to enroll in developmental classes to strengthen their academic foundation. Such a recommendation may be determined by the results of multiple measures including placement testing. The developmental courses available are numbered from 000 to 099 and include, but are not limited to, the areas of mathematics, reading, science, writing, study skills, and individualized work in the Academic Success Center. The courses sometimes involve individualized assistance by instructors experienced in developmental education. Each course is designed to help the student to review, improve, or learn skills related to success in college-level courses. Because

of the remedial nature of developmental courses, credit earned in these courses is not transferable and will not count toward fulfillment of degree credit requirements for graduation; however, enrollment in developmental courses may be counted toward full-time status for financial aid and other purposes.

Students who do not place into MAT* 094 or higher can participate in the Math Boot Camp (MBC). This is a 6 week boot camp designed to provide students with the opportunity to refresh forgotten skills, learn new ones, and prepare to place into a higher math course. This program is for ANY student who has taken the ACCUPLACER and would like the opportunity to try and place higher. A Web-based assessment and learning system, called ALEKS (Assessment and LEarning in Knowledge Spaces), will be used. Students will be able to access ALEKS on any computer with internet. Students are required to attend tutor sessions regularly. Topics covered include: whole numbers, fractions, decimals, ratio and proportion, percent, measurement, calculator use, basic geometry (perimeter, area, and volume), negative numbers, and an introduction to Algebra. Successful completion of this program allows students to retake the ACCUPLACER placement exam for placement into MAT* 094 (or higher) during the following semester. This is a non-credit program that does not fulfill degree requirements. There is a fee associated with this program.

MEDIA SERVICES

Media Services are available through the Computer Center. Media Services includes the support of educational technology usage and media equipment for faculty and staff to facilitate student success. In addition, Media Services provides equipment and support services, to the community at large, for a variety of programs, meetings, and conferences taking place on campus.

Founders Hall, Founders Hall Annex, The Art and Science Center, Green Woods Hall classrooms, and Joyner LC5 classrooms have electronic teacher stations fully equipped with computer, document camera, DVD, speakers and ceiling mounted projectors.

MAD RIVER ANTHOLOGY

The Mad River Anthology is NCCC's annual literary magazine which features literary and artistic work created by students currently studying at the college. The anthology has been published yearly since 1972. Writing featured in the anthology typically has been poetry, short expository prose pieces, short fiction, song lyrics, personal essays, and letters. The magazine's literary and artistic content is chosen by English Department editors. Black and white photography is included from NCCC's Art Department faculty and students. Pieces for consideration for the anthology may be submitted at any time, but normally sub-

missions are solicited during the fall semester. Publication of *The Mad River Anthology* is sponsored by the Northwestern Connecticut Community College Foundation with the added resources of the College and various College organizations. For further information contact thaskell@nwcc.edu

MAD RIVER LITERARY FESTIVAL

April is National Poetry Month and since April 1997 the College's English Department faculty members have organized and sponsored the Mad River Literary Festival. The Festival week of events features free public readings by professional poets, fiction and nonfiction writers. In addition to prominent visiting writers brought in to highlight the Festival, an Open Reading of original creative work by NCCC students and community residents is also presented. Students are encouraged to sign up and read their work at the Festival's Open Reading. Funding for the Mad River Literary Festival comes from the College's Cultural Planning Committee, The Student Senate, The Center for Teaching, and the English Department. For further information contact jtreat@nwcc.edu

THE GALLERY

The Gallery at Northwestern Connecticut Community College, is located in Founders Hall. It provides a unique showcase for professional exhibitions of contemporary art. Additionally, alumni and student shows are included in the yearly gallery schedule. Many art forms are represented including fine art, photography, video, installation, and digital media. Students have the opportunity to assist in exhibition installation, promotion, and can meet visiting artists. The Gallery provides a vital link between education and professional art practices.

WOMEN'S RESOURCE CENTER

The Women's Resource Center, located in Green Woods Hall Room 313, offers information materials and programs on women's concerns and issues. It is a comfortable place for meetings, workshops, exhibits and socialization. All are welcome.

STUDENT HOUSING

Northwestern Connecticut Community College does not operate, supervise or sponsor student housing.

STUDENT CENTER

A Student Center is located on the first floor of Founders Hall. This space was thoughtfully designed as a comfortable space for students to meet, socialize and relax between classes. Light refreshments are available. In addition to an eating area, the room features a wide-screen television. Coffee and soft drink dispensers are also located in the student lounges in the Joyner Learning Center, Green Woods Hall and the Art and Science Center.

COLLEGE BOOKSTORE

The college bookstore, located in Green Woods Hall, offers a variety of products and services. Students may purchase textbooks as well as study aids, academic software, clothing, gifts, cards, art and academic supplies. Texts may also be ordered by phone 860-379-6226 or fax 860-379-9866 for shipment.

PARKING

Three student parking areas are available; one is located at the Art and Science Center, a second is located at the Joyner Learning Center, the third area is located on the south side of Green Woods Hall. Students may park in these areas at any time during the College's hours of operation. In addition, students may park in the lots reserved for faculty and staff after 5:00 p.m. Student vehicles found in reserved faculty and staff lots prior to 5:00 p.m. may be towed. Students may not park in spaces designated as reserved for specific individuals, or in lots designated as reserved at all times.

ALUMNI

The mission of the NCCC Alumni Association is to engage and involve alumni, students and the community through the promotion of educational, professional and community opportunities. The purpose is to: keep graduates connected and involved in the College and its future; enhance current students' educational and community opportunities; and help promote the College to alumni, students and the community.

For more information contact the Office of Public Relations.

TRANSFER

Four-Year Colleges and Universities

NCCC students transfer to a variety of public and private institutions both in and out of Connecticut. With advance planning, a student who earns an associate degree in one of NCCC's transfer programs can transfer to a bachelor's degree program and begin upper division work immediately.

Academic advisors and counselors are available to assist students in choosing colleges to which to apply. Early consultation will ensure that the coursework parallels as closely as possible the first and second year requirements of the transfer college or university. It is especially important to consult a counselor or faculty advisor to choose electives to meet specific objectives.

Northwestern has a number of specific transfer articulation agreements with public and private colleges and universities. These agreements are typically written on a program basis, providing the student with specific course equivalencies. Articulation agreement details are available in the Center for Student Development.

Dual Admissions

Dual Admissions is a transfer contract between the Connecticut State University System (CSUS – Central, Eastern, Southern and Western) and the Connecticut Community College System. It is available to students who would like to earn a bachelor's degree at a CSU after completing an associate's degree. Students are encouraged to inquire about Dual Admissions during their first semester at NCCC. For more information, stop by the Center for Student Development or visit <http://www.ct.edu/students/dual>

Guaranteed Admission Program (GAP)

GAP is an agreement between the Connecticut Community College System and the University of Connecticut. It is available to students who plan to complete their associate's degree at NCCC and transfer to UCONN to pursue a bachelor's degree. For more information, stop by the Center for Student Development or visit <http://admissions.uconn.edu/content/transfer/gap>

Up-to-date information about course selection and program planning for transfer to various colleges and universities is available in the Center for Student Development or from a counselor. Students are advised to contact their counselor or academic advisor early on to begin transfer planning.

TRANSFER ADMISSIONS AGREEMENTS

The Connecticut State University System

The Connecticut State University System (CSUS) and the Connecticut Community College System have developed a Transfer Compact which offers Dual Admission to students who are planning to enroll at a CSUS university after completing an associate's degree.

The Dual Admission program is designed for students who:

- Plan to earn an associate's degree from one of the 12 Connecticut Community Colleges (in 5 years or less).
- Plan to pursue a bachelor's degree at one of the 4 Connecticut State University System institutions, beginning within two years of completing associate's degree.
- Have earned 15 or fewer transferable college credits at the community college at the time of application.

Each university in the Connecticut State University system will apply to such graduates the same rules concerning the acceptability of "D" grades that it applies to its own students, i.e., as if such grades had been earned at the receiving university.

Graduates of the Community Colleges will be admitted as juniors and will be expected to complete a minimum of two years of full-time (or equivalent part-time) study at the university to be eligible for the bachelor's degree. Students can obtain more information regarding requirements at each of the four state universities by logging on to the following web address: <http://www.ct.edu/admissions/transfers>

University of Connecticut

To provide opportunity for student mobility within the Connecticut system of higher education, the University of Connecticut extends priority in considering for admission qualified State residents transferring from the Community Colleges. A transfer student is one who has completed a minimum of twelve credits. To evaluate applications for transfer admission, primary consideration is given to the applicant's cumulative grade point average, quality of courses taken and intended program of study at the University.

Priority in admission to the Storrs Campus is given to those students who have completed two years of college prior to enrolling at the University. Students with fewer than two years are evaluated on a combination of high school and college work, and college performance to date. A minimum 2.7 cumulative grade point average (4.0 scale), is required for unrestricted programs only. Restricted programs are those with higher cumulative grade point requirements and specific prerequisites: Business,

Engineering, Nursing, Pharmacy, Allied Health, and Education. Prospective transfer students are advised that only a limited number of transfer students will be admitted to these restricted majors. Prospective transfer students are also advised that they must fulfill all graduation requirements of their major at the University. Students can obtain more information by visiting: www.admissions.uconn.edu.

University of Connecticut: College of Liberal Arts and Sciences-Guaranteed Admissions Program

The Guaranteed Admission Program is a transfer agreement between Northwestern and the University of Connecticut that guarantees admission to the University of Connecticut, Storrs campus. Within the College of Liberal Arts & Sciences are majors in Agriculture & Natural Resources and Human Development & Family Studies. To be eligible for this transfer opportunity, Northwestern students must:

- Complete Northwestern's Associate Degree in Liberal Arts and Science within five years.
- Declare an interest in this specific transfer program and apply to the University prior to the completion of 15 transferable credits.
- Maintain a minimum grade point average of 3.0 at the time of graduation.

Students enrolled in this program receive dual advisement, both from the University and Northwestern. Upon completion of these requirements Northwestern students are guaranteed admission to the University with junior status, as well as, guaranteed housing. At the University, students can choose from over 40 liberal arts majors. Former University of Connecticut degree-seeking students are not eligible to participate in the GA Program. More information is available by contacting the Office of Admissions at Northwestern.

Transfer and Articulation Program (TAP)

The Transfer and Articulation Program (TAP) is a new program for ensuring Connecticut community college students complete degree programs that transfer to Connecticut State Universities and Charter Oak State College without either losing or generating excess credit. Students in the TAP will complete the first 60-63 credits at a community college and the final 60-63 credits at a CSU. Earning a transfer associate degree will grant its recipients junior status at each of the Connecticut State Universities and at Charter Oak State College.

Successful completion of such a transfer associate degree will offer the student guaranteed admission and junior status to the receiving university or Charter Oak State College without 'course by course' transfer. Admission to particular degree programs may have additional GPA or other requirements. These requirements will be clearly spelled out in each major by major articulation.

TAP programs are available in:

- Biology
- Chemistry
- Communication
- Criminology
- English
- History
- Mathematics
- Political Science
- Psychology
- Social Work
- Sociology

Please see your advisor for specific degree requirements. For more information on TAP go to <http://www.ct.edu/initiatives/tap#about> or Transfer Navigator at <http://www.ct.edu/transfer>

Charter Oak State College

To afford students the opportunity to earn locally up to 90 of their credits toward bachelor's degrees, Northwestern has entered into a unique arrangement with Charter Oak State College, the state's external degree program. Graduates or currently enrolled students who have completed 56-75 credits, may be interested in this special opportunity to acquire bachelor's degrees through a variety of credit earning options that are not available at four-year colleges and universities. Charter Oak State College was established in 1973 by the State Legislature specifically to recognize the needs of adults with independent or experiential learning and to provide a flexible means to earn college degrees.

Through special advisement, the student can plan his or her coursework at Northwestern to meet the requirements of the chosen concentration at Charter Oak State College. The remaining 30 credits can be earned by taking Charter Oak's online courses or courses from any regionally accredited four-year college or university, completing approved college level examinations, portfolio assessment and contract learning. Charter Oak has developed three upper-level online courses specifically for students interested in educational technology.

Students who wish to transfer to Charter Oak should consult with the Charter Oak State College Admissions Office. To obtain additional information, e-mail info@charteroak.edu. Information is also available on their website: www.charteroak.edu.

Undergraduate Programs Open to Connecticut Residents under the New England Regional Student Program (RSP)

Connecticut residents presently enrolled at Northwestern may be eligible for transfer to other New England public colleges and universities through the RSP program. Residents of a particular New England state are eligible for an approved major, because that major is not offered by any home-state public institution. Students apply for RSP status on the institutions' application form; no separate application is required. The RSP tuition rate reflects a significant break on an institution's out-of-state tuition rate. The RSP is a tuition-discount program and students are eligible based on their program of study, not financial need. Students can obtain more information on RSP by contacting the transfer counselor at Northwestern or visiting the following website: www.nebhe.org.



CENTER FOR WORKFORCE DEVELOPMENT

NON-CREDIT PROGRAMS

ONLINE TRAINING

Our non-credit online adult education courses are informative, fun, convenient, and highly interactive. All courses run for six weeks and include lessons, quizzes, hands-on assignments, discussion areas, and supplemental links. Go to www.ed2go.com/ctnccc to demo a sample lesson for free!

Over 300 courses to choose from in the following categories:

- Accounting and Finance
- Business
- College Readiness
- Computer Applications
- Design and Composition
- Health Care and Medical
- Language and Arts
- Law and Legal
- Personal Development
- Teaching and Education
- Technology
- Writing and Publishing

WORKFORCE TRAINING

860-738-6444

Individuals: Are you unemployed, recently downsized, or just between jobs? NCCC offers a number of Workforce Investment Opportunity Act (WIOA) approved training programs that are funded through the Connecticut Department of Labor. WIOA training provides a strong foundation of practical and up-to-date information that can assist students in developing skills for their current jobs or for new careers. WIOA training programs include:

- Bookkeeping QuickBooks Certificate
- Certified Nurse Aide
- CT Security Officer Training
- Microsoft Office: Word, Excel, Access, PowerPoint
- Nurse Aide Refresher
- Emergency Medical Technician - Basic (EMT-B)
- Food Service ServSafe/Qualified Food Operator
- Patient Care Technician
- Pharmacy Technician
- Introduction to Manufacturing Certificate
- Real Estate Principles and Practices

Employers: The Center for Workforce Development works closely with business and industry to provide credit and non-credit training and educational services customized to meet strategic objectives.

- Math, Measurement, Blueprint Reading, GD & T
- Communication and Soft Skills
- Leadership, Supervision, Management, and Team Building
- Microsoft Office – Word, Excel, Outlook, PowerPoint, Access
- SolidWorks 3D Modeling
- Vocational ESL – verbal and written communication

ALLIED HEALTH

860-738-6484

Allied Health non-credit certificate and continuing education courses are offered for those interested in pursuing a career in health care or for professionals looking to update or expand their skills.

Allied Health non-credit programs include:

- Certified Nurses Aide
- Emergency Medical Technician
- Advanced Emergency Medical Technician
- Hospital Patient Care Technician
- Pharmacy Technician
- Basic Life Support (BLS) for Health Care Providers
- ServSafe-Qualified Food Operator
- Community Emergency Response Team (C.E.R.T.)

Continuing Education Units (CEUs) available for health care professionals on varied topics of interest.

SNAP TRAINING

860-738-6419

Persons receiving SNAP (Supplemental Nutrition Assistance Program) assistance may now be eligible to take one of NCCC's 6 in-demand workforce training programs for free. These programs include *Certified Nurse Aide*, *CT Security Officer*, *Emergency Medical Technician*, *Pharmacy Technician*, *Microsoft Office Suite with Bookkeeping QuickBooks Certificate*, and *ServSafe Qualified Food Operator*.

ACADEMIC SUCCESS CENTER

Located on the third floor of Founders Hall, the Academic Success Center provides tutoring and other forms of academic support to NCCC students. These services are free and are provided by well trained professional and peer tutors who excel in their respective field of study. In addition to tutoring, the Center offers embedded tutoring in the classroom and workshops that address specific topics that include, but are not limited to study skills, testing strategies, time management, note taking. CLEP (College-level Examination Program) testing is also available.

The Center is also in the business of helping students to assess their academic strengths and challenges through mentoring as well as on-line tutorials in various academic disciplines. We help students to recognize their personal learning style so that they may achieve success in the classroom. Services are extended to all students including those who wish to move from acceptable to exceptional grades or those who need help with an upcoming exam or paper. All students are welcome regardless of academic ability.

Additionally, the Academic Success Center is home to two mentoring programs that are funded by the Northwest Regional Workforce Investment Board Team Success Scholars and the Foundations High School Youth Program.

MICROSOFT OFFICE SUITE TRAINING (MOST)

This technology-based program offers the general public, dislocated or unemployed workers, and displaced homemakers, small group instruction, tutoring, and advisement. Students are given training and hands-on experience in basic office computer skills. Training includes Microsoft Office: Word, Excel, Access, and PowerPoint. Portfolios and resumes are produced and, mock interviews are conducted. Program fee: \$4,000.00. Call 860-738-6444 for information. MOST is a WIOA-approved training program. Financial assistance may be available through the Department of Labor, American Job Center, in Torrington. Call 860-496-3500 for information on WIOA eligibility.

MENTORING PROGRAMS

TEAM SUCCESS SCHOLARS

Team Success Scholars is a mentoring and working scholarship program tailored to the individual needs of young adults between the ages of 18 and 24. Serving NCCC students' needs for over 10 years, Team Success is designed to help students achieve their post-secondary educational and careers goals, empowering them with the grit to succeed. Team Success Scholars are a strongly knit cohort of community college students, who may benefit from mentoring, academic tutoring, career guidance, tuition and textbook assistance, assistance with transportation costs, paid internships, stipends, and on-campus employment.

Eligibility is two-fold based on Federal eligibility through the Workforce Investment Act, as well as a review of high school transcripts. An interview with NCCC and the Northwest Regional Workforce Investment Board personnel is required before acceptance into the program. If you, or someone you know, is interested in becoming a Team Success Scholar at NCCC, please contact Susan Dichter, Program Director at 860-738-6335.

FOUNDATIONS

The Foundations High School Youth Program is a year-round mentoring and work-based program in which participants "earn while they learn". It is designed to assist eligible students in reaching their high school graduation and preparing them for the next step in their academic careers by focusing on leadership skills, study strategies, team building experiences and personal growth.

Foundations is offered through the Academic Success Center and is funded by the Northwest Regional Workforce Investment Board. Most recently, the program has been enhanced by including a strong "college-experience" component. Participants have the opportunity to earn college credits; receive academic guidance and tutoring; and, tour different college campuses as they begin to focus on their post high school aspirations.

A number of work-readiness skills are also incorporated into the program such as career explorations, resume building, interviewing skills, completing job applications and cover letters. To inquire about the Foundations Program please contact Mary Lou Tanner, Program Facilitator at 860-738-6348.

NONDISCRIMINATION POLICY

Northwestern Connecticut Community College of the State of Connecticut will not discriminate against any individual on the grounds of race, color, religious creed, age, sex, marital status, civil union status, national origin or ancestry, sexual orientation, transgender status, gender identity or expression, genetic information, present or past history of mental disability, intellectual disability, learning disability or physical disability, or prior conviction of a crime, unless the provisions of sections 46a-60(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-68(8) of the Connecticut General Statutes. Although it is recognized that there are bona fide occupational qualifications which provide for exception from employment prohibition, it is understood these exceptions are to be applied pursuant to section 46a-68-33 of the Administrative Regulations.

Further, the College will not discriminate against any person on the grounds of political beliefs, or veteran status. Any person having inquiries concerning Northwestern Connecticut Community College's compliance with the regulations implementing Title VI, Title IX or Section 504 is directed to contact Ruth Gonzalez, Director of Student Development, Green Woods Hall, (860) 738-6315, RGonzalez@nwcc.edu, who has been designated by the College to coordinate the institution's efforts to comply with the regulations implementing Title VI, Title IX and Section 504. Any person having inquiries concerning NCCC's compliance with the regulations may also contact the U.S. Department of Education, Office for Civil Rights, Boston Office, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921, 617-289-0111, Email: OCR.Boston@ed.gov

POLICY AGAINST SEXUAL HARASSMENT

What is 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 Regents' 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. Such conduct will not be tolerated.

Sexual harassment may be described as:

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

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

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

- sexual flirtation, touching, advances or propositions
- verbal abuse of a sexual nature
- pressure to engage in sexual activity
- graphic or suggestive comments about an individual's dress or appearance
- use of sexually degrading words to describe an individual
- display of sexually suggestive objects, pictures or photographs
- sexual jokes
- stereotypic comments based upon gender
- threats, demands or suggestions that retention of one's employment or educational status is contingent upon toleration of or acquiescence in sexual advances.

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

Because of the power relationship between faculty and student, and between supervisor and subordinate employee, freedom of choice may be compromised in such relationships. Accordingly, this policy holds that where a faculty member or professional staff member has responsibility for a student through teaching, advising, supervision or other obligation, romantic or sexual liaisons between such persons shall be deemed a violation of this policy. Romantic or sexual liaisons between supervisors and subordinate employees, while not prohibited, are strongly discouraged.

It should be noted, additionally, that retaliation against a person for complaining or being associated in any way with the resolution of a complaint of sexual harassment also violates Board policy.

What To Do If You Are The Victim of Sexual Harassment

When an employee or student feels that he or she has been the victim of sexual harassment, he or she should report such incident(s) to a College official.

Employees may report incidents of sexual harassment to the Dean of the area of the College in which the individual is involved, or to the College Affirmative Action Officer, Wendy Bovia, English Building (46 Park Place East), 860-738-6325.

Students may report incidents of sexual harassment to Dean Patricia Bouffard, Dean of Academic & Student Affairs, FH 103, 860-738-6319, or to such other College official as the President may have designated. Nothing shall prevent students from speaking to a college counsel or about their concerns. However, such communication is not a substitute for filing a complaint of sexual harassment with an appropriate College designee.

A claim that an employee of a third party contractor has engaged in sexual harassment on College premises or in connection with the performance of the third party contract should be reported immediately either to the President or to another appropriate College official as set forth in this document. The President will ensure that appropriate follow-up action is taken.

Depending on the nature of the complaint and the desires of the complainant, the College official to whom the complaint has been made may attempt to resolve the complaint informally. Any informal resolution of a complaint must be approved by the College President. No person shall be forced to pursue informal avenues of resolution before filing a formal complaint of sexual harassment.

If informal resolution is not possible or appropriate, a written complaint should be filed in accordance with the existing Affirmative Action Grievance Procedure for Employees or Student Grievance Procedure for students.

For employees, a written complaint should be filed within fifteen (15) calendar days of the alleged harassment. This time frame may be extended by up to fifteen (15) additional calendar days if efforts at informal resolution have been made.

For students, a written complaint should be filed within thirty (30) days of the date the grievant knew or should have known of the alleged harassment. However, a delay

in filing a formal complaint will not be a reason for refusing to investigate such complaints. Although the ability to investigate may be compromised by delay, a written complaint will be treated in the manner prescribed by this policy if filed within 180 days of the date the student knew or should have known of the alleged harassment.

When a formal complaint of sexual harassment is received, the College will investigate it. The rights of all persons involved in the investigation shall be respected and every effort will be made to protect the confidentiality of both the alleged victim and the alleged harasser. Toward this end, only persons with a need to know shall be made privy to the complaint. However, complete anonymity cannot be assured, given the College's obligation under law to investigate and take appropriate action in all cases of sexual harassment.

All complaints of sexual harassment shall be taken seriously. It is expected that complaints will be made in good faith, however. Frivolous or vexatious complaints can cause irremediable damage to the reputation of an accused person, even though he or she is subsequently vindicated. Therefore, any person who files a false complaint of sexual harassment shall himself or herself be subject to disciplinary action, up to and including termination, if an employee, or expulsion, if a student.

POLICY ON CONSENSUAL RELATIONSHIPS

The Board of Regents for Higher Education (BOR) of the Connecticut State Colleges and Universities respects that the educational mission of its institutions is founded on an atmosphere of mutual trust and respect between all members of the academic community. Faculty members, as well as those individuals upon whom the institution confers managerial, supervisory, or evaluative responsibilities, (including graduate assistants or undergraduate teaching assistants) carry a special responsibility to adhere to the highest ethical and professional standards and to avoid any actions that may appear to undermine this atmosphere of trust and respect and thereby hinder the institution's educational mission.

Because of the inherent imbalance of power and need for trust, faculty members, supervisory staff, and those with evaluative authority should be aware that dating or sexual relationships that might be appropriate in other circumstances have inherent dangers when they occur between a staff member and a student as well as when they occur between a supervisor and employee.

Such relationships can create real conflicts, are susceptible to an appearance of exploitation, and can impair

the trust and integrity of the teaching, coaching, or other supervisory or evaluative relationship and may cause a perception of favoritism or bias on the part of the staff. In addition, although these relationships may begin and remain consensual, they may easily be later characterized as non-consensual and could potentially lead to sexual harassment charges.

Policy Prohibited

Between employee and student: Consensual romantic, dating, or sexual relationships between any employee and any student over whom that employee exercises direct or otherwise significant academic, supervisory, or evaluative authority or influence are prohibited at all State Universities and Colleges. The evaluative relationship can take a variety of forms, such as teacher to student, advisor to advisee, coach to athlete, supervisor to student employee, or similar relationship.

Strongly Discouraged

Between employee and student: Romantic, dating or sexual relationships between employees and students over whom said employee does not have supervisory or evaluative authority are strongly discouraged. Such relationships are not only susceptible to future conflicts of interest, but also may present the appearance of impropriety.

If this situation exists, no employee should agree to supervise or evaluate a student with whom he or she has, or formerly had, a consensual relationship. A faculty member should inform the Dean if such a student wishes to enroll in a credit bearing course that he or she is teaching so that alternate arrangements can be made. Nor should a faculty member direct the student's independent study, internship, or thesis; participate in decisions regarding grades; or write letters of recommendation or reference.

Between employee and employee: BOR discourages employees with supervisory or evaluative authority from engaging in romantic, dating or sexual relationships with employees who they supervise or evaluate. If such a relationship exists or develops, the supervisory employee must notify his/her manager so that arrangements can be made for the unbiased supervision and evaluation of the employee. These situations are handled on a case-by-case basis and may require transfer or reassignment of one or more employees.

In the event of a Sexual Harassment Charge

Anyone who enters into a romantic, dating or sexual relationship where a professional power differential exists must realize that if a charge of sexual harassment is subsequently filed, it may be difficult to defend the charge by claiming that there was mutual consent. Employees could be held personally liable in a criminal or civil lawsuit.

Sanctions

All violations of this policy should be reported to Human Resources for investigation and appropriate administrative action, up to and including disciplinary action.

POLICY ON 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 of Regents and the Colleges recognize that an important part of providing opportunity is creating a welcoming environment in which all people are able to work and study together, regardless of their 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 nonviolent action, which protect even unpopular or diverse 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, religious creed, sex, sexual orientation, disability, national origin, or ethnicity. The First Amendment does not preclude colleges from taking affirmative steps to sensitize the College Community to the effects of creating such a negative environment. Therefore, the Community Colleges recognize that they have an obligation not only to punish proscribed actions, but also to provide programs which promote pluralism and diversity and encourage the College Community to respect and appreciate the value and dignity of every person and his or her right to an atmosphere not only free of harassment, hostility, and violence but supportive of individual academic, personal, social, and professional growth.

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

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

POLICY FOR USE OF COMPUTER CENTER RESOURCES

All resources and facilities of the Board of Regents System Data Center, including NCCC's Computer Center and campus computer sites, are to be used solely for legitimate and authorized academic and administrative purposes. Any unauthorized or illegitimate use of the computer systems, resources, and/or facilities will be subject to appropriate disciplinary action, including, but not limited to, the loss of computing privileges, disciplinary action, and/or legal action. Users may be subject to criminal prosecution in accordance with section 53a-250, et seq., of the Connecticut General Statutes.

If administrative accounts are distributed to the staff, it is the user's responsibility to secure his or her account from unauthorized access through the use of passwords and file protection measures. All accounts, including programs and data, may be monitored to ensure proper and efficient system usage, to identify possible software problems, or to check for security violations.

Users are not to attempt to access or make use of any other user's programs or data. Users shall not copy system files, NCCC's Computer Center software components, or computer management programs, nor are users to attempt to access such programs except for the purposes for which they are intended. In addition, users are not to attempt to modify or repair any equipment belonging to or under the control of the NCCC's Computer Center.

Unless noted, all software programs are copyrighted or proprietary in nature and have been purchased or leased by the Connecticut Board of Regents. No employee or student shall copy or modify this software or utilize this software on computer systems other than those designated in the license agreement. Violation of software agreements may result in disciplinary or legal action.

Public domain software or software purchased under site license agreements from which multiple copies can be made shall be identified by NCCC's Computer Center as appropriate.

No person shall use the Connecticut Board of Regents computer resources for monetary gain, development of software intended for sale, or to copy public domain software for other than personal use. Any copies of public domain software must contain the same limitation notices as the originals.

USE OF COMPUTER RESOURCES AT NORTHWESTERN

Computer facilities at Northwestern are for students who are currently enrolled with an active status. To provide access to campus computers, students are issued a NetID upon registering for a class for the first time. This NetID will be valid for each and every semester the student returns to Northwestern or to any Connecticut Community College. All computer resources and campus facilities housing the computer resources are to be used for legitimate and authorized NCCC academic and administrative purposes. Resources include but are not limited to: host computer systems, personal computers and workstations, communication networks (including Wi-Fi), software, and data files.

NCCC reserves the right to monitor usage of computer resources to protect the integrity of the systems, workstations and lab facilities. Computer accounts issued to students are intended for the sole use of those individuals. The account holder is responsible for all usage on the assigned account. Any user of the college computer facilities violating these regulations is subject to disciplinary action, including, but not limited to, the loss of computer privileges and legal action.

The Board of Regents' Information Technology Resource Policy is published and available in the NCCC's Computer Center.

POLICY ON DRUGS AND ALCOHOL

Drugs and Alcohol in the Community Colleges

The Board of Regents for Higher Education 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 Regents policy, and employees and students will not be discriminated against because they have these disabilities, all students and employees are considered to be responsible for their actions and their conduct.

These provisions shall apply to all colleges under the jurisdiction of the Board:

1. No student or employee shall knowingly possess, use, distribute, transmit, sell, or be under the influence of any controlled substance on the college campus or off the college campus at a college sponsored activity 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.

POLICY ON STUDENT RIGHTS

Section 1: Rights of Students

It is the policy of the Board of Regents 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, religious creed, 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 Academic & Student Affairs or such other college official as the President may designate (hereinafter, the Dean of Academic & 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 Academic & 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 Academic & Student Affairs shall consult with the dean responsible for the area of college operations in which the grievance arose.
- b. In the case of a grievance alleging discrimination based on race, color, religious creed, sex, 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 Academic & 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: NCCC-Specific Process for Academic Appeals:

A student may seek review of the assignment of a grade or other decision affecting academic status in accordance with the following procedure:

The Academic Appeal process provides a way for students to appeal academic disputes with an instructor. The steps of the appeal process must be followed in order and in a timely manner. The details concerning the timeline and process are described below.

Timing of Appeals

Academic Appeals by a student must be initiated no later than fifteen calendar days after the posting of the student's final grade. The student can obtain the Appeal Packet from the office of the Dean of Academic and Student Affairs.

Each successive step in the appeals process must be initiated within four calendar weeks of completion of the prior step.

Confidentiality

Under the Family Educational Rights & Privacy Act of 1974, as amended, a student's education record may not be disclosed without the written permission of the student. The materials from this process will not be disclosed and will remain in the possession of the office of the Dean of Academic and Student Affairs.

At any time a student may seek the assistance of others in preparing a request for review of academic standing. However, consistent with the student's responsibility and the developmental mission of the College, in all meetings and communications with faculty and others pursuant to this Policy, a student may neither be accompanied by an advisor, advocate or attorney nor will the College communicate with an advisor, advocate or attorney for the student.

Process

These steps are to be followed when making an academic appeal. A copy of the signed Appeal Form will be sent to the student automatically after each decision.

Step 1: In the event of course-related appeals or disputes, the student must first obtain an Appeal Packet from the Dean of Academic and Student Affairs.

The student must make an appointment to meet with the instructor. At the meeting, the student presents to that instructor all the facts which the student believes would directly relate to the issue(s).

Step 2: In the event that the student's appeal has been denied by the instructor and the student has additional information to provide, he or she may appeal to the Division Director within four calendar weeks. If there is no additional information, the appeal has no basis and will be denied.

Step 3: In the event that the student's appeal has been denied by the Division Director and the student has additional information to provide, he or she may appeal to the Academic Policy Committee within four calendar weeks. If there is no additional information, the appeal has no basis and will be denied.

Step 4: In the event that the student's appeal has been denied by the Academic Policy Committee and the student has additional information to provide, he or she may appeal to the Dean of Academic and Student Affairs. If there is no additional information, the appeal has no basis and will be denied.

Step 5: The foregoing decision may be appealed to the President by filing a statement of appeal within ten calendar days of the date of the decision. The student must submit all Appeal Forms to the college President for review. Review by the President shall be on the basis of the written record unless he or she decides that fairness requires broader review. The decision of the President shall be final.

(Adopted October 18, 1976; amended February 19, 1979, April 20, 1981, July 20, 1981, November 16, 1987, February 26, 1990, March 16, 1998, and November 15, 1999)

STUDENT CODE OF CONDUCT

I. STUDENT CODE OF CONDUCT

Preamble

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. In line with this purpose, the Board of Regents for Higher Education ("BOR") in conjunction with the Connecticut State Colleges and Universities ("CSCU") has the duty to protect the freedoms of inquiry and expression, and furthermore, has the responsibility to encourage all of its members to develop the capacity for critical judgment in their sustained and independent search for truth.

CSCU has certain self-defined institutional values. Principal among these values is respect for the safety, dignity, rights, and individuality of each member of the CSCU Community. The opportunity to live, study, and work in an institution which values diverse intellectual and cultural perspectives and encourages discussion and debate about competing ideas in an atmosphere of civility is a basic component of quality higher education.

All members of CSCU must at all times govern their social and academic interactions with tolerance and mutual respect so that the students who pass through a CSCU door are enriched by these experiences and are prepared for full and enlightened participation in a multi-cultural society. Because of the BOR's and CSCU's commitment to principles of pluralism, mutual respect, and civility, certain activities are not acceptable on CSCU campuses. Acts of intolerance, of hatred or violence based on race, religion, sexual orientation or expression, disability, gender, age, or ethnic background are antithetical to the BOR's and CSCU's fundamental principles and values. It is the BOR's and CSCU's responsibility to protect our students' right to learn by establishing an environment of civility.

The disciplinary process is intended to be part of the educational mission of CSCU. Student disciplinary proceedings are not criminal proceedings and are not subject to court rules of procedure and evidence.

Introduction

This Student Code of Conduct (hereinafter the "Student Code" or "Code") is intended to present a clear statement of student rights and responsibilities established by the Board of Regents for Higher Education. The BOR has charged the President of the Board of Regents for Higher Education with developing procedures to protect those rights and to address the abdication of responsibilities in collaboration with the four State Universities, the twelve Community Colleges and Charter Oak State College. The Student Code describes the types of acts that are not acceptable in an academic community.

Disclaimer: This Code is neither a contract nor an offer of a contract between any BOR governed institution and any student. The provisions of this Code are subject to revision at any time.

Part A: Definitions

The following list of defined terms utilized throughout this Student Code is provided in an effort to facilitate a more thorough understanding of the Code. This list is not intended to be a complete list of all the terms referenced in the Student Code that might require interpretation or clarification. The Vice President for Student Affairs at a University, the Dean of Students at a Community College, the Provost at Charter Oak State College or their designee shall make the final decision of the interpretation of the definition of any term found in the Student Code. For purposes of interpretation and application of the Student Code only, the following terms shall have the following meanings:

1. **"Accused Student"** means any student accused of violating this Student Code.
2. **"Advisor"** means a person who accompanies an Accused Student or an alleged victim to a hearing (or a proceeding pertaining to a report of sexual violence) for the limited purpose of providing advice and guidance to the student. An advisor may not directly address the Hearing Body, question witnesses, or otherwise actively participate in the hearing process (or other proceeding pertaining to a report of sexual violence).
3. **"Appellate Body"** means any person or persons authorized by the University Vice President for Student Affairs, Community College Dean of Students, Charter Oak State College Provost or their designee to consider an appeal from a determination by a Hearing Body that a student has violated the Student Code.
4. **"Calendar Days"** means the weekdays (Mondays through Fridays) when the University or College is open.

5. **"College"** means either collectively or singularly any of the following institutions: Asnuntuck Community College, Capital Community College, Gateway Community College, Housatonic Community College, Manchester Community College, Middlesex Community College, Naugatuck Valley Community College, Northwestern Connecticut Community College, Norwalk Community College, Quinebaug Valley Community College, Three Rivers Community College, Tunxis Community College, and Charter Oak State College.
6. **"Complainant(s)"** means the person(s) who initiates a complaint by alleging that a Student(s) violated the Code.
7. **"CSCU"** means either collectively or singularly, any of the following institutions: Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University, Western Connecticut State University; Asnuntuck Community College, Capital Community College, Gateway Community College, Housatonic Community College, Manchester Community College, Middlesex Community College, Naugatuck Valley Community College, Northwestern Connecticut Community College, Norwalk Community College, Quinebaug Valley Community College, Three Rivers Community College, Tunxis Community College, and Charter Oak State College.
8. **"CSCU Affiliates"** means individuals and/or entities with whom or with which the College or University has a contractual relationship.
9. **"CSCU Official"** means any person employed by the College or University to perform assigned administrative, instructional, or professional responsibilities.
10. **"CSCU Premises"** means all land, buildings, facilities, and other property in the possession of, or owned, used, and/or controlled by, the University or College, either solely or in conjunction with another entity.
11. **"Disciplinary Officer" or "Conduct Administrator"** means a University, College or CSCU official who is authorized to determine the appropriate resolution of an alleged violation of the Code, and/or to impose sanctions or affect other remedies as appropriate. Subject to the provisions of this Code, a disciplinary officer or conduct administrator is vested with the authority to, among other duties: investigate a complaint of an alleged violation of the Code, decline to pursue a complaint, refer identified disputants to mediation or other appropriate avenues of resolution, establish charges against a student, enter into an administrative agreement developed with an Accused Student in accordance with Section II-B-3 of this Code, advise a Hearing Body, and present the case before the Hearing Body.
12. **"Hearing Body" or "Hearing Panel"** means any person or persons authorized by the University Vice President for Student Affairs, Community College Dean of Students or Charter Oak State College Provost to determine whether a student has violated the Code and to impose sanctions as warranted, including a hearing officer or hearing board.
13. **"Institution"** means the University or College within CSCU.
14. **"Instructor"** means any faculty member, teaching assistant or any other person authorized by the University to provide educational services, including, but not limited to, teaching, research, and academic advising.
15. **"Member of the CSCU Community"** means any person who is a student, an official or any other person who works for CSCU, either directly or indirectly (e.g., for a private enterprise doing business on a CSCU campus).
16. **"Policy"** means the written regulations, standards, and student conduct expectations adopted by the BOR and found in, but not limited to the Student Handbook, the Residence Life Handbook, the housing contract, the graduate and undergraduate catalogs, and other publicized University and College notices.
17. **"Prohibited Conduct"** means the conduct prohibited by this Code, as more particularly described in Part I-D of this Code.
18. **"Reporting Party"** means any person who alleges that a student has violated this Code.
19. **"Student"** means either (1) any person admitted, registered, enrolled or attending any CSCU course or CSCU conducted program, whether full-time or part-time, and whether pursuing undergraduate, graduate or professional studies, or continuing education; (2) any person who is not officially enrolled for a particular term but who has a continuing relationship with a CSCU; or (3) any person within two calendar years after the conclusion of their last registered Community College course unless the student has formally withdrawn, graduated or been expelled from the College.
20. **"Student Code" or "Code"** means this Student Code of Conduct.
21. **"Student Organization"** means an association or group of persons that have complied with the formal requirements for University or College recognition.

22. **“Support Person”** means a person, who accompanies an Accused Student, a Reporting Party or a victim to a hearing for the limited purpose of providing support and guidance. A support person may not directly address the Hearing Body, question witnesses, or otherwise actively participate in the hearing process.
23. **“University”** means any of the following institutions: Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University, and Western Connecticut State University, whichever the alleged violation of the Code occurred.
24. **“Shall”** and **“will”** are used in the imperative sense.
25. **“May”** is used in the permissive sense.

Part B: Application, Distribution, And Administration Of The Student Code Of Conduct

1. Application of the Student Code: The Student Code shall apply to the four Connecticut State Universities, the twelve Community Colleges, and the on-line college.

An alleged violation of the Student Code shall be addressed in accordance with the Code of Conduct, even if the accused Student has withdrawn from the Institution prior to the completion of the disciplinary procedures.

The Student Code shall apply to Students and to Student Organizations. The term “student” shall generally apply to the student as an individual and to a Student Organization as a single entity. The officers or leaders of a particular Student Organization usually will be expected to represent the organization during the disciplinary process. Nothing in this Student Code shall preclude holding certain members of a Student Organization accountable for their individual acts committed in the context of or in association with the organization’s alleged violation of this Code.

2. Distribution of the Student Code: The Student Code shall be made readily available electronically and/or in a printed publication to students, faculty and staff. The office responsible for Student Affairs will annually distribute and make available to students, faculty and staff, electronically and/or in a printed publication, any revisions to the Code.
3. Administration of the Student Code: The Dean of Students shall be the person designated by the institution President to be responsible for the administration of the Academic Misconduct Code of the Student Code and the Non-Academic Misconduct portion of the Student Code.

Part C: Scope Of Authority

A Student who is found responsible for engaging in conduct that violates the Student Code on any Connecticut State College or University campus or on property controlled by the BOR or by any CSCU Affiliate or any CSCU sponsored function or event shall be subject to the sanctions described in this Code. The Student Code of Conduct also applies to online activities, where applicable. Students who attempt to engage in conduct that violates this Code, who knowingly encourage, aid or assist another person in engaging in such conduct, or who agree with another person, explicitly or otherwise, to engage in such conduct, may also be subject to disciplinary action.

Community College students conduct is subject to the Code on campus and off-campus whenever such conduct impairs College-related activities or affairs of another member of the College community or creates a risk of harm to a member or members of the College community. Students must be aware that, as citizens, they are subject to all federal and state laws in addition to all CSCU regulations governing student conduct and responsibilities. Students do not relinquish their rights nor do they shed their responsibilities as citizens by becoming members of the CSCU Community. However, where a court of law has found a student to have violated the law, an institution has the right to impose the sanctions of this Code even though the conduct does not impair institution related activities of another member of the university or college community and does not create a risk of harm to the college or university community. The decision to exercise this right will be in the sole discretion of the President of the impacted institution or his/her designee.

Part D: Prohibited Conduct

The following list of behaviors is intended to represent the types of acts that constitute violations of this Code.

1. Academic misconduct, which includes, but is not limited to, plagiarism and all forms of cheating.

Plagiarism is defined as the submission of work by a student for academic credit as one’s own work of authorship which contains work of another author without appropriate attribution.

Cheating includes, but is not limited to: (i) use of any unauthorized assistance in taking quizzes, tests or examinations; (ii) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; (iii) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff; and (iv) engaging in any other behavior specifically prohibited by a faculty member in the course syllabus.

2. Acts of dishonesty, including but not limited to the following:
 - a. Misuse of College documents, including, but not limited to forging, transferring, altering or otherwise misusing a student fee card, student payroll card, identification card or other College identification document, course registration document, schedule card, transcript, or any other institution-issued document or record.
 - b. Knowingly furnishing false information to any CSCU Official, faculty member or office.
3. Theft of property or services, or damage to, defacement or destruction of, or tampering with, real or personal property owned by the State of Connecticut, CSCU/BOR, the institution, or any member of the CSCU Community.
4. Actual or threatened physical assault or abuse, threatening behavior, intimidation, or coercion.
5. Sexual misconduct may include engaging in one or more behaviors:
 - (a) Sexual harassment, which can include any unwelcome sexual advance or request for sexual favors, or any conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education; submission to or rejection of such conduct by an individual is used as a basis for academic decisions affecting the individual; or such conduct has the purpose or effect of substantially interfering with an individual's academic performance or creating an intimidating, hostile or offensive educational environment. Examples of conduct which may constitute sexual harassment include but are not limited to:
 - sexual flirtation, touching, advances or propositions
 - verbal abuse of a sexual nature
 - pressure to engage in sexual activity
 - graphic or suggestive comments about an individual's dress or appearance
 - use of sexually degrading words to describe an individual
 - display of sexually suggestive objects, pictures or photographs
 - sexual jokes
 - stereotypic comments based upon gender
 - threats, demands or suggestions that retention of one's educational status is contingent upon toleration of or acquiescence in sexual advances.

- (b) Sexual assault shall include but is not limited to a sexual act directed against another person when that person is not capable of giving consent, which shall mean the voluntary agreement by a person in the possession and exercise of sufficient mental capacity to make a deliberate choice to do something proposed by another.

A person who initially consents to sexual activity shall be deemed not to have consented to any such activity which occurs after that consent is withdrawn. Consent cannot be assumed because there is no physical resistance or other negative response. A lack of consent may result from mental incapacity (e.g., ingestion of alcohol or drugs which significantly impair awareness or judgment) or physical incapacity (e.g., the person is unconscious or otherwise unable to communicate consent).

Sexual assault is further defined in sections 53a-70, 53a-70a, 53a-70b, 53a-71, 53a-72a, 53a-72b and 53a-73a of the Connecticut General Statutes.

- (c) Sexual exploitation occurs when a person takes non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited, and that behavior does not otherwise constitute one of the preceding sexual misconduct offenses. Examples of behavior that could rise to the level of sexual exploitation include:
 - Prostituting another person;
 - Non-consensual visual (e.g., video, photograph) or audio-recording of sexual activity;
 - Non-consensual distribution of photos, other images, or information of an individual's sexual activity, intimate body parts, or nakedness, with the intent to or having the effect of embarrassing an individual who is the subject of such images or information;
 - Going beyond the bounds of consent (such as letting your friends hide in the closet to watch you having consensual sex);
 - Engaging in non-consensual voyeurism;
 - Knowingly transmitting an STD, such as HIV to another without disclosing your STD status;
 - Exposing one's genitals in non-consensual circumstances, or inducing another to expose his or her genitals; or
 - Possessing, distributing, viewing or forcing others to view illegal pornography.
6. Intimate partner violence is defined as:
 - Including intimate partner violence, which is any physical or sexual harm against an individual by

a current or former spouse or by a partner in a dating relationship that results from (1) sexual assault, as defined in section 5 above; (2) sexual assault in a spousal or cohabiting relationship; (3) domestic violence; (4) sexual harassment, as defined in section 5 above or, (5) sexual exploitation, as defined in section 5 above.

- Physical abuse, which can include but is not limited to, slapping, pulling hair or punching.
 - Threat of abuse, which can include but is not limited to, threatening to hit, harm or use a weapon on another (whether victim or acquaintance, friend or family member of the victim) or other forms of verbal threat.
 - Emotional abuse, which can include but is not limited to, damage to one's property, driving recklessly to scare someone, name calling, threatening to hurt one's family members or pets and humiliating another person.
7. Violations of privacy, including, but not limited to, voyeurism and the use of web-based, electronic or other devices to make a photographic, audio or video record of any person without his or her express consent, when such a recording is intended or likely to cause injury or distress. This includes, but is not limited to: (i) surreptitiously taking pictures or videos of another person in spaces such as sleeping areas, bathrooms, gymnasiums, locker rooms, and changing areas; and (ii) sexually exploiting another person by electronically recording or permitting others to view or electronically record, consensual sexual activity without a partner's knowledge or permitting others to view or listen to such video or audio tapes without a partner's knowledge and consent. Publicizing or threatening to publicize such records will also be considered a violation of this Code.
 8. Hazing, which is defined as an act which endangers the mental or physical health or safety of a Student, or which destroys, damages, or removes public or private property for the purpose of initiation or admission into, affiliation with or as a condition for continued membership in a group or organization. The express or implied consent of the victim will not be a defense to an allegation of hazing. Consenting to the activity by remaining silent or not objecting in the presence of hazing is not a neutral act and is also a violation of this Student Code.
 9. Stalking, which is defined as repeatedly contacting another person when:
 - a. The contacting person knows or should know that the contact is unwanted by the other person; and
 - b. The contact causes the other person reasonable apprehension of imminent physical harm or the contacting person knows or should know that the contact causes substantial impairment of the other person's ability to perform the activities of daily life.
- As used in this definition, the term "contacting" includes, but is not limited to, communicating with (including internet communication via e-mail, instant message, online community or any other internet communication) or remaining in the physical presence of the other person.
10. Harassment, which is defined as conduct which is abusive or which interferes with a person's pursuit of his or her customary or usual affairs, including, but not limited to, such conduct when directed toward an individual or group because of race, ethnicity, ancestry, national origin, religion, gender, sexual orientation or expression, age, physical attribute, or physical or mental disability or disorder, including learning disabilities and mental retardation.
 11. Conduct that is disorderly, lewd or indecent (including, but not limited to, public nudity and sexual activity in areas generally open to members of the campus community), breach of peace or aiding, abetting, or procuring another person to breach the peace on CSCU premises or at functions sponsored by, or affiliated with, the University or College.
 12. Behavior or activity which endangers the health, safety, or well-being of oneself or others.
 13. Offensive or disorderly conduct which causes interference, annoyance or alarm or recklessly creates a risk thereof at CSCU or CSCU premises, CSCU web or social media sites, at a CSCU-sponsored activity or in college or university courses, including cyber bullying. This offense does not apply to speech or other forms of constitutionally protected expression.
 14. Unauthorized possession, duplication, or use of keys (including, but not limited to, card access, card keys, fobs, etc.) to any CSCU premises or forcible and/or unauthorized entry on or into CSCU premises.
 15. Starting fires, causing explosions, falsely reporting the presence of fire, bombs, incendiary or explosive devices, or falsely reporting an emergency.
 16. Unauthorized or improper possession, use, removal, tampering, or disabling of fire and/or safety equipment and warning devices, failure to follow standard fire and/or emergency safety procedures, or interference with firefighting or emergency response equipment or personnel.

17. Use, possession, purchase, sale, or distribution of alcoholic beverages, except as expressly permitted by law and CSCU regulations. Alcoholic beverages may not, under any circumstances, be used by, possessed by, or distributed to any person under twenty-one (21) years of age.
18. Use, possession, purchase, sale, distribution, or manufacturing of narcotics, controlled substances and/or drugs, including, but not limited to, marijuana and heroin, or drug paraphernalia, except as expressly permitted by law.
19. Use, possession, or distribution of firearms, ammunition for firearms, other weapons or dangerous instruments, facsimiles of weapons or firearms, fireworks, explosives, or dangerous chemicals. A dangerous instrument is any instrument, article, or substance that, under the circumstances in which it is being utilized, is capable of causing death or serious physical injury. The possession of a deadly weapon or dangerous instrument on campus is strictly prohibited, even if such item is legally owned.
20. Gambling, including, but not limited to, promoting, wagering, receiving monies for wagering or gambling for money or property on CSCU premises.
21. Disruption or obstruction of any College or University function, activity or event, whether it occurs on or off the campus, or of any non-University or College function, activity or event which is authorized by the institution to occur on its premises.
22. Intentional obstruction of the free flow of pedestrian or vehicular traffic on CSCU premises or at University or College-sponsored or supervised functions or interference with entry into or exit from CSCU premises or with the free movement of any person.
23. Failure to comply with the directions of CSCU officials or law enforcement officers acting in the performance of their duties and/or failure to identify oneself to these persons when requested to do so.
24. Conduct that violates published BOR/CSCU policies, rules, and regulations, including, but not limited to, residence hall rules and regulations.
25. Conduct prohibited by any federal, state, and/or local law, regulation or ordinance.
26. Unauthorized use of CSCU property or the property of members of the CSCU Community or of CSCU Affiliates.
27. Theft, unauthorized use, or abuse of University or College computers and/or peripheral systems and networks, including, but not limited to:
 - a. Unauthorized access to CSCU computer programs or files;
 - b. Unauthorized alteration, transfer or duplication of CSCU computer programs or files;
 - c. Unauthorized use of another individual's identification and/or password;
 - d. Deliberate disruption of the operation of CSCU computer systems and networks;
 - e. Use of the Institution's computing facilities and resources in violation of copyright laws (including unauthorized peer-to-peer file sharing of copyrighted material, including, but not limited to, copyrighted music, movies, and software);
 - f. Use of computing facilities and resources to send obscene messages (which are defined as messages which appeal mainly to a prurient, shameful, or morbid interest in nudity, sex, excretion, sadism, or masochism, go well beyond customary limits of candor in describing or representing such matters, and are utterly without redeeming social value); and
 - g. Violation of the BOR Policy Statement on Acceptable and responsible use of Information Technology resources and/or any applicable BOR computer use policy.
28. Abuse of the CSCU conduct and disciplinary system, including, but not limited to:
 - a. Failure to obey the notice from a Hearing Body or CSCU Official to appear for a meeting or hearing as part of the Student Conduct system;
 - b. Falsification, distortion, or intentional misrepresentation of information to a Disciplinary Officer or Conduct Administrator, or before a Hearing Body;
 - c. Initiation of a conduct or disciplinary proceeding knowingly without cause;
 - d. Disruption or interference with the orderly conduct of a disciplinary proceeding;
 - e. Attempting to discourage an individual's proper participation in, or use of, the disciplinary system;

- f. Attempting to influence the impartiality of a Disciplinary Officer, Conduct Administrator or member of a Hearing Body prior to, and/or during the course of, the disciplinary proceeding;
- g. Harassment (verbal or physical) and/or intimidation of a Disciplinary Officer, Conduct Administrator, or member of a Hearing Body prior to, and/or during the course of the disciplinary proceeding;
- h. Failure to comply with the sanction(s) imposed under the Student Code; and
- i. Influencing or attempting to influence another person to commit an abuse of the disciplinary system.

PART E: HEARING PROCEDURES FOR SEXUAL MISCONDUCT, SEXUAL INTIMATE PARTNER, DOMESTIC VIOLENCE & STALKING REPORTS

In addition to disciplinary procedures applicable to State University students in Section II, Community College students in Section III, or Charter Oak State College Students in Section IV, for any hearing conducted involving allegations of sexual misconduct, including sexual harassment, sexual assault, sexual exploitation, stalking, and intimate partner violence the reported victim and the accused student shall each have the following rights:

1. At any meeting or proceeding, both the reported victim and accused student may be accompanied by an advisor or support person of the student's choice provided the advisor or support person does not cause a scheduled meeting or hearing to be delayed or postponed and provided an advisor or support person may not directly address the Hearing Body, question witnesses, or otherwise actively participate in the hearing process (or other proceeding or pertaining to a report of sexual misconduct);
2. The reported victim of sexual misconduct is entitled to request that disciplinary proceedings begin promptly;
3. Any hearing regarding an accusation of sexual misconduct shall (i) be fair, prompt, and impartial; (ii) be conducted by a Hearing Body annually trained in issues relating to sexual misconduct; (iii) use the preponderance of evidence (more likely than not) standard; (iv) shall allow both the accused student and reported victim the opportunity to present evidence and witnesses on their behalf during any disciplinary proceeding; and (v) shall provide both the accused student and the reported victim with equal access to any information that will be used during meetings and hearings.
4. In accordance with the Family Educational Rights and Privacy Act (FERPA), the accused student and the reported victim have the right to keep their identities confidential;
5. Any reported victim shall be provided written notice of the decision of the Hearing Body at the same time as

the accused student, normally within one (1) business day after the conclusion of the Hearing. In accordance with the Family Educational Rights and Privacy Act (FERPA) the notice to any reported victim of sexual misconduct shall contain only the following: the name of the accused student, the violation committed, if any, and any sanction imposed against the accused student.

6. The reported victim shall have the same right to request a review of the decision of the Hearing Body (appeal rights) in the same manner and on the same basis as shall the accused student; however, if a request for review by a reported victim is determined to be properly made and if the review determines there is sufficient grounds for altering the decision of the Hearing Body, among the other actions that may be taken as set forth above, the sanction of the hearing may also be increased. Notwithstanding the foregoing, in any hearing pertaining to sexual misconduct both the reported victim and the accused student are entitled to be simultaneously provided notice of any change in the results of the hearing prior to the time when the results become final as well as to be notified when such results become final.

Part F: Conduct and Disciplinary Records

The written decision resulting from an administrative conference or a hearing under this Code shall become part of the student's educational record and shall be subject to the provisions of the Family Educational Rights and Privacy Act (FERPA). A student's disciplinary record shall be maintained separately from any other academic or official file maintained by the Institution. Disciplinary records will be maintained for a period of five (5) years from the date of the incident, except that the sanction of expulsion shall be noted permanently.

While student education records are generally protected from disclosure by FERPA, there are a number of exceptions to this rule. Students should be aware that a record concerning his/her behavior while a student at the College or University may be shared with other colleges or universities to which the student may subsequently wish to transfer or be admitted. Similarly, prospective employers may require a student to provide access to his/her education records as part of the employment application process. A record of having been sanctioned for conduct that violates Section I.D. of the Code may disqualify a student for admission to another college or university, and may interfere with his/her selection for employment.

Part G: Interpretation and Revision

Questions regarding the interpretation of this Code shall be referred to the Community College's Dean of Students or their designees for the administration of the Non-Academic Misconduct portion of the Student Code and to the Community College's Dean of Academic Affairs or their

designees for the administration of the Academic Misconduct portion of the Student Code.

This Code shall be reviewed and revised, if and as necessary, every five (5) years, or as directed by the President of the Board of Regents for Higher Education.

II. CONDUCT AND DISCIPLINARY PROCEDURES APPLICABLE TO COMMUNITY COLLEGE STUDENTS

Procedures for Community College students differ from those procedures applicable to either the Universities or Charter Oak State College. This is due to the environmental, cultural and administrative differences within the types of the institutions comprising CSCU. Procedures for addressing allegations and sanctions regarding academic misconduct (as defined in Section I.D.1 above) for Community College Students as set forth in this Section III of the Code.

Part A: Disciplinary Procedures (Academic and Non-Academic Misconduct)

In regard to College Students, the following procedures shall govern the enforcement of the Code:

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

5. If upon the conclusion of the Dean's investigation, the Dean determines that there is reason to believe the student has committed a violation of any part of Section I.D. of this Code and, after considering both the violation and the prior conduct record of the student, that a sanction of suspension or expulsion is appropriate, the Dean shall provide the student with reasonable written notice of a meeting and shall inform the student that his/her failure to attend the meeting or to respond to the notice may result in the imposition of the maximum permissible sanction. At the meeting, the Dean shall provide the student with a written statement that shall include the following:
 - a. a concise statement of the alleged facts;
 - b. the provision(s) of Section I.D. that appear to have been violated;
 - c. the maximum permissible sanction; and
 - d. a statement that the student may resolve the matter by mutual agreement with the Dean, or may request a hearing by notifying the Dean in writing, which must be received by 5:00 pm on the following business day.
6. If the student requests a hearing, he/she is entitled to the following:
 - a. to be heard within five (5) days or as soon as reasonably possible, by an impartial party or panel whose members shall be appointed by the Dean;
 - b. if the Dean appoints an impartial panel, to have a student on the panel if requested by the student;
 - c. to appear in person and to have an advisor who shall attend as a representative of the student. However, if there is pending at the time of the hearing a criminal matter pertaining to the same incident that is the subject of the hearing, a lawyer may be present for the sole purpose of observing the proceedings and advising the student concerning the effect of the proceedings on the pending criminal matter;
 - d. to hear and to question the information presented;
 - e. to present information, to present witnesses, and to make a statement on his or her behalf; and
 - f. to receive a written decision following the hearing.
7. As used herein, the term "impartial" shall mean that the individual was not a party to the incident under consideration and has no personal interest in the outcome of the proceedings. Prior to the commencement of the hearing, the student who is subject to the hearing may challenge the appointment of an impartial party or panel member on the ground that the person(s) is (are) not impartial. The challenge shall be made in writing to the Dean and shall contain the reasons for the assertion that the person(s) is (are) not impartial. The decision of the Dean shall be final.
8. The written decision of the impartial party or panel shall specify whether, based on the information presented, it is more likely than not that the student committed the violation(s) reported and shall state the sanction to be imposed, if any. The written decision shall be provided to the student.
9. Sanctions imposed by an impartial party or panel are effective immediately. The President may, for good cause, suspend imposition of the sanctions imposed by the impartial party or panel to allow the Student time to prepare a written request for review. If a written request is received, the President may continue to suspend imposition of the sanctions until he has reviewed and acted on the student's request.
10. A written request for review of the decision of the impartial party or panel must be received by the President within three (3) calendar days after the student is notified of the decision and must clearly identify the grounds for review. The review by the President is limited to the record of the hearing, the written request, and any supporting documentation submitted with the request by the student. The decision of the impartial party or the panel shall be upheld unless the President finds that:
 - a. a violation of the procedures set forth herein significantly prejudiced the student; and/or
 - b. the information presented to the impartial party or panel was not substantial enough to justify the decision; and/or,
 - c. the sanction(s) imposed was (were) disproportionate to the seriousness of the violation.
11. Decisions under this procedure shall be made only by the college officials indicated.

Part B: Disciplinary Sanctions

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

A "sanction" may be any action affecting the status of an individual as a student taken by the College in response to a violation of this Policy, and for the purposes of this Section III of the Code include, but are not limited to, the following:

1. "Expulsion" is a permanent separation from the College that involves denial of all student privileges, including entrance to College premises;

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

POLICY ON VIOLENCE PREVENTION & RESPONSE

(Excerpted from the Board Policy, Section 2.13, Adopted December 20, 1999) On August 4, 1999, Governor John G. Rowland signed Executive Order No. 16 instituting a "zero tolerance" Violence in the Workplace Prevention Policy for all state agency personnel, contractors, subcontractors and vendors. In accordance with this directive and in an effort to provide a safe environment for employees, students, visitors and guests while on the premises of the Community Colleges, the Board has adopted and expanded the application of the Governor's policy. Executive Order No. 16 is attached to this Board policy and is fully incorporated herein. For purposes of this policy, "violence" is defined as an overt act or threat of harm to a person or property, or any act that poses a substantial threat to the safety of any person or property. "Premises" is defined as any space owned or leased by the Community Colleges or any of its constituent units, including vehicles and any location where college or system business or activities are conducted. Conduct that may violate this policy includes, but is not limited to, the following:

- Intimidating, harassing or threatening behaviors
- Physical abuse, including hitting, slapping, poking, kicking, punching, grabbing, etc.

- Verbal abuse, including yelling, shouting, use of sexually, racially or ethnically charged epithets, etc.
- Vandalism
- Carrying or possessing weapons or dangerous instruments of any kind on Community College premises, unless properly authorized
- Using such weapons
- Any other act that a reasonable person would consider to constitute a threat of violence, including oral or written statements, gestures or expressions that communicate a direct or indirect threat of physical harm

Reporting Threats or Violent Act

A person who feels that he or she has been subjected to threats or acts of violence as defined herein, or a person who witnesses such threats or acts, must report the incident to a supervisor, manager or to the Human Resources office. Supervisors and managers who receive such reports shall seek advice from the Human Resources office regarding investigating the incident and initiating appropriate action. Serious incidents or serious threats of imminent danger to the safety of persons or property should immediately be reported to proper law enforcement authorities and/or to the campus Public Safety/Security Department.

Any individual who has applied for or obtained a protective or restraining order which lists the premises of the Community Colleges as protected areas, must provide to the Human Resources office a copy of the petition and declaration used to seek the order, a copy of any temporary protective or restraining order that is granted, and a copy of any protective or restraining order that is made permanent. The sensitivity of the information requested is understood and colleges are responsible for treating such information in a manner that recognizes and respects the privacy of the reporting person.

Enforcement of this Policy

All reported incidents of violence will be taken seriously and will be dealt with appropriately, including prompt evaluation, investigation and response. An individual who makes a substantial threat of violence or commits an act of violence as defined in this policy shall be removed from the premises. Any weapon or dangerous instrument will be confiscated and turned over to appropriate law enforcement/public safety authorities. There is no reasonable expectation of privacy with respect to such items on College premises. Violations of this policy, including knowingly providing a false report, or failing to cooperate fully with an investigation, may lead to disciplinary action up to and including dismissal from employment or expulsion from the College. Violations may also result in criminal penalties.

Threat Assessment Team

Each College will establish a Threat Assessment Team to oversee the implementation of this policy. The Threat Assessment Team should include representatives of management, human resources, employee unions, public safety,

and facilities management. One goal of the team approach is to ensure that people are prepared to work together to deal with violent or potentially violent situations. Although violence cannot always be prevented, planning ahead and being prepared to act swiftly to deal with threats, intimidation and other disruptive behavior at an early stage can reduce the risk. The Assessment Team has three major functions:

- **Identifying the potential for violence.** This involves analyzing trends in incidents relating to particular units, jobs, activities, time of day, and so forth.
- **Prevention.** This includes recommending procedures to prevent violence, such as conducting violence prevention and response training for employees and students, establishing mechanisms for employees, students and others to discuss their concerns about violence, conducting inspections of college premises, evaluating working environments of employees and students to ascertain any unusual risks, conducting employee/student surveys, recommending changes in physical plant, equipment, and practices to enhance campus safety.
- **Responding to individual acts of violence.** Incidents reported to the Human Resources office and/or the Public Safety department should be shared with the Threat Assessment Team which may advise and assist in the investigation if appropriate. The Team may also assist in the management of threats or incidents of violence by planning a response to mitigate further damage, coordinating responses with local law enforcement and the community, and managing media inquiries.

Publication of Policy on Violence Prevention and Response

This policy shall be distributed to all members of the college community and shall be posted prominently in areas where students, staff and guests may gather. The policy should also be included in orientation materials for new employees and students and published in college newsletters, catalogues and handbooks, as appropriate. The policy should be reissued once a year as a reminder of the importance of this issue in our community. Contractors, subcontractors, and vendors doing business with the college shall be advised that compliance with this policy is mandatory.



PROGRAMS OF STUDY

Northwestern Connecticut Community College offers two undergraduate degrees - the Associate in Arts and the Associate in Science. The College also awards certificates upon the completion of specific non-degree programs of study.

The Associate in Arts degree is awarded upon the successful completion of a program of study in the liberal arts and sciences. In order to obtain the Associate in Arts degree, the student must complete a one year sequence of a foreign language (American Sign Language is recognized as a foreign language at NCCC), and complete two laboratory science courses (8 credits).

The Associate in Science degree is awarded upon the successful completion of a program of study in a specific subject area or to those liberal arts and sciences graduates who choose not to fulfill the foreign language and laboratory science requirements.

A certificate is awarded upon completion of a non-degree program of study in certain fields. All courses taken for a certificate are applicable to an associate degree program. Note that some courses required to earn a certificate may have prerequisites.

Curricular patterns are designed for all fields of study offered at the College. In general, first-year students pursue similar programs, although some patterns require particular courses or the development of certain skills as a prerequisite to advanced or specialized courses.

Upon enrollment at the College, new students are given assessment tests which determine competencies in mathematics and English. Based on the information gained from these diagnostic tests, students are advised as to their proper placement in mathematics and English courses. All students are strongly advised to consult counselors or faculty advisors periodically during their course of study at the College in order to determine appropriate choices and sequences of courses. Curriculum sheets listing all required courses are available for all programs and can be obtained from the Center for Student Development in Green Woods Hall, Room 208.

If a student does not need to be readmitted* to the College, he or she may graduate under the current catalog or the catalog under which he or she entered the College, providing it is not older than 10 years. If a student is enrolled for more than 10 years, then he or she may graduate under the current catalog or the catalog 10 years prior to his or her graduation. If a student has readmitted, he or she may graduate under the readmit catalog, provided it is not more than 10 years old, or the current catalog.

* Students who have not taken classes at the College for two or more years need to be readmitted to the College through the Admissions Office.

ASSOCIATE DEGREE AND CERTIFICATE PROGRAMS

Fine Arts

Fine Art (A.S.)

Digital Media Option

Graphic Communication Design Option

Photography Option

Digital Publishing (Certificate)

Fine Arts (Certificate)

Graphic Design (Certificate)

Photography (Certificate)

Behavioral Sciences

Human Services (A.S.)

Human Services (Certificate)

Business & Management Administration

Business & Management Administration (A.S.)

Marketing & Sales Option

Marketing & Sales (Certificate)

Computer Science and Educational Technology Programs

Computer Systems Technology (A.S.)

Computer Business Applications (Certificate)

Computer Help Desk (Certificate)

Computer Programming (Certificate)

Webmaster & Internet Design (Certificate)

The College of Technology

Engineering Science (A.S.)

The College of Technology, Technology Studies

Electric Power Technology Pathway (A.S.)

Engineering Technology Option (A.S.)

Industrial Technology Option (A.S.)

Environmental Science

Environmental Science (A.S.)

Natural Resources Option

General Studies (A.S.)

Educational Paraprofessional Pathway (A.S.)

Health Careers

Allied Health Science (Certificate)

Health Information Management (A.S.)

Health Information Reimbursement Specialist (Certificate)

Medical Assistant (A.S.)
 Medical Assisting (Certificate)
 Nursing (A.S.)
 Therapeutic Recreation (A.S.)
 Therapeutic Recreation (Certificate)

Liberal Arts and Sciences (A.A.)

Liberal Arts and Sciences (A.S.)

Transfer Pathways: Biology, English, Forensic Science, History, Psychology, Teaching (*Art, Early Childhood, Elementary, Secondary*)

Social Sciences

Criminal Justice (A.S.)
 Deaf Studies (A.A.)
 Deaf Studies (Certificate)
 Early Childhood Education (A.S.)
 Child Development Associate Preparation (Certificate)
 Home Child Care (Certificate)
 Interpreter Preparation: ASL/English (A.S.)

Veterinary Technology (A.S.)

GENERAL EDUCATION

General Education Outcomes

Within the context of its mission, Northwestern Connecticut Community College aspires to provide a basis for continuing growth and development for all students. In particular, the College expects that each student will develop a continuing interest in learning, effective communication skills, effective thinking skills, the ability to make informed choices concerning individual and social issues, and a foundation of interdisciplinary knowledge. As a practical application of this belief in general education, Northwestern has established a common multidisciplinary core of 24 to 25 credits which represents exposure to a broad range of academic subjects. Each student seeking an associate's degree is required to complete three credits of course work in each of the core areas.

Common Core

Composition	3
Literature or Communication Elective	3
Behavioral Sciences Elective	3
Humanities and Fine Arts Elective	3
Mathematics Elective	3
Natural Sciences Elective	(4) 3
Social Sciences Elective	3
Liberal Arts & Sciences Elective	3
	(25) 24

Common Core Areas

Composition

Students in all programs are required to take English 101. After successful completion of English 101, students will:

- show evidence of independent critical thinking directed at the comprehension, criticism, and analysis of written, oral, and multimedia materials.

- identify problems, pose measurable research questions, and build evidence in support of tangible solutions.
- exhibit comprehensive technology and information literacy skills, including the ability to locate, evaluate, and integrate research materials into communications.
- demonstrate effective written and verbal communication skills that show an awareness of purpose and audience.

Literature or Communication Elective

After successful completion of a literature or communications course, students will:

- demonstrate effective written and verbal communication skills that show an awareness of purpose and audience.
- exhibit comprehensive technology and information literacy skills, including the ability to locate, evaluate, and integrate research materials into communications.
- interpret and analyze both literary and communicative genres bridging together professional and personal opinions in order to construct broader understanding of the materials studied.

Behavioral Sciences Elective

After successful completion of a behavioral science course students will be able to:

- articulate different research methods used within the respective fields.
- identify the difference between descriptive and explanatory research.
- describe the effects of social influences at both the individual and group level.
- identify and describe course-specific concepts.

Humanities and Fine Arts Elective

After successful completion of a humanities or fine arts course students will:

- integrate and apply the principles and methods of the arts or humanities.
- acquire a more diverse understanding of forms of creative, philosophical, or cultural expression.

Mathematics Elective

After successful completion of a college level mathematics course, students will:

- comprehend and solve problems by using the language of Mathematics.
- acquire analytical reasoning and critical thinking skills which can be applied to new situations.
- apply mathematical and statistical methods to other disciplines as well as to other areas of their lives.

Natural Sciences Elective (3-credit non-lab science or 4-credit lab science course)

After successful completion of a natural science course students will be able to:

- describe natural phenomena using proper scientific terminology.
- explain the methods, applications, and limitations of the scientific method.
- evaluate scientific information and data.
- effectively communicate knowledge of the natural world in a written essay, report, or project.

Social Sciences Elective

After successful completion of a social science course students will be able to:

- identify and outline important foundations of Western and/or non-Western thought.
- interpret key core concepts such as religious theology, economic theory, nation building, gender, and/or race.
- analyze how key core concepts have played a role and continue to play a role in the development of complex societies.
- compare and contrast political, historical, social, or economic constructs.

Liberal Arts & Sciences Elective:

Student will take an additional 3-credit LAS course. If this is not a directed program elective, it is usually selected in conjunction with the student's advisor.

Northwestern Connecticut Community College's curricula are designed so that students graduating with an Associate's Degree will acquire:

- Knowledge of Human Cultures and the Physical and Natural World as demonstrated by the ability to integrate and apply the fundamental principles and methods of the natural and physical sciences, social sciences, and arts and humanities.
- Critical Thinking and Problem Solving Skills as demonstrated by the ability to identify problems, gather, interpret, and evaluate data, and to synthesize and integrate information to draw conclusions.
- Interpersonal Communication Skills as demonstrated by the ability to listen actively, to present ideas clearly, and to show respect for the viewpoints of others.
- Information Literacy Skills as demonstrated by the ability to retrieve, analyze, synthesize, evaluate information and to recognize and credit the intellectual property of others.
- Technological Competency as demonstrated by the ability to use digital and discipline-specific technology to access and communicate information.
- Personal Responsibility as demonstrated by the ability to comport themselves in a way that demonstrates self-respect and self-control as well as concern and compassion for the larger community.
- Effective Writing Skills as demonstrated by the ability to articulate ideas clearly in writing with attention to audience and purpose.

- Critical Reading Skills as demonstrated by the ability to comprehend and analyze written and visual texts.
- Integrative Learning as demonstrated by the ability to connect ideas, skills, and concepts from across courses and disciplines to expand their learning.
- Skills for Lifelong Learning as demonstrated by the ability to transfer knowledge and skills from previous learning experiences to help make sense of new concepts and to show curiosity for new ideas.
- Ethical Reasoning as demonstrated by the ability to assess values, to recognize the social context of problems, and to formulate reasoned solutions.

Course Sequence

Courses in the following programs of study are listed by general education requirements and specific program requirements. Except in the cases of prerequisites, no exact sequence of courses is mandated, and students are free to select courses within their programs that are appropriate to any given semester. Students must see their academic advisor when selecting courses. To find out the name of your advisor call 860-738-6420. In general, however, first-year students should consider course schedules for their first two semesters that represent a mix of general education requirements, program requirements, and electives. All students are strongly advised to take an English sequence, a mathematics or natural science as required, and several courses in their chosen fields of study within the first year. Additionally, students usually take one or two of their restricted electives in the first year, filling requirements for social or behavioral science courses, for example.

Curriculum sheets include a suggested course sequence and are available for all academic programs in the office of Student Development in Green Woods Hall Room 208.

It is important to note that all two-year degree programs consist of at least 60 credits and are based upon a student enrolling for a full load of 15 credits (or more) per semester. Those students who plan to enroll part-time or who are unsure of their fields of study should meet with an advisor to plan accordingly. Also, students should be aware that because of prerequisites and program requirements, some programs of study provide less flexibility in course sequence than others. All students should consult their faculty advisors prior to registration to ensure appropriate sequence of courses and choice of electives.

ELECTIVES AT NCCC

GENERAL ELECTIVES (or “Elective”) refers to any course offered in the College catalog numbered 100 or higher.

LIBERAL ARTS ELECTIVES (or “LAS Electives”) are only courses designated in the LIBERAL ARTS ELECTIVES section below.

DIRECTED ELECTIVES (or “Technical Electives”) are determined by the program advisor(s).

GENERAL ELECTIVES

(Any course selected from the categories below or any Liberal Arts elective)

- **BUSINESS**
Accounting (ACC*) and Business (BBG*, BFN*, BMG*, BMK*, BRE*, HSP*)
- **CAREER PROGRAM COURSES**
Criminal Justice (CJS*), Early Childhood Education (ECE*), Health Information Management (HIM*), Health Careers (HLT*), Human Services (HSE*), Interpreting (INT)*, and Medical Assisting (MED*)
- **COLLEGE FORUM/INTERDISCIPLINARY STUDIES**
College Forum (COL*) and Interdisciplinary Studies (IDS*)
- **COMPUTER SCIENCE**
Computer Science (CSC*), Computer Applications (CSA*), and Computer Systems Technology (CST*) designated courses
- **DEAF STUDIES**
Deaf Studies (DSC*)
- **HEALTH AND PHYSICAL EDUCATION AND THERAPEUTIC RECREATION**
Health and Physical Education (HPE*) and Therapeutic Recreation (RLS*)
- **TECHNOLOGY STUDIES**
Computer Aided Drafting (CAD*) and Manufacturing Technology (MFG*)

LIBERAL ARTS ELECTIVES

(Any course selected from the categories below)

- **BEHAVIORAL SCIENCE**
Anthropology (ANT*), Psychology (PSY*), and Sociology (SOC*)

- **COMMUNICATIONS ELECTIVE**
Communications (COM*) and Business Communications (BBG* 210)
- **COMPUTER SCIENCE**
Computer Science (CSC*) only
- **FINE ARTS**
Art (ART*), Graphic Design (GRA*), and Music (MUS*)
- **HUMANITIES ELECTIVE**
Communications (COM*), English (ENG*), Humanities (HUM*), Modern Languages (including FRE*, GER*, SPA*, and ASL*) and Philosophy (PHL*)
- **MATHEMATICS**
Mathematics (MAT*)
- **NATURAL/PHYSICAL SCIENCE**
Astronomy (AST*), Biology (BIO*), Chemistry (CHE*), Earth Science (EAS*), Environmental Science (EVS*), Physics (PHY*), and Science (SCI*)
- **SOCIAL SCIENCE**
Economics (ECN*), Geography (GEO*), History (HIS*) and Political Science (POL*)

COMPUTER SCIENCE DIRECTED ELECTIVES

- Web Electives (CSC* 223, CST* 151, CST* 154)
- Programming Electives (CSC* 207, CSC* 223)
- Technology Electives (CSC* 234, CSC* 298, CST* 141, CST* 180)
- Application Electives (CSA* 105, CSA* 135, CSA* 205, CSC* 234)

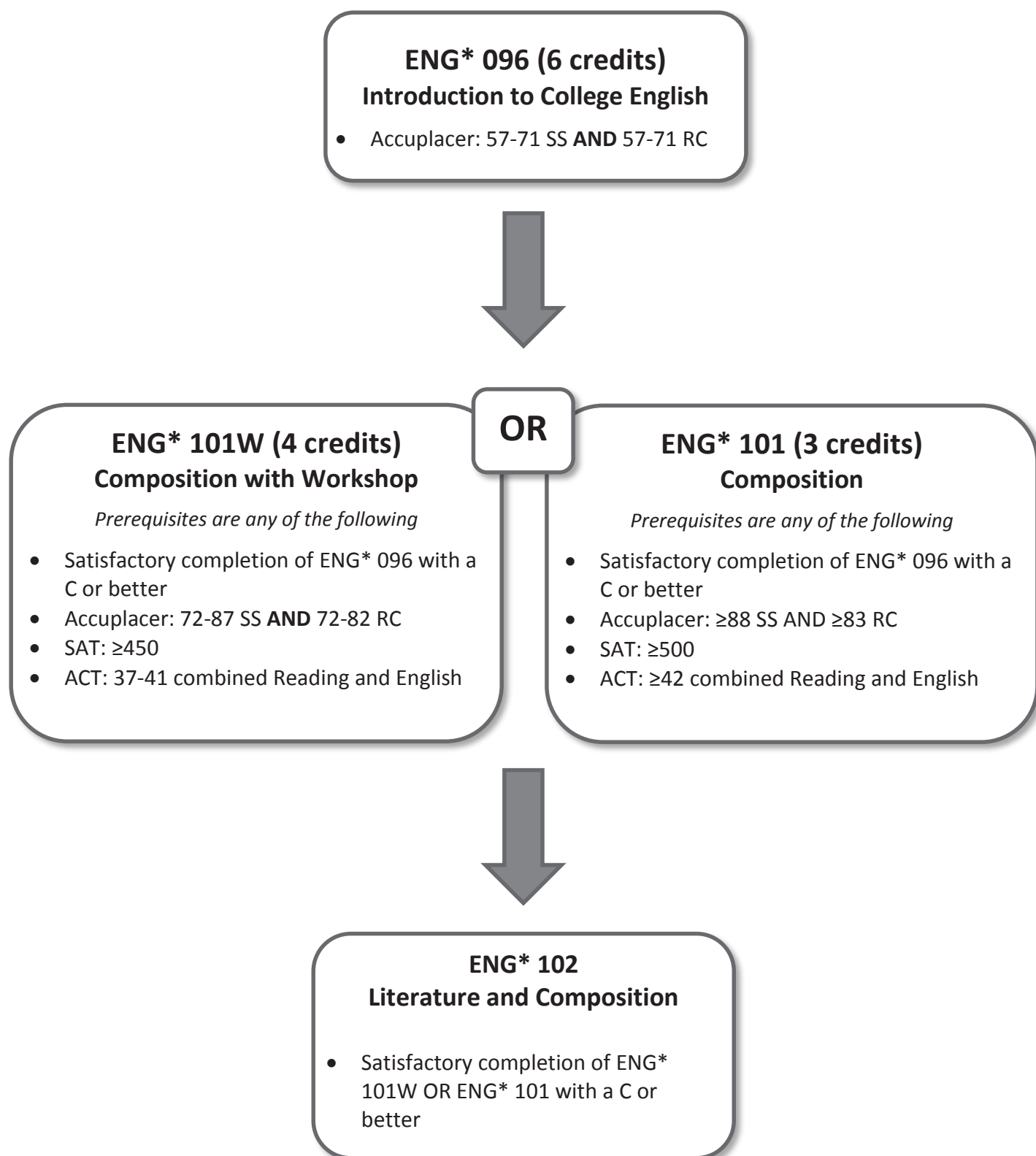
IMPORTANT NOTE:

THE COURSE REQUIREMENTS FOR THE FOLLOWING PROGRAMS ARE SUBJECT TO CHANGE. TO REVIEW THE MOST CURRENT INFORMATION ON COURSE REQUIREMENTS, PLEASE CHECK THE NCCC WEBSITE.

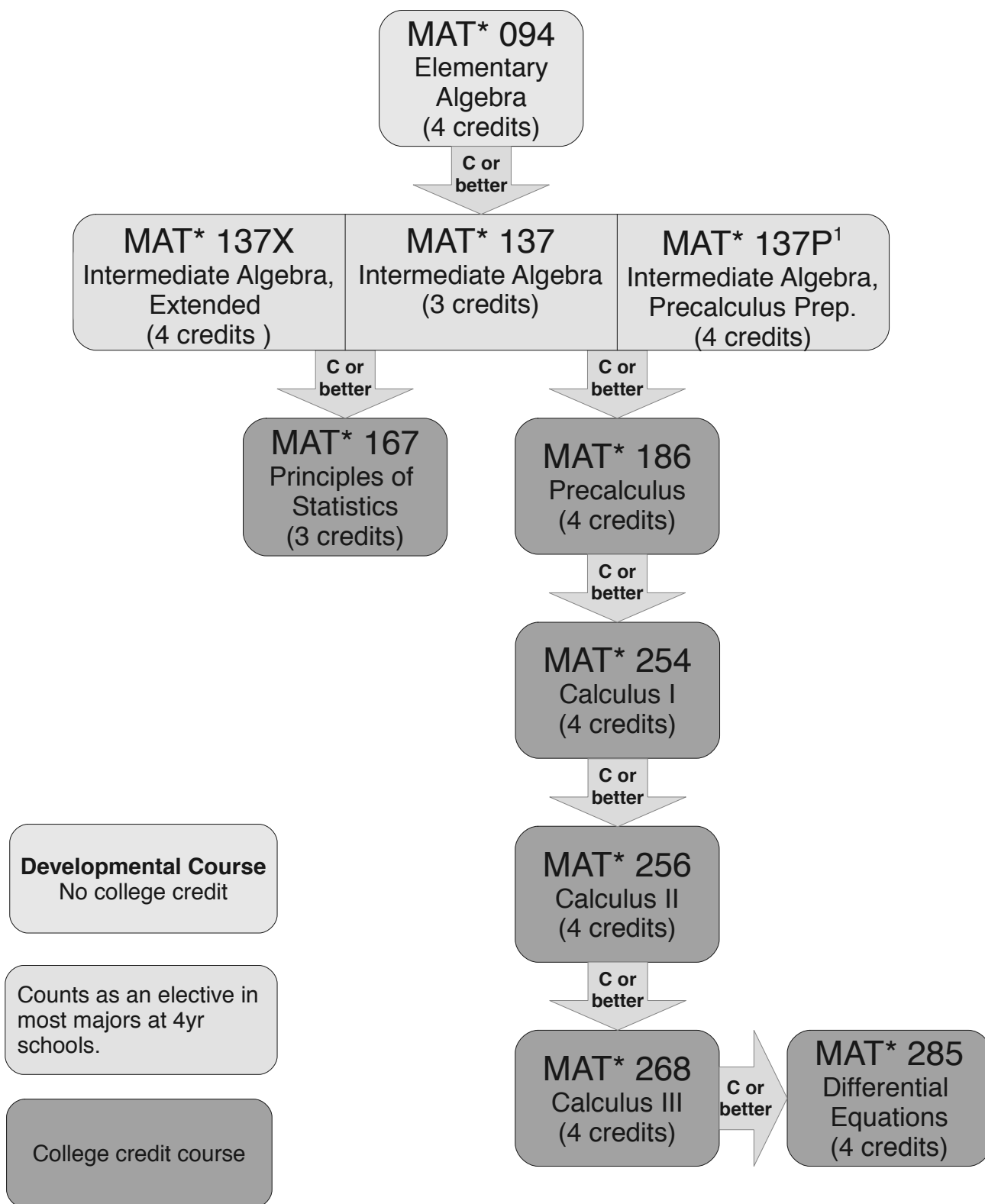
www.nwcc.edu

Advising Flow Chart for English Courses

*Initial Placement based on Accuplacer, SAT, or ACT scores. For Accuplacer, students are placed based on their **lowest** score in either Sentence Skills (SS) or Reading Comprehension (RC).*

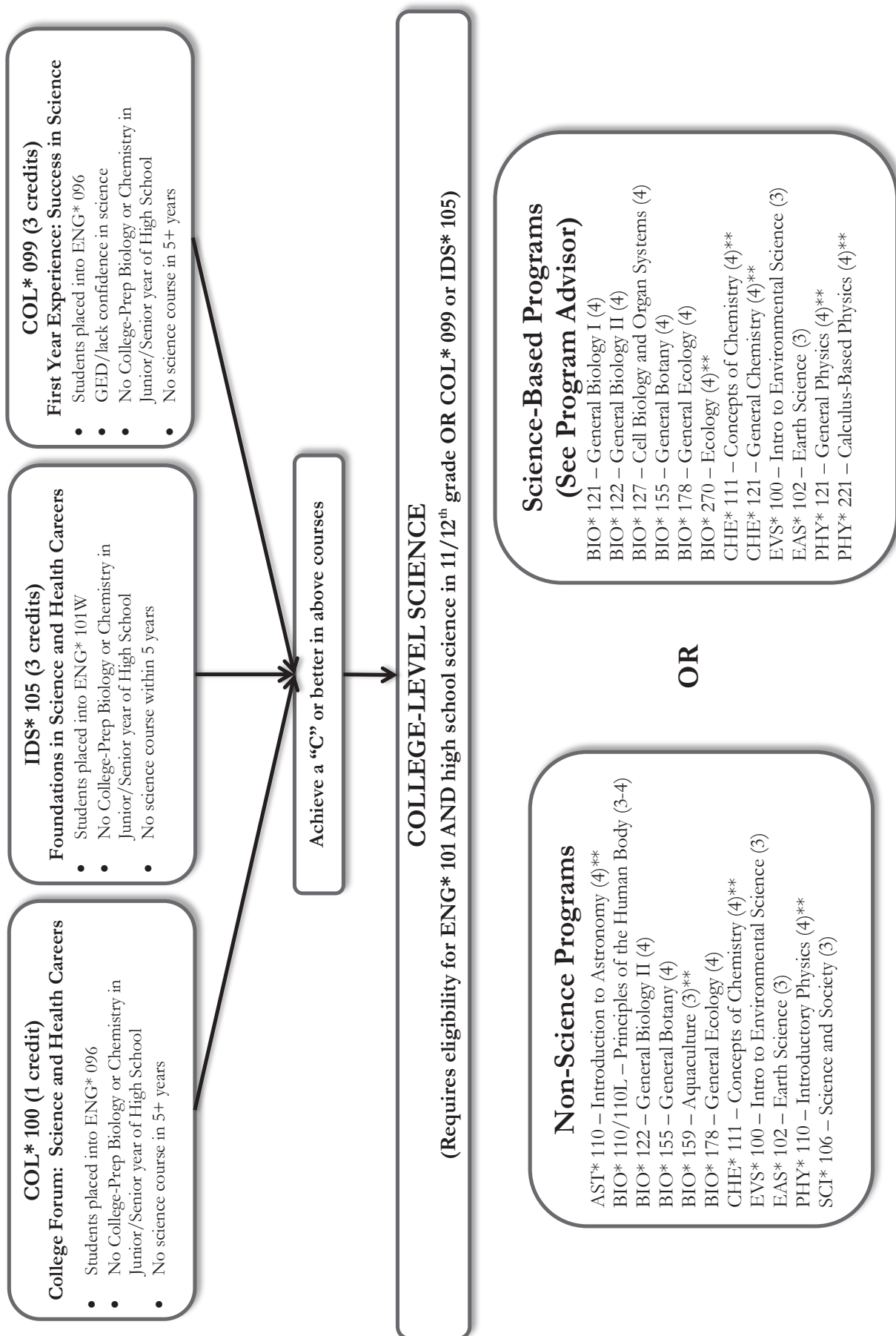


Mathematics Course Sequence at NCCC



1: Students taking MAT* 137 and plan to take MAT* 186 are encouraged to take MAT* 137P.

Science Courses Flow Chart



***Courses require prerequisites besides English*

ALLIED HEALTH ADMINISTRATION

Associate in Science Degree

2016-2017

The Allied Health Administration Associate degree program is designed for students interested in both health care and business. At the successful completion of this degree program, graduates will be ready for employment in the business side of healthcare. Students are provided a diverse course selection that will allow the development of skills needed for employment in insurance departments, hospital or medical business offices, nursing homes and other health related environments. Graduates may also elect to transfer into a baccalaureate degree program related to allied health administration.

Advisor: Jane O'Grady, jogrady@nwcc.edu, 860-738-6393

Note: A minimum grade of "C" is required in all MED*, ACC* and Business designated courses.

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG*101	Composition	3
ACC*113	Principles of Financial Accounting	3
COM*173	Public Speaking	3
MED* 125	Medical Terminology	3
CSA* 105	Introduction to Software Applications	3
SEMESTER 2		
ENG*102	Literature & Composition	3
ACC*117	Principles of Managerial Accounting	3
MED*111	Administrative Medical Assisting	3
MAT*167	Principles of Statistics	3
ECN* 101	Principles of Macroeconomics	3
SEMESTER 3		
BBG*210	Business Communication	3
PSY*111	General Psychology I OR	3
SOC* 101	Principles of Sociology	
MED*133	Clinical Medical Assisting	4
PHL*112	Medical Ethics	3
ELECTIVE	Liberal Arts Elective	3
SEMESTER 4		
BIO*127	Cell Biology with Organ Systems (or BIO*115 if taken prior to Fall 2012)	4
BMG* 202	Principles of Management	3
MED*113	Healthcare Insurance	2
MED*250	Principles of Pharmacology	3
MED*115	Medical Coding	2
ELECTIVE	MED* OR Business Elective	3
TOTAL CREDITS		63

Program terminated effective May, 2018

Program Outcomes

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

1. Competently communicate with healthcare providers, patients/clients, and business professionals.
2. Produce accurate documentation.
3. Competently function within an interdisciplinary healthcare team.
4. Demonstrate accurate problem-solving skills in the workplace.
5. Perform job-entry level competent administrative and management skills.

ALLIED HEALTH SCIENCE

Certificate

2016-2017

This certificate program is recommended for students who may plan to pursue careers in nursing, dental hygiene and many other allied health programs.

Nursing Preparation:

Through careful academic advising, students gain a strong academic foundation as they complete nursing pre-requisites and liberal arts and science courses required in various Associate and Bachelor's degree RN programs in Connecticut and Massachusetts.

Other Allied Health Programs:

Many of the courses in the Allied Health Certificate program also prepare students to enter other allied health programs such as dental hygiene, medical assisting, physical therapist assistant, radiology technology, respiratory therapy, and others. Students must work with an advisor and consult specific program requirements to select the appropriate courses for each program

Completion of the certificate does NOT guarantee acceptance into a nursing or allied health program.

Advisor: Karen Collin, kcollin@nwcc.edu, 860-738-6336 (pre-nursing)

Jane O'Grady, jogrady@nwcc.edu, 860-738-6393 (pre-physical therapy assistant)

Course #	Course Title	Cr.
SEMESTER 1		
BIO* 127 BIO* 121	Cell Biology w/ Organ Systems OR General Biology	4
ENG* 101	Composition	3
MAT* 137	Intermediate Algebra	3
SEMESTER 2		
CSA* 105	Intro to Software Applications	3
BIO* 211	Anatomy & Physiology I	4
CHE* 111	Concepts of Chemistry	4
SEMESTER 3		
BIO* 212	Anatomy & Physiology II	4
PSY* 111	General Psychology	3
TOTAL CREDITS		28

Program Outcomes

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

1. Demonstrate understanding of the structure and function of the human body and how the structure and function of various systems are interrelated.
2. Demonstrate understanding of factors that promote health and disease.
3. Demonstrate the ability to write effectively.
4. Meet prerequisites for most regional nursing and other allied health programs.
5. Apply scientific method.
6. Demonstrate an understanding of the impact of psychological principles as they related to allied health.

BUSINESS AND MANAGEMENT ADMINISTRATION

Associate in Science Degree

2016-2017

The Northwestern Business and Management Administration Program is committed to creating critical thinkers and principle-centered organizational architects. Business is about managing risk and change. Northwestern degree candidates face the rigors of a business education that focuses on combining traditional business modalities with creative simulation and communication technology to produce graduates who are consensus builders and leaders. As a business and management degree candidate the student will:

- Develop requisite knowledge in the building blocks of business: accounting, finance, human capital, economics, strategy and communication.
- Gain an understanding of business in the global environment.
- Form effective working relationships with students and faculty in the areas of accounting, general business management, marketing and sales, and office management.

Advisors: David Rodgers, drodgers@nwcc.edu, 860-738-6387
 Valerie Royals, vroyals@nwcc.edu, 860-738-6304

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
BMG* 202	Principles of Management	3
ECN* 101	Principles of Macroeconomics	3
ACC* 113	Principles of Financial Accounting	3
MAT*	Mathematics Elective	3
SEMESTER 2		
ENG* 102	Literature & Composition	3
ECN* 102	Principles of Microeconomics	3
ACC* 117	Principles of Managerial Accounting	3
MAT* 167	Principles of Statistics	3
ELECTIVE	Behavioral Science Elective	3
SEMESTER 3		
BMK* 201	Principles of Marketing	3
CSA* 135	Spreadsheet Applications	3
COM* 173	Public Speaking	3
ELECTIVE	Laboratory OR Natural Science Elective	3(4)
ELECTIVE	Humanities or Arts Elective	3
SEMESTER 4		
BFN* 201	Principles of Finance	3
BMG* 220 BMG* 210	Human Resources Management OR Organizational Behavior	3
BBG* 210	Business Communication	3
BBG* 294 ELECTIVE	Business Internship OR Business Elective	3
ELECTIVE	Liberal Arts Elective	3
TOTAL CREDITS		60(61)

Program Outcomes

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

1. Apply a broad range of management concepts necessary to operate a business in today's changing environment.
2. Comprehend the risks and strategic moves management must take to assure success within today's dynamic global environment.
3. Assess value creation or value destruction through interpreting financial information.
4. Apply environmental scanning tools including S.W.O.T. analysis; Five Forces Analysis (Porter, 1979, 1985) and Degree of Complexity Matrix (Clifford & Cavanagh, 1988).
5. Comprehend the Six Best Practices of High Performing Winning Organizations, six big mistakes and thirteen causes of business distress and failure.
6. Demonstrate the ability to communicate effectively both verbally and in writing.
7. Develop leadership skills and critical decision making techniques.
8. Work competently in solitude or in a team environment.

BUSINESS AND MANAGEMENT ADMINISTRATION

MARKETING & SALES OPTION

Associate in Science Degree

2016-2017

The Northwestern Business and Management Administration Program is committed to creating critical thinkers and principle-centered organizational architects. Business is about managing risk and change. Northwestern degree candidates face the rigors of a business education that focuses on combining traditional business modalities with creative simulation and communication technology to produce graduates who are consensus builders and leaders. As a business and management degree candidate the student will:

- Develop requisite knowledge in the building blocks of business: accounting, finance, human capital, economics, strategy and communication.
- Gain an understanding of business in the global environment.
- Form effective working relationships with students and faculty in the areas of accounting, general business management, marketing and sales, and office management.

Advisors: David Rodgers, drodgers@nwcc.edu, 860-738-6387
Valerie Royals, vroyals@nwcc.edu, 860-738-6304

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
BMG* 202	Principles of Management	3
ECN* 101	Principles of Macroeconomics	3
ACC* 113	Principles of Financial Accounting	3
MAT*	Mathematics Elective	3
SEMESTER 2		
ENG* 102	Literature & Composition	3
ECN* 102	Principles of Microeconomics	3
ACC* 117	Principles of Managerial Accounting	3
MAT* 167	Principles of Statistics	3
ELECTIVE	Behavioral Science Elective	3
SEMESTER 3		
BMK* 201	Principles of Marketing	3
COM* 173	Public Speaking	3
CSA* 135	Spreadsheet Applications	3
ELECTIVE	Laboratory OR Natural Science Elective	3(4)
ELECTIVE	Humanities or Arts Elective	3
SEMESTER 4		
BMK* 140 BMK* 230	Retailing OR Advertising & Promotion	3
BMK* 220	Sales	3
BBG* 210	Business Communication	3
BBG* 294 ELECTIVE	Business Internship OR Business Elective	3
ELECTIVE	Liberal Arts Elective	3
TOTAL CREDITS		60(61)

Program Outcomes

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

1. Know the risks and strategic moves required to successfully market products and services in today's global market.
2. Perform a "marketing audit".
3. Know the interrelationships between marketing and the entire business process in order to achieve the strategic goals of the organization.
4. Apply market research methodologies.
5. Apply the marketing mix and twelve principles of marketing.
6. Demonstrate well-developed customer service skills and appropriate human relations skills.
7. Work competently in teams and individually.
8. Communicate effectively both verbally and in writing.

MARKETING & SALES Certificate 2016-2017

This career program prepares students for entry-level positions in marketing, retailing, and sales. It may also be beneficial to those who are interested in job advancement or a career change.

Advisors: David Rodgers, drodgers@nwcc.edu, 860-738-6387
Valerie Royals, vroyals@nwcc.edu, 860-738-6304

Course #	Course Title	Cr.
SEMESTER 1		
ACC* 113	Principles of Financial Accounting	3
BMG* 202	Principles of Management	3
BMK* 201	Principles of Marketing	3
ELECTIVE	Business Elective ¹	3
SEMESTER 2		
BMK* 220	Sales	3
BBG* 210	Business Communication	3
BMK* 140 BMK* 230	Retailing OR Advertising & Promotion	3
ELECTIVE	Business Elective ¹	3
TOTAL CREDITS		24

¹ Electives selected in consultation with advisor

Program Outcomes

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

1. Identify concepts necessary for success in marketing, retailing, advertising, and sales.
2. Know the risks and strategic moves required to effectively market products and services in today's global market.
3. Grasp the interrelationships between marketing and the entire business process in order to achieve overall strategic goals.
4. Demonstrate well-developed customer service skills and appropriate human relations skills.
5. Work competently in teams and individually.
6. Communicate effectively verbally and in writing.



COMPUTER SYSTEMS TECHNOLOGY

Associate in Science Degree

2016-2017

The Computer Systems Technology degree program is for students seeking a broad background in the theory, design, installation, maintenance, management, and application of computer hardware and software including: computer programming skills; Internet and Web page design skills; fundamentals of computer operating systems; basic computer architecture; computer hardware and software installation, upgrading, configuration and maintenance; fundamentals of computer networks; and computer database concepts and applications. Graduates typically seek a career in which their skills and knowledge are used as important resources in fulfilling the mission of a business, organization, or educational institution. They may enter the workforce with job titles such as Database Programmer or Administrator; Network Specialist or Administrator; Technical Support Specialist; Web Developer; Computer Programmer; or Computer Sales Associate.

The experience and training in the Computer Systems Technology courses will begin to prepare students for the core and elective computer industry network certification examinations such as the national Computer Technology Industry Association (Comp TIA) A+ and Network+ certification examinations.

Advisor: Michael Gow, mgow@nwcc.edu, 860-738-6385

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG*101	Composition	3
CSC*104	Intro to Logic & Programming	4
CST*201	Introduction to Management Information Systems (MIS)	3
CST*210	Operating Systems	3
MAT*	Mathematics Elective	3
SEMESTER 2		
ENG*102	Literature & Composition	3
CSC* 180	Computer Ethics	3
CSC*233	Database Development I	4
ELECTIVE	Technology OR Programming Elective	3(4)
CSC*250	Systems Analysis & Design	3
SEMESTER 3		
CSA*155 COM* 173 BBG* 210	Multimedia Communication OR Public Speaking OR Business Communication	3
ELECTIVE	Applications OR Web Elective	3(4)
ELECTIVE	Social Science Elective	3
ELECTIVE	Directed Elective ¹	3(4)
ELECTIVE	Directed Elective ¹	3(4)
SEMESTER 4		
ELECTIVE	Natural or Physical Science Elective	3(4)
ELECTIVE	Behavioral Science Elective	3
ELECTIVE	Directed Elective ¹	3(4)
ELECTIVE	Directed Elective ¹	4
TOTAL CREDITS		60(66)

Program Outcomes

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

1. Apply computing skills to solve problems within the context of business systems.
2. Research and evaluate the functions and features of software, hardware, and Internet solutions for application in a business environment.
3. Employ basic techniques used in developing and managing information technology projects.
4. Communicate effectively within an organization.
5. Work productively in team and individual settings.
6. Demonstrate professionalism and ethical behavior.
7. Adapt to emerging technologies and new environments.

¹ See the Elective section of this catalog for a list of specific courses that fulfill Directed Elective requirements.

COMPUTER BUSINESS APPLICATIONS

Certificate 2016-2017

This certificate program is focused on preparing the student to apply computer applications such as word processing, spreadsheets, database, internet, e-mail, and presentation software to the solution of problems and have competency in office procedures. This program also prepares students for work responsibilities including researching and organizing information, preparing electronic communication and business correspondence, preparing electronic presentations and information and document processing.

Advisor: Michael Gow, mgow@nwcc.edu, 860-738-6385

Course #	Course Title	Cr.
SEMESTER 1		
CSA* 105	Introduction to Software Applications	3
CSA* 135	Spreadsheet Applications	3
CST* 201	Intro to Management Info. Systems	3
SEMESTER 2		
CSA* 205	Advanced Applications	3
CSC* 290	Computer Applications Capstone	3
ELECTIVE	Directed Elective ¹	3
TOTAL CREDITS		18

¹ See the Elective section of this catalog for a list of specific courses that fulfill Directed Elective requirements.

Program Outcomes

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

1. Demonstrate an understanding of general business uses of computers, the software used by the business community, and application development for general business computing functions.
2. Demonstrate expertise in skills to be able to use the Microsoft Office Suite software applications.
3. Demonstrate an understanding of the role and function of computers and effectively use the computer to solve problems.
4. Demonstrate an understanding of the fundamentals and concepts, commands, and syntax of word processing and presentation application software and preparation of documents for communication and data analysis.

COMPUTER HELP DESK

Certificate 2016-2017

The Computer Help Desk Certificate is designed for students preparing for the positions of Help Desk Technician, Technical Support Specialist and Customer Service Representative, who provide technical assistance, support, and advice to customers and users. This certificate concentrates on development of skills in the diagnosis and solution of technical and computer-related problems. The experience and training in the Computer Help Desk Certificate will begin to prepare students for the core and elective computer industry network certification examinations such as the national Computer Technology Industry Association (Comp TIA) A+ and Network+ certifications examinations.

Advisor: Michael Gow, mgow@nwcc.edu, 860-738-6385

Course #	Course Title	Cr.
SEMESTER 1		
CSA* 105 CSA* 205	Introduction to Software Applications OR Advanced Applications	3
CST* 125	Help Desk Concepts	3
CST* 141	Computer Hardware	4
CST* 201	Intro to Management Info. Systems	3
SEMESTER 2		
CST* 180	Networking I	4
CST* 210	Operating Systems	3
TOTAL CREDITS		20

Program Outcomes

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

1. Apply computing skills to solve problems within the context of business systems.
2. Employ basic techniques used in supporting information technology projects.
3. Communicate effectively within an organization.
4. Work productively in team and individual settings.

COMPUTER PROGRAMMING Certificate 2016-2017

Students will acquire background and skills to enable them to work with digital machines from microprocessors to microcomputers to mainframe systems configured in Local Area and Wide Area Networks. Students will learn the logical and physical technologies associated with hardware, software, connectivity and project design planning.

Advisor: Michael Gow, mgow@nwcc.edu, 860-738-6385

Course #	Course Title	Cr.
SEMESTER 1		
CSC* 104	Intro to Logic and Programming	4
SEMESTER 2		
CSC* 233	Database Development I	4
CSC* 250	Systems Analysis & Design	3
ELECTIVE	Programming Language Elective	3(4)
ELECTIVE	Programming Language Elective	3(4)
SEMESTER 3		
ELECTIVE	Programming Language Elective	3(4)
TOTAL CREDITS		20(23)

Program Outcomes

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

1. Demonstrate an understanding of the role and function of computers and effectively use the computer to solve problems.
2. Demonstrate the basic techniques used in developing and managing software projects.
3. Demonstrate problem solving skills to design solutions for business problems.
4. Demonstrate a working knowledge of computer programming to create and maintain business applications.

WEBMASTER & INTERNET DESIGN Certificate 2016-2017

The growth of the Internet and the expansion of the World Wide Web (the graphical portion of the Internet) have generated a variety of occupations related to the design, development, and maintenance of Web sites and their servers. For example, webmasters are responsible for all aspects of a Web site, including performance issues such as speed of access, and for approving the content of the site. Internet developers or Web developers, also called Web designers, are responsible for day-to-day site design and creation. (Occupational Outlook Handbook)

Advisor: Michael Gow, mgow@nwcc.edu, 860-738-6385

Course #	Course Title	Cr.
SEMESTER 1		
CSA* 105 CSA* 205	Intro to Software Applications OR Advanced Applications	3
CST* 151	Web Construction	3
SEMESTER 2		
CSC* 180	Computer Ethics	3
CST* 154	Web Coding & Development	4
SEMESTER 3		
CSA* 290	Computer Applications Capstone	3
ELECTIVE	Directed Elective	3(4)
TOTAL CREDITS		19(20)

Program Outcomes

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

1. Demonstrate competency with underlying fundamentals of websites as regards to software, control structures, and required hardware for development and maintenance of comprehensive web/Internet pages for commercial presence.
2. Demonstrate expertise in both HTML and JavaScript languages/scripting for creation of comprehensive webpages.
3. Demonstrate an understanding of an integrated approach to software applications and webpage development as used in business environments.
4. Demonstrate expertise in research and evaluation of the functions and features of Internet sources to incorporate into applications and web development for use in business environments.

CRIMINAL JUSTICE

Associate in Science Degree

2016-2017

This program is designed to be a career-oriented program that provides students with the necessary knowledge to gain employment in the field of Criminal Justice. Program course work will allow an opportunity for students to transfer to a four-year institution. Students will participate in applied learning through in-class, hands-on assignments as well as practicum/fieldwork at Criminal Justice sites. With the aid of the required courses, our program students have been successful in finding employment in their chosen field.

Program Coordinator: Michael R. Emanuel, memanuel@nwcc.edu, 860-738-6389

Note: A grade of “C” or higher is required in all CJS* courses.

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
CJS* 101	Introduction to Criminal Justice	3
PSY* 111	General Psychology I	3
COM* 173	Public Speaking	3
MAT*	Mathematics Elective ¹	3
SEMESTER 2		
CJS* 258	Street Gangs & Organized Crime	3
CJS* 120	Police & The Community	3
CJS*	Criminal Justice Elective ²	3
ELECTIVE	Natural Science Elective	3 (4)
ELECTIVE	Social Science Elective OR Behavioral Science Elective ³	3
SEMESTER 3		
CJS* 211	Criminal Law I	3
CJS* 220	Criminal Investigation	3
CJS* 291	Criminal Justice Practicum	3
SOC* 101	Principles of Sociology	3
CJS* 250	Police Organization and Administration	3
SEMESTER 4		15
CJS* 102	Introduction to Corrections	3
CJS* 213	Evidence & Criminal Procedures	3
HIS* 201 HIS* 202	U.S. History I OR US History II	3
ELECTIVE	Humanities or Arts Elective	3
ELECTIVE	Elective ⁴	3
TOTAL CREDITS		60(61)

¹ MAT* 137 or MAT* 167 recommended

² CJS* 225 – Forensic Science recommended

³ SOC* 240 – Criminology **or** SOC* 241 – Juvenile Delinquency recommended

⁴ CSJ* 298 – Three 1-credit criminal justice courses recommended



Program Outcomes

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

1. Explain and identify the structure and function of the criminal justice system.
2. Explain and identify the philosophy of community policing and its impact on the criminal justice system.
3. Explain and identify the programs facing various segments of the criminal justice system.
4. Explain and identify elements of the U.S. Constitution as it relates to the criminal justice system.
5. Apply the basic concepts of criminal law.
6. Explain and identify sociological aspects of criminology, juvenile delinquency and street gangs.
7. Examine realistic incidents and cases through local internship opportunities.
8. Interpret criminal investigations through mock crime scenes and real-life scenarios.
9. Transfer to 4-year colleges to further their education in criminal justice.
10. Apply for career opportunities on a state or local level.
11. Examine real world, cutting edge topics in special topics courses.

DEAF STUDIES

Associate in Arts Degree

2016-2017

The Associate degree in Deaf Studies will give students competence in American Sign Language and an appreciation for the culture, contributions, and contemporary issues of Deaf people. Course work is designed to provide information on the linguistic, historical, and cultural background of the Deaf community, with particular emphasis on the perspective of Deaf people acculturated in a hearing society. This degree is constructed for either career or transfer students. This program prepares students for job opportunities as teachers' aids, residential program counselors, job coaches, communication specialists, Deaf community advocates, and paraprofessionals with the Deaf. Also, the program prepares students for transferring into Bachelor's degree programs, such as those at Boston University, Northeastern University, Gallaudet University with a major in Deaf Studies, Deaf Education, Counseling, or related majors.

Advisor: Dr. Sarah Bement, sbement@nwcc.edu, 860-738-6382

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
PSY* 111	General Psychology I	3
MAT*	Mathematics Elective	3
ASL* 101	American Sign Language I	3
DSC* 101	Visual/Gestural Communication	3
SEMESTER 2		
ENG* 102	Literature & Composition	3
PSY* 204	Child & Adolescent Development	3
ASL* 102	American Sign Language II	3
DSC* 114	Intro to Deaf People & Deaf Culture I	3
ELECTIVE	Program Elective ¹	3
SEMESTER 3		
ASL* 201	American Sign Language III	3
ASL* 205	Linguistics of ASL	3
DSC* 214	Intro to Deaf People & Deaf Culture II	3
DSC* 218	Selected Topics in Deaf Studies	3
ELECTIVE	Natural Science Elective	3(4)
ELECTIVE	Program Elective ¹	3
SEMESTER 4		
ASL* 202	American Sign Language IV	3
DSC* 219	ASL Literature	3
DSC* 222	Field Experience in Deaf Studies	3
ELECTIVE	Humanities or Art Elective	3
ELECTIVE	Social Science Elective	3
TOTAL CREDITS		63(64)

Program Outcomes

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

1. Communicate at an advanced level using American Sign Language.
2. Demonstrate an in-depth understanding of and sensitivity to American Deaf culture.
3. Describe the major characteristics of ASL literature and storytelling.
4. Understand the linguistic aspects of American Sign Language.
5. Educate others with information on Deafness and available resources.

¹ ANT* 101, PSY* 245, PSY* 260 or SOC* 101

DEAF STUDIES Certificate 2016-2017

The Deaf Studies Certificate program will help students gain an in-depth understanding of the Deaf Community as well as understanding of bilingual and bicultural issues, especially those with a B.A degree or higher.

Advisor: Dr. Sarah Bement, sbement@nwcc.edu, 860-738-6382

Course #	Course Title	Cr.
SEMESTER 1		
ASL* 101	American Sign Language I	3
DSC* 101	Visual/Gestural Communication	3
SEMESTER 2		
ASL* 102	American Sign Language II	3
DSC* 114	Intro to Deaf People & Deaf Culture I	3
SEMESTER 3		
ASL* 201	American Sign Language III	3
ASL* 205	Linguistics of ASL	3
DSC* 218	Selected Topics in Deaf Studies	3
SEMESTER 4		
ASL* 202	American Sign Language IV	3
DSC* 219	ASL Literature	3
DSC* 222	Field Experience in Deaf Studies	3
TOTAL CREDITS		30

Program Outcomes

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

1. Communicate at an advanced level using American Sign Language.
2. Demonstrate an in-depth understanding of and sensitivity to American Deaf culture.
3. Describe the major characteristics of ASL literature and storytelling.
4. Understand the linguistic aspects of American Sign Language.
5. Educate others with information on deafness and available resources.

CAREER OPPORTUNITIES:

- Teacher's Aide
- Residential program counselors
- Job coaches
- Communication specialist
- Deaf community advocate
- Paraprofessional with the Deaf

EARLY CHILDHOOD EDUCATION

Associate in Science Degree

2016-2017

The Early Childhood Education program is a National Accredited Program from the National Association for the Education of Young Children (NAEYC), which prepares students for transfer to baccalaureate programs as well as for immediate employment in programs such as preschools, child care centers and Head Start. Students receive experiences by observing and teaching in a variety of early education environments. These experiences enable the student to implement the theory received in the college classroom in a practical hands-on setting.

Advisor: Michele Better, mbetter@nwcc.edu, 860-738-6305

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
ECE* 101	Intro to Early Childhood Education	3
ECE* 176	Health, Safety & Nutrition	3
PSY* 111	General Psychology I	3
MAT*	Mathematics Elective (MAT* 137 or higher)	3
SEMESTER 2		
ENG* 102	Literature & Composition	3
ECE* 103 ECE* 106	Creative Experiences for Children ¹ OR Music & Movement for Young Children ¹	3
ECE* 222	Methods & Techniques in ECE	3
ECE* 231	Early Language & Literacy Development	3
COM* 173 BBG* 210	Public Speaking OR Business Communication	3
SEMESTER 3		
ECE* 275	Child, Family & School Relations	3
ECE* 290	Student Teaching I ²	3
ECE* 210	Observation, Participation & Seminar	3
PSY* 204	Child & Adolescent Development	3
ELECTIVE	Natural Science Elective	3(4)
SEMESTER 4		
PSY* 260	Psychology of the Exceptional Child	3
ECE* 109	Science & Math for Children	3
ECE* 291	Student Teaching II ²	3
HIS*	History Elective	3
ELECTIVE	Elective ³	3
TOTAL CREDITS		60(61)

Program Outcomes

Upon successful completion of all program requirements (research-based NAEYC national standards), well-prepared early childhood graduates should know and be able to:

1. Promote and foster appropriate ongoing child development and learning.
2. Build family, staff and community collaborate relationships.
3. Observe, document and assess to support young children and their families.
4. Create and implement developmentally and culturally appropriate learning opportunities for young children in a variety of teaching/ learning environments.
5. Become an engaging, reflective, intentionally practicing professional who demonstrates skills for advocacy.

A REQUIRED FIELD TRIP MAY BE PLANNED EACH SEMESTER.

¹ Offered only in spring semester

² Consent of the Coordinator and a minimum 2.5 GPA in ECE* courses are required to be eligible for student teaching.

³ ECE* 141, ECE* 182, ECE* 206, and SOC* 101 (SOC* 101 needs to be taken for transfer) are suggested as electives. Other electives to meet the needs and desires of students are planned with the academic advisor

CHILD DEVELOPMENT ASSOCIATE PREPARATION Certificate 2016-2017

Successful completion of the Child Development Associate (CDA) preparation training program fulfills the CDA credential's hourly education requirement and enables students to make application for the nationally recognized CDA Credential. The 12 college credits can also be applied to an Associate Degree in Early Childhood Education.

Advisor: Michele Better, mbetter@nwcc.edu, 860-738-6305

Course #	Course Title	Cr.
SEMESTER 1		
ECE* 101	Intro to Early Childhood Education OR	3
ECE* 141	Infant/Toddler Growth & Development	
ECE* 180	CDA Credential Preparation	3
SEMESTER 2		
ECE* 181	CDA Credential Preparation II	3
ECE* 182	Child Development	3
TOTAL CREDITS		12

Program Outcomes

Upon successful completion of all program requirements, (research-based NAEYC national standards) well-prepared early childhood graduates should know and be able to:

1. Promote and foster appropriate and ongoing child development and learning.
2. Build family, staff and community collaborative relationships.
3. Observe, document and assess to support young children and their families.
4. Create and implement developmentally and culturally appropriate learning opportunities for young children in a variety of teaching/ learning environments.
5. Become and engaging, reflective, intentionally practicing professional who demonstrates skills for advocacy.



HOME CHILD CARE Certificate 2016-2017

This is a career program which aims to prepare students to work as child care providers in their own homes or in the child's home. All courses applicable to an Associate in Science degree program in Early Childhood Education.

Advisor: Michele Better, mbetter@nwcc.edu, 860-738-6305

Course #	Course Title	Cr.
SEMESTER 1		
ECE* 101	Intro to Early Childhood Education	3
ECE* 141	Infant/Toddler Growth & Development	3
ECE* 275	Child, Family & School Relations ¹	3
SEMESTER 2		
ECE* 103	Creative Experiences for Children OR	3
ECE* 106	Music & Movement for Young Children	
ECE* 210	Observation, Participation & Seminar	3
TOTAL CREDITS		15

Program Outcomes

Upon successful completion of all program requirements (research-based NAEYC national standards), well-prepared early childhood graduates should know and be able to:

1. Identify and demonstrate knowledge of the early childhood field, through observing at an approved home child care placement site.
2. Demonstrate knowledge and use of building positive relationships and supportive interactions in a home child care setting.
3. Promote and foster appropriate child development skill sets in the home child care environment.
4. Identify and demonstrate observation skills in setting up a positive environment for children in a home child care setting.
5. Engage in continuous, collaborative learning to inform practice.
6. Engage in informal advocacy for children and the profession.
7. Identify and demonstrate knowledge of ethical standards and other professional guidelines.
8. Support and empower families and community through respectful, reciprocal relationships.
9. Utilize multiple observations as a tool for evaluating the overall care and education in a home child care setting.
10. Describe and apply the Connecticut State Department of Education Preschool Standards to ongoing assessment of young children.
11. Utilize objective observations and unbiased assessments as tools for effectively communicating with families and professionals.

ENGINEERING SCIENCE

Associate in Science Degree

THE COLLEGE OF TECHNOLOGY

2016-2017

The Connecticut College of Technology is an innovative program leading to a Bachelor of Science Degree in engineering or technology. The program consists of two distinct pathways, one in Engineering Science and one in Technological Studies. After completing the Technological Studies Pathway Program, students may enter directly into technical fields at Central Connecticut State University or Charter Oak State College (Connecticut's External Degree Program). The Engineering Science Pathway leads directly into the School of Engineering at the University of Connecticut, the University of New Haven, University of Hartford, CCSU, or Fairfield University. The pathway courses will transfer to engineering and technology programs at many other public and private universities as well.

Consultation with a faculty advisor is strongly recommended. The Engineering Science associate degree program prepares students primarily to transfer to complete a B.S. degree in chemical, civil, computer science, electrical, mechanical, or materials engineering. Graduates will receive a background in mathematics, science, and general education courses for transfer into a four-year program. Careers in this field include jobs that involve inventing new machines/tools, planning and designing infrastructure such as bridges and water treatment facilities, developing and testing electrical equipment and infrastructure, designing and engineering solutions to environmental hazards. A grade average of "B", with no grade less than "C" and completion of the full program is required for continuation as a junior at UCONN, the University of New Haven, University of Hartford, CCSU or Fairfield University.

Advisors: Sharon Gusky, sgusky@nwcc.edu, 860-738-6395; Dr. Douglas Hoffman, dhoffman@nwcc.edu, 860-738-6332; Tara Jo Holmberg, tholmberg@nwcc.edu, 860-738-6363

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
MAT* 254	Calculus I	4
EGR* 111	<i>Introduction to Engineering</i>	3
ELECTIVE	Behavioral Science Elective	3
ELECTIVE	Art or Humanities Elective	3
SEMESTER 2		
ENG* 102	Literature & Composition	3
MAT* 256	Calculus II	4
HIS*	History Elective	3
ELECTIVE	Computer Programming Elective	3
ELECTIVE	EGR*/Technology Elective	3
SEMESTER 3		
MAT* 268	Calculus III - Multivariable	4
CHE* 121	General Chemistry I	4
PHY* 221	Calculus-Based Physics I	4
EGR*211	<i>Engineering Statics</i>	3
SEMESTER 4		
MAT* 285	Differential Equations	4
PHY* 222	Calculus-Based Physics II	4
EGR* 212	<i>Engineering Dynamics</i>	3
EGR* 214 EGR* 215 CHE* 122	<i>Engineering Thermodynamics</i> OR <i>Engineering Thermodynamics I</i> OR General Chemistry II	3(4)
ELECTIVE	Art or Humanities Elective	3
TOTAL CREDITS		64(65)

Program Outcomes

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

1. Transition seamlessly into a Bachelor of Science Degree Program in Engineering with junior level status in the receiving institutions part of the Engineering Science Pathway Program.
2. Demonstrate good working knowledge of state-of-the-art hardware and software in support of engineering design.
3. Apply appropriate mathematical and scientific principles to engineering and technology applications.
4. Demonstrate proficiency in technical fundamentals to analyze and resolve technology problems.
5. Apply knowledge and skills to develop, interpret, and select appropriate technological processes.
6. Demonstrate the ability to assist in research, development, design, production, testing and various other functions associated with engineering.
7. Demonstrate a good understanding of engineering principles/concepts.
8. Demonstrate a good understanding of mathematical concepts.
9. Demonstrate the ability to think through a problem in a logical manner.
10. Organize and carry through to conclusion the solution to a problem.
11. Demonstrate good communication skills.
12. Demonstrate teamwork skills.

Courses in italics are offered at other Connecticut Community Colleges

TECHNOLOGY STUDIES
ELECTRICAL POWER TECHNOLOGY PATHWAY
Associate in Science Degree
THE COLLEGE OF TECHNOLOGY
2016-2017

The Electrical Power Technology Pathway is articulated with Bismarck State College (BSC) and provides access for individuals interested in career pathways into the transmission and distribution sectors of the energy industry, by offering online Electric Power Technology classes to students enrolled in the Connecticut Community College System (CCCS). The Electric Power Technology (EPTP) at BSC is an instructor-led, online program that provides students with a core set of skills and competencies and a broad knowledge of the industry. The partnership between CCCS and BSC provides CCCS students with a seamless and efficient way to enroll in ELPW/ENRT technical courses through BSC, while completing core educational courses. Upon successful completion of the two year (four-semester) program, students will earn an Associate in Technology Studies degree.

Consultation with an advisor is strongly recommended.

Advisors: Sharon Gusky, sgusky@nwcc.edu, 860-738-6395
Tara Jo Holmberg, tholmberg@nwcc.edu, 860-738-6363

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
ELECTIVE	Fine Arts Elective	3
ELECTIVE	Social Science Elective	3
ELPW 109	Electrical Industry Safety	3
ELPW 111	Intro to Electric Industry & Power Grid	3
ENRT 106	DC Fundamentals	2
SEMESTER 2		
COM* 173	Public Speaking	3
MAT* 186	Precalculus	4
CAD* 220 CAD*	3D Parametric Design Solidworks OR CAD* Elective	3
ELPW 105	Electrical System Fundamentals	3
ENRT 108	AC Fundamentals	3
SEMESTER 3		
PHY* 110 PHY* 121	Introductory Physics OR General Physics I	4
CHE* 111 CHE* 121	Concepts of Chemistry OR General Chemistry I	4
ECN*	Economics Elective	3
MFG* 124	Blueprint Reading I	2
ELPW 112	Electrical System Components	2
SEMESTER 4		
MAT* 167	Principles of Statistics	3
ENG* 202	<i>Technical Writing</i>	3
HIS*	History Elective	3
PHL*	Philosophy Elective	3
PSY* SOC*	Psychology Elective OR Sociology Elective	3
ELPW 206	Electrical System Protection	3
TOTAL CREDITS		66

Program Outcomes

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

1. Apply appropriate mathematical and scientific principles to engineering and technology applications.
2. Demonstrate a good understanding of electric power principles/concepts.
3. Demonstrate proficiency in technical fundamentals to analyze and resolve technology problems.
4. Apply knowledge and skills to develop, in interpret, and select appropriate technological processes.
5. Demonstrate the ability to think through a problem in a logical manner.
6. Organize and carry through to conclusion the solution to a problem.
7. Demonstrate good communication skills.
8. Demonstrate teamwork skills.

Course Offerings Explanation:

- The BSC core technical courses in the online Electric Power Technology Program are offered in the Fall, Spring and Summer term.
- The online Electric Power Technology Program schedule can be found at <http://info.bismarckstate.edu/energy/students/elpw/dates.asp>

Courses in italics are offered at other Connecticut Community Colleges.

All ELPW & ENRT courses are offered by BSC.

TECHNOLOGY STUDIES – ENGINEERING TECHNOLOGY OPTION

Associate in Science Degree

THE COLLEGE OF TECHNOLOGY

2016-2017

The Connecticut College of Technology is an innovative program leading to a Bachelor of Science Degree in engineering or technology. The program consists of two distinct pathways, one in Engineering Science and one in Technological Studies. After completing the Technology Studies Pathway Program, students may enter directly into technical fields at Central Connecticut State University or Charter Oak State College (Connecticut's External Degree Program). The Engineering Science Pathway leads directly into the School of Engineering at the University of Connecticut, the University of New Haven, University of Hartford, CCSU, or Fairfield University. The pathway courses will transfer to engineering and technology programs at many other public and private universities as well.

Consultation with a faculty advisor is **strongly** recommended. The **Technology Studies – Engineering Technology Option** associate degree program prepares students primarily to transfer to complete a B.S. degree in civil, mechanical, manufacturing, composite, or computer engineering technology. Graduates will receive a background in mathematics, science, and general education courses for transfer into a four-year program. Careers in this field include jobs in quality control of industrial products, electrical system testing and diagnostics, computer modeling of essential infrastructure, robotic technology, and remediation of environmental hazards. A grade average of "B" with no grade less than "C", and completion of the full program is required for continuation as a junior in CCSU's School of Technology or at Charter Oak.

Advisors: Sharon Gusky, sgusky@nwcc.edu, 860-738-6395
Tara Jo Holmberg, tholmberg@nwcc.edu, 860-738-6363

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
MAT* 186	Precalculus	4
EGR* 111	<i>Introduction to Engineering</i>	3
CHE* 121	General Chemistry I	4
HIS*	History Elective	3
SEMESTER 2		
CAD 220* CAD	3D Parametric Design Solidworks OR CAD* Elective	3
MAT* 167	Principles of Statistics	4
PHL* 111	Ethics	3
ELECTIVE	Behavioral Science Elective	3
ELECTIVE	Fine Arts Elective	3
SEMESTER 3		
MAT* 245	Calculus I	3
PHY* 121 PHY* 221	General Physics I OR Calculus-Based Physics II	4
EGR* 211	<i>Engineering Statics</i>	3
ELECTIVE	Social Science Elective	3
ECN* 101	Macroeconomics	3
SEMESTER 4		
MAT* 256	Calculus II	4
PHY* 122 PHY* 222	General Physics II OR Calculus Based Physics II	4
EGR* 212	<i>Engineering Dynamics</i>	3
COM* 173	Public Speaking	3
ENG* 202	<i>Technical Writing</i>	3
TOTAL CREDITS		66

Program Outcomes

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

1. Transition seamlessly into a Bachelor of Science Degree Program in Engineering with junior level status in the receiving institution as part of the Engineering Technology Pathway Program.
2. Apply appropriate mathematical and scientific principles to engineering and technology applications.
3. Demonstrate proficiency in technical fundamentals to analyze and resolve technology problems.
4. Apply knowledge and skills to develop, interpret, and select appropriate technological processes.
5. Demonstrate the ability to assist in research, development, design, production, testing and various other functions associated with engineering.
6. Demonstrate a good understanding of engineering principles/concepts.
7. Demonstrate a good understanding of mathematical concepts.
8. Demonstrate the ability to think through a problem in a logical manner.
9. Organize and carry through to conclusion the solution to a problem.
10. Demonstrate good communication skills.
11. Demonstrate teamwork skills.

Courses in italics are offered at other Connecticut Community Colleges.

TECHNOLOGY STUDIES – INDUSTRIAL TECHNOLOGY OPTION

Associate in Science Degree

THE COLLEGE OF TECHNOLOGY

2016-2017

The Connecticut College of Technology is an innovative program leading to a Bachelor of Science Degree in engineering or technology. The program consists of two distinct pathways, one in Engineering Science and one in Technological Studies. After completing the Technology Studies Pathway Program, students may enter directly into technical fields at Central Connecticut State University or Charter Oak State College (Connecticut's External Degree Program). The Engineering Science Pathway leads directly into the School of Engineering at the University of Connecticut, the University of New Haven, University of Hartford, CCSU, or Fairfield University. The pathway courses will transfer to engineering and technology programs at many other public and private universities as well.

Consultation with a faculty advisor is **strongly** recommended. The **Technology Studies – Industrial Technology Option** associate degree program prepares students primarily to transfer to complete a B.S. degree in automotive, construction management, environmental safety, electrical engineering, manufacturing and energy. Graduates will receive a background in mathematics, science, and general education courses for transfer into a four-year program. Careers in this field include jobs in industrial design, occupational health and safety, sustainable energy generation/transmission, lean manufacturing analysis, and laser technicians. A grade average of "B" with no grade less than "C", and completion of the full program is required for continuation as a junior in CCSU's School of Technology or at Charter Oak.

Advisors: Sharon Gusky, sgusky@nwcc.edu, 860-738-6395
Tara Jo Holmberg, tholmberg@nwcc.edu, 860-738-6363

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
MAT* 186	Precalculus	4
PHL* 111	Ethics	3
CHE* 111 CHE* 121	Concepts of Chemistry OR General Chemistry I	4
ELECTIVE	Technical Elective ¹	3
SEMESTER 2		
ENG* 202	<i>Technical Writing</i>	3
MAT* 167	Principle of Statistics	3
ECN* 102	Principles of Microeconomics	3
CAD* 220 CAD*	3D Parametric Design Solidworks OR CAD Elective	3
ELECTIVE	Behavioral Science Elective	3
ELECTIVE	Technical Elective ¹	3
SEMESTER 3		
BMG* 202	Principles of Management	3
PHY* 110 PHY* 121	Introductory Physics OR General Physics I	4
CSC*	CSC* Elective	3
ELECTIVE	Fine Arts Elective	3
ELECTIVE	Technical Elective ¹	3
SEMESTER 4		
COM* 173	Public Speaking	3
ELECTIVE	Social Science Elective	3
HIS*	History Elective	3
ELECTIVE	Technical Elective ¹	3
ELECTIVE	Technical Elective ¹	3
TOTAL CREDITS		66

Program Outcomes

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

1. Transition seamlessly into a Bachelor of Science Degree Program in Industrial Technology with junior level status in the receiving institution as part of the Technology Studies Pathway Program.
2. Demonstrate the ability to assist in research, development, design, production, testing and various other functions associated with engineering.
3. Apply appropriate mathematical and scientific principles to engineering and technology applications.
4. Demonstrate a good understanding of engineering principles/concepts.
5. Demonstrate proficiency in technical fundamentals to analyze and resolve technology problems.
6. Apply knowledge and skills to develop, interpret, and select appropriate technological processes.
7. Demonstrate the ability to think through a problem in a logical manner.
8. Organize and carry through to conclusion the solution to a problem.
9. Demonstrate good communication skills.
10. Demonstrate teamwork skills.

Courses in italics are offered at other Connecticut Community Colleges.

¹ See Program Advisor

TECHNOLOGY STUDIES – MANUFACTURING OPTION

Associate in Science Degree

THE COLLEGE OF TECHNOLOGY

2016-2017

The Connecticut College of Technology (COT) is an innovative program leading to a Bachelor of Science Degree in engineering or technology. The program consists of two distinct pathways, one in Engineering Science and one in Technology Studies. Students interested in engineering science or technology studies should consult with a COT faculty advisor as soon as possible to determine the most appropriate program.

Consultation with a faculty advisor is strongly recommended. The Technology Studies – Manufacturing Technology Pathway associate degree program prepares students primarily for employment in the advanced technology manufacturing workforce. Graduates will receive a background in manufacturing, mathematics, science, and general education courses for placement with an appropriate employer. For those students looking to transfer into a Bachelor of Science degree, a grade average of “B”, with no grade less than a “C”, and completion of the full program is required for continuation as a junior in CCSU’s School of Technology or at Charter Oak.

Advisors: Sharon Gusky, sgusky@nwcc.edu, 860-738-6395
Tara Jo Holmberg, tholmberg@nwcc.edu, 860-738-6363

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
MAT* 137X	Intermediate Algebra (w/Manufacturing)	4
COM* 173	Public Speaking	3
ELECTIVE	Technical Elective	3
ELECTIVE	Technical Elective	3
SEMESTER 2		
ENG* 202	<i>Technical Writing</i>	3
CAD* 220	Parametric Design (SolidWorks)	3
HIS*	History Elective	3
MAT* 186	Precalculus	4
ELECTIVE	Technical Elective	3
SEMESTER 3		
ECN* 101	Principles of Macroeconomics	3
PHY* 110 PHY* 121	Introductory Physics OR General Physics I	4
CHE* 111 CHE* 121	Concepts of Chemistry OR General Chemistry I	4
PHL* 111	Ethics	3
ELECTIVE	Technical Elective	3
SEMESTER 4		
ELECTIVE	Fine Arts Elective	3
ELECTIVE	GEO* OR POL* Elective	3
CSA* 135	Spreadsheet Applications	3
ELECTIVE	Behavioral Science Elective	3
ELECTIVE	Technical Elective	3
ELECTIVE	Technical Elective	3
TOTAL CREDITS		67

Program Outcomes

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

1. Transition seamlessly into a Bachelor of Science Degree Program in Industrial Technology with junior level status in the receiving institution as part of the Technology Studies Pathway Program.
2. Demonstrate the ability to assist in research, development, design, production, testing and various other functions associated with engineering.
3. Apply appropriate mathematical and scientific principles to engineering and technology applications.
4. Demonstrate a good understanding of engineering principles/concepts.
5. Demonstrate proficiency in technical fundamentals to analyze and resolve technology problems.
6. Apply knowledge and skills to develop, interpret, and select appropriate technological processes.
7. Demonstrate the ability to think through a problem in a logical manner.
8. Organize and carry through to conclusion the solution to a problem.
9. Demonstrate good communication skills.
10. Demonstrate teamwork skills.

Courses in italics are offered at other Connecticut Community Colleges.

ENVIRONMENTAL SCIENCE

Associate in Science Degree

2016-2017

This program is designed for students with an interest in environmental science, environmental biology, soil science, environmental health, environmental monitoring, sustainable agriculture/horticulture, and resource economics. This program provides students with a strong background in the basic sciences as well as introduces them to the interdisciplinary concepts of environmental risk, assessment, and management.

Students enrolled in the Environmental Science program prepare to transfer into Bachelor of Science degrees such as those offered through the College of Agricultural and Natural Resources at UCONN, the School of Arts and Sciences at Central Connecticut State University, the Department of Biological and Environmental Sciences at Western Connecticut State University, and many other college and university programs across the state, region, and country. This program is intended to assist students in pursuing a career in environmental research, consulting, monitoring, remediation, and oversight.

Advisor: Tara Jo Holmberg, tholmberg@nwcc.edu, 860-738-6363

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
BIO* 121	General Biology I	4
ECN* 101	Principles of Macroeconomics	3
MAT*137 MAT* 186	Intermediate Algebra OR Precalculus	3 (4)
ELECTIVE	Humanities or Arts Elective	3
SEMESTER 2		
ENG* 102	Literature & Composition	3
BIO* 122	General Biology II	4
EVS* 100	Introduction to Environmental Science	3
ELECTIVE	Lab Science Elective	4
HPE*	Health & Physical Education Elective	1
SEMESTER 3		
CHE* 121	General Chemistry I	4
CSA* 105 CSA* 135	Intro to Software Applications OR Spreadsheet Applications	3
HIS* 201 HIS* 202	US History I OR US History II	3
MAT* 167	Principles of Statistics	3
HPE*	Health & Physical Education Elective	1
SEMESTER 4		
BIO* 235	Microbiology	4
COM* 173	Public Speaking	3
CHE* 122	General Chemistry II	4
ELECTIVE	Behavioral Science Elective	3
ELECTIVE	Elective	3
TOTAL CREDITS		62(63)

Program Outcomes

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

1. Demonstrate basic laboratory skills and a working knowledge of safety procedures.
2. Understand and be able to apply the scientific method of inquiry.
3. Demonstrate a basic understanding of experimental design and statistical analysis.
4. Explain the principles of evolution, ecology and natural selection.
5. Understand basic cellular and organismal biological principles.
6. Demonstrate basic understanding of chemical concepts, chemical formulas, compounds, reactions, atmospheric chemistry, and basic acid/base theory.
7. Explain principles of solution chemistry.
8. Explain principles governing gases.
9. Demonstrate a basic understanding of field sampling, soil composition and pH testing.
10. Understand the fundamental scientific principles surrounding environmental issues.
11. Define the term environment and identify some important environmental concerns we face today.
12. Evaluate the major environmental risks we face and how risk assessment and risk acceptability are determined.
13. Identify the importance of wicked problems, resilience, and adaptive management in environmental planning.
14. Transfer to a four year program in Environmental Science.

ENVIRONMENTAL SCIENCE NATURAL RESOURCES OPTION

Associate in Science Degree 2016-2017

This program is designed for students with an interest in forestry, fisheries, conservation ecology, sustainability, and wildlife management. A degree in natural resources provides students with a strong background in basic sciences, including life and the physical sciences, in addition to introducing them to concepts in nature conservancy and resource management.

Students enrolled in the Natural Resources Option of the Environmental Science program prepare for transfer into sustainable agriculture/horticulture, forest and fisheries management, marine science, conservation enforcement, wetlands and watershed management, land use and planning, and environmental biology in addition to many other BS degree programs. Students may choose to transfer into programs such as those offered through the College of Agricultural and Natural Resources at UCONN, the School of Arts and Sciences at Central Connecticut State University, the Department of Biological and Environmental Sciences at Western Connecticut State University, and many other college and university programs across the state, region, and country.

Advisor: Tara Jo Holmberg, tholmberg@nwcc.edu, 860-738-6363

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
BIO* 121	General Biology I	4
ECN* 101	Principles of Macroeconomics	3
MAT*137 MAT* 186	Intermediate Algebra OR Precalculus	3 (4)
ELECTIVE	Humanities or Arts Elective	3
SEMESTER 2		
ENG* 102	Literature & Composition	3
BIO* 122	General Biology II	4
EVS* 100	Introduction to Environmental Science	3
CHE* PHY*	Chemistry Elective OR Physics Elective	4
HPE*	Health & Physical Education Elective	1
SEMESTER 3		
CHE* 121	General Chemistry I	4
BIO* 178	General Ecology	4
HIS* 201 HIS* 202	US History I OR US History II	3
MAT* 167	Principles of Statistics	3
HPE*	Health & Physical Education Elective	1
SEMESTER 4		
BIO* 235	Microbiology	4
COM* 173	Public Speaking	3
CSA* 105 CSA* 135	Intro to Software Applications OR Spreadsheet Applications	3
ELECTIVE	Behavioral Science Elective	3
ELECTIVE	Elective	3
TOTAL CREDITS		62(63)

Program Outcomes

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

1. Demonstrate basic laboratory skills and a working knowledge of safety procedures.
2. Understand and be able to apply the scientific method of inquiry.
3. Demonstrate a basic understanding of experimental design and statistical analysis.
4. Understand basic cellular and organismal biological principles.
5. Explain the principles of evolution, ecology and natural selection.
6. Demonstrate basic understanding of chemical concepts, compounds, reactions and basic acid/base theory.
7. Demonstrate a basic understanding of field sampling, soil composition and pH testing.
8. Explain plant nutritional requirements and the symptoms of nutritional deficiencies in plants.
9. Use a dichotomous key for organism identification.
10. Demonstrate a basic knowledge of the various types of species interactions that occur within communities and a fundamental understanding of succession.
11. Explain the various processes that shape communities from terrestrial and aquatic community structure sampling and analysis.
12. Understand the fundamental scientific principles surrounding environmental issues.
13. Transfer to a four-year program in Natural Resources, Biological Sciences, or Environmental Science.

FINE ARTS

Associate in Science Degree

2016-2017

Northwestern's Fine Art Program is designed to expand the student's creative potential through a series of studio courses and academic electives. The program prepares students for transfer to four year programs in art. Additionally, students develop entry level career skills.

Students learn traditional as well as contemporary approaches to fine art and design. They develop a portfolio which includes a wide variety of art media and highlights areas of special interest. They gain an awareness of current and historical issues in art through a combination of studio, art history and liberal arts electives. Students participate in the activities of NCCC's Gallery, a facility which hosts an array of professional and student art exhibitions.

Advisor: Janet Nesteruk, jnesteruk@nwcc.edu, 860-738-6384

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
ART* 111	Drawing I	3
ART* 121	Two-Dimensional Design	3
ART* 141	Photography I	3
GRA* 151	Graphic Design I	3
SEMESTER 2		
ENG* 102	Literature & Composition	3
ART* 112	Drawing II	3
ART* 122	Three-Dimensional Design	3
ELECTIVE	Natural or Physical Science Elective	3(4)
MAT*	Mathematics Elective	3
SEMESTER 3		
ART* 101	Art History I	3
ART* 151	Painting I	3
ART* 161 ART* 163 ART* 164	Ceramics I OR Ceramics Handbuilding OR Ceramic Throwing	3
ELECTIVE	Social Science Elective	3
ELECTIVE	Behavioral Science Elective	3
SEMESTER 4		
ART* 102	Art History II	3
ART* 113	Figure Drawing I	3
ART* 131	Sculpture I	3
ART* 152	Painting II	3
ART* 296	Advanced Studio	3
TOTAL CREDITS		60(61)

Program Outcomes

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

1. Demonstrate critical thinking and visual problem solving ability.
2. Use a variety of studio art methods, tools, processes and media to produce original works of art.
3. Compile and present a portfolio of two and three dimensional art work.
4. Recognize, integrate and apply principles of effective design.
5. Understand the relationship of form to content in a work of art; demonstrate the ability to use form to convey a specific content.
6. Recognize the commonalities and interrelationships that exist between all forms of visual art studied in the program – drawing, painting, two dimensional design, three dimensional design, ceramics, painting, photography, basic graphic design.
7. Show knowledge of selected artists and aesthetic movements from the history of art; understand art as an expression of the human condition.
8. Utilize art terminology in critically evaluating works of art and design.
9. Demonstrate the ability to use computers, digital cameras and scanners for artistic purposes.
10. Demonstrate techniques for exhibiting art in a gallery setting.

The Art Department reserves the right to retain, exhibit and reproduce any work of student art submitted for credit or any art course.

**FINE ARTS
DIGITAL MEDIA OPTION
Associate in Science Degree
2016-2017**

Northwestern's Digital Media Option is designed to equip students with a foundation in the aesthetics, terminology, vocabulary, technical skills, and design concepts of digital media production. It also will provide students with the abilities to either transfer into a four-year program in areas of digital arts or to seek employment with digital animation and video production companies, television stations, media and web design companies, or advertising agencies.

Advisor: Susan Berg, sberg@nwcc.edu, 860-738-6342

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
ART* 111	Drawing I	3
ART* 141	Photography I	3
GRA* 151	Graphic Design I	3
ELECTIVE	Social Science Elective	3
SEMESTER 2		
ENG* 102	Literature & Composition	3
ART* 112	Drawing II	3
ART* 142 GRA* 252	Photography II OR Graphic Design II	3
ART* 176	Digital Video Art I	3
ELECTIVE	Liberal Arts Elective	3
SEMESTER 3		
ART* 101	Art History I	3
ART* 121	Two-Dimensional Design	3
ART* 270	Digital Imaging	3
ELECTIVE	Behavioral Science Elective	3
ELECTIVE	Natural or Physical Science Elective	3(4)
SEMESTER 4		
ART* 102	Art History II	3
ART* 122	Three-Dimensional Design	3
ART* 113 ART* 131	Figure Drawing I OR Sculpture I	3
GRA* 227 ART* 298	Interactive Media OR Special Topics: Advanced Project	3
MAT*	Mathematics Elective	3
TOTAL CREDITS		60(61)

Program Outcomes

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

1. Demonstrate critical thinking and visual problem solving ability.
2. Use a variety of art tools, processes and media to produce original works of and design.
3. Compile and present a portfolio of works of two dimensional, three dimensional and the art of the moving image.
4. Recognize and apply principles of effective design, composition and color theory.
5. Recognize the commonalities and inter-relationships that exist between all forms of visual art studied in the program including drawing, two dimensional design, three dimensional design, photography, graphic design, digital imaging and video.
6. Show knowledge of selected artists and aesthetic movements from the history of art; understand art as an expression of the human condition.
7. Demonstrate story design by creating story-boards, treatments, and scripts for digital video shorts.
8. Demonstrate concept development by creating original digital photographs, collages, and videos which communicate their intended purpose.
9. Communicate effectively, both verbally and in writing through artist statements and video synopsis.
10. Apply the computer as a production and composing tool.
11. Translate knowledge of the visual arts to digital design and production.
12. Use the computer as a production and compositing tool.
13. Present a portfolio of original works in digital format.

The Art Department reserves the right to retain, exhibit and reproduce any work of student art submitted for credit or any art course.

FINE ARTS
GRAPHIC COMMUNICATION DESIGN OPTION
Associate in Science Degree
2016-2017

Northwestern's Graphic Communication Design option is designed to prepare students for transfer and career opportunities in the field of graphic design. The program prepares students for employment with printers, corporate graphic design department, design studios, advertising agencies, commercial and photographic studios, fashion, marketing and media buying organizations, video and media promotion departments, newspapers and publishers, signage and environmental design businesses, and animation and internet design studios.

Northwestern's graphic design students learn the principles and processes of graphic design while working in up-to-date computer and photography studios. They develop a portfolio of original works of graphic design, computer art and fine art, which can be used for employment and transfer.

Advisor: Susan Berg, sberg@nwcc.edu, 860-738-6342

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
ART* 111	Drawing I	3
ART* 121	Two-Dimensional Design	3
ART* 141	Photography I	3
GRA* 151	Graphic Design I	3
SEMESTER 2		
ENG* 102	Literature & Composition	3
ART* 112	Drawing II	3
ART* 122	Three-Dimensional Design	3
ART* 142 ART* 270	Photography II OR Digital Imaging	3
GRA* 252	Graphic Design II	3
SEMESTER 3		
ART* 101	Art History I	3
ART* 113	Figure Drawing I	3
ART* 151	Painting I	3
GRA* 227	Interactive Media	3
MAT*	Mathematics Elective	3
SEMESTER 4		
ART* 102	Art History II	3
GRA* 260	Web Design	3
ELECTIVE	Behavioral Science Elective	3
ELECTIVE	Natural or Physical Science Elective	3(4)
ELECTIVE	Social Science Elective	3
TOTAL CREDITS		60(61)

Program Outcomes

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

1. Demonstrate critical thinking and visual problem solving ability.
2. Use a variety of studio art tools, processes and media to produce original works of art.
3. Compile and present a portfolio of works of two and three dimensional art work.
4. Recognize and apply principles of effective design, composition and color theory.
5. Understand the relationship of form to content in a work of art; demonstrate the ability to use form to convey a specific content.
6. Recognize the commonalities and inter-relationships that exist between all forms of visual art studied in the program – drawing, painting, two dimensional design, three dimensional design, pottery, painting, photography, basic design.
7. Show knowledge of selected artists and aesthetic movements from the history of art; understand art as an expression of the human condition.

The Art Department reserves the right to retain, exhibit and reproduce any work of student art submitted for credit or any art course.

FINE ARTS PHOTOGRAPHY OPTION Associate in Science Degree 2016-2017

Northwestern's Photography Option will provide students with entry level skills in traditional and digital photography. The program also provides transfer curriculum for students aiming to pursue a baccalaureate degree in photography.

Advisor: Susan Berg, sberg@nwcc.edu, 860-738-6342

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
ART* 111	Drawing I	3
ART* 141	Photography I	3
GRA* 151	Graphic Design I	3
ELECTIVE	Social Science Elective	3
SEMESTER 2		
ENG* 102	Literature & Composition	3
ART* 112	Drawing II	3
ART* 142	Photography II	3
GRA* 252	Graphic Design II	3
ELECTIVE	Liberal Arts Elective	3
SEMESTER 3		
ART* 101	Art History I	3
ART* 121	Two-Dimensional Design	3
ART* 270	Digital Imaging	3
ELECTIVE	Natural/Physical Science Elective	3(4)
ELECTIVE	Behavioral Science Elective	3
SEMESTER 4		
ART* 102	Art History II	3
ART* 122	Three-Dimensional Design	3
ART* 243	Studio Photography	3
ART* 113 ART* 131	Figure Drawing I OR Sculpture I	3(4)
MAT*	Mathematics Elective	3
TOTAL CREDITS		60(61)

The Art Department reserves the right to retain, exhibit and reproduce any work of student art submitted for credit or any art course.

Program Outcomes

- Upon successful completion of all program requirements, graduates should be able to:
1. Demonstrate critical thinking and visual problem solving ability.
 2. Use a variety of art tools, processes and media to produce original works of art and design.
 3. Compile and present a portfolio of works of two dimensional and three dimensional art work.
 4. Recognize and apply principles of effective design, composition and color theory.
 5. Recognize the commonalities and inter-relationships that exist between all forms of visual art studied in the program including drawing, two dimensional design, three dimensional design, photography and graphic design.
 6. Show knowledge of selected artists and aesthetic movements from the history of art; understand art as an expression of the human condition.
 7. Demonstrate black and white film processing methods.
 8. Demonstrate traditional darkroom skills – burning, dodging, use of alternative papers, dry mounting.
 9. Create portraits and product photographs in a controlled environment.
 10. Demonstrate concept development by creating original photographs which communicate their intended purpose.
 11. Use the computer as a production and compositing tool.
 12. Present a portfolio of original photographs in digital and traditional format.

DIGITAL PUBLISHING Certificate 2016-2017

This certificate program aims to prepare students for entry level jobs in business, public relations, advertising and publishing. Students will gain basic competency in computer assisted design and will be able to produce brochures, newsletters and related material.

Advisor: Sue Berg, sberg@nwcc.edu, 860-768-6342

Course #	Course Title	Cr.
SEMESTER 1		
GRA* 151	Graphic Design I	3
CSA* 105	Introduction to Software Applications	3
SEMESTER 2		
GRA* 252	Graphic Design II	3
ENG* 101 BBG* 210	Composition OR Business Communication	3
SEMESTER 3		
GRA* 227	Interactive Media	3
SEMESTER 4		
GRA* 260	Web Design	3
TOTAL CREDITS		18

Program Outcomes

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

1. Demonstrate critical thinking and visual problem solving ability.
2. Use both the PC and Macintosh platforms.
3. Demonstrate the ability to organize space on the printed surface and online.

FINE ARTS Certificate 2016-2017

The Fine Arts Certificate Program is a program for the student who wishes to begin or continue the study of art at the college level. All courses can be applied to the Associate degree program in Fine Art.

Advisor: Janet Nesteruk, jnesteruk@nwcc.edu, 860-738-6384

Course #	Course Title	Cr.
SEMESTER 1		
ART* 111	Drawing I	3
ART* 121	Two-Dimensional Design	3
ART* 151	Painting I	3
ART*	Ceramics OR Sculpture Elective ¹	3
SEMESTER 2		
ART* 112	Drawing II	3
ART* 122	Three-Dimensional Design	3
ART* 113	Figure Drawing I	3
ART* 296	Advanced Studio	3
TOTAL CREDITS		24

Program Outcomes

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

1. Use a variety of studio art methods, tools, processes and media to produce original works of art.
2. Compile and present a portfolio of two and three dimensional work.
3. Recognize, integrate and apply principles of effective design.
4. Understand the relationship of form to content in a work of art as well as demonstrate the ability to use form to convey a specific content.
5. Demonstrate techniques for exhibiting art in a gallery setting.

¹ Ceramics or Sculpture Elective must be a 3 semester hour/6 studio hour course.
ART* 133 – Pottery for Non-Majors cannot be used to fulfill this requirement.

GRAPHIC DESIGN Certificate 2016-2017

Northwestern's Graphic Design Program aims to provide the student with entry level graphic design skills. All courses are applicable to an Associate Degree. Northwestern's graphic design students learn the principles and processes of graphic design while working in up-to-date computer graphics and photography studios. They develop a portfolio of original works of graphic design, computer illustration and desktop publishing.

Advisor: Sue Berg, sberg@nwcc.edu, 860-738-6342

Course #	Course Title	Cr.
SEMESTER 1		
ART* 141	Photography I	3
GRA* 151	Graphic Design I	3
SEMESTER 2		
GRA* 252	Graphic Design II	3
SEMESTER 3		
GRA* 227 GRA* 260	Interactive Media OR Web Design	3
TOTAL CREDITS		12

Program Outcomes

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

1. Demonstrate the ability to organize space on the printed surface.
2. Demonstrate the ability to organize space online.
3. Operate state-of-the-art graphic design software.
4. Create a graphic design portfolio for transfer or employment.

PHOTOGRAPHY Certificate 2016-2017

This certificate program aims to provide the student with entry-level photographic skills to work as a commercial photography assistant, as a local newspaper photographer, or photographic freelance assignments. Some students may take this certificate for the purpose of using photography as a means of artistic self-expression.

Advisor: Sue Berg, sberg@nwcc.edu, 860-738-6342

Course #	Course Title	Cr.
SEMESTER 1		
ART* 141	Photography I	3
SEMESTER 2		
ART* 142	Photography II	3
SEMESTER 3		
ART* 270	Digital Imaging	3
SEMESTER 4		
ART* 249	Photography Independent Study	3
TOTAL CREDITS		12

Program Outcomes

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

1. Create photographs using darkroom and digital processes.
2. Explore photography and writing in combination to enhance creativity.
3. Present a final portfolio of photographic images that express personal creativity.

FORENSIC SCIENCE TRANSFER PATHWAY

Associate in Science Degree – General Studies

2016-2017

The **Forensic Science Transfer Pathway** is NOT a program but a selection of courses for those students who wish to transfer into a forensic science program at a four-year institution. Upon completion of recommended science, criminal justice and general education courses, students in this pathway will receive an **Associate's Degree in General Studies**.

The forensic sciences form a vital part of the criminal justice system. Some of the difference divisions of forensic science have become identified primarily with law enforcement – an image enhanced by television and movies. This is misleading because forensic scientists are involved in all aspects of criminal cases. The forensic scientist's goal is the evenhanded use of all available information to determine facts, and subsequently, the truth.

The forensic scientist's role in the civil justice arena is expanding. Issues range from questions of the validity of a signature on a will, to a claim of product liability, to questions of whether a corporation is complying with environmental laws, and the protection of constitutionally guaranteed individual rights. Forensic science is a rewarding career where the love of science can be applied to the good of society, public health, and public safety.

Program Coordinator: Michael R. Emanuel, memanuel@nwcc.edu, 860-738-6389

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
CJS* 101	Introduction to Criminal Justice	3
BIO* 121	General Biology I	4
MAT* 186	Precalculus	4
SEMESTER 2		
ENG* 102	Literature & Composition	3
CJS* 225	Forensic Science	3
ELECTIVE	Computer Science Elective	3
ELECTIVE	Social Science Elective	3
BIO* 127 BIO* 235	Cell Biology with Organ Systems (or BIO* 115 if taken prior to Fall 2012) OR Microbiology	4
SEMESTER 3		
CJS* 211	Criminal Law I	3
CJS* 220	Criminal Investigation	3
COM* 173	Public Speaking	3
CHE* 121	General Chemistry I	4
PSY* 111	General Psychology I	3
SEMESTER 4		
CJS* 213	Evidence & Criminal Procedures	3
HIS* 102	Western Civilization II	3
PHL*	Philosophy Elective ¹	3
ART*	Art Elective ²	3
CHE* 122	General Chemistry II	4
TOTAL CREDITS		62

Program Outcomes

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

1. Understand and employ methods of processing physical evidence from crime scenes.
1. Promote comprehension of the importance of the forensic science laboratory and its role in law enforcement.
2. Create an awareness of the recognition, collection, preservation, and evaluation of physical evidence.
3. Expose students to the latest physical and chemical testing methods and show each method's value in varied situations.

GENERAL STUDIES

Associate in Science Degree

2016-2017

The wide range of electives available in the General Studies curriculum permits the student who has not decided on a vocational or academic goal to explore various areas of study under the guidance of an academic advisor. With such advising, a student may create a program of study suitable as a foundation for transfer to a four year college or university, or may concentrate gradually in a particular vocational area, or may select those courses of personal intellectual stimulation. This program's outcome is especially aligned with the General Education Outcomes for the College.

Advisor: Assigned according to student's area of interest.

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
COM*	Communication Elective	3
MAT*	Mathematics Elective	3
ELECTIVE	Elective ¹	3
ELECTIVE	Elective ¹	3
SEMESTER 2		
ENG* 102	Literature & Composition	3
ELECTIVE	Behavioral Science Elective	3
ELECTIVE	Social Science Elective	3
ELECTIVE	Elective ¹	3
ELECTIVE	Elective ¹	3
SEMESTER 3		
ELECTIVE	Computer Science Elective	3
ELECTIVE	Natural Science Elective	3(4)
ELECTIVE	Elective ¹	3
ELECTIVE	Elective ¹	3
ELECTIVE	Elective ¹	3
SEMESTER 4		
HIS*	History Elective	3
ELECTIVE	Humanities and Arts Elective	3
ELECTIVE	Elective ¹	3
ELECTIVE	Elective ¹	3
ELECTIVE	Elective ¹	3
TOTAL CREDITS		60(61)

¹ No more than 15 credits in one subject area.

Electives to meet the needs and desires of the student, are planned through counseling. It is strongly recommended that at least one course be taken in the non-liberal arts to explore careers.

Program Outcomes

The General Education component in all programs of study at NCCC, including the General Studies degree program, encompasses the following competency or knowledge-based learning outcomes:

1. Critical thinking skills.
2. Effective verbal, written, oral and visual communication skills.
3. Familiarity with multiple areas of traditional knowledge supporting intellectual excellence and openness.
4. Integrated studies among disciplines.
5. Commitment to social accountability and responsibility.
6. Awareness of the world at large.
7. Information literacy.
8. Appreciation for lifelong learning.

EDUCATIONAL PARAPROFESSIONAL PATHWAY

Associate in Science Degree – General Studies

2016-2017

The objective of this pathway is to prepare students to work in school districts in the State of Connecticut as a paraprofessional.

Advisor: Michele Better, mbetter@nwcc.edu, 860-738-6305.

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
COM*	Communication Elective	3
MAT*	Mathematics Elective	3
PSY* 111	General Psychology I	3
ECE* 176	Health, Safety & Nutrition	3
SEMESTER 2		
ENG* 102	Literature & Composition	3
ECE* 103 ECE* 106	Creative Experiences for Children ¹ OR Music & Movement for Young Children	3
ECE* 231	Early Language & Literacy Development	3
PSY* 260	Psychology of the Exceptional Child	3
ELECTIVE	Elective ²	3
SEMESTER 3		
EDU* 102	Educational Paraprofessional	3
ECE* 210 ECE* 222	Observation, Participation & Seminar OR Methods & Techniques in ECE	3
ECE* 275	Child, Family & School Relations	3
PSY* 204	Child & Adolescent Development	3
ELECTIVE	Natural Science Elective	3(4)
SEMESTER 4		
HIS*	History Elective	3
ELECTIVE	Humanities and Arts Elective	3
ELECTIVE	Social Science Elective	3
ELECTIVE	Computer Science Elective	3
ELECTIVE	Elective ²	3
TOTAL CREDITS		60(61)

¹ Offered only in spring semester

² Cannot be an ECE* elective

Additional information for students wishing to become CT public school early childhood teachers:

In addition to completing the required courses, students will need to pass the PRAXIS I exam and must have proof of the required documented experience working with children. They will also need to meet the admissions requirements for the transfer institution. these vary from institution to institution.

Program Outcomes

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

1. Promote and foster appropriate ongoing child development and learning.
2. Create and implement developmentally and culturally appropriate learning opportunities for young children in a variety of teaching/learning environments.
3. Become an engaging, reflective, intentionally practicing professional who demonstrates skills for advocacy.
4. Observe, document and assess to support young children and their families.
5. Maintain accurate records and develop appropriate documentation required working with young children within a program/school.
6. Demonstrate critical thinking skills.
7. Demonstrate verbal, written, oral and visual communication skills.
8. Function as a contributing member of a team.

HEALTH INFORMATION MANAGEMENT

Associate in Science Degree

2016-2017

The Health Information Management associate degree is designed for students interested in an Allied Health career that incorporates all aspects of healthcare information and the systems that drive it. The Health Information Management program provides students with an understanding of healthcare administration, information technology and the uses of healthcare data. It is designed to prepare students for entry-level positions dealing with billing and coding, health information management in physician's offices, hospitals, ambulatory care centers, health insurance companies, health departments, and other allied health venues. Health information technicians organize and manage health information data by ensuring its quality, accuracy, accessibility, and security utilizing paper and electronic systems. Job descriptions and duties vary with the size and type of facility in which they are employed. Health information management provides the skills and knowledge necessary to function effectively as an integral member of the healthcare team. The Health Information Management associate degree is a pathway to a Bachelor of Science in Health Information Management.

Advisor: Jane O'Grady, jogrady@nwcc.edu, 860-738-6393

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
CSA* 105	Introduction to Software Applications	3
HIM* 101	Medical Terminology	3
HIM* 102	Introduction to Healthcare Systems	3
ELECTIVE	Directed Elective (MAT* 137 suggested)	3
SEMESTER 2		
BIO* 110	Principles of Human Body w/ lab	4
HIM* 201	Health Information Management Principles	3
MED* 112	Medical Insurance & Billing	3
PHL* 112	Medical Ethics	3
MAT* 167	Principles of Statistics	3
SEMESTER 3		
COM* 173	Public Speaking	3
ENG* 102	Literature & Composition	3
MED* 250	Principles of Pharmacology	3
HIM* 210	Medical Coding	3
HIM* 155	Fundamentals of Clinical Informatics & Electronic Medical Records	3
SEMESTER 4		
HIM* 211	Advanced Medical Coding	3
PSY* 111	General Psychology I	3
ELECTIVE	Directed Elective [^]	3
ELECTIVE	Humanities or Arts Elective	3
ELECTIVE	Social Science Elective	3
TOTAL CREDITS		61

Program Outcomes

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

1. Apply principles as they relate to healthcare privacy, confidentiality, legal and ethical issues.
2. Interpret and apply health information policies and procedures to ensure compliance with federal, state and accreditation agency requirements.
3. Employ computer-based health information systems while managing existing paper-based health information systems utilizing EMR software.
4. Compare and contrast reimbursement methodologies, procedure based payment systems such as Resource based Relative Value (RBRV) and Evaluation and Management and Ambulatory Payment Classification (APC).
5. Evaluate and audit patient records and assign numeric codes for each diagnosis and procedure.
6. Apply coding knowledge utilizing current coding guidelines.
7. Interpret diagnostic based perspective payment groups such as DRG; recognize the Systematized Nomenclature of Medicine (SNOMED).
8. Utilize medical coding software and clinical classification systems as they relate to the human body and disease processes.
9. Identify and discuss healthcare delivery fundamentals and the technology used to gather healthcare information in a variety of settings.
10. Utilize appropriate terminology including abbreviations related to pathological conditions, diagnostic procedures, surgical interventions, and therapeutic procedures.

11. Apply information acquisition skills to the processing, maintenance and security of health information.
12. Apply database information technology to electronic medical records and health information exchange.

[^] Directed elective chosen from HIM* MED*, BMG* BBG*, CSA*, CSC*, ENG*, MAT*, BIO*, HIS* designated courses.

HEALTH INFORMATION & REIMBURSEMENT SPECIALIST

Certificate

2016-2017

The Health Information and Reimbursement Specialist Certificate program is designed to prepare students for entry-level positions in health information and reimbursement management in physician's offices, hospitals, ambulatory care centers, health insurance companies, and other allied health venues. The healthcare industry is facing significant changes in how providers and insurers generate, maintain, and communicate documentation related to medical records, insurance, coding, and financial reimbursement. Specialized training in this field will provide graduates with the skills and knowledge necessary to function effectively as an integral member of the healthcare team and enhance career opportunities for those currently employed in related positions.

Advisor: Jane O' Grady, jogrady@nwcc.edu, 860-768-6393

Course #	Course Title	Cr.
SEMESTER 1		
HIM* 101	Medical Terminology	3
HIM* 102	Intro to Healthcare Systems	3
BIO* 110	Principles of Human Body w/lab	4
CSA* 105	Introduction to Software Applications	3
MED* 112	Medical Insurance & Billing	3
SEMESTER 2		
HIM* 155	Fundamentals of Clinical Informatics and Electronic Medical Records	3
HIM* 201	Health Information Mgt. Principles	3
HIM* 211	Advanced Medical Coding	3
PHL* 112	Medical Ethics	3
TOTAL CREDITS		28

Program Outcomes

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

1. Demonstrate the ability to comprehend, apply and evaluate multiple sources of data relevant to the role of the health information and reimbursement specialist.
2. Utilize and compare reimbursement methodologies and procedure based payment systems.
3. Apply principles related to healthcare privacy, confidentiality, legal and ethical issues.
4. Use current Electronic Medical Record (EMR) software to manage provider reimbursement and patient health information.
5. Demonstrate proficiency in the use of procedural and diagnostic, coding references.
6. Identify and discuss healthcare delivery fundamentals and the technology used to gather healthcare information in a variety of settings.
7. Demonstrate effective verbal and written communication techniques as a member of the healthcare team.

HUMAN SERVICES

Associate in Science Degree

2016-2017

The Human Services program provides a combination of general education and specialized courses in Psychology, Sociology and Social Work. It enables the student to acquire the knowledge and experience needed for immediate employment as a paraprofessional in a variety of positions in casework, welfare, developmental disabilities and other settings which require similar skills. It also prepares the student for transfer to a baccalaureate program in Human Services (B.S.) or a Bachelor of Social Work (B.S.W.) program. Transfer articulation with several state colleges ensures a smooth transfer from NCCC to the next significant educational step on a career ladder.

Advisor: Dr. Charles Kelly, ckelly@nwcc.edu, 860-738-6353

PSY*, SOC* and HSE* courses must be completed with a grade of "C" or higher

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
HSE* 101	Introduction to Human Services	3
MAT*	Mathematics Elective	3
PSY* 111	General Psychology I	3
SOC* 101	Principles of Sociology	3
SEMESTER 2		
ENG* 102	Literature & Composition	3
SOC* 104	Sociology of the Family	3
HSE* 202	Introduction to Counseling/Interviewing	3
HSE* 235	Professional & Ethical Issues in Human Services	3
CSA* 105	Introduction to Software Applications	3
SEMESTER 3		
SOC* 201	Contemporary Social Issues	3
HSE* 281	Human Services Field Work I	3
POL* 122	Politics of Social Welfare	3
COM* 173	Public Speaking	3
ELECTIVE	Natural Science Elective ¹	3(4)
SEMESTER 4		
PSY* 201	Life Span Development	3
PSY* 245	Abnormal Psychology	3
ELECTIVE	Humanities or Arts Elective	3
ELECTIVE	Social Science Elective	3
ELECTIVE	Elective	3
TOTAL CREDITS		60(61)

¹ BIO* 110 or BIO* 127 recommended for transfer students

Program Outcomes

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

1. Describe the major milestones in the historical development of human services.
2. Demonstrate a basic knowledge of the interaction of human systems including: individual, interpersonal, group, family, organizational, and societal.
3. Demonstrate competence of contemporary social issues and problems that create or exacerbate structural conditions that create individual and family challenges and stressors.
4. Explain the range of characteristics of human service delivery systems including the range of populations served and the major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.
5. Apply basic human service skills in the systematic analysis of service needs including need assessment, planning and implementation of intervention strategies, and evaluation of outcomes.
6. Display evidence of human service knowledge and skill development in direct service delivery including case management, interviewing, and counseling.
7. Illustrate evidence of their ability to integrate their human service knowledge, skills and professional behaviors by successfully completing field work experiences.
8. Model the appropriate human service values and ethical behaviors that have been agreed upon as the governing principles of professional practice.

HUMAN SERVICES Certificate 2016-2017

The Human Services certificate is a career program designed for students seeking to develop skills necessary for employment in the field of Human Services. All courses transfer to the Associate Degree in Human Services. The student is provided with the knowledge and experience needed for immediate employment as a paraprofessional in a variety of positions in casework, probation, mental health, geriatric counseling, welfare, developmental disabilities and other settings which require similar skills.

Advisor: Dr. Charles Kelly, ckelly@nwcc.edu, 860-738-6353

Prerequisite: ENG* 101 - Composition

PSY* and HSE* courses must be completed with a grade of "C" or higher

Course #	Course Title	Cr.
SEMESTER 1		
HSE* 101	Introduction to Human Services	3
PSY* 111	General Psychology I	3
SOC* 101	Principles of Sociology	3
SEMESTER 2		
SOC* 104	Sociology of the Family	3
HSE* 202	Intro to Counseling/Interviewing	3
HSE* 281	Human Services Field Work I	3
SEMESTER 3		
HSE* 235	Professional & Ethical Issues in Human Services	3
PSY* 201	Life Span Development	3
PSY* 245	Abnormal Psychology	3
TOTAL CREDITS		27

CAREER OPPORTUNITIES:

- Counselor in a Residential Treatment Center
- Case manager with a welfare department
- Health care worker in a nursing home
- Direct worker with the physically and mentally challenged
- Probation counselor
- Youth services worker
- Drug/Alcohol counselor aid
- Group home supervisor
- Transfer to a baccalaureate program in Human Services or Social Work



INTERPRETER PREPARATION ASL/ENGLISH

Associate in Science Degree

2016-2017

The Interpreter Preparation Program (IPP) is a program of study leading to an Associate in Science degree. The purpose of the program is to provide quality interpreter education in a multidisciplinary and interdisciplinary endeavor, focusing on preparing interpreters and transliterators of ASL and English. The professional career program is a comprehensive, sequenced, and integrated series of courses that is intended to provide students with the necessary techniques and skills required for professional work as interpreters. Graduates are encouraged to continue with their education, however, by transferring to baccalaureate degree programs. Students already possessing a college degree may transfer in applicable credits to satisfy the General Education Requirements. NCCC has the only post-secondary degree program in interpreter preparation in Connecticut. IPP graduates who also pass the RID written test satisfy the Connecticut State Statute to interpret in certain settings. Please reference State of CT Amendment LCO No. 4839, Section 68 for details.

Advisor: Dr. Sarah Bement, sbement@nwcc.edu, 860-738-6382

Program Prerequisites: To learn effectively to interpret between two languages, one must already be fluent in both languages and have a working knowledge of the two cultures she or he will mediate. Therefore, entrance requirements to the program are completion of ALL of the following courses: DSC* 110 Orientation to Deafness; DSC* 114 Intro to Deaf People & Deaf Culture I, and fluency in American Sign Language (usually the equivalent of 3-4 semesters) as evidenced by a screening tool.

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
ASL* 201	American Sign Language III	3
ASL* 205	Linguistics of American Sign Language	3
INT* 103	Pre-Interpreting Skills	3
PHL* 111	Ethics	3
SEMESTER 2		
ENG* 102 BBG* 210	Literature & Composition OR Business Communication	3
ASL* 202	American Sign Language IV	3
ASL* 206	Advanced ASL for Interpreters	4
INT* 121	Professional Standards in Interpreting	3
MAT*	Mathematics Elective (MAT* 137 or higher)	3
SEMESTER 3		
INT* 134	Educational Interpreting	3
INT* 113	Interpreting I: Consecutive & Transliteration	4
ANT* 101 SOC* 101 PSY* 111	Introduction to Anthropology OR Principles of Sociology OR General Psychology I	3
INT* 230 INT* 231	Interpreting w/ Special Populations OR Intro to Int. in Health Care Situations	3
ELECTIVE	Natural Science Elective	3(4)
SEMESTER 4		
INT* 114	Interpreting II: Simultaneous & Transliteration	4
INT* 214	Advanced Interpreting: Sign to Voice	3
INT* 242	Interpreting Practicum and Seminar	4
ELECTIVE	Social Science Elective	3
TOTAL CREDITS		61(62)

Program Outcomes

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

1. Interpret meaning by striving to achieve dynamic equivalence of a message.
2. Communicate bilingually using English and American Sign Language.
3. Act biculturally, having sensitivity to and awareness of American Deaf culture.
4. Act ethically in applying the underlying principles of the RID Code of Professional Ethics.
5. Use appropriate business skills.
6. Educate others with information on Deafhood and available resources.

LIBERAL ARTS & SCIENCE

Associate in Art Degree/ Associate in Science Degree

2016-2017

The Liberal Arts and Science degree is designed for students planning to continue their education for a baccalaureate degree. Courses include the General Education classes required by four year colleges and universities. Advisors help choose the best electives according to a student's area of interest.

See the Academic Information section of this catalog for degree requirements for Associate in Art versus Associate in Science degrees. Following are **"Special Transfer Programs" for Biology, English, History, Psychology and Teaching Careers Transfer Pathways.**

Advisor: Assigned according to student's area of interest.

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
MAT*	Mathematics Elective (Higher than MAT* 137)	3(4)
ELECTIVE	Liberal Arts Elective	3
ELECTIVE	Liberal Arts Elective	3
ELECTIVE	Elective	3
SEMESTER 2		
ENG* 102	Literature & Composition	3
HIS* 101 HIS* 102 HIS* 201 HIS* 202	Western Civilization I OR Western Civilization II OR US History I OR US History II	3
ELECTIVE	Behavioral Science Elective	3
ELECTIVE	Liberal Arts Elective	3
ELECTIVE	Elective	3
SEMESTER 3		
ECN* GEO* POL*	Economics Elective OR Geography Elective OR Political Science Elective	3
ELECTIVE	Laboratory Science Elective	4
ELECTIVE	Art or Music Elective	3
ELECTIVE	Liberal Arts Elective	3
ELECTIVE	Elective	3
SEMESTER 4		
PHL*	Philosophy Elective	3
ELECTIVE	Laboratory Science Elective	4
ELECTIVE	Liberal Arts Elective	3
ELECTIVE	Liberal Arts Elective	3
ELECTIVE	Elective	3
TOTAL CREDITS		62(63)

Program Outcomes

The General Education component in all programs of study at NCCC, including the Liberal Arts and Sciences degree programs, encompass the following competency or knowledge-based learning outcomes:

1. Critical thinking skills.
2. Effective verbal, written, oral and visual communication skills.
3. Familiarity with multiple areas of traditional knowledge supporting intellectual excellence and openness.
4. Integrated studies among disciplines.
5. Commitment to social accountability and responsibility.
6. Awareness of the word at large.
7. Information literacy.
8. Appreciation for lifelong learning.

The courses listed by intended baccalaureate major age suggested below. Consultation with an academic advisor prior to actual course selection is highly recommended.

BEHAVIORAL SCIENCES:

PSY* 111 General Psychology I	3
PSY* 112 General Psychology II	3
Psychology Electives	6
MAT* 167 Principles of Statistics	3

COMPUTER SCIENCE:

CSC* 105 Programming Logic	3
Programming	6
Languages	3
MAT* 167 Principles of Statistics	3
CSC* 250 Systems Analysis & Design	3

MATHEMATICS:

CSC* 105 Programming Logic	3
MAT* 254 Calculus I	4
MAT* 256 Calculus II	4

NATURAL/PHYSICAL SCIENCE:

BIO* 121 General Biology I	4
BIO* 122 General Biology II	4
CHE* 121 General Chemistry I	4
CHE* 122 General Chemistry II	4
PHY* 121 General Physics I	4
PHY* 122 General Physics II	4

BIOLOGY TRANSFER PATHWAY

Associate in Science Degree – Liberal Arts & Science

2016-2017

The objective of this pathway is to prepare students for transfer to a baccalaureate degree in Biology, BioMolecular Sciences or Biochemistry at a four-year college or university as well as for entry-level laboratory technician positions. Students who earn an associate's degree in Liberal Arts & Sciences through the Biology Pathway will be able to:

- Transfer into a bachelor's degree program in biology, molecular biology and biotechnology.
- Transfer into pre-professional programs such as pre-vet or pre-med.
- Transfer into a bachelor's degree in medical laboratory sciences such as cytology and histology.
- Transfer into a secondary biology education program.
- Pursue careers as laboratory technicians in academic or industrial settings.

Contact **Sharon Gusky**, sgusky@nwcc.edu, 860-738-6395, Biology Faculty Advisor for more details on career and transfer options.

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
MAT* 186	Precalculus	4
ECN* GEO* POL*	Economics Elective OR Geography Elective OR Political Science Elective	3
CHE* 121	General Chemistry I	4
BIO* 121	General Biology I	4
SEMESTER 2		
ENG* 102	Literature & Composition	3
BIO* 122 BIO* 235	General Biology II OR Microbiology	4
CHE* 122	General Chemistry II	4
ELECTIVE	Behavioral Science Elective	3
MAT* 254	Calculus	4
SEMESTER 3		
ELECTIVE	Fine Arts Elective	3
BIO*	Biology Elective (200 level)	4
HIS* 101 HIS* 102 HIS* 201 HIS* 202	Western Civilization I OR Western Civilization II OR US History I OR US History II	3
PHY* 121	General Physics I	4
SEMESTER 4		
ELECTIVE	Liberal Arts or General Elective	1-3
PHL *	Philosophy Elective	3
PHY* 122	General Physics II	4
BIO* 235 BIO* 122	Microbiology OR General Biology II	4
TOTAL CREDITS		62(64)

Program Outcomes

In addition to meeting the Liberal Arts and Sciences outcomes, graduates should be able to:

1. Demonstrate basic laboratory skills and working knowledge of safety procedures.
2. Understand and be able to apply the scientific method of inquiry.
3. Demonstrate a basic understanding of experimental design and analysis.
4. Explain basic cellular and organism principles.
5. Demonstrate an understanding of basic chemical concepts.
6. Perform biotechnology techniques including:
 - Gel electrophoresis
 - Restriction digests
 - Bacterial transformation
 - Polymerase Chain Reaction
 - DNA fingerprinting.
7. Use a light microscope to view and interpret slides.
8. Properly prepare slides for microbiological examination.
9. Perform simple and differential staining techniques including Gram stains.
10. Demonstrate aseptic techniques for the handling of microorganisms and instruments, including:
 - Sterilization and maintenance of sterile transfer instruments
 - Perform aseptic transfer
 - Obtain samples.
11. Use appropriate microbes in a sample using serial dilution techniques.
12. Estimate the number of microbes in a sample using serial dilution techniques.
13. Use standard microbiology laboratory equipment correctly.
14. Perform and analyze immunological tests.

ENGLISH TRANSFER PATHWAY

Associate in Art Degree – Liberal Arts & Science

2016-2017

The objective of this pathway is to prepare students for transfer to a baccalaureate degree in English at a four-year college or university.

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
MAT*	Mathematics Elective (Higher than MAT* 137)	3(4)
HIS* 101 HIS* 102 HIS* 201 HIS* 202	Western Civilization I OR Western Civilization II OR US History I OR US History II	3
ELECTIVE	Art or Music Elective	3
ELECTIVE	Liberal Arts Elective	3
SEMESTER 2		
ENG* 102	Literature & Composition	3
PHL*	Philosophy Elective	3
ELECTIVE	Liberal Arts Elective	3
ELECTIVE	Behavioral Science Elective	3
ELECTIVE	Elective	3
SEMESTER 3		
ENG* 211 ENG* 213 ENG* 214	The Short Story OR Poetry OR Drama	3
ELECTIVE	Foreign Language I Elective ¹	3
ECN* GEO* POL*	Economics Elective OR Geography Elective OR Political Science Elective	3
ENG*	Literature Survey Course ²	3
ELECTIVE	Laboratory Science Elective	4
SEMESTER 4		
ELECTIVE	Foreign Language II Elective ¹	3
ENG*	Literature Survey Course ²	3
ELECTIVE	Laboratory Science Elective	4
ENG*	Special Topics or Writing Course ³	3
ELECTIVE	Liberal Arts Elective	3
TOTAL CREDITS		62(63)

Program Outcomes

The objective of the English pathway is to prepare students for transfer to a four-year college or university. This pathway specifically prepares students for advanced study in English related fields such as literature, journalism, creative writing, or English education. The courses in this pathway enhance students' skills in critical thinking, reading, and writing. Specifically, in addition to achieving the general education outcomes, upon completion of the coursework assigned to the English Transfer Pathway a student will be able to:

1. Clearly express a point of view using appropriate supporting materials and citations.
2. Understand and analyze a variety of texts using critical thinking skills.
3. Apply information literacy strategies to evaluate sources.
4. Explain and understand the connection between reading and writing.
5. Read, discuss and analyze selected major works of fiction from Western and non-Western cultural traditions.
6. Write extensively from an expository and/or creative stance.

¹ The foreign language requirement will be waived for any student who has completed 3 years of a single foreign language in high school with a grade of "C" or better. If the language requirement is waived, 6 credits in liberal arts courses will be substituted.

² Literary Survey Courses:

ENG* 221, 222, 231, 240, 260 or 262

³ Special Topics or Writing Courses:

ENG* 200, 281, 284 or 298.

HISTORY TRANSFER PATHWAY

Associate in Art Degree – Liberal Arts & Science

2016-2017

The objective of this pathway is to prepare students for transfer to a baccalaureate degree in History at a four-year college or university as well as to foster a better understanding and respect for the past.

Advisor: Todd Bryda, tbryda@nwcc.edu, 860-738-6302

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
MAT*	Mathematics Elective (MAT* 167 or higher)	3(4)
HIS* 101 HIS* 102 HIS* 201 HIS* 202	Western Civilization I OR Western Civilization II OR US History I OR US History II	3
ELECTIVE	Art or Music Elective ¹	3
ELECTIVE	Elective	3
SEMESTER 2		
ENG* 102	Literature & Composition	3
PHL*	Philosophy Elective	3
ELECTIVE	Behavioral Science Elective	3
ELECTIVE	Elective	3
HIS* 101 HIS* 102 HIS* 201 HIS* 202	Western Civilization I OR Western Civilization II OR US History I OR US History II	3
SEMESTER 3		
ELECTIVE	Foreign Language I Elective ²	3
ECN* GEO* POL*	Economics Elective OR Geography Elective OR Political Science Elective	3
HIS* 101 HIS* 102 HIS* 201 HIS* 202	Western Civilization I OR Western Civilization II OR US History I OR US History II	3
ELECTIVE	Liberal Arts Elective	3
ELECTIVE	Laboratory Science Elective	4
SEMESTER 4		
ELECTIVE	Foreign Language II Elective ²	3
HIS*	History Elective (HIS* 213 or higher)	3
HIS*	History Elective (HIS* 213 or higher)	3
ELECTIVE	Laboratory Science Elective	4
ELECTIVE	Liberal Arts Elective	3
TOTAL CREDITS		62(63)

Program Outcomes

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

1. Understand and critically analyze primary and secondary historical sources.
2. Engage in informed critical debate on major historical issues.
3. Demonstrate knowledge of major historical events and related effects.

¹ Directed elective to be chosen in consultation with advisor.

² Complete either SPA* 101 & 102 or GER* 101 & 102. The foreign language requirement will be waived for any student who has completed 3 years of a single foreign language in high school with a grade of "C" or better. If the language requirement is waived, 6 credits in liberal arts courses will be substituted

PSYCHOLOGY TRANSFER PATHWAY

Associate in Art Degree – Liberal Arts & Science

2016-2017

The objective of this pathway is to prepare students for transfer to a baccalaureate degree in Psychology at a four-year college or university as well as to foster a broad understanding of the field.

Advisor: Dr. Robert Beck, rbeck@nwcc.edu, 860-738-6386.

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
MAT*	Mathematics Elective higher than MAT* 137 (MAT* 167 recommended)	3
PSY* 111	General Psychology I	3
HIS* 101 HIS* 102 HIS* 201 HIS* 202	Western Civilization I OR Western Civilization II OR US History I OR US History II	3
ELECTIVE	Art or Music Elective	3
SEMESTER 2		
ENG* 102	Literature & Composition	3
PSY* 112	General Psychology II	3
SOC* 101	Principles of Sociology	3
PHL*	Philosophy Elective	3
ELECTIVE	Liberal Arts Elective	3
SEMESTER 3		
ELECTIVE	Foreign Language I Elective ¹	3
ECN* GEO* POL*	Economics Elective OR Geography Elective OR Political Science Elective	3
PSY*	Psychology Elective	3
ELECTIVE	Elective ²	3
ELECTIVE	Laboratory Science Elective	4
SEMESTER 4		
ELECTIVE	Foreign Language II Elective ¹	3
PSY*	Psychology Elective	3
PSY*	Psychology Elective	3
ELECTIVE	Laboratory Science Elective	4
ELECTIVE	Elective	3
TOTAL CREDITS		62

Program Outcomes

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

1. Identify the differences between explanatory and descriptive research methods.
2. Demonstrate knowledge of a number of descriptive research techniques.
3. Discuss and apply major concepts from a wide cross-section of the field; particularly research methods, physiology, memory, development and learning.
4. Identify the three major domains addressed in developmental psychology (cognitive, physical and socio-emotional) and present concepts germane to each domain.
5. Identify and articulate major concepts, issues, controversies, and competing theoretical perspectives pertinent to the psychology courses taken at the college.
6. Calculate measures of central tendency (mean, median, mode, midrange), and measures of variation (range, variance, standard deviation).

¹ The language requirement will be waived for any student who has completed 3 years of a single foreign language in which school with a grade of "C" or better. If the language requirement is waived, 6 credits in liberal arts courses will be substituted.

² PHL* 112 Medical Ethics or HSE* 235 Professional & Ethical Issues in Human Services are recommended.

MEDICAL ASSISTANT Associate in Science Degree 2016-2017

The Medical Assisting Program at Northwestern provides students with a general education core complemented by focused medical assisting career courses in preparation for employment in the health care field. As multi-skilled practitioners, graduates will be eligible for employment in a variety of medical settings. The career positions available in this fast-growing, in-demand field include medical offices, hospitals, hospice care, laboratories, ambulatory care centers, health insurance companies, etc. The objective of this program is to provide the student the opportunity to acquire knowledge and skills in the classroom, the laboratory, and during field experience to prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

The Associate in Science Degree in Medical Assisting may be earned by successfully completing the degree program offered and is accredited by the Commission on Accreditation of Allied Health Education Programs, 25400 US Highway 19 North, Suite 158, Clearwater, FL. 33763, 727-210-2350, (www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board <http://maerb.org> (MAERB).

Course requirements for each program are sequenced to begin with essential skills before moving on to the complex skill mastery demanded of medical assistants found in the laboratory, clinical, and administrative areas. Upon successful completion of course study, the student completes the program through a hands-on experience in the medical field (practicum/externship).

Students pursuing an administrative career within the medical field may be interested in the Medical Billing and Coding Specialist Certificate to augment their medical assisting degree. This program focuses in the areas of billing, insurance, financial medical computer software, and knowledge required of medical office management.

Upon satisfactory completion of the program, students have been prepared as competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Students are eligible to sit for the National Certification Examination through the American Association of Medical Assistants <http://www.aama-ntl.org> (AAMA) organization. Successful exam candidates will be awarded the Certified Medical Assistant CMA-AAMA credential.

Students in Allied Health Programs who earn credentials in multiple areas of expertise are in high demand among employers. By obtaining “stacked” credentials, you demonstrate a commitment to quality in the health care industry and increase your value to employers.

Allied Health, Health Information Management and Medical Assistant Students you can stack your credentials: You may qualify to take National Healthcare Association (NHA) exams to become a certified phlebotomist (CPT) and/or an EKG technician (CET), a billing and coding specialist (CBCS), administrative assistant (CMAA) and/or electronic health records (CEHRS) credential(s). Adding these nationally recognized specialty certificates offers additional job opportunities, makes for a well-rounded allied health professional and more marketable when you enter the workforce.

1. CPT - Certified Phlebotomy Technician
2. CET - Certified EKG Technician
3. CMAA - Certified Medical Administrative Assistant
4. CBCS - Certified Billing and Coding Specialist
5. CEHRS - Certified Electronic Health Records Specialist

For more information contact:

Jane M. O'Grady MEd, RN, CMA, CPC

Associate Professor

Allied Health Programs Coordinator

Northwestern Connecticut Community College

Park Place East

Winsted, CT 06098

860-738-6393

jogrady@nwcc.edu

Note: A minimum grade of “C” (2.00) is required for all MED* designated courses. Additionally, all MED* and BIO* designated courses must be completed within 5 years.

MEDICAL ASSISTANT

Associate in Science Degree

2016-2017

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
MED* 111	Administrative Medical Assisting	3
MED* 112	Medical Insurance & Billing	3
MED* 125	Medical Terminology	3
CSA* 105	Introduction to Software Applications	3
SEMESTER 2		
ENG* 102 COM*	Literature & Composition OR Communication Elective	3
PHL* 112	Medical Ethics	3
MED* 133	Clinical Medical Assisting	4
MED* 216	Electronic Records Management	3
MAT* 137	Intermediate Algebra	3
SEMESTER 3		
BIO* 110 BIO* 127	Principles of Human Body w/Lab OR Cell Biology with Organ Systems	4
MED* 245	Clinical Laboratory Procedures & Practices	4
PSY* 111	General Psychology I	3
ELECTIVE	Humanities or Fine Arts Elective	3
SEMESTER 4		
MED* 250	Principles of Pharmacology	3
MED* 250L	Principles of Pharmacology Lab	1
MED* 281	Medical Assisting Externship ¹	4
ELECTIVE	Social Science Elective	3
ELECTIVE	Directed Elective	4
TOTAL CREDITS		60

Program Outcomes

In addition to General Education Outcomes, learners who complete the Medical Assisting degree will be able to:

1. Apply for the national medical assisting certification examination.
2. Perform all medical assisting skills at entry level competency.
3. Demonstrate and utilize the principles of medical asepsis and standard precautions, as well as other safety precautions.
4. Recognize emergency situations and respond appropriately to emergency care techniques in various life-threatening situations.
5. Obtain and effectively chart all pertinent patient data.
6. Apply knowledge and skills of various clinical procedures such as vitals, laboratory testing, and other diagnostic and medical procedures.
7. Utilize and interpret medical terminology.
8. Demonstrate basic pharmacology, dosage calculations, and route for administration of medications.
9. Provide education to patients, families, and other care givers on various healthcare including preventative and treatment regimes.
10. Demonstrate a working knowledge of the human body including structure, function and basic pathologies.
11. Demonstrate an understanding of appropriate and effective application of legal and ethical standards of practice.

12. Accurately maintain healthcare records, upholding all laws, regulations and applications of legal concepts to the healthcare practice and the medical assisting scope of practice.
13. Apply current medical insurance guidelines in billing and ICD-10 and CPT coding.
14. Communicate effectively with patients and other healthcare providers.
15. Competently function within and interdisciplinary healthcare team.

¹ All coursework for MED*, BIO* and PHL* 112 must be completed prior to Externship. Students must have current Professional CPR and First Aid Certification during the entire externship experience. There is a mandatory pre-externship meeting in the semester prior to enrollment in MED* 281.

As part of the annual review, graduates of the Medical Assisting Associate Degree Program at Northwestern Connecticut Community College reported an average 100% graduate satisfaction rate, over the past five years.

The Northwestern Connecticut Community College Medical Assistant A.S. degree program, is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) www.caahep.org upon the recommendation of Medical Assisting Education Review Board (MAERB) www.maerb.org.

MEDICAL ASSISTING Certificate 2016-2017

This certificate program provides the necessary skills and knowledge to be employed as a medical assistant. All courses transfer to the Associate Degree program in medical assisting. Students should have basic typing and computer skills for this certificate.

Advisor: Jane O' Grady, jogrady@nwcc.edu, 860-768-6393

Note: A minimum grade of "C" (2.00) is required for all MED* designated courses. Additionally, all MED* and BIO* designated courses must be completed within 5 years.

Course #	Course Title	Cr.
SEMESTER 1 – SPRING		
MED* 111	Administrative Medical Assisting	3
MED* 125	Medical Terminology	3
MED* 133	Clinical Medical Assisting	4
BIO* 110 BIO* 127	Principles of Human Body w/Lab OR Cell Biology with Organ Systems	4
SEMESTER 2 – FALL		
MED* 112	Medical Insurance & Billing	3
MED* 245	Clinical Laboratory Procedures & Practices	4
MED* 250	Principles of Pharmacology	3
MED* 250L	Principles of Pharmacology Lab	1
PHL* 112	Medical Ethics	3
SEMESTER 3 – SPRING		
MED* 281	Medical Assisting Externship ¹	4
TOTAL CREDITS		32

Program Outcomes

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

1. Perform all medical assisting skills at job entry level competency.
2. Obtain and effectively chart all pertinent patient data.
3. Demonstrate a working knowledge of the human body including structure, function, and basic pathology.
4. Demonstrate basic pharmacology dosage calculations and route for administration of medication.
5. Competently function within an interdisciplinary healthcare team.

¹ All coursework for MED*, BIO* and PHL* 112 must be completed prior to Externship. Students must have current Professional CPR and First Aid Certification during the entire externship experience. There is a mandatory pre-externship meeting in the semester prior to enrollment in MED* 281.



NURSING R.N. Associate in Science Degree 2016-2017

Northwestern Connecticut Community College (NCCC) is the sixth community college to offer the **Connecticut Community College Nursing Program (CT-CCNP)**. The CT-CCNP is an innovative associate degree with common nursing programming and a four-semester curriculum designed to prepare registered nurses to function in the professional role utilizing current standards of nursing practice. In addition, students within the program have the same admission and policy standards, which allows for greater student flexibility. NCCC's nursing program is unique in that it offers students an accelerated 18 month course of study consisting of four consecutive semesters. Students are admitted in January and graduate in May of the following year. 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.

Approval and Accreditation

All six of the colleges (Capital, Gateway, Naugatuck Valley, Northwestern CT, Norwalk and Three Rivers) are individually approved by the Connecticut Board of Examiners for Nursing with the consent of the Commissioner of the Connecticut Department of Public Health and accredited by the Accreditation Commission for Education in Nursing, Inc.

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. 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.

Colleges that Offer the CT-CCNP:

CAPITAL COMMUNITY COLLEGE

Enrollment Services Office
950 Main Street Attention: Nursing
Hartford, CT 06103
Phone: 860-906-5140
www.ccc.edu

GATEWAY COMMUNITY COLLEGE

Admissions Office - Long Wharf Campus
60 Sargent Drive
New Haven, CT 06511
Phone: 203-285-2010
www.gwcc.edu

NAUGATUCK VALLEY COMMUNITY COLLEGE

Admissions Office
750 Chase Parkway
Waterbury, CT 06708
Phone: 203-575-8040
www.nvcc.edu

NORWALK COMMUNITY COLLEGE

Admissions Office
188 Richards Avenue
Norwalk, CT 06854-1655
Phone: 203-857-7060
www.ncc.edu

NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE

Nursing Admissions Office
Park Place East
Winsted, CT 06098
Phone: 860-738-6356
www.nwcc.edu

THREE RIVERS COMMUNITY COLLEGE

Nursing Admissions Office
574 New London Turnpike
Norwich, CT 06360
Phone: 860-892-5702
www.trcc.edu

Advisement

Advisors/Counselors are available at each college to guide applicants through the admission process. All potential applicants seeking admission to the Connecticut Community College Nursing Program are encouraged to read through an information packet. After reading the packet, students should direct all questions to their College of First Choice. For a listing of primary contacts at each college as well as dates for Nursing Information Session at their College of First Choice go to www.ct.edu/academics/nursing.

Application Process

The application period for the nursing program is November 1 - February 1 of each year. The nursing application is only available online and can be accessed through Banner Self Service. Applicants must have an eight-digit banner number (first eight digits of the NetID) in order to access the application. Applicants who do not have a banner number must first complete a general college application at their college of first choice and be accepted into that college before a banner number is issued. Advisors/Counselors are available at each college to guide applicants through the application process. Applicants to the CT-CCNP must complete the online nursing application and submit all required documentation to the Admissions Office at the College of First Choice by the **February 1 deadline**. "College of First Choice" is the college that the applicant would most like to attend.

Applicants may select a 2nd choice college at the initial time of application which will eliminate the necessity to apply to more than one college. An applicant should only list the college(s) to which s/he would be willing to commute. Late applications and transcripts will not be accepted.

Applicants seeking admission into the Connecticut Community College Nursing Program (CT-CCNP) must file a common nursing application at their college of first choice by the February 1st deadline. The application is only available online through Banner Self Service.

Submit the following by the **February 1 deadline** date:

- General College application submitted to the college of first choice (separate from the nursing program application) with application fee of \$20.00 for first-time applicants to any of the twelve Connecticut Community Colleges.
- Online CT-CCNP application.
- Official high school transcripts or high school diploma indicating date of graduation, General Educational Development (GED) diploma, or State High School Equivalency diploma. If the applicant is using high school chemistry to satisfy the admission requirement, official high school transcripts are required.
- Official SAT I and/or ACT score reports, if applicable.
- Official College/University transcripts from ALL colleges ever attended (including all CT Community Colleges), regardless of the age of the transcripts and applicability to the nursing program**.
- Official TEAS V results, if not taken at a CT Community College.
- Official AP, CLEP, DANTES & other military transcripts must be submitted if the applicant is using one of these tests to meet a specific admissions requirement.
- Proof of immunizations- consult with your college of first choice for current immunization requirements.

** All transcripts must be final transcripts. Students taking courses in the fall or winter semester prior to applying must submit transcripts that include their fall & winter grades. All transcripts (including those with course withdrawals, course failures, and remedial/developmental courses) must be submitted regardless of the age of the transcripts and applicability to the nursing program. This includes any college credits earned while in high school.

Once your online application has been submitted, you will receive a confirmation email. Please note, all emails will be sent to your new community college email address. You can look up your new email address in myCommNet or using the NetID Lookup Utility at <http://www.ct.edu/netid>. Please be sure to have an updated mailing address and phone number in Self Service.

Notification regarding admission into the program is done through Self Service. No acceptance letters will be mailed.

Contact ctccnpadmissions@ct.edu if you have questions regarding the CT-CCNP application.

Admission Requirements

- High School graduate or equivalent.
- SAT I Math score of 550 or higher; OR a score of 40 or higher on the College Level Math portion of the Accuplacer; OR Connecticut Community College MAT*136 or 137, or equivalent or higher, with a grade of C or higher, completed prior to application deadline of February 1.
- One year of high school Chemistry with a lab or Connecticut Community College CHE*111 or equivalent with a grade of C or higher, completed within five years prior+ to application deadline of February 1. Students who have taken chemistry previously may be able to earn Credit-by-Exam for CHE* 111. Students should contact Admissions to make arrangement for an evaluation.
- Computer Literacy – A passing score on the computer proficiency test (taken at your college of first choice) or completion of Connecticut Community College CSA*105, CSA* 106 or CSC*101 or equivalent, with a grade of C or higher, completed prior to application deadline of February 1.
- Connecticut Community College ENG*101: English Composition, or equivalent, with a grade of C+ or higher, completed prior to application deadline of February 1.
- Connecticut Community College BIO*211: Anatomy and Physiology I, or equivalent, with a grade of C+ or higher, completed within five years prior+ to application deadline of February 1. Any student who feels that he/she has biology content knowledge equivalent to BIO* 127 or BIO* 121 should contact Admissions to make arrangements for an evaluation to waive the Biology prerequisite for this course.
- Connecticut Community College BIO*212: Anatomy and Physiology II, or equivalent, with a grade of C+ or higher, completed within five years prior+ to application deadline of February 1 or completed during, but no later, than the spring semester of application year.

- 2.7 Nursing GPA - based only on the college courses with grades that meet the nursing admission and nursing program curriculum requirements. The Nursing GPA is a calculation specific to CT-CCNP applicants and may differ from your college GPA.
- TEAS V score. Applicants must have an adjusted individual total score of 53.3% or higher. Only TEAS V scores will be accepted and must be submitted by February 1.

+ “Five years prior” is defined as having completed the course between December 2010 and February 1, 2016 for the 2016-2017 admission cycle.

There may be prerequisite courses 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.

Students should complete the required Accuplacer computerized placement test. The placement test may be waived for students who have prior college English and/or mathematics credits, or for students who have the following SAT I scores: 550 or higher (Math), or 450 or higher (Critical Reading or Writing).

ATI-TEAS Standardized Admission Test for Nursing

The TEAS is a multiple choice test that evaluates essential academic skills: math, science, reading, and English. It is recommended that applicants review biology, chemistry, and math content in preparation for taking the TEAS. The test will take approximately 3 ½ hours to complete. Testing fees are non-refundable. Applicants may not reschedule their test date.

Applicants must obtain **an adjusted individual total score of 53.3% or higher** on the **TEAS V** to be considered for admission. **The CT-CCNP only accepts TEAS V scores—no earlier versions of the TEAS will be accepted.** Test results are valid for three years from the testing date. Applicants may re-take the TEAS as many times as desired. The CT-CCNP will use the applicant's highest TEAS V score when determining eligibility. For testing schedules and registration information, go to www.atitesting.com/ctccteas. The TEAS Study Manual is available through www.atitesting.com.

LPN Advanced Placement

The Connecticut Community Colleges Nursing Program participates in the Connecticut League for Nursing Articulation Model for LPNs. To be eligible for articulation, the LPN must:

- Hold a current Connecticut Licensed Practical Nurse license.
- Satisfy all the CT-CCNP admission requirements.
- Submit a CT-CCNP application and be admitted to the program (please note, the application process does not vary for LPN candidates).
- Once admitted, LPN candidates will be advised as to their placement within the CT-CCNP. For an LPN to be advance placed into the third semester, the following requirements must be met:
- Complete the required general education courses of the first year of the CT-CCNP with a grade of C or higher.
- Successfully complete the Connecticut LPN Transition Bridge Course at Charter Oak State College (COSC 190) and the college based CT-CCNP LPN transition course (NUR* 130).

External Transfer Nursing Applicants

An external nursing transfer applicant is defined as a student who has successfully completed one or more nursing courses within the last 18 months at a program outside of the Connecticut Community College system and wishes to transfer in these courses for advanced placement. Transfer students will be considered for transfer after a written 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 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.

Transfer Credits

Transfer credit evaluations for nursing applicants are done by the **College of first choice**. 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 30 credit hours of non-traditional credit may count towards the nursing degree. Non-traditional credit includes CLEP, DSST, Challenge Exams, LEP, DSST, Challenge Exams, Military Service Schools, and Assessment of Prior

Learning. In accordance with transfer of credit guidelines set forth by the Board of Regents, 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, NY 10113 or another approved site and submitted to the **College of first choice**. Contact the **College of first choice** for additional information.

Miscellaneous Information (For Accepted Nursing Students)

Basic Cardiac Life Support

Students must provide proof of current certification as a **Healthcare Provider/Professional Rescuer** through the **American Heart Association or the American Red Cross** prior to starting the nursing program. 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. Clinical sites could be within an hour radius of the college, and may require a mandatory parking fee.

Criminal Background Checks, Toxicology Screening & Healthcare Professional/Practice/Licensure or Registry Restrictions

Many clinical sites are now requiring that criminal background checks and/or toxicology screening (for drugs and alcohol) be completed for any student who will be attending a clinical rotation at those facilities. Students must follow the instructions for obtaining a background and/or toxicology screening at their college of attendance. Based on the clinical facility policy, students found to have a positive toxicology screen may be excluded from participating in clinical

experiences. Students who have been found guilty of having committed either a felony or misdemeanor may also be prevented from participating in clinical experiences. Students who have professional licensure or registry in another healthcare practice area with current infraction(s) or restrictions on their license/registration may be restricted from participation in a clinical placement. This will be evaluated on an individual basis.

If you cannot participate in a clinical rotations at an assigned facility, you will not be able to complete the objectives of the course and of the program. Specific situations are reviewed by college personnel.

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 for Safe & Competent Nursing Practice

The RN student must be able to apply the knowledge and skills necessary to function in a broad variety of clinical settings. Technical standards reflect reasonable performance expectations of the RN student for the performance of common functions of the registered nurse. These requirements address capabilities in the areas of motor, sensory, communication, behavior and critical thinking abilities. The technical standards can be found at <http://www.ct.edu/academics/nursing>

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 NCLEX-RN examination is established by law and granted by the Connecticut State Board of Examiners for Nursing.

NURSING R.N. Associate in Science Degree 2016-2017

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.

A minimum grade of “C” is required for all co-requisite courses in the nursing plan of study unless a higher grade is required for admission to the program. Co-requisite courses must be satisfactorily completed before or during the semester in which they are scheduled in the curriculum. Students who fail to complete required co-requisite courses may be dismissed from the program.

Course #	Course Title	Cr.
ADMISSIONS REQUIREMENTS		
BIO* 211	Anatomy & Physiology I	4
ENG* 101	Composition	3
PRE-REQUISITE REQUIREMENTS		
BIO*212	Anatomy & Physiology II	4
SEMESTER 1		
NUR* 101	Introduction to Nursing Practice	8
BIO* 235	Microbiology	4
PSY* 111	General Psychology I	3
SEMESTER 2		
NUR* 102	Family Health Nursing	8
NUR* 103	Pharmacology for Families Across the Life Span	1
PSY* 201	Life Span Development	3
SOC* 101	Principles of Sociology	3
SEMESTER 3		
NUR* 201	Nursing Care of Individuals and Families I	9
NUR* 202	Pharmacology for Individuals and Families with Intermediate Health Care Needs	1
ENG* 102	Literature & Composition	3
SEMESTER 4		
NUR* 203	Nursing Care of Individuals and Families II	8
NUR* 204	Pharmacology for Individuals, Families, and Groups with Complex Health Care Needs	1
NUR* 205	Nursing Management & Trends	2
ELECTIVE	Humanities and Fine Arts	3
TOTAL CREDITS		68

Program Outcomes

The graduate will:

1. Integrate the principles of the natural, physical, social, biological and behavioral sciences, and nursing theory to provide holistic care to individuals, families and groups across the wellness-illness continuum.
2. Integrate nursing process and critical thinking skills for decision making in nursing practice.
3. Provide safe and competent care to individuals, families and groups utilizing evidence-based practice, quantitative reasoning and technological proficiency.
4. Integrate effective communication skills through professional interactions with individuals, families, groups and the health care team.
5. Create an environment where therapeutic interventions reflect a respect for human dignity.
6. Collaborate as a member of a multidisciplinary health team.
7. Integrate accountability and responsibility for practice within the legal and ethical standards of the nursing profession.
8. Function in the professional role utilizing current standards of nursing practice.

TEACHING CAREERS TRANSFER PATHWAY

The transfer pathway for teaching careers is an advising program at NCCC that provides direction for students planning to enter specific education programs that lead to teaching certification in the State of Connecticut through cooperative agreements with a variety of colleges and universities. Students may elect to prepare for teacher certification in:

- **Art Education** – Grades K-12 (see following pages)
- **Early Childhood Education** – Birth through Kindergarten or Nursery School through Grade 3 (see following pages)
- **Elementary Education** – Grades K through 6 (see following pages)
- **Secondary Education** – Grades 7 through 12 (see following pages)

All students planning to transfer to an education program must work closely with an advisor. Together the student and the advisor plan the best program of study based upon the student's transfer goal.

Students work with advisors to:

1. **Select a Major** – The Connecticut Department of Education requires that students select a liberal arts major in addition to their education certificate coursework.
2. **Meet Admission Requirements for Specific Schools of Education** – Students do not generally begin to take education courses until their junior year after they have been admitted to an education program.
3. **Prepare to Take the Praxis I Test** – The Connecticut Department of Education requires that students take the Praxis I test or qualify for exemption before admission to a college or university school of education. Students can use the Learning Plus software in the Academic Skills Center for Praxis preparation. Community College students can use this service for free.

Advisors:

Art Education: Janet Nesteruk, jnesteruk@nwcc.edu, 860-738-6384

Early Childhood Education: Michele Better, mbetter@nwcc.edu, 860-738-6305

K-12 Teacher Preparation: Sharon Gusky, sgusky@nwcc.edu, 860-738-6395

ART EDUCATION TRANSFER PATHWAY

Associate in Science Degree – Liberal Arts & Science

2016-2017

This pathway is designed to prepare students for transfer to a baccalaureate degree in art education at a four-year college or university. At the associate degree level students will focus on completing their general education requirements, as well as a selection of foundational courses that are required for teaching certification in the State of Connecticut. A contingent of these courses will be offered in art.

Advisor: Janet Nesteruk, jnesteruk@nwcc.edu, 860-738-6384

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
ART* 101	Art History I	3
ART* 111	Drawing I	3
ART* 121	Two-Dimensional Design	3
ART*	Art Elective	3
SEMESTER 2		
ENG* 102	Literature & Composition	3
ART* 102	Art History II	3
ART* 112	Drawing II	3
PSY* 111	General Psychology I	3
HIS* 201 HIS* 202	US History I OR US History II	3
SEMESTER 3		
MAT*	Mathematics Elective higher than MAT* 137 (MAT* 167 recommended)	3
PSY* 201	Lifespan Development	3
ECN* GEO* POL*	Economics Elective OR Geography Elective OR Political Science Elective	3
ENG*	English Literature Elective (200 level or higher)	3
ELECTIVE	Laboratory Science Elective	4
SEMESTER 4		
ART* 122	Three-Dimensional Design	3
PHL*	Philosophy Elective	3
ART*	Sculpture Elective	3
ART*	Ceramics Elective	3
ELECTIVE	Laboratory Science Elective	4
TOTAL CREDITS		62

^^PORTFOLIO REQUIREMENT for CCSU

All art majors must submit a portfolio of at least 10 works for Consideration by the Art faculty. Students whose portfolios do not meet standards will be required to take supplemental courses. No students will be allowed to proceed beyond a 200-level Art course without a successful portfolio review.

Program Outcomes

The General Education component in all programs of study at NCCC, including the Liberal Arts and Sciences degree programs, encompass the following competency or knowledge-based learning outcomes:

1. Critical thinking skills.
2. Effective verbal, written, oral and visual communication skills.
3. Familiarity with multiple areas of traditional knowledge supporting intellectual excellence and openness.
4. Integrated studies among disciplines.
5. Commitment to social responsibility.
6. Awareness of the world at large.
7. Information literacy.
8. Commitment to lifelong learning.
9. Application of principles of effective design.
10. Demonstration of the ability to use form in a work of art to convey a specific content.
11. Compilation of a portfolio of two and three dimensional artwork.

Students wishing to transfer to CCSU must meet the Art Education Admissions Requirements:

PRIOR to submission of application to the professional program students must:

- Complete at least 45 credits, 15 of which have been earned at CCSU for secondary and all-level programs (the 15 credit CCSU requirement is supposed to be waived for CC students).
- Passing scores for Praxis I (PPST) or official SAT waiver.
- A minimum of 2.70 cumulative GPA at CCSU and a minimum 2.70 cumulative GPA including all undergraduate course-work taken at all institutions (including CCSU).
- Satisfactory completion of or, in some cases, enrollment in prerequisite courses AND additional departmental requirements as outlined below:
 - ART 112, ART 113, ART 120 and PSY 236.
 - Art Department portfolio review^^.
 - A minimum overall GPA of 3.00 in all ART classes

EARLY CHILDHOOD EDUCATION TEACHING CAREERS TRANSFER PATHWAY

Associate in Science Degree – Early Childhood Education 2016-2017

The objective of this pathway is to prepare students for transfer to a baccalaureate degree in Early Childhood Education at a four-year college or university. For certification the State of Connecticut requires students to choose an area of concentration such as: English, History, Mathematics, Psychology, Science or Social Studies. Upon completing this pathway, students can receive an **Associate's Degree in Early Childhood Education**.

Advisor: Michele Better, mbetter@nwcc.edu, 860-738-6305

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
ECE* 101	Intro to Early Childhood Education	3
ECE* 176	Health, Safety & Nutrition	3
PSY* 111	General Psychology I	3
MAT* 137	Intermediate Algebra	3
SEMESTER 2		
ENG* 102	Literature & Composition	3
ECE* 103	Creative Experiences for Children ¹ OR	3
ECE* 106	Music & Movement for Young Children ¹	
ECE* 222	Methods & Techniques in ECE	3
ECE* 231	Early Language & Literacy Development	3
COM* 173	Public Speaking OR	3
BBG* 210	Business Communication	
SEMESTER 3		
ECE* 275	Child, Family & School Relations	3
ECE* 290	Student Teaching I ²	3
ECE* 210	Observation, Participation & Seminar	3
PSY* 204	Child & Adolescent Development	3
ELECTIVE	Natural Science Elective	3(4)
SEMESTER 4		
PSY* 260	Psychology of the Exceptional Child	3
ECE* 109	Science & Math for Children	3
ECE* 291	Student Teaching II ²	3
ELECTIVE	Social Science Elective ³	3
ELECTIVE	Elective ⁴	3
TOTAL CREDITS		60(61)

¹ Offered only in the spring semester

² Consent of the Coordinator and a minimum 2.5 GPA in ECE courses are required to be eligible for student teaching

³ HIS* 201 recommended

⁴ Elective should be chosen with your advisor

Students should be aware that most baccalaureate degree programs which offer certification in early childhood education require a total of 130 or more credits of study including at least one semester of full-time student teaching during your last year at the four-year institution.

Program Outcomes

Upon successful completion of all program requirements (research-based NAEYC national standards), well-prepared early childhood graduates should know and be able to:

1. Promote and foster appropriate ongoing child development and learning.
2. Build family, staff and community collaborate relationships.
3. Observe, document and assess to support young children and their families.
4. Create and implement developmentally and culturally appropriate learning opportunities for young children in a variety of teaching/ learning environments.
5. Become an engaging, reflective, intentionally practicing professional who demonstrates skills for advocacy.

Additional information for students wishing to become CT public school early childhood teachers:

In addition to completing the required courses, students will need to pass the PRAXIS I exam and must have proof of the required documented experience working with children. They will also need to meet the admissions requirements for the School of Education at the transfer institution; these vary from institution to institution.

ELEMENTARY EDUCATION TEACHING CAREERS TRANSFER PATHWAY

Associate in Science Degree – General Studies 2016-2017

The objective of this pathway is to prepare students for transfer to a baccalaureate degree in Elementary Education at a four-year college or university. At the community college level, students will focus on completing their general education requirements and on completing the first two years of study in their chosen major. The State of Connecticut requires students to choose a major in a subject area such as: English, Science, Mathematics, History or Social Studies. Upon completing this pathway, students can receive an **Associate's Degree in General Studies**.

Advisor: Sharon Gusky, sgusky@nwcc.edu, 860-738-6395

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
PSY* 111	General Psychology I	3
EAS* 102	Earth Science	3
MAT* 137	Intermediate Algebra	3
ELECTIVE	Humanities or Arts Elective	3
SEMESTER 2		
ENG* 102	Literature & Composition	3
PSY* 201	Lifespan Development	3
ELECTIVE	Computer Science Elective	3
ELECTIVE	Social Science Elective	3
ELECTIVE	Directed Elective ¹	3
SEMESTER 3		
BIO*	Biology Lab Elective	4
ENG*	English Literature Elective (200 level)	3
HIS* 201 HIS* 202	US History I OR US History II	3
ELECTIVE	Social Science Elective	3
ELECTIVE	Directed Elective ¹	3
SEMESTER 4		
COM* 173	Public Speaking	3
ELECTIVE	Directed Elective ¹	3
ELECTIVE	Directed Elective ¹	3
ELECTIVE	Directed Elective ¹	3
ELECTIVE	Directed Elective ¹	3
TOTAL CREDITS		61

¹ Directed Electives in your subject area should be chosen with your advisor.

Program Outcomes

In addition to meeting the outcomes for the General Studies Degree, students will also demonstrate:

1. An understanding of the developmental stages of childhood, adolescence, and adulthood.
2. An appreciation for history and historiography from the perspective of different cultural groups with attention to race, gender, ethnic and class issues.
3. Content knowledge in an area designated as an elementary education major.
4. Computer skills.

Additional information for students wishing to become CT public school elementary education teachers:

In addition to completing the required courses, students will need to pass the PRAXIS I exam and must have 30 hours of documented experience working with children. They will also need to meet the admissions requirements for the School of Education at the transfer institution; these vary from institution to institution.

Students should be aware that most baccalaureate degree programs which offer certification in elementary education require a total of 130 or more credits of study including at least one semester of full-time student teaching during your last year at the four-year institution.

SECONDARY EDUCATION TEACHING CAREERS TRANSFER PATHWAY

Associate in Science Degree – Liberal Arts & Science 2016-2017

The objective of this pathway is to prepare students for transfer to a baccalaureate degree in Secondary Education at a four-year college or university. At the community college level, students will focus on completing their general education requirements and on completing the first two years of study in their chosen major. The State of Connecticut requires students to choose a major in a subject area such as: English, Science, Mathematics, History, Social Studies or Foreign Languages. Upon completing this pathway, students can receive an **Associate's Degree in Liberal Arts & Science**.

Advisor: Sharon Gusky, sgusky@nwcc.commnet.edu, 860-738-6395

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
MAT*	Mathematics Elective higher than MAT* 137 (MAT* 167 recommended)	3(4)
ECN* GEO* POL*	Economics Elective OR Geography Elective OR Political Science Elective	3
ELECTIVE	Art or Music Elective	3
PHL*	Philosophy Elective	3
SEMESTER 2		
ENG* 102	Literature & Composition	3
COM* 173	Public Speaking	3
PSY* 111	General Psychology I	3
ELECTIVE	Liberal Arts Elective	3
ELECTIVE	Directed Elective ¹	3
SEMESTER 3		
PSY* 201	Lifespan Development	3
ELECTIVE	Social Science Elective ²	3
ELECTIVE	Laboratory Science Elective	4
ELECTIVE	Directed Elective ¹	3
ELECTIVE	Directed Elective ¹	3
SEMESTER 4		
ENG*	English Literature Elective (200 level or higher)	3
HIS* 201 HIS* 202	US History I OR US History II	3
ELECTIVE	Laboratory Science Elective	4
ELECTIVE	Liberal Arts Elective	3
ELECTIVE	Directed Elective ¹	3
TOTAL CREDITS		62(63)

Program Outcomes

In addition to meeting the outcomes for the Liberal Arts and Sciences Degree, students will also demonstrate:

1. An understanding of the developmental stages of childhood, adolescence, and adulthood.
2. An understanding for history and historiography from the perspective of different cultural groups with attention to race, gender, ethnic and class issues.
3. Content knowledge in an area designated as a secondary education major.
4. Computer skills.

Additional information for students wishing to become CT public school secondary education teachers:

In addition to completing the required courses, students will need to pass the PRAXIS I exam and must have 30 hours of documented experience working with children. They will also need to meet the admissions requirements for the School of Education at the transfer institution; these vary from institution to institution.

Students transferring to CCSU will need to complete a second math course or CSA* 105 and CSA* 135.

Students should be aware that most baccalaureate degree programs which offer certification in secondary education require a total of 130 or more credits of study including at least one semester of full-time student teaching during your last year at the four-year institution.

¹ Directed Electives in your subject area should be chosen with your advisor.

² Economics or History recommended.

THERAPEUTIC RECREATION

Associate in Science Degree

2016-2017

Recreational therapists, also referred to as therapeutic recreation specialists, provide treatment services and recreation activities to individuals with disabilities or illnesses. Using a variety of techniques including arts and crafts, animals, sports, games, dance and movement, drums, music, and community outings, therapists treat and maintain the physical, mental and emotional well-being of their clients. Therapists help individuals reduce depression, stress and anxiety; recover basic motor functioning and reasoning abilities; build confidence; and socialize effectively so that they can enjoy greater independence as well as reduce or eliminate the effects of their illness or disability. In addition, therapists help integrate people with disabilities into the community by teaching them how to use community resources and recreational activities.

Advisor: Charles Kelly, ckelly@nwcc.edu, 860-738-6353

Note: A minimum grade of "C" is required in all RLS* courses.

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
PSY* 111	General Psychology I	3
HSE* 101	Introduction to Human Services	3
RLS* 121	Intro. to Therapeutic Recreation Services	3
BIO* 110&L BIO* 127	Principles of the Human Body with Lab OR Cell Biology with Organ Systems (or BIO* 115 if taken prior to Fall 2012)	4
SEMESTER 2		
ENG* 102	Literature and Composition	3
COM* 173	Public Speaking	3
MED* 125	Medical Terminology	3
MAT*	Mathematics Elective	3
ELECTIVE	Elective	3
HPE*	Health & Physical Education Elective	1
SEMESTER 3		
PHL* 112 HSE* 235	Medical Ethics OR Ethical Issues in Human Services	3
RLS* 122	Process & Technique in Therapeutic Recreation	3
ELECTIVE	Directed Elective in Fine Arts	3
ELECTIVE	Social Science Elective	3
HPE*	Health & Physical Education Elective	1
SEMESTER 4		
RLS* 215	Recreation Leadership & Supervision	3
RLS* 219	Field Work in Recreation Leadership	3
RLS* 221	Therapeutic Recreation Programming	3
SOC* 101	Principles of Sociology	3
ELECTIVE	Computer Science Elective	3
TOTAL CREDITS		60

Program Outcomes

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

1. Discuss the history of the recreation movement in the United States and the importance of play to all children and adults.
2. Manage a residential treatment center's therapeutic recreation department effectively and efficiently.
3. Develop programs and activities designed for the abilities of disabled clients.
4. Demonstrate effective problem solving abilities in therapeutic recreation settings.
5. Obtain client information through interview, observation and research.
6. Competently function within an inter-disciplinary healthcare team.
7. Identify a variety of special population groups and understand their special needs.
8. Communicate effectively with clients, their families, co-workers and administrators.
9. Conduct a variety of small and large group recreational activities.
10. Schedule league and tournament activities.
11. Develop recreational activities and programs specifically designed to meet the needs and interests of clients while bringing about a desired change.
12. Communicate effectively both orally and in writing.
13. Deliver effective public presentations regarding recreation in modern society.

THERAPEUTIC RECREATION

Certificate

2016-2017

Graduates of this program are qualified to work as Therapeutic Recreation Directors under Connecticut State Regulations. Employment opportunities in the Therapeutic Recreation field have been growing at a steady pace over recent years. Connecticut State Law requires extended care facilities to employ one full-time Recreational Therapist for each 60 beds in the facility. This, along with the steady growth of facilities of this type in the state, has created many jobs for qualified Recreational Therapists. Students learn valuable competencies through experiential learning opportunities, such as class projects and fieldwork. Many graduates of this program elect to continue on to pursue an Associate Degree. All courses taken in the certificate program apply toward the Associate Degree.

Advisor: Charles Kelly, ckelly@nwcc.edu, 860-738-6353

A minimum grade of "C" is required in all RLS* courses.

Course #	Course Title	Cr.
SEMESTER 1		
HSE* 101	Introduction to Human Services	3
RLS* 121	Introduction to Therapeutic Recreation Services	3
RLS* 122	Process & Technique in Therapeutic Recreation	3
SEMESTER 2		
RLS* 215	Recreational Leadership & Supervision	3
RLS* 219	Field Work in Recreation Leadership	3
RLS* 221	Therapeutic Recreation Programming	3
PSY* 111	General Psychology I OR	3
MED* 125	Medical Terminology OR	
ELECTIVE	Computer Science Elective	
TOTAL CREDITS		21

Program Outcomes

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

1. Discuss the History of the Recreation Movement in the United States and the importance of play to all children and adults.
2. Design and implement recreational programs under the supervision of a qualified Therapeutic Recreation Director in a Residential Treatment Center.
3. Develop programs and activities designed for the abilities of disabled clients.
4. Obtain client information through interview, observation and research.
5. Identify a variety of special population groups and understand their special needs.
6. Conduct a variety of small and large group recreational activities.
7. Schedule league and tournament activities.
8. Develop recreational activities and programs specifically designed to meet the needs and interests of clients while bringing about a desired change.

VETERINARY TECHNOLOGY Associate in Science Degree 2016-2017

The Associate Degree in this AVMA fully-accredited program will prepare students for immediate employment in veterinary offices, biological research facilities, drug and feed manufacturing companies, and in the animal production industry. The objective of this program is to provide the classroom, laboratory, and field experience that will prepare students to be job entry-level competent. After completing the Associate Degree program, eligible students may transfer seamlessly to the College of Agriculture and Natural Resources at the University of Connecticut to major in either Animal Science or Pathobiology. The NCCC Veterinary Technology Program promotes graduate success through a combination of challenging studies, extensive on-site hands-on learning opportunities, affiliations with off-site veterinary clinics, and continued emphasis on the need for lifelong learning.

Certification of Veterinary Technicians in the State of Connecticut is voluntary. Individuals wishing to become certified must be graduates of an accredited Veterinary Technology Program and pass the Veterinary Technician National Examination.

Advisor: Katherine Smith, ksmith1@nwcc.edu, 860-738-6490

Program Admission Prerequisites:

BIO* 121 – General Biology (or BIO* 115 if taken prior to Fall 2012) with a grade of “C” or higher

CHE* 111 – Concepts of Chemistry with a grade of “C” or higher

(Above courses must be college level courses and taken within 5 years prior to entering the program)

CSA* 105 – Introduction to Software Applications with a grade of “C” or higher

MAT* 137 – Intermediate Algebra or equivalent with a grade of “C” or higher

Other Requirements:

- Interview with full-time veterinary technology program faculty member
- For any VET* course numbered 150 or higher (excluding VET* 201 and VET* 202), a health physical and rabies vaccination certificate are required.
- Students must be capable of lifting a minimum of 50 lbs. and must be in overall good health.
- It is strongly recommended that applicants experience 20 hours or more at a veterinary practice.



VETERINARY TECHNOLOGY

Associate in Science Degree

2016-2017

Note: A minimum grade of "C" (2.00) is required in all VET* designated courses. Additionally, all VET* and BIO* designated courses must be completed within 5 years of graduation.

This is the suggested course sequence for full-time students who aim to graduate in two years.

Course #	Course Title	Cr.
SEMESTER 1		
ENG* 101	Composition	3
MED* 125	Medical Terminology	3
VET* 100	Introduction to Animal Care	2
VET* 101	Introduction to Veterinary Technology	3
VET* 201	Veterinary Anatomy & Physiology I	4
SEMESTER 2		
VET* 102	Vet Office Management & Communication	3
VET* 151	Small Animal Veterinary Technology	4
VET* 152	Large Animal Veterinary Technology	4
VET* 202	Veterinary Anatomy & Physiology II	4
VET* 250	Principles of Pharmacology – Vet Tech	3
SUMMER/INTERSESSION		
PSY* 111	General Psychology I	3
VET* 280	Veterinary Technology Externship I	1
SEMESTER 3		
VET* 205	Veterinary Lab Procedures	3
VET* 212	Principles of Imaging	1
VET* 230	Veterinary Anesthesia & Surgical Nursing (Lab and Lecture)	4
VET* 240	Periodontology & Oral Radiology	2
MAT*	Mathematics Elective	3
SEMESTER 4		
BIO* 235	Microbiology	4
VET* 220	Animal Pathology	3
VET* 238	Parasitology	3
VET* 281	Veterinary Technology Externship II	2
ELECTIVE	Social Science Elective	3
ELECTIVE	Humanities or Arts Elective	3
TOTAL CREDITS		68

Program Outcomes

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

1. Demonstrate a solid understanding of the wide variety of knowledge needed within the career, including anatomy and physiology, laboratory procedures, medical and surgical nursing skills, and clinical pathology.
2. Demonstrate the entry-level skills and the knowledge applicable for a wide variety of careers, including employment at veterinary clinics, zoos, wildlife rehabilitation centers, research facilities, pharmaceutical sales, as well as drug and feed manufacturing companies.
3. Sit for the Veterinary Technician National Examination.
4. Demonstrate analytical problem-solving and decision-making skills applicable to the role of the veterinary technician in the field of animal healthcare.

COURSES

ONLINE EDUCATION / DISTANCE LEARNING

NCCC offers a wide variety of distance learning, both fully online and hybrid (a blend of online and face-to-face instruction) courses, for motivated individuals looking for some flexibility in obtaining their educational goals. Online courses do not meet on specific days or times; they generally operate on weekly assignments with specific due dates.

Distance Learning courses have the same educational objectives and demand the same commitment of time and effort as their on-campus versions. Distance Learning courses are offered primarily through the Blackboard learning management system and will include media-rich learning objects such as video, audio and digital print. Computer literacy, high speed access to the internet, the ability to produce word processed documents and view electronic presentations are required, as well as specific technical settings on the computer being used.

For instructions and information about online education, and the equipment needed, prospective students may turn to NCCC's distance learning web page at <http://www.nwcc.edu/distancelearning/>.

ONLINE COURSES

Online courses take place fully online and do not meet on specific days or times; they generally operate on weekly assignments and due dates.

HYBRID COURSES

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

SUPPLEMENTED / WEB-ENHANCED COURSES

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

ONLINE WITH CAMPUS REQUIREMENT (OLCR) COURSES

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

COURSE DESCRIPTIONS

The courses described are approved offerings of the College.

If the course description lists the consent of the instructor as a requirement, it should be obtained prior to registration.

The College reserves the right to withdraw courses and programs in which there is insufficient enrollment.

Students are urged to register as early as possible in order to have their enrollments counted when the decision to continue or withdraw a course offering is made, and also to ensure that they are enrolled in the sections of their choice.

Students interested in pursuing independent study in a particular subject area should consult the Dean of Academic & Student Affairs to determine the availability and requirements of such study.

ACADEMIC SKILLS DEVELOPMENT

ASD 010 STUDENT SUCCESS SEMINAR I

3 semester hours

Enhances the Deaf and Hard of Hearing student's successful transition from high school or the workplace to college. A wide variety of experiences focusing on self-assessment of learning style and academic goals, study skills, and independent living skills, helps the student develop knowledge and competency in a number of areas which are crucial to success in college. Does not fulfill any degree requirements. Corequisites: ASD 012 AND ASD 086.

ASD 012 SELECTED TOPICS FOR DEAF AND HARD OF HEARING STUDENTS I

3 semester hours

Develops knowledge key to a successful college experience for Deaf and Hard of Hearing students. Topics may include interpersonal relationships, linguistics of American Sign Language, career exploration, discussion and analysis of current events, and management of personal finances. Does not fulfill any degree requirements.

ASD 013 SELECTED TOPICS FOR DEAF AND HARD OF HEARING STUDENTS II

3 semester hours

Develops knowledge key to a successful college experience for Deaf and Hard of Hearing students. Topics may include but not be limited to job search techniques, discussion and analysis of current events, creative thinking and problem solving, using interpreters in academic and community settings, and psycho-social aspects of drug abuse. Does not fulfill any degree requirements.

ASD 084 PRE-ALGEBRA SKILLS

3 semester hours

Computational, problem solving, and analytical reasoning skills with an emphasis on step by step procedure. Topics covered: whole numbers, fractions, decimals, ratio and proportion, percent, measurement, calculator use, negative numbers, and an introduction to algebra. Does not fulfill any degree credit requirements.

ASD 086 ELEMENTARY READING AND GRAMMAR REMEDIATION

6 semester hours

An intensive course designed to improve competencies in English grammar and reading comprehension. In grammar, emphasis is placed on simple sentence structure. Students are introduced to: action, linking and helping verbs; the proper use of verbs in the simple and continuous present; the 8 major parts of speech; subject-verb agreement; consistent use of verb tense; and basic composition. In reading, emphasis is placed on vocabulary building, recognition of basic literary elements, and inference. Includes 2 hours/week lab in addition to class time. Open only to students who are Deaf or hard of hearing. Instruction employs TESOL techniques in an approach that integrates reading and writing. Does not fulfill any degree credit requirements.

ASD 087 INTERMEDIATE READING AND WRITING REMEDIATION

6 semester hours

An intensive course in English writing and reading including a continued in-depth development of competencies introduced in Elementary Reading and Writing Remediation. In writing, students are introduced to or continue to develop competencies in: simple, continuous and perfect tenses (past, present and future); advanced parts of speech; simple, compound and complex sentence structures; punctuation; avoiding fragments, run-ons, comma splices and misplaced modifiers; parallelism; and writing expanded, unified compositions. In reading, emphasis is placed on building skills in vocabulary recall, identifying literary elements, locating main ideas, primary supporting points and supporting details, and inference. Includes 2 hours/week lab in addition to class time. Open only to students who are Deaf or hard of hearing. Instruction employs TESOL techniques in an approach that integrates reading and writing. Does not fulfill degree credit requirements. Pre-requisites: ASD 086 OR consent of the instructor.

ASD 092 ELEMENTARY WRITING AND READING SKILLS DEVELOPMENT

6 semester hours

A developmental course exclusively for Deaf and hard of hearing students focusing on improving reading comprehension skills, building a strong vocabulary, improving grammatical and mechanical writing skills, and writing unified, cohesive, clearly-expressed paragraphs. Instruction will employ TESOL techniques in an approach that integrates reading and writing. Does not fulfill any degree credit requirements.

ASD 093 INTERMEDIATE WRITING AND READING SKILLS DEVELOPMENT

6 semester hours

A developmental course exclusively for Deaf and hard of hearing students focusing on developing specific comprehension skills for academic content areas through more advanced reading selections, building a strong college-level vocabulary, strengthening grammatical and mechanical writing skills, and writing basic level, unified, cohesive, well-supported essays. Instruction will employ TESOL techniques in an approach that integrates reading and writing. Does not fulfill any degree requirements.

ACCOUNTING

ACC* 113 PRINCIPLES OF FINANCIAL ACCOUNTING

3 semester hours

Principles of Financial Accounting provides an introduction to the concepts and uses of financial accounting information in a business environment and its role in the economic decision-making process. Accounting is referred to as the language of business. In 1494 Luca Pacioli published the double-entry bookkeeping treatise which remains the foundation of accounting today. Pacioli is considered the father of accounting. "And yet five hundred years later his bookkeeping treatise remains the foundation of modern accounting and its system is still in use throughout the world. This is extraordinary" (Gleeson-White, 2012, p 30). The primary areas of study in this course include the theory of debits and credits, special journals, the accounting cycle, notes and interest, receivables and payables, accruals and deferrals, measurement and valuation of assets and liabilities, the determination of net income (profit) and the preparation and analysis of basic financial statements.

Broad accounting topic areas to be covered include:

- Accounting as an information system.
- Measuring and reporting the operating cycle
- Measuring and reporting long-term assets and long-term liabilities
- Expanded presentation and analysis of accounting information

Prerequisite: MAT* 094 with a "C" or better AND eligibility for ENG* 101.

ACC* 117 PRINCIPLES OF MANAGERIAL ACCOUNTING

3 semester hours

Today's business environment is very dynamic and is in the midst of major structural changes. This course will examine the impact of these structural changes on the managerial accounting function.

This course will be a combination of cost determination and management analysis. It will focus on traditional and contemporary modalities needed to support management's planning and expense control decisions. Topics include cost accounting systems, work flow processes and flow charting, control chart analysis, cost behavior relationships, forecasting, budgeting, variance analysis, capital expenditure decisions, analysis of financial statements, activity based and Balance Scorecard Accounting. Prerequisite: ACC* 113 with a "C" or better.

ACC* 271 INTERMEDIATE ACCOUNTING I

3 semester hours

Advanced study of financial statements and the accounting processes. For students desiring to make accounting a profession. Topics include preparation of financial statements, inventory problems, investments, the rulings and opinions of the Accounting Principles Board and Financial Accounting Standards Board. Prerequisite: ACC* 113 with a "C" or better. MAT* 137 is HIGHLY recommended.

ACC* 272 INTERMEDIATE ACCOUNTING II

3 semester hours

Students will account for fixed assets, depreciation methods, corporate formation, changes in capital and earnings distribution. Special attention is given to financial statement analysis, the statement of changes in financial position, and readings of the rulings and opinions of the Accounting Principles Board and the Financial Accounting Standards Board. Prerequisite: ACC* 113 with a "C" or better. MAT* 137 is HIGHLY recommended.

AMERICAN SIGN LANGUAGE

ASL* 100 SIGN VOCABULARY (non-major)

3 semester hours

This course focuses on sign language vocabulary and fingerspelling, and is open to any student who is interested in developing basic sign communication skills. This class is a general elective.

ASL* 101 AMERICAN SIGN LANGUAGE I

3 semester hours

In this first course of study of the American Sign Language (the language used by the Deaf Community in the United States) students learn the fundamentals of the basic structure of ASL grammar, vocabulary, fingerspelling/numbers, visual-gestural communication, and information related to Deaf Culture.

ASL* 102 AMERICAN SIGN LANGUAGE II

3 semester hours

Building on ASL I, students learn more fundamentals of the basic structure of ASL grammar, vocabulary, fingerspelling/numbers, visual-gestural communication and information related to Deaf Culture. Prerequisite: ASL* 101 with a "C" or better OR consent of instructor.

ASL* 201 AMERICAN SIGN LANGUAGE III

3 semester hours

Building on ASL II, this course covers in depth the structure of ASL grammar, fingerspelling/numbers, and visual-gestural communication. Students also develop expressive and receptive skills in storytelling and dialogue. Corequisite: DSC* 114 Prerequisites: ASL* 102 with a "C" or better.

ASL* 202 AMERICAN SIGN LANGUAGE IV

3 semester hours

Building on ASL III, students learn the structure of ASL, fingerspelling/numbers, and visual-gestural communication. Prerequisites: ASL* 201, DSC* 110, AND DSC* 114 , all with a "C" or better.

ASL* 205 LINGUISTICS OF AMERICAN SIGN LANGUAGE

3 semester hours

Surveys theory, methods and findings of linguistic research and how it relates to ASL. Other subjects: the relation between sound and meaning in human language; social variation in language; language change over time; universals of language; and the mental representation of linguistic knowledge. Corequisite: ASL* 201 AND INT* 103. Prerequisites: ASL* 101, ASL* 102, AND ENG* 101 OR ENG* 101W all with a "C" or better.

ASL* 206 ADVANCED ASL FOR INTERPRETERS

4 semester hours

Semantics impact sign/word choice and syntactic structures when interpreting between English and ASL. In order to accurately convey the message, interpreters must understand semantic influences on both the target and source languages. This course will provide expanded understanding and utilization of American Sign Language (ASL) by analyzing semantic accuracy and discourse strategies. Students will employ linguistic theory and practice of major linguistic principles in English and ASL. This course will integrate expressive and receptive skills in ASL with an emphasis on grammar, linguistic structures, and discourse styles necessary to accurately interpret between English and ASL. The student will learn how to correctly incorporate appropriate non-manual skills, phonology, and morphology using the key components of syntax and semantics. Corequisite: ASL* 202. Prerequisites: INT* 103, ASL* 205, AND ASL* 201, all with a "C" or better.

ANTHROPOLOGY

ANT* 101 INTRODUCTION TO ANTHROPOLOGY

3 semester hours

Introduces students to the principles, concepts, and methodology of anthropology. Also emphasizes human evolution, culture and its role in human experience, as well as an understanding of the nature of man in different societies. Prerequisite: Eligibility for ENG* 101.

ART & ART HISTORY

ART* 100 ART APPRECIATION

3 semester hours (3 class/studio hours)

Introduction to the formal and expressive aspects of two- and three-dimensional art through intellectual and experiential exploration of basic principles and elements of visual art. An overview of the principal periods of art history and primary art historical issues will be included in the coursework. Previous art training not necessary. Prerequisite: Eligibility for ENG* 096.

ART* 101 ART HISTORY I

3 semester hours (3 class hours)

An extensive study of art and architecture derived from all principal art historical periods in the west: Stone Age, Egyptian, Mesopotamian, Aegean, Greek, Roman. The Medieval era will include Early Christian, Byzantine, Romanesque, and Gothic. The art and architecture of each succeeding era will be explored contextually and analyzed according to form, content, and continuity. Prerequisite: Eligibility for ENG* 101.

ART* 102 ART HISTORY II

3 semester hours (3 class hours)

An extensive study of art and architecture derived from the three principal art historical periods of the west beginning with 13th century Italy, through the Renaissance and Baroque periods to the Modern World. The art and architecture of each succeeding era will be explored contextually and analyzed according to form, content, and continuity. Prerequisite: Eligibility for ENG* 101.

ART* 111 DRAWING I

3 semester hours (6 studio hours)

Introduction to drawing concepts, principles, processes and materials. Topics include gesture, line quality, perspective, value, space, volume and composition. No previous art experience necessary.

ART* 112 DRAWING II

3 semester hours (6 studio hours)

Continued exploration of drawing concepts, principles and processes presented in Drawing I. Contemporary concepts of space, abstraction and color media are introduced. Prerequisite: ART* 111 with a "C" or better.

ART* 113 FIGURE DRAWING I

3 semester hours (6 studio hours)

Introduction to drawing the human form, emphasizing both traditional techniques and a contemporary approach to the representation of the figure. Includes the nude figure, portraiture, and the figure in a still life environment. Prerequisite: ART* 111 with a "C" or better.

ART* 121 TWO-DIMENSIONAL DESIGN

3 semester hours (6 studio hours)

Studio problems explore basic two-dimensional art elements: line, shape, value, color, and space, and principle of design, balance, harmony, contrast, and unity. No previous art experience necessary.

ART* 122 THREE-DIMENSIONAL DESIGN

3 semester hours (6 studio hours)

Studio problems explore basic three-dimensional art elements: line, plane, mass, volume, space, size, color, light, surface and context. Development of personal content using a variety of three-dimensional tools, materials and processes. No previous art experience necessary.

ART* 131 SCULPTURE I

3 semester hours (6 studio hours)

An introductory course in sculpture. Instruction in additive and subtractive sculptural methods. Studio activity will include modeling in low fire clay, plaster casting and stone carving. No previous art experience necessary.

ART* 133 POTTERY FOR NON-MAJORS

3 semester hours (3 studio hours)

An introductory course in pottery. Students will gain an appreciation for pottery and create several hand-built and wheel-thrown works. A variety of surface treatments and glaze applications are explored. No previous art experience necessary.

ART* 141 PHOTOGRAPHY I

3 semester hours (2 class hours/2 laboratory hours)

Development of skills in practical application to basic photographic principles. Topics include light and its effect on film, cameras and lens systems, operation of the darkroom, print finishing, and creative aspects of photography. Students must have an operable 35mm film camera with manual adjustments for shutter speed and aperture. No previous art experience necessary.

ART* 142 PHOTOGRAPHY II

3 semester hours (2 class hours/2 laboratory hours)

Development of practice and theory in a variety of photographic techniques sequential to those introduced in Photography I. Topics include film and print manipulation, infrared film, print presentation, and the analysis of photography as an art form. Prerequisites: ART* 141 with a "C" or better.

ART* 151 PAINTING I

3 semester hours (6 studio hours)

Introduction to the principles, processes and materials of oil painting. Topics include paint identification and application, use of color, basic spatial relationships, and composition. No previous art experience necessary.

ART* 152 PAINTING II

3 semester hours (6 studio hours)

An intermediate course in painting. Topics include spatial relationships, composition, abstraction, and self-expression. Prerequisite: ART* 151 with a "C" or better.

ART* 161 CERAMICS I

3 semester hours (6 studio hours)

An introductory course with an emphasis on handbuilding and an introduction to basic throwing. In handbuilding the focus will be on pinch, coil, and slab methods. In throwing, cylindrical forms will be explored. Instruction in glaze application and kiln loading. No previous art experience necessary.

ART* 163 CERAMIC HANDBUILDING

3 semester hours (6 studio hours)

Introduction to the basic forming methods of ceramics - pinching, coiling, slab building and modeling - and the fundamental processes of surface decoration. Emphasis on the cultivation of the student's aesthetic ideas as well as on the development of good craftsmanship. No previous art experience necessary.

ART* 164 CERAMIC THROWING

3 semester hours (6 studio hours)

An introduction to throwing on the potter's wheel as a means of making ceramic forms. Functional and sculptural forms will be explored. Instruction in glaze application and the kiln loading. No previous art experience necessary.

ART* 176 DIGITAL VIDEO ART I

3 semester hours (6 studio hours)

An introductory course investigating 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. No previous art experience necessary. Computer literacy is essential to be successful in this course.

ART* 187 MUSEUM TREASURES

1 semester hour

A study of one or more of the permanent collections or special collections and special exhibitions of the great museums along New York City's "Museum Mile," The Fenway in Boston, or other locations.

ART* 249 PHOTOGRAPHY INDEPENDENT STUDY

3 semester hours (6 studio/laboratory hours)

This course provides the student an opportunity to apply photographic skills in the development and execution of an independent and creative photography portfolio by using traditional darkroom techniques or by using digital techniques. Topics include portfolio proposals, identifying a creative style, advanced printing techniques, and skills in preparing advanced portfolios and exhibits. Prerequisite: ART* 270 with a "C" or better AND consent of the instructor.

ART* 270 DIGITAL IMAGING

3 semester hours (6 studio hours)

The basis of Digital Imaging is the modification of photographic images through the use of computer technology. Students will learn a broad range of digital darkroom skills and engage with a variety of creative issues. Students will explore the use of digital images for print and screen based presentation. One of the core concepts is that computer technology is no less an art medium than traditional photography, oil paint or a sculptor's chisel. Just as with these traditional artistic mediums, once an artist has gained facility with digital technology, that artist's creative capacities and opportunities have been greatly expanded. Prerequisite: ART* 141 AND ART* 142 with a "C" or better AND consent of instructor.

ART* 276 INTRODUCTION TO 3D ANIMATION

3 semester hours (6 studio hours)

Students will explore the fundamental principles of three-dimensional computer animation, including: pre-visualization, modeling techniques, movement, motion principles, lighting styles in screen space, and concept development.

ART* 285 MOTION GRAPHICS

3 Credit Hours (6 studio hours)

This course is a continuation of Digital Video Art I. Motion graphics are graphics that use video and/or animation technology to create the illusion of motion. The course introduces fundamental concepts for motion graphics, including graphics and promos for television networks and film titles and logos for advertising. The focus is on design presentation and development, screen composition, graphic transitions and content. Students will learn to capture footage, alter it via computer software, and create works of motion graphics. Storyboarding, cinematography, lighting, and editing will be further investigated as well as the industry applications of motion graphic productions. The history and relationship of these productions to fine art will also be addressed. Prerequisite: ART* 176 with a "C" or better OR consent of instructor.

ART* 296 ADVANCED STUDIO

3 semester hours (6 studio hours)

An advanced course in studio art where students develop a body of work for portfolio or exhibition. Studio problems address the relationship of form to personal content as well as contemporary issues in art. Students research ideas, execute visual journals and create original works using selected media. Prerequisite/Corequisite: ART* ART* 111, ART* 112, AND ART* 151 all with a "C" or better, OR consent of instructor.

ART* INDEPENDENT STUDIO STUDY

1, 2 or 3 semester hours

119	Drawing
159	Painting
219	Figure Drawing
229	Design
239	Sculpture
249	Photography
259	Water Color
269	Pottery
233	Graphic Design

An opportunity to apply studio skills through the development and execution of independent creative art in various studio disciplines. Student's written objectives, procedures, and credit hours must be approved by the supervising faculty. A student may repeat the course but total credits earned may not exceed six. Prerequisites: Successful completion of appropriate courses (such as ART* 122, 141, 152, 164, 211, and GRA* 254), with a "C" or better, AND consent of instructor.

ASTRONOMY

AST* 111 INTRODUCTION TO ASTRONOMY

4 semester hours (3 class hours/2 laboratory hours)

Offered: Spring Semester

For non-science AND science majors. An introduction to the basic concepts of classical and modern astronomy and its application utilizing hands-on experiences. Topics include the principles of celestial coordinate systems; telescope design and use; fundamental physical laws and their applications; the evolution of stars, galaxies, and the universe; modern cosmology; and astrobiology. Students develop a working knowledge of the night sky through hands-on experiences with direct observations, computer simulations and applied use of a telescope in the required lab. Use of computers is an integral part of this course. Prerequisites: Eligibility for MAT* 137X AND ENG* 101.

BIOLOGY

BIO* 110 PRINCIPLES OF THE HUMAN BODY

3 semester hours

Offered: Fall and Spring Semesters

For non-science majors. This course is designed as an introduction to the basic biological principles that support human life. The cellular nature of life is the basis of the course and the organization and function of organs and organ systems are emphasized. In addition to the textbook, students use a variety of resources from traditional print to electronic media to acquire and evaluate relevant scientific content. Selected body systems and disease states are also discussed. The use of computers and Blackboard are integral aspects of this course. This course cannot be used as the prerequisite for BIO* 211, BIO* 235, OR VET* 201. Prerequisite: Eligibility for ENG* 101.

BIO* 110L PRINCIPLES OF THE HUMAN BODY LABORATORY

1 semester hour (2 laboratory hours)

Laboratory to accompany BIO* 110 Principles of the Human Body lecture. Laboratory activities supplement BIO* 110 lecture content. The structure and function of animal cells and human body systems will be explored. Corequisite/Prerequisite: BIO* 110 Lecture.

BIO* 121 GENERAL BIOLOGY I

4 semester hours (3 class hours/3 laboratory hours)

Offered: Fall, Spring, and Summer Semesters

For science majors. This lab science course focuses on aspects of plant, animal and bacterial cell biology. Cellular biochemistry, including cellular respiration and photosynthesis, reproduction, genetics and evolution will be covered. The use of computers and BlackBoard are integral aspects of the course. Prerequisite: Eligibility for ENG* 101. COL* 099 or COL* 100 with a "C" or better or equivalent is HIGHLY recommended

BIO* 122 GENERAL BIOLOGY II

4 semester hours (3 class hours/3 laboratory hours)

Offered: Spring Semester, Even Numbered Years

For non-science AND science majors. This lab science course focuses on the biology of organisms including plant and animal structure and function, nutrition, life cycles, and ecological relationships; and the origin and evolution of life. The use of computers and BlackBoard are integral aspects of the course. Prerequisite: Eligibility for ENG* 101. COL* 099 or COL* 100 with a "C" or better or equivalent is HIGHLY recommended.

BIO* 127 CELL BIOLOGY WITH ORGAN SYSTEMS

4 semester hours (3 class hours/2 laboratory hours)

Offered: Fall and Spring Semesters

For science majors. This one semester laboratory science course covers principles of animal cell biology, including biological chemistry, cell structure and function, human genetics, cell division, cellular respiration, and protein synthesis. These concepts are applied to a study of the structure and function of the major organ systems of the human body. The use of computers and BlackBoard are integral aspects of the course. The course can be used as a prerequisite for BIO* 211 or 235. Prerequisite: Eligibility for ENG* 101. COL* 099 or COL* 100 with a "C" or better or equivalent is HIGHLY recommended.

BIO* 155 GENERAL BOTANY

4 semester hours (3 class hours/3 laboratory hours)

Offered: Spring Semester, Odd Numbered Years

For non-science AND science majors. This lab science course focuses on an introduction to the study of the structure, reproduction, and physiology of plants. The evolutionary development of the plant kingdom will be stressed, as will their ecological and economical significance. Laboratory classes will include offsite fieldwork and field trips to provide hands-on experience in identification of plant species and the role of plants in nature. Projects in lab will emphasize the importance of plants in human society. The use of computers and Blackboard are integral aspects of the course. Prerequisite: Eligibility for ENG* 101.

BIO* 170 PRINCIPLES OF ECOLOGY

3 semester hours (3 class hours)

Principles of ecology and application to conservation and environmental problems. Off-site outdoor field trips required. The use of computers and Blackboard are integral aspects of this course. Prerequisite: Eligibility for ENG* 101.

BIO* 178 GENERAL ECOLOGY

4 semester hours (3 class hours/3 laboratory hours)

Offered: Fall Semester

For non-science AND science majors. An introduction to the basic principles of ecology including the constant change of the Earth and ecological communities over geologic time; concepts of adaptation, natural selection, evolution, species and speciation; and interactions of living organisms with each other and the physical environment. In addition, applications of these principles to conservation and environmental problems are emphasized. Field trips to outdoor laboratory sites are required. Laboratory topics that may be covered include: population growth, competition, species interactions, habitat description, animal behavior, and community analysis. Portions of the laboratory exercises will focus on environmental issues and the measurement of environmental data. The use of computers and Blackboard are integral aspects of this course. Prerequisite: Eligibility for ENG* 101.

BIO* 211 ANATOMY & PHYSIOLOGY I

4 semester hours (3 class hours/3 laboratory hours)

Offered: Fall Semester

This course is the first semester of a two semester sequence that provides a comprehensive study of the structure and function of the human body. Anatomy and Physiology I covers terminology, tissues, integumentary, skeletal, muscular, and nervous systems and their relationships to other systems. The physiology of movement is emphasized. Selected pathology examples are examined. Students study the relationship between structure and function using interactive physiology software, diagnostic imaging, dissection, and histology slides. The use of computers and Blackboard are integral aspects of this course. Corequisite: CHE* 111 or CHE* 121. Prerequisites: BIO* 121 or BIO* 127 AND ENG* 101 or ENG* 101W, both with a "C" or better.

BIO* 212 ANATOMY & PHYSIOLOGY II

4 semester hours (3 class hours/3 laboratory hours)

Offered: Spring Semester

A study of the structure and function of the human body. Includes a detailed analysis of the nervous, endocrine, digestive, respiratory, circulatory, lymphatic, urinary and reproductive systems. Pathology and disease applications are covered. Students examine the relationship between structure and function using interactive anatomy software, laboratory dissection, interactive physiology software, and histology slides. The use of computers and Blackboard are integral aspects of this course. Prerequisite: BIO* 211 with a "C" or better.

BIO* 235 MICROBIOLOGY

4 semester hours (3 class hours/3 laboratory hours)

Offered: Fall and Spring Semesters

Elements of microbiology including the structure, classification, and physiology of bacteria and viruses. Infection, immunity, and the destruction of microorganisms are emphasized. Laboratory includes sterile techniques, microchemical analysis, and identification of unknowns. Recommended for Allied Health and Biology majors. The use of computers and BlackBoard are integral aspects of the course. Prerequisite: BIO* 121 or BIO* 127 AND CHE* 111 or CHE* 121 AND ENG* 101 or ENG* 101W, all with a "C" or better

BIO* 270 ECOLOGY

4 semester hours (3 class hours/3 laboratory hours)

Offered: Fall Semester

For science majors.

An appreciation for ecological principles is developed through lecture and laboratory exercises. Energy flow and biogeochemical cycling are discussed, and population and community dynamics are explored in the field and in the lecture. Other topics include the ecosystems and the physical constraints on life, biodiversity, genetics and genetic drift, speciation, community energetics, conservation biology, and local/global ecological issues. Emphasis is on reading primary literature, problem-solving, and exposure to ecological research techniques. Field trips to outdoor laboratory sites are required. Using common ecological methods, laboratory exercises will be conducted in the field that accompany the topics covered in lecture. Applied statistics will be utilized by students to analyze the class data. Topics that may be covered will include: physical constraints, population dynamics, competition, species interactions, habitat classification, community structure analysis, animal behavior, and conservation biology. The use of computers and BlackBoard are integral aspects of the course. Prerequisite: ENG* 101 or ENG* 101W AND MAT* 167 AND BIO* 121, all with a "C" or better.

BUSINESS AND MANAGEMENT ADMINISTRATION

BBG* 101 INTRODUCTION TO BUSINESS

3 semester hours

Includes a broad range of topics that relate to the contemporary business practices. Business trends: cultivating a business in a diverse global environment. Business ownership. Strategic management: the strategic consequences of competing on the edge. Financial structure: the methods used to measure the effectiveness of objectives and strategies. Management of human capital: obtaining, retraining and motivating people to produce quality goods and services. Marketing: creating and keeping customers. Process Improvement: achieving better results through improving system processes. Prerequisite: Eligibility for ENG* 101.

BBG* 210 BUSINESS COMMUNICATION

3 semester hours

Communication skills are critical to effective job placement, performance, career advancement, and organizational success. This course focuses on the development of skills in effective communication for personal, business, and professional use. It includes oral and written communication, nonverbal communication, listening skills, team development, oral presentations, job search skills, resume and cover letter preparation, and interviewing techniques. Prerequisite: ENG* 101 or ENG* 101W with a "C" or better.

BBG* 231 BUSINESS LAW I

3 semester hours

A study of the legal rights, duties and responsibilities of owning a business. This course examines the components of common law, the legal system, contracts and torts. The course also covers areas of the Uniform Commercial Code, sales of goods, warranties, product liabilities and corporate crime. Prerequisite: ENG* 101 or ENG* 101W with a "C" or better.

BBG* 232 BUSINESS LAW II

3 semester hours

This course is a study of the legal principles related to the law of agency proprietorships, partnerships, and corporations including sub-chapter S and limited liability corporations, and other business forms. This course will also cover negotiable instruments, bank deposits and collections, secured transactions, debtor-creditor relationships and bankruptcy law. Prerequisite: BBG* 231 with a "C" or better or consent of instructor.

BBG* 294 BUSINESS INTERNSHIP

3 semester hours

This is a work experience course for outstanding business students who want a challenging opportunity to apply their knowledge and learn from experience in a business or community organization. Students are evaluated in an intern position obtained by the student and agreed upon by the supervisor of the cooperating worksite. Business interns are required to work a minimum of 120 hours during the semester and meet with the instructor on a regular basis. Students must complete and submit an application to the course instructor for review prior to enrolling in the class. Prerequisite: ENG* 101 or ENG* 101W, successful completion of 15 credit hours of study in business courses (with a "C" or better in all classes), AND consent of instructor.

BFN* 201 PRINCIPLES OF FINANCE

3 semester hours

This course builds the baseline business finance skills needed to make sound quantitative/systematic business decisions. Topics include the concepts of financial analysis or the ability to not only manipulate financial data, but also to interpret the numbers so meaningful conclusions can be drawn; the time value of money; risk and return measures; firm valuation methods; corporate restructuring and capital structure.

Additionally, at some time during their growth and maturation, virtually every business will find itself in a financial crisis where insolvency is imminent and the business' continued existence as a going concern is in doubt. Students will be exposed to the theory and practice of corporate financial distress (including bankruptcy) and will learn how to evaluate the level of adversity of a distressed business.

Prerequisites: This is an upper level advanced course. Therefore, financial literacy is necessary. Prerequisite: ACC* 113 AND BMG* 202, both with a "C" or better, or consent of instructor. MAT* 167 is highly recommended.

BMG* 202 PRINCIPLES OF MANAGEMENT

3 semester hours

Principles of Management is a course that covers in depth the theory and practice of management as a discipline and process. The Vision to Value Creation Model will be the primary tool employed to introduce the four major management principles – Planning (Strategic Value), Organizing (Organizational Design & Structure Value), Leading (21st century leadership value), and Controlling (Learning Value). Major topic areas include: The evolution, development and scope of management, Growth performance measures and basic design school model strategic planning process, Managing the corporate vision and mission in a continuously dynamic business landscape, 21st century leadership characteristics, and the challenge of leadership to create value through organizational alignment.

Emphasis will be given to the importance of managing in a global environment and in understanding the ethical implications of managerial decisions. Prerequisites: Eligibility for ENG* 101W or ENG* 101 AND MAT* 137X.

BMG* 210 ORGANIZATIONAL BEHAVIOR

3 semester hours

Behavior is related to past events, thoughts, dreams, comments, and actions, and is weaved into values, beliefs, ideologies, interactional patterns, and activities. These characteristics when combined with the complexity of organizational structure can result in a wide performance range. Students will be exposed to organization theory, structure, design applications, and the management of organizational behavior in this course. Heavy emphasis on class participation and case studies. Prerequisites: PSY* 111 and BMG* 202, both with a "C" or better.

BMG* 220 HUMAN RESOURCE MANAGEMENT

3 semester hours

Offered: Spring Semester

An introduction to Human Resource Management. Includes the functions of human resource management: job analysis and planning, recruiting, staffing, orientation and training, performance appraisal, career planning, compensating, and motivating. The diversity of the workforce and the legal content of employment decisions will also be studied. Prerequisite: BMG* 202 AND ENG* 101W or ENG* 101, both with a "C" or better.

BMG* 250 WOMEN IN MANAGEMENT

3 semester hours

This course explores a variety of issues affecting women in managerial roles. Focus will be on recognizing and overcoming barriers and equipping women with the skills needed to succeed as business leaders in the workplace. Topics include leadership and communication styles, gender and management style, the glass ceiling, workforce diversity, career development, networking, mentoring, work/life balance and others. Prerequisite: Eligibility for ENG* 101.

BMK* 140 RETAILING

3 semester hours

Retailing principles and applications presented from a management perspective. Includes opportunities and trends, merchandise selection, inventory management promotional programs, pricing decisions, location decisions and financial analysis. Prerequisite: BMK* 201 with a grade of "C" or better.

BMK* 201 PRINCIPLES OF MARKETING

3 semester hours

Offered: Fall semester

The dynamics of the marketing function in satisfying society's needs. Includes the economic, psychological, and sociological aspects of buying behavior and the elements of the marketing mix - products and services, promotions, pricing, and distribution. Prerequisites/Corequisites: Eligibility for ENG* 101 AND BMG* 202.

BMK* 220 SALES

3 semester hours

Factors involved in effective selling. Methods of conducting sales presentations. Application of psychological and persuasive selling techniques. Development of characteristics for good salesmanship. Prerequisite: BMK* 201 with a "C" or better.

BMK* 230 ADVERTISING & PROMOTION

3 semester hours

Advertising and Promotion covers in depth the advertising environment, process, media planning, and brand promotion. Advertising is a study in anthropology as the advertiser's intent is to convey an image of the product that includes origins, rituals, physical characteristics, environments, social relationships, and beliefs in a society over time. In other words, over time the advertised product/service takes on cultural attributes. It is no longer a product/service but a way of life, an attitude, a set of values, a look, an idea that evokes an emotional response. Prerequisite: BMK* 201 with a "C" or better.

CHEMISTRY

CHE* 111 CONCEPTS OF CHEMISTRY

4 semester hours (3 class hours/2 laboratory hours)

For non-science AND science majors. Inorganic chemistry, elements, atomic structure, chemical and physical bonding, compound formation and chemical nomenclature, chemical reactions, thermo-chemistry, aqueous solutions, electrochemistry, and equilibrium. Laboratory related to material covered in lecture. Not open to students who have completed CHE* 121 or CHE* 122. Prerequisites: Eligibility for MAT* 186 AND ENG* 101.

CHE* 121 GENERAL CHEMISTRY I

4 semester hours (3 class hours/3 laboratory hours)

For science majors. Principles, theories, and laws of chemistry dealing with chemical bonding, molecular formation, periodic trends, states of matter, gas laws, and thermochemistry. Prerequisites: Eligibility for MAT* 186 AND ENG* 101.

CHE* 122 GENERAL CHEMISTRY II

4 semester hours (3 class hours/3 laboratory hours)

Chemical reaction theory, chemical kinetics, thermodynamics, gaseous equilibria, aqueous and nonaqueous solutions, acid-base theory, electrochemistry, coordination chemistry, atmospheric chemistry, organic and biochemistry. Prerequisite: CHE* 121 with a "C" or better

COLLEGE FORUM

COL* 099 FIRST YEAR EXPERIENCE

3 semester hours

A First Year Experience course, students will gain college success skills and basic knowledge in a listed discipline. Students will learn time management, effective study skills and information literacy skills. The discipline content focuses on basic principles of a particular discipline for students who wish to strengthen their college success skills before registering for college level discipline-specific courses. Students will also develop basic computer skills including email, word processing, and web navigation through the use of ePortfolio and Blackboard. Prerequisite: Eligibility for ENG* 096.

COL* 100 COLLEGE FORUM

1 semester hour

This College Forum course introduces strategies and skills for success at NCCC and beyond, within a listed discipline. Students will learn how to be proactive in their educational pursuits and how to access a broad range of support services that are available. This one credit class will help students navigate college and ultimately achieve their goals. Students will also develop basic computer skills including email, word processing, and web navigation through the use of Blackboard. Prerequisite: Eligibility for ENG* 096.

COMMUNICATION

COM* 101 INTRODUCTION TO MASS COMMUNICATION

3 semester hours

Radio, TV, Movies, the Web... this course reviews basic communication theory, followed by an exploration of the history, structure, and nature of American mass media. Topics include the technological development and business structure of various media industries, media professions, government regulation of the mass media, and the media's impact on culture and society. Special emphasis will be placed on how digital technology and the Internet continue to affect traditional mass communication processes and forms. Prerequisite: Eligibility for ENG* 101.

COM* 114 GREAT SPEECHES

3 semester hours

An online course which studies famous and not-so-famous speeches. The speeches have been chosen according to their relevance to today's world, whether they be about subjects we deal with or situations that laid the foundation for today's society. They may include formal presentations, sermons, and eulogies. Emphasis will be placed on the method of crafting a meaningful, powerful speech. Although a text will be used, students will also witness some of the speeches online. Prerequisite: Eligibility for ENG* 101.

COM* 173 PUBLIC SPEAKING

3 semester hours

Development of poise and self-confidence in speaking before an audience. Conversational tone and clarity of expression are stressed. Practice in basic ideas of public speaking: content, organization, audience appeal, and delivery. Prerequisite: Eligibility for ENG* 101 or ENG* 101W.

COMPUTER AIDED DRAFTING

CAD* 220 3D PARAMETRIC DESIGN (SOLIDWORKS)

3 semester hours

This course introduces students to the engineering design processes utilizing the SolidWorks 3D computer-aided design modeling application software. Students will construct parts, solid models, assemblies, as well as generate orthographic drawings and add dimensions to produce engineering document packages. Proficiency with computers is required.

COMPUTER APPLICATIONS

CSA* 105 INTRODUCTION TO SOFTWARE APPLICATIONS

3 semester hours

The computer plays a significant role as a productivity tool in many fields of study and employment. This course focuses on integrating comprehensive computing skills as a means to introduce students to the knowledge, skills, and techniques necessary to achieve proficiency in the Microsoft Office software applications suite (Word, Excel, PowerPoint, and Access). The computer operating system, file management operations, computer concepts, and vocabulary are included as integral elements to understanding the software applications environment. Students will examine productivity and computing procedures in workplace and academic settings, enhance their computer skills, and be able to critically apply these skills in various situations. Prerequisite: Eligibility for ENG* 101.

CSA* 135 SPREADSHEET APPLICATIONS

3 semester hours

A detailed development of the functions and applications of spreadsheet application software. The electronic spreadsheet, business graphics and data manager aspects will be explored, using the commands of Microsoft Excel for Windows. Upon completion of the basic fundamentals of functions and commands, the programming macros will be introduced, allowing the student to take full advantage of the power of spreadsheet software. Corequisite: CSA* 105. Prerequisite: Eligibility for ENG* 101.

CSA* 140 DATABASE APPLICATIONS

3 semester hours

This course will introduce the student to the concept of a database management system and its integral role in today's workplace. The course will guide the student through the design, development and implementation of a database system using Microsoft Access. This hands-on course will introduce the student to the techniques and capabilities of Access, and how to utilize this database development program as a tool to solve common business problems. Corequisite: CSA* 105. Prerequisite: Eligibility for ENG* 101.

CSA* 205 ADVANCED APPLICATIONS

3 semester hours

A second course in the use of standard business software applications. Advanced features of software applications using Microsoft Office and other current available packages will be addressed. Interaction between applications, process automation and additional software applications will be discussed. Prerequisite: CSA* 105 with a "C" or better.

CSA* 290 COMPUTER APPLICATIONS CAPSTONE

3 semester hours

This advanced course provides students with an opportunity to demonstrate comprehensive learning in a specific area of study (software applications or web-design applications) through the completion of a major project which assesses technical skills and ability to develop an overall business related assignment. The type of project and specific details of the final product will be determined individually based on the individual curriculum choices of the student. Students may take more than once with permission of instructor. Prerequisite: CSA* 105 OR CST* 154 with a "C" or better

COMPUTER SCIENCE

CSC* 102 INTRODUCTION TO COMPUTER SCIENCE

3 semester hours

This introductory course emphasizes the impact computers have on society and our interaction with them. Students are also given an introduction to information retrieval using e-mail and Internet access both through our online course delivery system, Blackboard, and through other online search techniques. Topics include CPU, peripheral equipment, software applications, programming languages, computer ethics, and computer crime. The history of the computer and the capabilities and limitations of these devices are also presented. Students are also introduced to applications such as Word, Excel, and PowerPoint. Prerequisite: Eligibility for ENG* 101.

CSC* 104 INTRODUCTION TO LOGIC AND PROGRAMMING

4 semester hours

Study of computer programming and logic as applied to real world problems with solutions designed and implemented in the C programming language. Topics include set theory, Boolean algebra, truth tables, logic to program translation, basic algorithm development, generic selection and repetition, data types and memory variables, and the use of common programming tools. Prerequisites: Eligibility for ENG* 101 AND MAT* 137X.

CSC* 180 COMPUTER ETHICS

3 semester hours

A study in the ethics of computer usage as it applies to the Internet. Issues discussed include privacy, speech and regulation of the Internet, security, intellectual property and codes of ethics and conduct. Case studies in each area will be examined. Prerequisite: Eligibility for ENG* 101.

CSC* 223 JAVA PROGRAMMING I

4 semester hours

A course in the Java programming language that uses modular programming and emphasizes object oriented techniques. This course will address event driven programming in the Windows environment and interfaces to the Internet. Prerequisite: CSC* 104 with a "C" or better.

CSC* 233 DATABASE DEVELOPMENT I

4 semester hours

Course covers the concepts of data organization for designing databases and creating business computer systems. Data schemes and structures, querying, searching, updating and editing, indexing, sorting, screen formatting, and linking files will be emphasized. Students will develop queries using standard SQL. Taking CSC* 250 concurrently is HIGHLY recommended. Prerequisite: CSC* 104 with a "C" or better.

CSC* 234 DATABASE DEVELOPMENT II

4 semester hours

This course addresses advanced topics in database management including SQL coding for database creation and access with platform independence. Data normalization and relational calculus are covered as the theory of data access. Major database management packages will be discussed, installed and administered. Actual business scenarios will be developed, and solutions created for them. Prerequisite: CSC* 233 with a "C" or better.

CSC* 236 INTRODUCTION TO CLIENT-SERVER SYSTEMS

3 semester hours

A course in the design and development of n-tier client-server applications. Students will develop both web and intranet solutions for multi-platform projects. Topics will include human computer interfaces, client application development, brokers and remote procedure calls, server programming and scripting, and database integration. Students will analyze case studies of real world applications, and build their own working versions. Prerequisite: CSC* 223 with a "C" or better.

CSC* 250 SYSTEMS ANALYSIS & DESIGN

3 semester hours

Introduction to analysis and design of business management systems through the three stages of business system design: analysis of information flow, systems specification and equipment, and selection and implementation of the system. Project management, requirements planning, feasibility analysis, and project estimating will be discussed. Taking CSC* 233 concurrently is HIGHLY recommended. Prerequisite: CSC* 104 with a "C" or better.

CSC* 295 COOPERATIVE EDUCATION/WORK EXPERIENCE

3 semester hours

This is a work experience course for computer systems technology students who want a challenging opportunity to apply their knowledge and skills in a business, education, or community organization. Students are evaluated in an intern position obtained by the student in collaboration with a faculty advisor, and agreed upon by the supervisor of the cooperating worksite. Students will engage in periodic written reports to the faculty advisor and site supervisor, and present final summaries of their field work experiences at the end of each semester. Students are required to work a minimum of 120 hours during the semester and have regular contact with their faculty advisor. Prerequisite: Consent of instructor.

CSC* 298 SPECIAL TOPICS IN COMPUTER SCIENCE

3 semester hours

The topics and delivery method of this course vary. It may be a distance learning, online discussion class, centering on questions and issues of current computer topics, researched though the Internet. It may also target specific areas of computer hardware, software, networking, and telecommunications with focused hands-on modules.

COMPUTER SYSTEMS TECHNOLOGY

CST* 151 WEB CONSTRUCTION

3 semester hours

The design elements, organization, page layout, navigation, visual presentation and continuity are some of the topics to be included as subjects in this course. As a beginning course in the Web Design & Development program, this course will also cover Internet vocabulary and concepts as well as file management tasks. Students will use online resources to supplement any online presentations by the instructor, and will complete a website project using template software tools at host websites online. Prerequisite: Eligibility for ENG* 101.

CST* 154 WEB CODING AND DEVELOPMENT

4 semester hours

A complete course that covers the coding syntax to create webpages for the Internet. The two main coding languages of XHTML (& HTML v.4) and JavaScript are the emphasis of the course. All of these coding topics follow the W3C (World Wide Web Consortium) guidelines. [The World Wide Web Consortium (W3C) develops interoperable technologies (specifications, guidelines, software, and tools) to lead the Web to its full potential.] The full scope of the HTML/XHTML techniques and the interactive capabilities of JavaScript are examined and implemented as students create their own comprehensive webpages. Prerequisite: CST* 151 with a "C" or better.

CST* 180 NETWORKING I

4 semester hours

An introduction to computer networking concepts. 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. The student learns to plan, design and install an Ethernet LAN using an extended or hierarchical star topology; to select, install, and test cable and determine wiring closet locations; to perform beginning network maintenance, tuning, and troubleshooting along with basic documenting, auditing and monitoring of LANs. The course will prepare students for testing in Network+ certification. Prerequisite: CSC* 104 with a "C" or better AND eligibility for ENG* 101.

CST* 201 INTRODUCTION TO MANAGEMENT INFORMATION SYSTEMS (MIS)

3 semester hours

An introductory course to provide a real-world understanding of information systems, giving students a foundation in business-related technology (IT). This course presents a balance of technical information and real-world applications. Students study innovative uses of information technology and its benefits and risks. Contemporary concepts such as supply chain management systems, data warehousing, business intelligence systems, knowledge management, Web-based electronic data interchange, and software as a service are topics covered in this course. Prerequisites: Eligibility for ENG* 101 AND MAT* 137X.

CST* 210 OPERATING SYSTEMS

3 semester hours

Topics include processor management, file systems, process management and scheduling algorithms, device management, memory management, and data integrity. The major operating systems of the various hardware platforms will be analyzed, including DOS, Android, IBM OS/2, Unix, Linux, and the Microsoft Windows family.

CRIMINAL JUSTICE

The Criminal Justice Program strives to attain a high level of academic excellence and professionalism. As a Criminal Justice major, students are required to receive a grade of "C" or better in all Criminal Justice required courses. (Refer to the program requirements.) Any grade of "C-" or below must be repeated prior to graduating.

For information on Criminology see SOC* 240. For information on Juvenile Delinquency see SOC* 241.

CJS* 101 INTRODUCTION TO CRIMINAL JUSTICE

3 semester hours

Offered: Fall Semester

History, development, and philosophy of criminal justice in a democratic society; introduction to agencies involved in the administration of criminal justice; career orientation. Prerequisite: Eligibility for ENG* 101.

CJS* 102 INTRODUCTION TO CORRECTIONS

3 Semester Hours

A study of the history, philosophy, and evolution of corrections as well as the functions of U.S. jails and prisons. The course also examines the procedures used by state and federal courts that result in sentencing of offenders to penal institutions and community-based supervision and treatment programs. Prerequisites: CJS* 101 AND eligibility for ENG* 101.

CJS* 120 POLICE AND THE COMMUNITY

3 semester hours

Offered: Spring Semester

The purpose of this course is to provide an overview of the various aspects of the philosophy of policing known as Community Policing. Community Policing involves partnership among the police, the community and other government agencies. Community Policing is government's answer to customer service. Students are taught the evolution of policing ranging from the political era to the professional era. Classroom instruction of the specific aspects of Community Policing are supplemented with practical applications within nearby communities. Course may require a visit to a local Community Court. Prerequisite: Eligibility for ENG* 101.

CJS* 211 CRIMINAL LAW I

3 semester hours

Offered: Fall Semester

Examination and study of criminal statutes with the emphasis on theory and philosophy of law; relationship of law and society. Prerequisite: CJS* 101 with a "C" or better AND eligibility for ENG* 101.

CJS* 213 EVIDENCE & CRIMINAL PROCEDURE

3 semester hours

Offered: Spring Semester

Types of criminal evidence; criminal procedure in various courts, including but not limited to supreme and state court decisions. Arrest, search, and seizure; discretion, and suppression of evidence if not properly collected. Corequisite: ENG* 101. Prerequisites: CJS* 101 with a "C" or better.

CJS* 220 CRIMINAL INVESTIGATION

3 semester hours

Offered: Fall Semester

Fundamentals of criminal investigation; theory and history; crime scene to courtroom with emphasis on techniques appropriate to specific crimes. Students may be required to participate in a mock crime scene investigation where they will put into practice techniques learned in the classroom. Prerequisite: CJS*101 with a "C" or better.

CJS* 225 FORENSIC SCIENCE

3 semester hours

Offered: Varies

Collection, identification, preservation, and transportation of physical evidence; crime laboratory capability and limitations; examination of physical evidence within the resources of the investigator; course will include demonstration of laboratory techniques. Prerequisite: Eligibility for ENG* 101.

CJS* 250 POLICE ORGANIZATION & ADMINISTRATION

3 semester hours

Offered: Fall Semester

This course is designed as an introduction to the theory and practice of police organization and administration and deals with the various components of modern criminal justice agencies as they relate to the members of the organization and the community. Instruction will include issues confronting police organizations in the 21st Century, including the issues of discipline and union matters. Prerequisite: Eligibility for ENG* 101.

CJS* 257 TERRORISM

3 semester hours

Offered: Varies

Organized terrorism as a 21st Century phenomenon affecting law enforcement and society; instruction to include the Patriot Act. Prerequisite: Eligibility for ENG* 101.

CJS* 258 STREET GANGS & ORGANIZED CRIME

3 semester hours

Offered: Spring Semester

Examination of the origin, growth, and structure of organized crime, and the drug cartels. Organized street gangs, which can be defined as a criminal enterprise operating throughout the U.S., will also be explored. Prerequisite: Eligibility for ENG* 101.

CJS* 291 CRIMINAL JUSTICE PRACTICUM

3 semester hours

Offered: Fall Semester

College-approved and supervised position related to the student's criminal justice program, obtained by the student with a public or private criminal justice agency. Students are evaluated by a member of the College faculty and the staff of the cooperating agency. This course requires a mandatory meeting in late May after Final Exams and weekly meetings during the semester. At this meeting students will receive a Field Manual and other materials necessary to secure a site placement. Registration for this course will close on or about June 1st. Prerequisites: 2.0 cumulative GPA AND successful completion of 12 Criminal Justice credits AND consent of instructor.

CJS* 298 SPECIAL TOPICS IN CRIMINAL JUSTICE

1-3 semester hours

Offered: Fall and Spring Semesters

One credit courses are designed to be presented in a two-day format, usually on consecutive Saturdays. Three of these 1 credit classes can be bundled to fulfill the Criminal Justice elective or an open elective. Topics change each semester. Check the college schedule for listings of topics and time frames. The two or three credit course topics will vary when offered.

DEAF STUDIES

DSC* 101 VISUAL/GESTURAL COMMUNICATION

3 semester hours

A study of nonlanguage aspects of communication: cultural variation in languages; American Sign Language (visual and gestural language); other sign language formations and variations. Emphasis will be on eye training and the use of gesture, pantomime and body language as related to American Sign Language. Corequisite: ASL* 101

DSC* 110 ORIENTATION TO DEAFNESS

3 semester hours

An overview of Deafness that encompasses three major topics: the nature and experience of Deafness; the education of Deaf children and adults; and the adult Deaf community. Medical, educational, psychological, social, and vocational aspects are considered. Corequisite: ASL* 101. Prerequisite: Eligibility for ENG* 101.

DSC* 114 INTRODUCTION TO DEAF PEOPLE & DEAF CULTURE I

3 semester hours

Analysis and discussion of the historical and cultural aspect of Deaf people. In the last decade, definitions of attitudes toward Deaf people have changed from a clinical perspective to a cultural perspective that identifies, respects and promotes Deaf Culture. An overview of Deafhood that will include the nature and experience of Deafhood; the education of Deaf children and adults; and the adult Deaf community. Classes may host guest lecturers from the Deaf Community. Corequisite: ASL* 201. Prerequisites: ASL* 102 with a "C" or better AND eligibility for ENG* 101.

DSC* 214 INTRODUCTION TO DEAF PEOPLE & DEAF CULTURE II

3 semester hours

This is a continuation of Introduction to Deaf People & Deaf Culture I. Topics include the role of American Sign Language in the Deaf Community; examination of Deaf history, exploration of cultural characteristics of Deaf persons, medical, educational, psychological, social and vocational aspects, and a review of the contributions of Deaf persons to American Society. Prerequisites: ASL* 201 AND DSC* 114 both with a "C" or better.

DSC* 218 SELECTED TOPICS IN DEAF STUDIES

3 semester hours

Discussion of various topics related to current cultural and educational issues concerning the life of Deaf people. Classes will host professionals working in those related topics from the Deaf Community. Student will be given an opportunity to accrue up to fifty (50) hours of internship experience working with professionals in the Deaf Community in addition to the field experience hours. Corequisite: DSC* 214. Prerequisites: ASL* 201 AND DSC* 114, both with a "C" or better.

DSC* 219 AMERICAN SIGN LANGUAGE LITERATURE

3 semester hours

Analysis and discussions of ASL poetry and storytelling as part of receptive/expressive language development and advanced skills enhancement. This course also includes storytelling techniques through the use of standard American folklore and other culturally valued forms of literature. Videos of Deaf poets, sign language stories and other esoteric aspects of Deaf culture, such as sport signs, will be evaluated by the students. Prerequisites: ASL* 201 AND DSC* 114, both with a "C" or better.

DSC* 222 FIELD EXPERIENCE IN DEAF STUDIES

3 semester hours

Student work experience of one hundred (100) hours in an agency providing services for Deaf people under the supervision of the staff of the agency and the instructor. The instructor will place and evaluate the students in an approved agency. Meet one hour a week in the class or as instructor determines. Corequisites: ASL* 202 AND DSC* 101 AND DSC* 214 AND DSC* 218. Prerequisites: ASL* 201 AND DSC* 114, both with a "C" or better.

EARLY CHILDHOOD EDUCATION

ECE* 101 INTRODUCTION TO EARLY CHILDHOOD EDUCATION

3 semester hours

Offered: Fall Semester

This course explores philosophies, methods, and materials dealing with early childhood education. Emphasis is placed on the roles and responsibilities of teachers working with young children and the practical aspects of the physical, cognitive, emotional, and social development of children. This course requires twelve (12) hours of observation (at an instructor-approved or NAEYC-accredited center) in order to receive credit. Field trips may be required. Offered as a hybrid. Prerequisite: Eligibility for ENG* 101W or ENG* 101 OR consent of the instructor.

ECE* 103 CREATIVE EXPERIENCES FOR YOUNG CHILDREN

3 semester hours

Offered: Spring Semester

Theory and approaches to creative art, movement, and dramatic activities for young children. Information on why and how these activities should be included in curriculum planning. Students are responsible for planning and presenting activities to young children in a preschool setting with a supervising teacher present. Field trips may be required. Offered onground. Prerequisite: Eligibility for ENG* 101W or ENG* 101 OR consent of the instructor.

ECE* 106 MUSIC & MOVEMENT FOR YOUNG CHILDREN

3 semester hours

Offered: Spring Semester

Basic techniques and skills for teaching music to young children will be explored in the course. Students will explore space, time, beat, rhythm, dance, movement, stories and song both creatively and traditionally to create a well-balanced music and movement program. Field trips may be required. Offered onground. Prerequisite: Eligibility for ENG* 101W or ENG* 101 OR consent of the instructor.

ECE* 109 SCIENCE AND MATH FOR YOUNG CHILDREN

3 semester hours

Offered: Spring Semester

This course will provide basic theories of teaching science and mathematics to young children. A variety of practical activities and ideas will be explored for classroom implementation. Topics include the number system, arithmetic, physical science, and life science. Field trips may be required. Offered onground. Prerequisites: ECE* 101 with a "C" or better AND eligibility for ENG* 101W or ENG* 101 OR consent of the instructor.

ECE* 141 INFANT/TODDLER GROWTH & DEVELOPMENT

3 semester hours

Students will be developing caregiving and teaching techniques appropriate for children from birth to age 3 years. They will be concentrating on learning how to set up an environment which is responsive to infants' and toddlers' physical, cognitive, social, and emotional needs. Emphasis will be placed upon how the caregiver interacts with the young child to develop trust and learning. This course requires twelve (12) hours of infant/toddler observation in order to receive credit. Offered online. Prerequisite: Eligibility for ENG* 101W or ENG* 101 OR consent of the instructor.

ECE* 176 HEALTH, SAFETY AND NUTRITION

3 semester hours

Offered: Fall Semester

This course provides students with the development of activities and resources as the basis for an appropriate health curriculum that encompasses all aspects of a healthy child. Students will become aware of the interrelationships between child development and the areas of health, nutrition and safety. Students are responsible for planning and presenting lessons which include food preparation. This course requires twelve (12) hours of observation in order to receive credit. Field trips may be required. Offered onground. Prerequisites: ECE* 101, with a "C" or better, AND eligibility for ENG* 101W or ENG* 101 OR consent of the instructor.

ECE* 182 CHILD DEVELOPMENT

3 semester hours

This course is concerned with human development from prenatal through age eight with particular emphasis on the preschool child. The cognitive, creative, physical, personal, social and emotional benchmarks through successive stages of development will be studied in depth. This course requires twelve (12) hours of observation (at an instructor-approved or NAEYC-accredited center) in order to receive credit. Offered online. Prerequisite: Eligibility for ENG* 101W or ENG* 101 OR consent of the instructor.

ECE* 206 ADMINISTRATION & SUPERVISION OF EARLY CHILDHOOD PROGRAMS

3 semester hours

This course aims to develop knowledge of and professional attitude toward business, legal, and psychological issues of interest to in-home child care specialists and directors or owners of early childhood facilities. The goal of this course is to provide the student with guidelines for a career in a nurturing home day care and/or for establishing a child care center. This course requires twelve (12) hours of observation (at an instructor-approved or NAEYC-accredited center) in order to receive credit. Field trips may be required. Offered online. Prerequisites: ECE* 101 AND ENG* 101 or ENG* 101W AND at least one other ECE course, all with a "C" or better, OR consent of the instructor.

ECE* 210 OBSERVATION, PARTICIPATION & SEMINAR

3 semester hours

Offered: Fall Semester

This course is designed to increase objectivity in observing and interpreting children's behavior, and increases the awareness of normal patterns of behavior. Observation and participation are used to gain experience and competency in working with young children. In addition to attending a weekly seminar, the student will observe and participate in an instructor-approved or NAEYC-accredited center for two (2) hours per week, with a required minimum of twenty-four (24) hours. Weekly seminar sessions with the instructor will be held to discuss and plan for the children's learning needs. Offered as a hybrid. Prerequisites: ECE* 101 AND ENG* 101 or ENG* 101W AND at least one other ECE course, all with a "C" or better, OR consent of the instructor.

ECE* 222 METHODS AND TECHNIQUES IN ECE

3 semester hours

Offered: Spring Semester

This course is intended to train students in planning and implementing a developmentally appropriate curriculum designed to enhance the development of young children. Some components of K – 3 and all aspects of the pre-kindergarten curriculum will be discussed and examined. Students will have the opportunity to experiment with the curriculum using a variety of teaching styles. This course takes into account the multicultural backgrounds and interests of the students as well as the diverse backgrounds of the children they may encounter. This course requires twelve (12) hours of observation in order to receive credit. Offered as a hybrid. Prerequisites: ECE* 101 AND ECE* 210 AND ENG* 101 or ENG* 101W, all with a "C" or better, OR consent of the instructor.

ECE* 231 EARLY LANGUAGE & LITERACY DEVELOPMENT

3 semester hours

Offered: Spring Semester

This course explores principles of language development in the young child. With an emphasis on exploring how a child's cultural background and experiences influence emerging literacy. Immersion, constructive writing, inventive spelling, and other aspects of the whole language classroom will be studied. The focus will be on how the teacher's role is pivotal in this process. This course requires twelve (12) hours of observation in order to receive credit. Field trips may be required. Offered as a hybrid. Prerequisites: ECE* 101 AND ENG* 101 or ENG* 101W AND at least one other ECE* course, all with a "C" or better, OR consent of the instructor.

ECE* 275 CHILD, FAMILY AND SCHOOL RELATIONS

3 semester hours

Offered: Fall Semester

This course is an in-depth look at the child, family and the relationship between the school and the family. The course will review the socialization process and the development of the child/student as a social being. An understanding of the young child and age appropriate guidance for the young children and an understanding of how and why effective communication with families and the community is essential in early education will be examined. This course requires twelve (12) hours of observation in order to receive credit. Field trips may be required. Offered as a hybrid. Prerequisite: ENG* 101 or ENG* 101W with a "C" or better, OR consent of the instructor.

ECE* 290 STUDENT TEACHING I & SEMINAR

3 semester hours

Offered: Fall Semester

This course is a supervised observation and participation in the teaching experience. Students are required to have a hundred (100) hours a semester of clinical experience in an instructor-approved or NAEYC-accredited placement site. Weekly seminars are scheduled for discussion. Field trips may be required. This course requires fingerprinting and medical evaluation at the student's expense. Prerequisites: ECE* 101 AND ENG* 101 or ENG* 101W AND ENG* 102 AND at least two other ECE courses, all with a "C" or better, AND current First Aid Certificate AND consent of program coordinator AND a 2.5 GPA in all ECE courses, AND consent of the program coordinator.

ECE* 291 STUDENT TEACHING II & SEMINAR

3 semester hours

Offered: Spring Semester

This is a continuation of Student Teaching I. A hundred (100) hours of student teaching is required in an instructor-approved or NAEYC-accredited placement site. During this phase of the work experience, the student will concentrate on working directly with young children. The overall objectives are for the student to be able to manage a classroom effectively, plan, organize, execute and evaluate classroom activities on a weekly basis and be able to evaluate objectively his or her emerging pre-teaching skills. The student will be under the supervision of an on-site supervisor as well as the College instructor. Weekly seminars will be required. Corequisite: ECE* 222. Prerequisites: ECE* 290 AND at least three additional ECE courses, all with a "C" or better, AND a 2.5 GPA in all ECE courses AND consent of the program coordinator.

EDUCATIONAL PARAPROFESSIONAL

EDU* 102 EDUCATIONAL PARAPROFESSIONAL

3 semester hours

This three (3) credit course will introduce core content area skills in reading, mathematics, and writing needed to prepare students for working as a paraprofessional in a public school setting. Students will gain an in-depth understanding about identified disabling conditions, related health issues prevalent among mainstreamed students, and how to implement prescribed strategies and initiatives that promote learning in a classroom or resource room setting. Through interactive activities, participants will become familiar with special education mandates and how they impact the delivery of service to special needs students in today's public school classrooms. Prerequisite: ENG* 101 or ENG* 101W, with a "C" or better, OR consent of the instructor.

ECONOMICS

ECN* 101 PRINCIPLES OF MACROECONOMICS

3 semester hours

Economics is a social science and like the physical sciences is a tool for breaking down complex problems into simpler parts that can be analyzed one at a time (Nasar, 2011). Alfred Marshall, 1873, described economics as an "organon", an instrument or analytical tool used in acquiring a body of scientific principles. Consistent with scientific empirical experiments, Marshall envisioned that the governing dynamics of economic theory would continually require perfection (Nasar, 2010). Today, macroeconomics is concerned with the general state of a country's economy and the degree to which the economy uses and expands its capacity for producing goods and services. That is, the efficient and effective deployment of scarce resources. As a result, macroeconomics deals with some of the most controversial and market system performance issues of our time-globalization, growth, uncertainty, inflation, taxes, interest rates, income determination, unemployment, budget deficits, GDP, currency valuation, foreign direct investment, financial crises, monetary policy, fiscal policy, and the role of government. Prerequisites: Eligibility for ENG* 101W or ENG* 101 AND MAT* 137X.

ECN* 102 PRINCIPLES OF MICROECONOMICS

3 semester hours

Microeconomics is the study of choices that individuals and businesses make and the influence that government has on price responses, market models, cost benefit analysis and rationality. Microeconomics covers microeconomics concepts, the characteristics of different competitive structures including perfect competition, monopolistic competition, oligopolies and monopolies and microeconomic models. The principles of economic cost and profit, economies, scale, marginal costs and utility. Prerequisites: Eligibility for ENG* 101W or ENG* 101 AND MAT* 137X.

ENGLISH

ENG* 096 INTRODUCTION TO COLLEGE ENGLISH

6 semester hours

This course prepares students for the reading and writing demands in Composition and other college-level courses by integrating reading, writing, and critical thinking. Student writing will focus on understanding, reporting on, reacting to, and analyzing the ideas of others. Texts will serve as models and sources for students to refine their skills in exposition, interpretation, and argumentation. Students learn and practice specific college-level skills through critical reading and writing, class discussions, lectures, group presentations, or workshops. This course does not satisfy an English requirement or an elective in any degree program, nor do its credits count toward graduation. Prerequisite: Satisfactory placement test scores.

ENG* 101 COMPOSITION

3 semester hours

An introduction to the principles of effective composition. The course focuses on expository rather than personal writing. Successful completion of a research paper is required. Practice in writing essays based on analysis of student and professional works. Prerequisite: ENG* 085, ENG* 093, or ENG* 096 with a "C" or better or satisfactory placement test scores.

ENG* 101W COMPOSITION WITH WORKSHOP

4 semester hours

Composition (ENG* 101) focuses on the study and practice of effective written communication across a variety of rhetorical situations. The course develops skills in applying language conventions, engaging with and using authoritative sources, and crafting logical arguments. Composition with Embedded Support (ENG* 101W) meets the same outcomes as ENG* 101, but offers students additional support through supplemental instruction, increased time on task, focused workshops, and/or tutoring. Prerequisite: ENG* 085 or ENG* 093 or ENG* 096 with a "C" or better OR satisfactory placement test scores.

ENG* 102 LITERATURE & COMPOSITION

3 semester hours

Further practice in composition based on analysis of short stories, poetry, and drama. Includes additional practice in research techniques. Prerequisite: ENG* 101 or ENG* 101W with a "C" or better.

ENG* 200 ADVANCED COMPOSITION

3 semester hours

This course provides students an opportunity to improve their written communication skills by completing advanced writing assignments and research projects of their own choosing. Students will learn proper documentation styles and more complex writing and research techniques. The course will improve students' information literacy skills and allow them to effectively navigate through a wide variety of sources in order to collect credible evidence that will support their written claims. Advanced Composition is open to students in all majors and careers, and students will be allowed to pursue research on topics in their individual disciplines. The course requires computer and library usage. Prerequisites: ENG* 101 or ENG* 101W, with a "C" or better, OR consent of instructor.

ENG* 211 THE SHORT STORY

3 semester hours

Close reading and analysis of short fiction. Includes both traditional forms and modern experimental prose. Lecture, discussion, group projects, films and writing essays. Prerequisites: ENG* 102, with a "C" or better, OR consent of instructor.

ENG* 213 POETRY

3 semester hours

Practice in the close reading and analysis of poetry across a wide range of English and American work from a variety of time periods. Emphasis on how poems work: prosody, diction, figurative language, structure, tone, and theme. In addition, students will practice writing their own poetry, exchanging work and critiquing one another. Prerequisites: ENG* 102, with a "C" or better, OR consent of instructor.

ENG* 214 DRAMA

3 semester hours

This 3 credit course will trace the development of the theatre from its Greek base to its modern identity. Most of the major literary periods with their dominant themes will be highlighted. A field trip to view a production will be featured along with guest speakers based in the profession. Prerequisites: ENG* 102, with a "C" or better, OR consent of instructor.

ENG* 221 AMERICAN LITERATURE I

3 semester hours

Reading and study of examples of American literature from the colonial period to the mid-nineteenth century. The class will study significant writers of the time period and examine the development of the themes of individualism, idealism, opportunity, equality, and inclusion as they appear across a range of genres. Prerequisite: ENG* 102, with a "C" or better, OR consent of instructor.

ENG* 222 AMERICAN LITERATURE II

3 semester hours

Reading and study of examples of American literature from the mid-nineteenth century to the present. The class will study significant writers of the time period and explore the themes of individualism, idealism, opportunity, equality, and inclusion as they appear across a range of genres. An overview of literary movements will be provided. Prerequisite: ENG* 102, with a "C" or better, OR consent of instructor.

ENG* 224 LITERARY CHAMPIONS – NOBEL AND PULITZER PRIZEWINNERS

3 semester hours

An exploration of social context, theme, and other literary concerns found in the writings of recent Nobel and Pulitzer Prizewinners. Readings, films, intensive student discussions, and outside research required. Prerequisite: ENG* 102 with a "C" or better OR consent of instructor.

ENG* 229 AMERICAN STUDIES

3 credits

This seminar will examine the historical and literary definitions of what it means to be an American. Through historical documents, novels, short stories, and other printed sources, students will investigate how various events and ideas intertwined to define important aspects of American culture. The class will be run as a seminar with emphasis placed on individual reading and class discussion. Students will be responsible for class presentations on several topics. Prerequisite: Eligibility for ENG* 101 OR consent of instructor.

ENG* 231 BRITISH LITERATURE I

3 semester hours

A study of selected British Literary works in the major genres of poetry, prose and drama from the eighth to the mid-eighteenth centuries by means of readings films and discussions. Prerequisite: ENG* 102, with a "C" or better, OR consent of instructor.

ENG* 232 BRITISH LITERATURE II

3 semester hours

A study of selected British Literacy works in the major genres of poetry, drama, and prose from the late eighteenth century to the present by means of readings, films, and discussions. Prerequisite: ENG* 102, with a "C" or better, OR consent of instructor.

ENG* 233 SHAKESPEARE

3 semester hours

An introduction to Shakespeare's works through the study of representative plays. Emphasis on language, imagery, themes, characterization, and staging. Includes reading, lecture, discussion, films, and writing critical essays. Prerequisite: ENG* 102, with a "C" or better, OR consent of instructor.

ENG* 240 STUDIES IN WORLD LITERATURE

3 semester hours

An exploration of universal themes and various cultural perspectives through readings, film, and discussion. Prerequisite: ENG* 102, with a "C" or better, OR consent of instructor.

ENG* 260 WOMEN'S LITERATURE I

3 semester hours

The themes of love, work, and marriage will be explored as the heroines of these novels and stories are forced to make life choices, often between marriage and a vocation, individuality and society's narrow expectations. Authors include both established and neglected 19th and early 20th century American women writers, many of them surprisingly modern in their themes and writing styles. Prerequisite: ENG* 102, with a "C" or better, OR consent of instructor.

ENG* 262 WOMEN'S LITERATURE II

3 semester hours

This course will introduce students to a variety of contemporary women writers. Focus will be on both the diversity and commonality of women's experience, as explored in 20th century short story, novel, and poetry. Several women writers may visit class to read and discuss their work. Prerequisite: ENG* 102, with a "C" or better, OR consent of instructor.

ENG* 266 GAY AND LESBIAN LITERATURE

3 semester hours

This is a survey course in literature written by, about, or for gay men and lesbians in the twentieth and twentyfirst centuries. We will study a variety of representations of homosexuality in a selection of fictional and non-fictional texts. The course will examine the concept of *gay and lesbian literature* as a genre in order to better understand the relationship between literary expression, personal identity, and our modern views on sexuality as a society.

The class is offered to students of all different sexual orientations and identities. This class is for those who are interested in gay & lesbian identity, whether this relates to someone who is transsexual, heterosexual, homosexual, bisexual, transgendered, queer, or of any other sexual orientation or identity. This class will be a safe space for any questions or comments related to the literature we read, class discussions, or other related themes that will emerge over the course of the term. Prerequisite: ENG* 102, with a "C" or better, OR consent of instructor.

ENG* 271 FILM AND LITERATURE

3 semester hours

The course examines film both as a genre and in its relationship to literature. Film is a relatively new art form that has only recently earned its place in both academic and popular culture as a leading medium for storytelling. The course will consider film techniques and will focus on how films tell stories that engage viewers in unique ways. The course will touch on the history of film and will consider the relationship of film to literature. Students will consider elements common to film and literature such as character development and presentation, narrative tension and structure, diction and point of view, as well as such innate differences as arise between a reader visualizing a literary text and an onlooker engrossed by a filmed moving image. Prerequisite: ENG* 102, with a "C" or better, OR consent of instructor.

ENG* 281 CREATIVE WRITING

3 semester hours

Composition in prose, poetry, or dramatic form. Assignments include a variety of writing styles, such as dialogue, argument, narrative, and description. Students will be expected to share their work and critiques within the class. Each student also submits for approval a lengthier project of his or her own choosing to complete by the end of the semester. Prerequisite: ENG* 102, with a "C" or better, OR consent of instructor.

ENG* 284 ADVANCED CREATIVE WRITING

3 semester hours

This course gives students the opportunity to continue their creative writing on a more intensive and complex level. Prerequisite: ENG* 281 with a "C" or better OR consent of instructor.

ENG* 298 SPECIAL TOPICS IN LITERATURE OR WRITING

3 semester hours

This course gives students the opportunity to explore a more advanced topic in one area of literature or writing in greater depth. Topic will vary from semester to semester. See course descriptions for additional details. Prerequisite: ENG* 102, with a "C" or better, OR consent of instructor.

ENVIRONMENTAL AND EARTH SCIENCE**EAS* 102 EARTH SCIENCE**

3 semester hours

For non-science, education, AND science majors. An exploration of the basic processes that have formed and continue to form our planet. Included in the content is an astronomical history of the Earth, plate tectonics, earthquakes, volcanoes, mountain building, erosional forces, and movement of the plates (plate tectonics). Other topics are atmospheric processes and trends, the rock cycle, ocean basins, as well as ocean currents and their influence on global and regional climate. Finally, the geologic time scale and fossil evidence will be discussed. The use of computers and Blackboard are integral aspects of this course. Offered online. Prerequisite: Eligibility for ENG* 101.

EAS* 104 NATURAL HISTORY

3 semester hours

For non-science majors. An introduction to various aspects of the earth such as its origin, history, climates, weather, and varieties of life forms. General descriptions are emphasized rather than technical explanations. Off-site outdoor field trips are required. The use of computers and Blackboard are integral aspects of this course. Prerequisites: Eligibility for ENG* 101.

EVS* 100 INTRODUCTION TO ENVIRONMENTAL SCIENCE

3 semester hours

For non-science, education, AND science majors. This three credit, non-laboratory science course is designed to provide an overview of long-term effects on the well-being of the planet and its inhabitants. The course will examine natural systems, population, global and regional issues, resources, pollution, solutions, economics, politics, ethics, and attitudes, using current and historical topics as a lens to examine the complexities of environmental issues. The use of computers and Blackboard are integral aspects of this course. Offered online and onground. Prerequisite: Eligibility for ENG* 101.

FRENCH

These courses are designed to provide a basic foundation of the French language. Emphasis will be placed on vocabulary, sentence structure, and grammar. Besides language, we will also periodically investigate French culture and history and its connection to language development.

FRE* 101 ELEMENTARY FRENCH I

3 semester hours

Prerequisite: Eligibility for ENG* 101 OR consent of instructor.

FRE* 102 ELEMENTARY FRENCH II

3 semester hours

Prerequisite: FRE* 101 with a "C" or better OR consent of instructor.

GEOGRAPHY**GEO* 101 INTRODUCTION TO GEOGRAPHY**

3 semester hours

Introduces basic principles, concepts, and methods of modern geography. Focuses on the physical environment and climate and their relationship to human settlement patterns, as well as the interrelationship between place and self. Prerequisites: ENG* 101 or ENG* 101W, with a "C" or better, OR ENG* 101 with concurrency.

GEO* 102 INTRODUCTION TO HUMAN GEOGRAPHY

3 semester hours

The study of human activity on the Earth's surface. Takes an interdisciplinary look at human population growth and decline, culture, politics, agriculture, economics, and settlement patterns as they apply to different geographic areas around the Globe. Exposes students to the systematic study of patterns and processes that have shaped human understandings, use, and alterations of the Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Students learn about the methods and tools geographers use in their science and practice. Students will complete weekly computer-based and hands-on lab activities. Students will become better informed citizens in a globalizing world. Prerequisite: Eligibility for ENG* 101.

GEO* 111 WORLD REGIONAL GEOGRAPHY

3 semester hours

Study of geographic relationships among natural and cultural environments of the world's major culture regions with specific reference to the non-western world. Prerequisites: ENG* 101 or ENG* 101W, with a "C" or better, OR ENG* 101 with concurrency.

GERMAN

These courses are designed to provide a basic foundation of the German language. Emphasis will be placed on vocabulary, sentence structure, and grammar. Besides language, we will also periodically investigate German culture and history and its connection to language development.

GER* 101 ELEMENTARY GERMAN I

3 semester hours

Prerequisite: Eligibility for ENG* 101 OR consent of instructor.

GER* 102 ELEMENTARY GERMAN II

3 semester hours

Prerequisite: GER* 101 with a "C" or better OR consent of instructor.

GRAPHIC DESIGN

GRA* 151 GRAPHIC DESIGN I

3 semester hours (6 studio hours)

An investigation of the creative and practical aspects of typography and page layout. It is an exploration of the development of type rendering, typographic principles, type anatomy and computer software skills. The vocabulary and history of typography as well as file management, output service bureaus, and final presentation will be discussed. Career possibilities in the field are discussed and the Macintosh computer is introduced. No previous graphic design experience necessary.

GRA* 227 INTERACTIVE MEDIA

3 semester hours (6 studio hours)

This course provides an introduction to the principles and processes of interactive design specifically for web-based media. It will build on the principles and techniques learned in Graphic Design I & II. It will focus on the look and feel of interactive documents as well as the principles of aesthetics in regard to online information. Aspects of interactive media to be learned include: HTML & CSS, wireframing, interface design and using CSS3 and jQuery to create basic animations. Project planning, proper file organization and working with clients will be discussed, as well as online culture and the use of the internet in society. Prerequisite: GRA* 151 AND GRA* 252, both with a "C" or better, OR consent of the instructor.

GRA* 252 GRAPHIC DESIGN II

3 semester hours (6 studio hours)

An introduction to the art and design capabilities of the Macintosh computer. Instruction in drawing, image manipulation and page layout software. Students will be gradually introduced to software packages through a series of graphic design problems. They will be instructed on current professional practices, methodologies, and the terms of Graphic Design. Prerequisite: GRA* 151 with a "C" or better.

GRA* 260 WEB DESIGN

3 semester hours (6 studio hours)

This course provides an introduction to the principles and processes of online design and development using the Macintosh computer platform. It will focus on the look and feel of sites as well and the principles of aesthetic layout and navigation. All aspects of web design will be learned including: HTML, CSS, digital image preparation, site maps, page layout, navigation, online type techniques and the inclusion of media rich elements such as digital video. Industry standards, ADA accessibility, online culture and the use of the internet in relation to society will also be discussed. Prerequisites: GRA* 151 AND GRA* 252 AND GRA* 227, all with a "C" or better, OR consent of instructor.

GRA* 291 GRAPHIC DESIGN PORTFOLIO

3 semester hours (6 studio hours)

An independent study course designed to fit the individual needs of each student. Students will be placed in an internship. A mentor and the instructor will monitor progress. Permission from instructor and eportfolio required. Prerequisites: GRA* 253 AND ART* 243 or ART* 272, all with a "C" or better, AND consent of instructor.

HEALTH CAREERS

HLT* 103 INVESTIGATIONS IN HEALTH CAREERS

3 semester hours

This course is designed to assist traditional and nontraditional college students to meet the expectations of a curriculum and a career in health related fields. The student will become familiar with the rigors of an educational program designed for health careers and the specific skills needed to maximize the student's opportunity for academic and clinical success. The student will have the opportunity to observe various health care career opportunities and how these professions function in the health care arena. The course will include a comprehensive overview of the duties and responsibilities associated with clinical competency. Interdisciplinary learning strategies, correlating clinical and didactic education, life management skills, work ethics, and critical thinking skills necessary for all health providers will be emphasized.

HEALTH & PERSONAL WELLNESS

HPW 030 LIFE & CAREER PLANNING

1 semester hour

This course is designed to provide students with the skills needed to develop a lifestyle plan for their future. Individual and group assessment exercises, discussions, and written assignments will be used to help students to increase their self-awareness and make appropriate plans.

HPW 032 CAREER DIRECTIONS

1 semester hour

A small group course designed to help students assess their strengths and interests and use this information to develop career goals. Vocational testing, computer assisted guidance programs, and informational interviewing will all be utilized during this course.

HEALTH & PHYSICAL EDUCATION

HPE* 101 through 300 PHYSICAL ACTIVITIES

1 semester hour each (class times and requirements vary)
HPE courses include individual fitness programs, organized group classes, and competitive activities for students of all abilities and interests. HPE courses may be taken in multiple semesters.

HPE* 108 STRENGTH AND TONE

1 semester hour

Push yourself to the limit in this dynamic body conditioning class taught by an AFAA certified group exercise instructor. Consecutive high energy cardiovascular and strength training intervals using a variety of weights and training tools will help participants decrease fat and burn calories while increasing muscle strength and endurance in a pressure free environment. If necessary, modifications to exercises will be shown to suit individual needs and abilities. The instructor will carefully monitor all students for proper form and will make the necessary corrections to avoid any stress or injuries. Students must supply their own mat, hand weights (between 5 & 10 lbs), resistance tubing and a 65 cm stability ball. Students must meet specified attendance requirements in order to earn a passing grade.

HPE* 261 YOGA

1 semester hour

This yoga course will be an integrative approach to yoga implementing all of the elements necessary to successfully complete a yoga practice or take it to another level. This class may be taken only for a Pass/Fail grade, or on an Audit (non-grade) basis. Students must meet specified attendance requirements in order to earn a Passing grade.

HPE* 274 ZUMBA

1 semester hour

This course, taught by a licensed Zumba® instructor, combines high energy and motivating music with unique moves and combinations that allow participants to exercise with no worries. Zumba® combines traditional Latin dance styles including salsa, mambo, cha-cha, cumbia and merengue, as well as hip hop and belly dancing moves. The routines feature aerobic fitness interval training with a combination of fast and slow rhythms that tone and sculpt the body. By focusing on interval training, classes seek to burn calories without exhausting participants with a high impact pace. Zumba® is based on the theory that a work out should be fun and easy to do. This allows participants to stick to a fitness program and achieve long-term benefits that are good for both the body and mind. This class may be taken only for a Pass/Fail grade, or on an Audit (non-grade) basis. Students must meet specified attendance requirements in order to earn a Passing grade.

HPE* 281 INDOOR CLIMBING

1 semester hour

Students will learn the basics of indoor wall climbing which includes, but is not limited to, safely using climbing equipment presented, the basics of indoor climbing, proper conduct on and around the climbing wall, and team belay on a climbing wall. Students should wear comfortable clothing and shoes that are appropriate for climbing (no flip-flops or open-toed shoes). Students must meet specified attendance requirements in order to earn a passing grade.

HPE* 283 OUTDOOR CLIMBING

1 semester hour

Explore rock climbing outdoors in this beginner's course focused on basic technique, safety and the connection of climbing with overall well-being. This course functions around personal goal setting and general participation. Grading is not based on how far up students climb or any other measurement of physical ability/agility. The only physical requirement is that students be able to hike 20 minutes on moderate terrain. An orientation session will be held on campus, followed by three all-day climbing trips typically scheduled on Saturdays. Off-campus classes will require students to drive or car-pool to climbing locations in central and western Connecticut, and hike into the climbing area. Individuals with concerns about the physical nature of the class and their ability are encouraged to consult with the instructor prior to registering. Students must meet specified attendance requirements in order to earn a passing grade.

HEALTH INFORMATION MANAGEMENT

HIM* 101 MEDICAL TERMINOLOGY

3 semester hours

This course introduces the language of medicine. It will cover the basic structure, spelling, definition, and pronunciation of medical and pathological terms including all organ systems, anatomy, physiology, diseases, diagnosis, and frequently used medical abbreviations. The basic structure of medical terms, including prefixes, suffixes, and roots are presented. The body systems are used as an organizational pattern to presenting these terms.

HIM* 102 INTRODUCTION TO HEALTH CARE SYSTEMS

3 semester hours

This course introduces the student to the field of health information technology. Topics to be covered include the healthcare delivery system, medical records format and content, various filing systems, the environment where the information is gathered, by who the information is used, and the technology behind health information systems. In addition, the course will cover retention policies and procedures, documentation, confidentiality issues, HIPAA, and legal and regulatory aspects of the medical record. This course provides a broad introduction to the health care systems and organizations, public health, participants in the health care system, and the field of health information technology and management, in the United States. Prerequisite: Eligibility for ENG* 101W or ENG* 101.

HIM* 155 FUNDAMENTALS OF CLINICAL INFORMATICS AND ELECTRONIC MEDICAL RECORDS

3 semester hours

This course provides the student an opportunity to investigate electronic information systems in healthcare. It integrates medical, administrative and clinical record management and computer technology for performing common medical practice functions in a simulated EMR. This course is meant to give the student an introduction to Clinical Informatics, and processes for collecting, using, sharing and maintaining patient health information. It offers students fundamental knowledge of health information systems, data management and regulatory concepts for both ambulatory and acute care settings. The course covers computer hardware and software components, network and World Wide Web technologies, health information standards, as well as hands-on exercises that use current industry EHR software simulations to transform theoretical EHR concepts into practical understanding. Prerequisites: MED* 125 or HIM* 101 AND CSA* 105, both with a "C" or better.

HIM* 201 HEALTH INFORMATION MANAGEMENT PRINCIPLES

3 semester hours

This course covers health information management emphasizing sources, definitions, collection and presentation of health data and patient record practices. Students will learn the requirements of managing HIM departments and discover the profession of Health Information Management and the many different roles and credentials that are possible. Topics will include electronic data management, document and repository systems, indexes, registries, utilization review, risk management and quality assurance. Retention and destruction of medical records, production and accuracy of patient information, analysis and reporting for decision-making and strategy development, and HIPAA regulations will be covered. Prerequisites: MED* 125 or HIM* 101 AND HIM* 102 AND CSA* 105, all with a "C" or better.

HIM* 203 PATHOPHYSIOLOGY

3 semester hours

This course provides an introduction to the study of functional changes that accompany human diseases, the pathology and general health management of disease and injuries across the human lifespan. The purpose of this course is to supply the student with basic understanding which will prepare them for the health care setting. This course is designed to the study of disease processes with emphasis placed on prevention and treatment of disease. The topics covered will be common diseases and disorders with emphasis given to cardiovascular, pulmonary, hepatic, renal and reproductive systems along with new and emerging diseases. Components of pharmacology will also be included for each category of diseases. Prerequisites: MED* 125 or HIM* 101 AND BIO* 110 or BIO* 127, both with a "C" or better.

HIM* 205 MEDICAL CODING: REIMBURSEMENT METHODS

3 semester hours

This course covers ICD-9-CM and ICD-10 medical coding procedures and is designed to help students meet the challenge of today's changing government regulations and healthcare reporting. Included in the course are in-depth coding content and practice in CPT, PCS and HCPCS Level II coding. Prerequisite: MED* 125 or HIM* 101 with a "C" or better.

HIM* 210 CODING I

3 semester hours

This course covers CPT, HCPCS Level II, ICD-9-CM, ICD-10-CM and PCS medical coding procedures at an introductory level and is designed to help students meet the challenge of today's changing government regulations and healthcare reporting. Students will gain hands on coding skills through data abstracting and coding exercises with a focus on the outpatient setting. Prerequisites: MED* 125 or HIM* 101 AND CSA* 105 AND BIO* 110 or BIO* 127, all with a "C" or better.

HIM* 211 ADVANCED MEDICAL CODING

3 semester hours

This course covers common coding, terminologies and vocabularies used in healthcare delivery and management, such as International Classification of Diseases (ICD), Healthcare Common Procedures Coding Systems (HCPCS), Current Procedural Terminology (CPT), National Drug Codes (NDC), Systematized Nomenclature of Medicine Clinical Terms (SNOMED), Procedure Coding System (PCS), and Diagnosis Related Groups (DRG). Coding applications are considered by specialty and body system, incorporating medical terminology, anatomy and physiology. Designed to help students meet the challenge of today's changing government regulations and healthcare reporting included in the course is detailed information on health reform, ethical, legal, and compliance issues that relate to coding and reimbursement. Students will gain hands on coding skills through data abstracting, auditing of chart notes, and coding exercises for a variety of healthcare settings. Prerequisites: HIM* 210 with a "C" or better.

HISTORY

HIS* 101 WESTERN CIVILIZATION I

3 semester hours

A survey of ancient societies from classical Greece and Rome through Medieval Europe. Emphasis will be placed on the formation of ancient civilizations and the development of religious thought and institutions (to 1300). Prerequisite: Eligibility for ENG* 101 or ENG* 101W.

HIS* 102 WESTERN CIVILIZATION II

3 semester hours

A survey of Western history from the Renaissance (ca. 1300) through the 20th Century. Emphasis will be placed on the development of modern nation states and institutions. Prerequisite: Eligibility for ENG* 101 or ENG* 101W.

HIS* 121 WORLD CIVILIZATION I

3 semester hours

This course is a survey of world cultures that have contributed importantly to the development of Western and Eastern thought. Consideration is given to institutions and ideas from prehistoric times through the evolution of ancient civilizations to the formation of empires and modern nation states. Major economic, political, and social forces are examined for their influence upon modern society. Prerequisite: Eligibility for ENG* 101 or ENG* 101W.

HIS* 201 U.S. HISTORY I

3 semester hours

A survey of American history from the Colonial Era through the Civil War. Emphasis will be placed on the underlying trends and movements that helped to forge a nation and then threatened to tear it apart. Prerequisites: ENG* 101 or ENG* 101W, with a "C" or better, OR ENG* 101 with concurrency.

HIS* 202 U.S. HISTORY II

3 semester hours

A survey of American history from the Civil War through World War II. Emphasis will be placed on the nation's internal development and its growth as a world power. Prerequisite: ENG* 101 or ENG* 101W, with a "C" or better, OR ENG* 101 with concurrency.

HIS* 213 THE U.S. SINCE WORLD WAR II

3 semester hours

A survey of American history from World War II through contemporary times. Emphasis will be placed on foreign policy as well as major political, economic, and social trends. Prerequisite: ENG* 101 or ENG* 101W with a "C" or better OR ENG* 101 with concurrency.

HIS* 226 THE U.S. CIVIL WAR

3 semester hours

A survey of American history from the antebellum period through the Civil War and Reconstruction periods. Students will analyze the historical antecedents that led the United States into sectional conflict, and they will investigate the lasting effects of the Civil War on American society. Prerequisite: ENG* 101 or ENG* 101W with a "C" or better OR ENG* 101 with concurrency.

HIS 229* TOPICS IN AMERICAN STUDIES

3 credits

This course will examine the historical and literary definitions of what it means to be an American. Through historical documents, novels, short stories, and other sources, students will investigate how various events and ideas intertwined to define important aspects of American culture. Emphasis will be placed on individual readings and class discussion. Prerequisite: ENG* 101 or ENG* 101W with a "C" or better OR ENG* 101 with concurrency.

HIS* 242 MODERN IRELAND

3 semester hours

A survey of Irish history from the ancient world through the 20th Century. Students will analyze the historical background of critical events in Irish history. Topics for discussion will include the role of nationalism in Irish history and the relationship between Ireland and the United Kingdom. Prerequisite: ENG* 101 or ENG* 101W with a "C" or better OR ENG* 101 with concurrency.

HIS* 299 INDEPENDENT STUDY IN HISTORY

1, 2 or 3 semester hours

Provides students with opportunities to apply their understanding of basic social science methodology in advanced and independent study/research projects. The specific objectives, procedures, and credit hours are established by the student in written form and approved in writing by the faculty member with whom the student will work before the execution of the intended project. A student may repeat the course but the total credits may not exceed six. Prerequisites: ENG* 101 or ENG* 101W, with a "C" or better, OR ENG* 101 with concurrency, AND previous course work in history AND consent of instructor.

HUMAN SERVICES

HSE* 101 INTRODUCTION TO HUMAN SERVICES

3 semester hours

The nature and implications of human services. Consideration of mental health; welfare; probation and school services; and public and private social services. Prerequisite: Eligibility for ENG* 101

HSE* 202 INTRODUCTION TO COUNSELING / INTERVIEWING

3 semester hours

An introduction to the basic components of the helping relationship, exploring the unique qualities of therapeutic relationships and elements which tend to interfere with the therapeutic process. An opportunity to develop and practice skills necessary in the therapeutic interview. Prerequisites: HSE* 101 OR PSY* 111 OR RLS* 101, with a "C" or better.

HSE* 203 THEORIES OF COUNSELING

3 semester hours

Introduction to counseling theories and techniques as used in a variety of settings. The class works together as a therapeutic group and practices skills that are covered in the readings, lectures, films, and discussions. Prerequisites: HSE* 101 with a "C" or better.

HSE* 235 PROFESSIONAL & ETHICAL ISSUES IN HUMAN SERVICES

3 semester hours

An in-depth study of current professional issues including ethical, legal, and moral standards. The student will apply decision making skills and critical analysis to professional situations where standards conflict. Topics include: confidentiality, duty to warn, client rights, dual relationships, competence, multicultural issues, sanity, malpractice, and expert testimony. Prerequisite: HSE* 101 with a "C" or better.

HSE* 281 HUMAN SERVICES FIELD WORK I

3 semester hours

Work experience in a private or public agency under the supervision of the staff of the agency and of the College. Employment for a minimum of 180 hours is required. Weekly seminars to review work experiences and discuss problems and procedures. Prerequisite: HSE* 101 with a "C" or better.

HSE* 282 HUMAN SERVICES FIELD WORK II

3 semester hours

Work experience in a private or public agency under the supervision of the staff of the agency and of the College. Employment for a minimum of 125 hours is required. Weekly seminars to review work experiences and discuss problems and procedures. Prerequisite: HSE* 101 with a "C" or better.

HUMANITIES

HUM* 250 CROSS-CULTURAL EXPERIENCE

3 semester hours

This is a 3 credit service-learning course which takes place primarily in a foreign country (typically the Dominican Republic or Mexico). Students study beforehand an overview of the history of the country and the social issues confronting the population we will be working with. Cross-Cultural communication is emphasized and explored. Under the leadership of faculty, students develop projects to present to school students and adult learners in the service-learning site. Working in groups of 3-4, students may develop projects in the following areas: creative experiences; music and movement; science and math. A daily journal, self-evaluation, final report and presentation are required. Students may need to have basic communication skills in a foreign language.

INTERPRETING: ASL/ENGLISH

Acceptance into the Interpreter Preparation major requires consent of the Program Advisor.

INT* 103 PRE-INTERPRETING SKILLS

3 semester hours

This course is designed to establish the requisite skills essential to subsequent interpreter preparation. Before students can be introduced to the models of interpreting, they must first learn how to analyze and understand incoming source messages. This foundational course will teach various techniques to effectively process information for meaning. Corequisites: ASL* 201 AND ASL* 205. Prerequisites: ASL* 102 with a "C" or better.

INT* 113 INTERPRETING I: CONSECUTIVE & TRANSLITERATING

4 semester hours

Students are introduced to the technique of consecutive interpreting as a skill development tool for increasing discourse analysis, visualization, and message equivalence and as a practice form for simultaneous interpreting. Students will expressively and receptively interpret from both recorded texts and live speakers in a consecutive/transliterating format. Additionally two hours of service learning in the hearing community is required to enhance cultural identity. Prerequisites: ASL* 202 AND ASL* 206 AND DSC* 110 AND DSC* 114 AND INT* 103 AND INT* 121 AND INT* 230, all with a "C" or better.

INT* 114 INTERPRETING II: SIMULTANEOUS & TRANSLITERATING

4 semester hours

Students are introduced to English-to-ASL and ASL-to-English interpreting in the simultaneous mode. This course will develop the interpreting and transliterating skills needed to process a continuous message from the Source Language to the Target Language. Expressive and receptive skills will continue to be developed to assist students in producing or receiving messages in signed English. Team interpreting is introduced and practiced. Additional strategies for providing peer feedback are developed and refined. Lab hours will provide intense experiential opportunities to practice and hone skills introduced in class. Occasionally lab hours will be satisfied at off-site locations. Corequisites: INT* 214 AND INT* 242. Prerequisites: ASL* 202 AND ASL* 206 AND INT* 113 AND INT* 121 AND INT* 134 AND INT* 230, all with a "C" or better.

INT* 121 PROFESSIONAL STANDARDS IN INTERPRETING

3 semester hours

An introduction to the field of interpreting, including an overview of the general socio-cultural systems and socio-political aspects involved, as well as professional ethics and standards for interpreting. Corequisite: ASL* 202. Prerequisites: ASL* 201 AND ASL* 205 AND INT* 103, all with a "C" or better.

INT* 132 ARTISTIC INTERPRETING

3 semester hours

A survey of forms and techniques used to enhance the use of sign language when interpreting in the performing arts and as an art form itself. Prerequisites: ASL* 102 AND INT* 103, both with a "C" or better.

INT* 134 EDUCATIONAL INTERPRETING

3 semester hours

Offered: Winter Intercession

This course surveys the field of interpreting in the educational setting. It focuses on an analysis of the educational environment's impact on the Deaf and Hard of Hearing student and the myriad roles of an interpreter in this setting. Included are discussions on the application of federal and local regulations and the Registry of Interpreters for the Deaf (RID) Code of Ethics. Prerequisites: ASL* 201 AND INT* 103 AND INT* 113 AND INT* 121, all with a "C" or better.

INT* 214 ADVANCED INTERPRETING: SIGN-TO-VOICE

3 semester hours

Designed to enhance voicing skills developed in the simultaneous and consecutive interpreting classrooms. Skill building will include team interpreting for formal/lecture type settings. Corequisites: INT* 114 AND INT* 242. Prerequisites: ASL 202 AND ASL* 206 AND INT* 113 AND INT* 134 AND INT* 230, all with a "C" or better.

INT* 230 INTERPRETING WITH SPECIALIZED POPULATIONS

3 semester hours

Offered: Winter Intercession

This course is designed to identify and develop the specific skills and knowledge necessary to interpret with individuals of special populations such as persons who are Deaf-blind, aural-oral, or who have minimal language skills/competencies. Prerequisites: ASL* 202 AND ASL* 206 AND DSC* 110 AND DSC* 114 AND INT* 113, all with a "C" or better.

INT* 231 INTRODUCTION TO INTERPRETING IN HEALTH CARE SITUATIONS

3 semester hours

A survey of the field of interpreting in various health care settings. The focus will be interpreting communication interactions that may occur in hospitals, doctors' offices, and other medical facilities. Also included will be mental health interpreting and interpreting in substance abuse/recovery settings. Corequisite: INT* 113. Prerequisites: ASL* 206 AND DSC* 110 AND DSC* 114 AND INT* 113, all with a "C" or better.

INT* 242 INTERPRETING PRACTICUM & SEMINAR

4 semester hours

The student will complete at least one hundred (100) hours of simulated or practical work experience in supervised settings to conform with state laws. This course will also provide an open forum for discussing questions and concerns arising from the student's observation of interpreted situations and individual practicum experiences. In addition students will prepare for securing professional positions upon graduation and establish professional development goals for achieving national interpreter certification. Program experience portfolio presentation will be required at the end of the semester. Corequisites: INT* 114 AND INT* 214. Prerequisites: INT* 113 AND INT* 121 AND INT* 230, all with a "C" or better, AND consent of instructor.

MANUFACTURING

MFG* 102 MANUFACTURING PROCESSES

3 semester hours

This course explains common methods of machining used to shape parts to specifications with the emphasis on traditional tool room machinery (Lathes, milling machines, drilling machines and grinders). Related topics also include shop safety, hand tools, measurement, layout work and cutting fluids. Students will apply classroom lessons to the fabrication of parts in the lab course. Corequisite: MFG* 103.

MFG* 103 MANUFACTURING PROCESSES WITH LAB

1 semester hour

This course provides laboratory emphasis on common cutting tools and lathe operations, as well as on associated precision measuring tools and instruments. The labs will involve set-ups and procedures for milling machines, lathes, grinders, drill presses, and measuring instruments. Corequisite: MFG* 102.

MFG* 124 Blueprint Reading I

2 semester hours

This is the first course in blueprint reading. It starts with the study of orthographic projection. Topics include lines and their uses, auxiliary views, sectional views, basic and special dimensioning, dimensioning practices for holes, chamfers, angle, tapers, keyways diameters and radii. Also, geometric tolerancing and dimensioning is covered.

MFG* 125 Blueprint Reading II

3 semester hours

The second course in Blueprint Reading. A further study of simple and complex drawings for machining or assembly purposes. Topics include the application and meaning of geometric characteristics and controls the metric system, weldment, forging and casting drawings and procedures, communication with freehand sketches, blueprint terms and abbreviations.

MFG* 156 CNC I

2 semester hours

This course explains methods for operating and set-up of CNC Milling and Turning machines. Related topics also include shop safety, print reading, hand tools, measurement, layout work and cutting fluids. Students will apply classroom lessons to the fabrication of parts on CNC equipment. Prerequisite: MFG* 102 AND MFG* 103, both with a "C" or better.

MFG* 202 PRECISION MACHINING

3 semester hour

This course explains common methods of machining used to shape parts to specifications with the emphasis on traditional tool room machinery (Lathes, milling machines, drilling machines and grinders). Related topics also include shop safety, hand tools, measurement, layout work and cutting fluids. Students will apply classroom lessons to the fabrication of parts in the lab course. Corequisite: MFG* 203 Prerequisite: MFG* 102 AND MFG* 103, both with a "C" or better.

MFG* 203 PRECISION MACHINING LAB

1 semester hour

This course provides laboratory emphasis on common cutting tools and lathe operations, as well as on associated precision measuring tools and instruments. The labs will involve set-ups and procedures for milling machines, lathes, grinders, drill presses, and measuring instruments. Corequisite: MFG* 202 Prerequisite: MFG* 102 AND MFG* 103, both with a "C" or better.

MATHEMATICS

MAT* 094 INTRODUCTORY ALGEBRA

4 semester hours

This course includes a study of the basic properties and theorems of rational numbers, expressions and equations with polynomials, rational and radical expressions, integer exponents, linear equations in one and two variables, systems of linear equations in two variables, functions, and applications in geometry and algebra. *Credit does not fulfill degree requirements and is not transferable outside the Connecticut Community College system.* Prerequisite: Satisfactory scores on the math placement test.

MAT* 137 INTERMEDIATE ALGEBRA

3 semester hours

This course is a further study of algebra and mathematical modeling of functions and relations represented by tables, graphs, words, and symbols. Polynomial functions and expressions with special attention to linear, quadratic, exponential, rational, and radical functions are studied. There is an emphasis on modeling and applications for all topics. *This course fulfills graduation requirements in many degree programs at NCCC. Check with your Academic Advisor if you intend to transfer to a 4-year college or university and wish to complete your math requirements while at Northwestern. MAT* 137 typically transfers as a general elective, not as a math course.* Prerequisite: MAT* 085 or MAT* 094 or MAT* 095, with a "C" or better, OR satisfactory scores on the math placement tests, SAT, or ACT.

MAT* 137X INTERMEDIATE ALGEBRA, EXTENDED

4 semester hours

This course is a further study of algebra and mathematical modeling of functions and relations represented by tables, graphs, words, and symbols. Polynomial functions and expressions with special attention to linear, quadratic, exponential, rational, and radical functions are studied. There is an emphasis on modeling and applications for all topics. This course meets for an hour longer each week than MAT*137 to allow for more time to work on problems in class, and to review Elementary Algebra concepts as needed. This course fulfills graduation requirements in many degree programs at NCCC. *Check with your Academic Advisor if you intend to transfer to a 4-year college or university and wish to complete your math requirements while at Northwestern. MAT* 137 typically transfers as a general elective, not as a math course.* Prerequisite: MAT* 085 or MAT* 094 or MAT* 095, with a "C" or better, OR satisfactory scores on the math placement tests, SAT, or ACT.

MAT* 146 MATH FOR THE LIBERAL ARTS

3 semester hours

A practical course in mathematics involving a wide range of topics: critical thinking, problem solving, set theory, logic, geometry, consumer math, probability, statistics, and voting theory. *This course fulfills graduation requirements at Northwestern, and will transfer to a Bachelor's Degree program as a mathematics course. Check with your Academic Advisor if you intend to transfer to a 4-year college or university and wish to complete your math requirements while at Northwestern.* Prerequisite: : MAT* 137 or MAT* 137X or MAT* 137P or MAT* 137M, with a "C" or better, OR satisfactory math placement test scores or SAT or ACT.

MAT* 167 PRINCIPLES OF STATISTICS

3 semester hours

Basic concepts used in collecting, presenting, and analyzing data; descriptive statistics, probability, distributions, sampling theory, statistical inference to include hypothesis testing, regression, and correlation. The use of the micro-computer for data analysis is an integral part of the course. *This course fulfills graduation requirements at Northwestern, and will transfer to a Bachelor's Degree program as a mathematics course. Check with your Academic Advisor if you intend to transfer to a 4-year college or university and wish to complete your math requirements while at Northwestern.* Prerequisite: MAT* 137 or MAT* 137X or MAT* 137P or MAT* 137M, with a "C" or better, OR satisfactory math placement test scores or SAT or ACT.

MAT* 186 PRECALCULUS

4 semester hours

An exploration of functions and their graphs. Polynomial, rational, exponential, logarithmic, and trigonometric functions and their behaviors in a two-dimensional graphing system will be examined and used to model real life situations. Students will also be introduced to the calculation of limits and derivatives. The use of a graphing calculator is an integral part of this course. *This course fulfills graduation requirements at Northwestern, and will transfer to a Bachelor's Degree program as a mathematics course. Check with your Academic Advisor if you intend to transfer to a 4-year college or university and wish to complete your math requirements while at Northwestern.* Prerequisite: MAT* 137 or MAT* 137X or MAT* 137P or MAT* 137M, with a "C" or better, OR satisfactory math placement test scores or SAT or ACT.

MAT* 254 CALCULUS I

4 semester hours

Plane analytic geometry, functions, limits, continuity, derivatives, differentiation of algebraic functions, applications of the derivative, antidifferentiation, the definite integral, and an introduction to transcendental functions. *This course fulfills graduation requirements at Northwestern, and will transfer to a Bachelor's Degree program as a mathematics course. Check with your Academic Advisor if you intend to transfer to a 4-year college or university and wish to complete your math requirements while at Northwestern.* Prerequisite: MAT* 186, with a "C" or better, OR satisfactory scores on the math placement tests or SAT or ACT.

MAT* 256 CALCULUS II

4 semester hours

Differentiation and integration of trigonometric, exponential, and inverse functions, parametric equations, methods of integration and applications of the definite integral, hyperbolic functions, infinite series. *This course fulfills graduation requirements at Northwestern, and will transfer to a Bachelor's Degree program as a mathematics course. Check with your Academic Advisor if you intend to transfer to a 4-year college or university and wish to complete your math requirements while at Northwestern.* Prerequisite: MAT* 254 with a "C" or better.

MAT* 268 CALCULUS III: MULTIVARIABLE

4 semester hours

A course in multivariable calculus for math or science majors. Topics include plane curves, parametric equations and polar coordinates, vectors and solid analytic geometry, vector-valued functions, functions of several variables, partial differentiation, and multiple integration. This course fulfills graduation requirements at Northwestern, and will transfer to a Bachelor's Degree program as a mathematics course. Check with your Academic Advisor if you intend to transfer to a 4-year college or university and wish to complete your math requirements while at Northwestern. Prerequisite: MAT* 256 with a "C" or better.

MEDICAL ASSISTING

MED* 111 ADMINISTRATIVE MEDICAL ASSISTING

3 semester hours

The theory, practice, and techniques of fundamental medical office management are presented. An overview of the profession of medical assisting and its role in providing quality health care are examined. Administrative functions, including office responsibilities, medical records, management, medical business correspondence, computer applications and professional communications for the Medical Assistant will be emphasized.

MED* 112 MEDICAL INSURANCE & BILLING

3 semester hours

This course includes the important medical insurance, claims processing and billing issues in healthcare. Insurance terminology, healthcare reform, ethical, legal and compliance issues, the Health Insurance Portability and Accountability Act (HIPPA), types of insurance, and the eligibility and benefit structure of a variety of insurance plans including Medicare, Medicaid, Managed Care, TRICARE, and Workers' Compensation will be covered. Students will learn to generate and manage billing claim forms for the medical office and other organizations. Students will be prepared to analyze and accurately decipher complicated medical claims and oversee the entire coding, billing and reimbursement process. This introduces students to ICD-9-CM, ICD-10, CPT, HCPCS level II, PCS medical coding procedures and is designed to help students meet the challenge of today's changing government regulations and healthcare reporting. Prerequisite: Eligibility for ENG* 101W or ENG* 101.

MED* 113 HEALTHCARE INSURANCE

2 semester hours

This course presents an overview of healthcare insurance. Course material and discussions will focus on the different types of insurance and various health care plans including government plans, private plans and managed care. There is a focus on federal and state health insurance regulations. Prerequisite: Eligibility for ENG* 096

MED* 115 MEDICAL CODING

2 semester hours

This course will present the theory and practice of fundamental medical billing, collections and insurance processing procedures. The roles of third-party billing and guidelines in health care business practice will be stressed. This is a hands-on coding and billing course requiring basic computer skills. Prerequisites: MED* 113 with a "C" or better (or with concurrency) AND MED* 125 or HIM* 101 AND CSA* 105 AND MED* 111, all with a "C" or better.

MED* 125 MEDICAL TERMINOLOGY

3 semester hours

This course introduces the language of medicine. It will cover basic structure, spelling, pronunciation and definitions of medical and pathological terms; including all organ systems, anatomy, physiology, diseases, diagnoses, and medical abbreviations. The basic structure of medical terms including prefixes, suffixes, and word roots will be presented. Body systems are used as the organizations framework to present terminology.

MED* 133 CLINICAL MEDICAL ASSISTING

4 semester hours

This course presents the theory and practice of clinical skills used by the medical assistant in a medical office. The course focuses on practices commonly performed in assisting with clinical procedures, developing communication skills between healthcare professionals and patients, and providing patient education and instruction. Topics include clinical asepsis and infection control, physical examinations, vital signs and measurements, assisting with minor surgery, nutrition, patient education, rehabilitative medicine and specialty examinations. Prerequisites: MED* 125 or HIM* 101 AND CSA*105, both with a "C" or better.

MED* 215 ADVANCED MEDICAL CODING

3 semester hours

This course covers common coding, terminologies and vocabularies used in healthcare delivery and management, such as International Classification of Diseases (ICD), Healthcare Common Procedures Coding Systems (HCPCS), Current Procedural Terminology (CPT), National Drug Codes (NDC), Systematized Nomenclature of Medicine Clinical Terms (SNOMED), Procedure Coding System (PCS), and Diagnosis Related Groups (DRG). Advanced coding applications are considered by specialty and body system, incorporating medical terminology, anatomy and physiology. Designed to help students meet the challenge of today's changing government regulations and healthcare reporting included in the course is detailed information on health reform, ethical, legal, and compliance issues that relate to coding and reimbursement. Students will gain hands on coding skills through data abstracting, auditing of chart notes, and coding exercises for a variety of healthcare settings. Coding applications are considered by specialty and body system, incorporating medical terminology, anatomy and physiology. Students will gain hands on coding skills through data abstracting, auditing of chart notes, case studies and coding exercises for a variety of healthcare settings. This course increases the coder's level of competence for code sequencing, compliance and optimal reimbursement. Prerequisites: BIO* 110 or BIO* 127 AND MED* 115 AND HIM* 205 or HIM* 210, all with a "C" or better.

MED* 216 ELECTRONIC MEDICAL RECORDS MANAGEMENT

3 semester hours

This course provides the student an opportunity to investigate a variety of Electronic Health Records (EHR) and electronic information systems in healthcare. It integrates medical administrative and clinical record management and computer technology for performing common medical practice functions in a simulated Electronic Medical Record (EMR). This course is meant to give the student an introduction to the processes for collecting, using, sharing and maintaining patient health information. It offers students an overview of health information systems fundamental knowledge of health information systems, data management and regulatory concepts for both ambulatory and acute care settings. The course covers computer hardware and software components, network and World Wide Web technologies, health information standards, as well as hands-on exercises that use current industry EHR software simulations. Prerequisites: MED* 125 or HIM* 101 AND CSA* 105 AND MED* 111, all with a "C" or better.

MED* 245 CLINICAL LABORATORY PROCEDURES

4 semester hours

This course provides an introduction to clinical laboratory procedures and equipment. A study of basic diagnostic ambulatory tests for patient examination, evaluation and treatment are studied. Students will perform venous and capillary blood collection methods. Students will obtain the necessary skills to perform various diagnostic tests performed in ambulatory facilities including hematology and blood chemistry tests, pulmonary function tests, routine urinalysis, and electrocardiograms. Students are required to purchase scrubs or a lab coat to be worn in class. A physical examination and proof of immunization is also required. Prerequisites: MED* 125 or HIM* 101 AND CSA* 105 AND MED* 133, all with a "C" or better.

MED* 250 PRINCIPLES OF PHARMACOLOGY

3 semester hours

This course is an examination of the more commonly prescribed medications as they relate to specific body systems. Topics include practices, procedures and laws governing the use, dispensing, administration and storage of pharmaceuticals. Terminology relating to drugs and the administration of drugs is emphasized. Medications will be correlated to pathology, common diseases, and treatments as related to body systems. Corequisite: MED* 250L. Prerequisites: MED* 125 or HIM* 101 AND BIO* 110 or BIO* 115 or BIO* 127, both with a "C" or better.

MED* 250L PRINCIPLES OF PHARMACOLOGY LAB

1 semester hour

Laboratory to accompany MED* 250 Principles of Pharmacology. Lab activities cover general principles of medication administration including determination of dosage, preparation, safe administration, and documentation. Systems of measurement and mathematical equivalents used in pharmacology dosage calculations will be covered. Students will participate in lab simulations covering injection techniques, administration of oral, nasal, ophthalmic, otic, topical, transdermal, and metered dose inhaler medications. Corequisite: MED* 250. Prerequisites: MED* 125 or HIM* 101 AND BIO* 110 or BIO* 115 or BIO* 127, both with a "C" or better.

MED* 281 MEDICAL ASSISTING EXTERNSHIP

4 semester hours

Preparation and work experience in an ambulatory medical setting under the supervision of the facility staff and College instructor. Students complete 10 hours of simulated training on campus in preparation for a 160 hour experience at an approved site. Practicum experience of at least 160 contact hours enables students to apply the cognitive (knowledge) base and the psychomotor and affective objectives (competencies) they have learned, develop clinical proficiency, and assume responsibility for unpaid performance of clinical and administrative procedures in an ambulatory health care setting. Students will attend a state medical assisting convention, prepare for and apply for a certifying exam and keep a journal of their practicum experience. Students must have current CPR and first aid certification during the entire externship experience. Certifications may be obtained through RLS* 201. A mandatory Pre-Externship meeting is required in the semester prior to enrollment in MED* 281. Prerequisites: MED* 133 AND MED* 245 AND MED* 250 AND MED* 250L, all with a "C" or better AND completion of all medical assisting designated courses AND consent of the program coordinator.

MUSIC

MUS* 101 MUSIC HIS & APPRECIATION I

3 semester hours

Study of music from the Middle Ages to the present, using lectures, recordings, and outside listening assignments. Previous training not required. A field trip may be required. Prerequisite: Eligibility for ENG* 096

MUS* 109 HISTORY OF MUSIC IN FILM

3 semester hours

Study of the use of music in American and European film from the late 19th century to the present. Learning materials include videos, CDs, photo documentation, lectures and class projects. Prerequisite: Eligibility for ENG* 096

MUS* 124 MUSIC OF THE CLASSICAL PERIOD

3 semester hours

Survey of the music of the classical period (1750 – 1825), including the full flowering of Haydn, Mozart, and their contemporaries. Concert attendance may be required. Prerequisite: Eligibility for ENG* 096 .

MUS* 137 HISTORY AND APPRECIATION OF JAZZ

3 semester hours

This course is a historical study of jazz from its early roots to the players today. Students will learn about the evolution of jazz and how it has been influenced by technology and society. Students will examine the artists and music in jazz today, and the role of jazz in the past. Various audio and video performances of jazz musicians and ensembles will be analyzed for their effects on this genre of music. Students will attend and critique live performances, and talk with the performing musicians when possible. Topics covered include the New Orleans era, the Big Band era, Swing, Bebop and Hard Bop, the Bossa Nova era, and Jazz today. Prerequisite: Eligibility for ENG* 096

NURSING

NUR* 101 INTRODUCTION TO NURSING PRACTICE

8 semester hours

Classroom: 60 hours

Clinical/College Laboratory: 180 hours

The student will focus 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.

Prerequisites: ENG* 101 or ENG* 101W, with a "C" or better, AND BIO* 212 with a "C+" or better AND BIO* 235 AND PSY* 111, both with a "C" or better or with concurrency.

NUR* 102 FAMILY HEALTH NURSING

8 semester hours

Classroom: 60 hours

Clinical/College Laboratory: 180 hours

The student will focus on issues affecting the family, including childbearing, childrearing, geriatric care and intermediate health care needs of limited duration. The medical surgical health problems include care for the client in the perioperative period and the client experiencing orthopedic and simple genitourinary conditions. The course addresses several psychiatric disorders: anxiety and cognitive disorders, common child and adolescent psychiatric disorders. The student will have clinical rotations that provide experience caring for the childbearing family as well as caring for medical-surgical clients across the lifespan. Corequisite: NUR* 103 (must be taken concurrently). Prerequisites: NUR* 101 AND BIO* 235 AND PSY* 111, all with a "C" or better, AND PSY* 201 AND SOC* 101, both with a "C" or better, or with concurrency.

NUR* 103 PHARMACOLOGY FOR FAMILIES ACROSS THE LIFESPAN

1 semester hour

Classroom: 15 hours

The student will focus on the safe use, pharmacological principles, indications and nursing implications related to drug therapy when caring for individuals and families. Emphasis will be placed on medications used with perinatal, neonatal, pediatric, geriatric and peri-operative clients. The course will stress the general characteristics of selected medications and will include indications, pharmacokinetics, side effects, adverse effects, contraindications, administration, nursing implications across the lifespan, client education and relationship to prior learning. Corequisite: NUR* 102. Prerequisite: NUR* 101 with a "C" or better.

NUR* 130 LPN TO RN TRANSITION I

2 semester hours

Clinical: 90 hours (includes clinical and on campus laboratory distribution)

This course is the final component of the Connecticut League for Nursing LPN to RN Articulation Plan for the Connecticut Community Colleges Nursing Program (CT-CCNP) which prepares LPNs to enter the CT-CCNP in the second year of study. Students enrolling in this course have been accepted for admission into the (CT-CCNP) and have chosen the option to enter the third semester. Prerequisites: BIO* 235 AND PSY* 111 AND PSY* 201 AND SOC* 101, all with a "C" or better or with concurrency, AND Charter Oak State College NUR* 190 with a "C" or better.

NUR* 201 NURSING CARE OF INDIVIDUALS AND FAMILIES I

9 semester hours

Classroom: 60 hours

Clinical/College Laboratory: 225 hours

The student will focus on holistic care of individuals and families across the lifespan with a variety of health care needs. The needs of clients experiencing endocrine, respiratory, gastrointestinal, cardiovascular conditions and selected mental health disorders are examined. Bioterrorism as a health care issue will be addressed. Clinical laboratory experience provides the student an opportunity to administer care to a diverse population of clients in a variety of acute care and community health care settings. The student will utilize critical thinking, caring, professionalism and communication skills in the care of the client. Emphasis is placed on provision of safe and competent care and development of the professional role as a member of a multidisciplinary health care team. Over the semester, the student is increasingly challenged in the clinical area with more complex client assignments. Corequisite: NUR* 202 (must be taken concurrently). Prerequisites: NUR* 102 AND NUR* 103 AND PSY* 201 AND SOC* 101, all with a grade of "C" or better, AND ENG* 102 with a "C" or better, or with concurrency.

NUR* 202 PHARMACOLOGY FOR INDIVIDUALS AND FAMILIES WITH INTERMEDIATE HEALTHCARE NEEDS

1 semester hour

Hours: 15 hours

The student will focus on safe use pharmacologic principles related to the care of individuals and families across the lifespan with intermediate health care needs. Emphasis will be placed on medications used for clients who have endocrine, gastrointestinal, respiratory, cardiovascular, autoimmune, and psychiatric conditions and clients who are survivors of bioterrorism. Corequisite: NUR* 201 (must be taken concurrently). Prerequisites: NUR* 102 AND NUR* 103, both with a "C" or better.

NUR 203 NURSING CARE OF INDIVIDUALS AND FAMILIES II

8 semester hours

Classroom: 45 hours

Clinical: 225 hours

The student will focus on the holistic care of individuals, families, and groups with complex health care needs. The student will incorporate critical thinking, caring behaviors, professionalism, and communication skills when providing nursing care in a variety of acute, long-term and/or community settings. The student will have an opportunity to manage a multi-client assignment with an emphasis on safe and competent practice. Corequisites: NUR* 204 and NUR* 205 (must be taken concurrently). Prerequisites: NUR* 201 AND NUR* 202 AND ENG* 102, all with a "C" or better.

NUR* 204 PHARMACOLOGY FOR INDIVIDUALS, FAMILIES AND GROUPS WITH COMPLEX HEALTH CARE NEEDS

1 semester hour

Classroom: 15 hours

The student will focus on safe use, pharmacologic principles, indications and nursing implications related to drug therapy in the care of individuals, families, and groups with complex health care needs. Emphasis will be placed on medications used for clients who have acute and chronic renal failure, oncology and neurological conditions, and multi-system dysfunction and clients who choose an alternative therapy. Corequisite: NUR* 203 AND NUR* 205. Prerequisite: NUR* 202 with a "C" or better.

NUR* 205 NURSING MANAGEMENT AND TRENDS

2 semester hours

Classroom: 30 hours

The student will explore the basic principles of management, leadership and collaborative relationships as they relate to providing safe and competent care. The focus is on the utilization of critical thinking skills to make decisions, priority setting, delegation, legal parameters of nursing practice and ethical issues. The student will expand the concept of caring to the profession of nursing through collegial and interdisciplinary communication. The course facilitates the transition of the student into the profession and his/her role in contemporary nursing practice. Corequisite: NUR* 203 AND NUR* 204. Prerequisite: NUR* 201 AND NUR* 202, both with a "C" or better.

PHILOSOPHY

PHL* 101 INTRODUCTION TO PHILOSOPHY

3 semester hours

An examination of basic philosophical problems: the nature of God, religion, morality, justice, knowledge, freedom, mind, and reality. Prerequisite: Eligibility for ENG* 101.

PHL* 111 ETHICS

3 semester hours

Critically examines different ethical theories and discusses significant contemporary issues such as abortion, nuclear war, suicide, capital punishment, euthanasia, sexual ethics, and aid for the needy. Prerequisite: Eligibility for ENG* 101.

PHL* 112 MEDICAL ETHICS

3 semester hours

In this course the student will explore the history, philosophy, ethical reasoning, and moral theories impacting healthcare decisions; while investigating ground breaking ethical issues, bioethical cases and laws governing healthcare providers' and health care workers' actions. Using case studies to explore the complex issues involved in medical treatment, experimentation and research, students will discuss the philosophies which contributed to the development of ethical codes of practice in the medical professions. Some of the topics being covered include: assisted reproduction, genetics, abortion, euthanasia, allocation of sparse resources, organ donation and the obligations of professional conduct. Prerequisite: Eligibility for ENG* 101.

PHL* 116 BUSINESS & PROFESSIONAL ETHICS

3 semester hours

A case-based application of ethical theories to issues in the world of business. Examines both personal and corporate responsibilities in the context of justice and the good life. Class discussion and writing assignments emphasize rational philosophical analysis. Prerequisite: Eligibility for ENG* 101.

PHL* 151 WORLD RELIGIONS

3 semester hours

Considers the religious systems of ancient Egypt and Greece as well as Zoroastrianism, Judaism, Christianity, Islam, and the great Eastern religious systems. Addresses the idea that religions differ not because they give different answers to basic questions, but because they do not agree on which questions are basic. Prerequisite: Eligibility for ENG* 101.

PHL 156 ISLAM IN THE CONTEMPORARY WORLD

3 semester hours

This course will examine the Islamic faith and the contemporary milieu of Islamic belief and practice. A general historical survey of the Islamic tradition will be undertaken to be able to clearly focus on Islam in our modern context and clarify the ways the Muslim world reckons with global culture, politics and social progress in the 21st century. Prerequisite: Eligibility for ENG* 101.

PHL* 178 MODERN PHILOSOPHY

3 semester hours

Looks at the progress of modern philosophical thinking, its modifications and various rejections of long-standing premises. Acknowledges feminism as well as other views that represent modern thought and how it is manifested in aspects of today's living. Prerequisites: PHL* 101 or PHL* 111, with a "C" or better, AND eligibility for ENG* 101.

PHYSICS & PHYSICAL SCIENCE

PHY* 110 INTRODUCTORY PHYSICS

4 semester hours (3 class hours/2 laboratory hours)

For non-science and science majors. An introductory physics course for the non-science major or individuals who may lack sufficient preparation for science and engineering courses. Principles and applied problems in kinematics, dynamics, statics, energy, waves, fluids, thermodynamics, electricity, magnetism, and optics. Not open to students who have completed PHY* 221 or PHY* 222. The use of computers, analysis software, computer interfaces and sensors are an integral part of this course. Prerequisites: Eligibility for ENG* 101 AND MAT* 186.

PHY* 121 GENERAL PHYSICS I

4 semester hours (3 class hours/3 laboratory hours)

For science majors. A college algebra-based general physics course for the science/technology or engineering technology major or the engineering major that may lack sufficient conceptual understanding of physics. Subject areas include applied mathematical processes and problems in kinematics, dynamics, statics, energy, heat and thermodynamics, and phases of matter. The use of cognitive and mathematical skills employed by scientists and engineers will also be a central focus of this course. The use of computers, analysis software, computer interfaces and sensors will be an integral part of this course. Prerequisites: Eligibility for MAT* 254 AND ENG* 101. PHY* 110 or satisfactory completion of high school physics course is HIGHLY recommended.

PHY* 122 GENERAL PHYSICS II

4 semester hours (3 class hours/3 laboratory hours)

This is the second course in the college Physics sequence. Subject areas include fundamental concepts and mathematical exposition, applied problems in electricity, magnetism waves, optics, sound, light and as time permits, introduction to modern physics in the area of nuclear and atomic physics, special and general relativity. The use of computers, analysis software, computer interfaces and sensors are an integral part of this course. Prerequisite: PHY* 121 with a "C" or better.

PHY* 221 CALCULUS-BASED PHYSICS I

4 semester hours (3 class hours/3 laboratory hours)

For science majors. A traditional Calculus-based college physics course for the science major or engineering major. Subject areas include applied mathematical processes and problems in kinematics, dynamics, statics, energy, heat and thermodynamics, and phases of matter. The use of cognitive and mathematical skills employed by scientists and engineers will also be a central focus of this course. The use of computers, analysis software, computer interfaces and sensors are an integral part of this course. Corequisite: MAT* 256. Prerequisite: MAT* 254, with a "C" or better, AND eligibility for ENG* 101.

PHY* 222 CALCULUS-BASED PHYSICS II

4 semester hours (3 class hours/3 laboratory hours)

This is the second course in the Engineering Physics sequence. Subject areas include applied problems in electricity, magnetism, waves, optics, sound, light and as time permits, introduction to modern physics in the area of nuclear and atomic physics, special and general relativity. The use of computers, analysis software, computer interfaces and sensors are an integral part of this course. Prerequisite: PHY* 221 with a "C" or better.

POLITICAL SCIENCE**POL* 103 INTRODUCTION TO INTERNATIONAL RELATIONS**

3 semester hours

As an introduction to international relations, topics are introduced in different contexts: theoretical schools and their concepts, international organizations, diplomacy, interdependence and globalization, international political economy, and warfare. Specific focus is reserved for fundamental issues, including foreign policy, security cooperation, nationalism and ethnicity, international finance, global welfare, international trade, international development, regional integration, international environment, human rights, international law, and international cooperation. Students will also be familiarized with levels-of-analysis and several leading theories in the field including neo-liberalism, neo-realism, and strategic choice. Prerequisite: Eligibility for ENG* 101.

POL* 111 AMERICAN GOVERNMENT

3 semester hours

Surveys the structure, functions, services, and problems inherent in federal governments, as well as factors influencing political action. Students apply the principles of government to modern American life. Prerequisite: Eligibility for ENG* 101.

POL* 122 THE POLITICS OF SOCIAL WELFARE

3 semester hours

Review the basic concepts of social welfare and its social, economic, and political roots. Studies the influence of beliefs about the appropriate role of the government in the economy and in people's lives on the provision of welfare decision-making and services. Review of basic practices and procedures of federal and state-level social welfare programs. Prerequisite: Eligibility for ENG* 101.

POL* 216 COMPARATIVE IDEOLOGIES

3 semester hours

A comparative study of modern political ideology: survey of Western and Eastern (Islam and non-Islam) political thought and theory, with emphasis on the development of the nation-state. Prerequisites: Eligibility for ENG* 101.

POL* 295 POLITICAL SCIENCE INTERNSHIP

6-12 semester hours

A supervised work-study program to provide the student with experience in the Connecticut State Legislature. By application only. Prerequisites: Consent of the Academic Dean.

POL* 299 INDEPENDENT STUDY IN POLITICAL SCIENCE

1, 2 or 3 semester hours

Provides students with opportunities to apply their understanding of basic social methodology in advanced and independent study/research projects. The specific objectives, procedures, and credit hours are established by the student in written form and approved in writing by the faculty member with whom the student will work before the execution of the intended project. A student may repeat the course but the total credits may not exceed six. Prerequisites: Previous course work in political science AND consent of instructor.

PSYCHOLOGY

PSY* 104 PSYCHOLOGY OF ADJUSTMENT

3 semester hours

Designed to expand the student's awareness of self and others, and to allow exploration of choices which are available in significant areas of life such as love, sexuality, identity, alienation, and goals. Prerequisite: Eligibility for ENG* 096.

PSY* 111 GENERAL PSYCHOLOGY I

3 semester hours

A study of human behavior and mental processes through the investigation of such topics as biological roots, human development, memory, psychological research, learning, and social influences. This course is a prerequisite for most psychology courses. Prerequisite: ENG* 101 or ENG* 101W with a "C" or better OR ENG* 101 with concurrency.

PSY* 112 GENERAL PSYCHOLOGY II

3 semester hours

A study of human behavior and mental processes through the investigation of such topics as sensation, perception, states of consciousness, motivation, and emotion. Personality, psychological disorders, and forms of therapy are discussed. Prerequisite: ENG* 101 or ENG* 101W with a "C" or better OR ENG* 101 with concurrency.

PSY* 201 LIFE SPAN DEVELOPMENT

3 semester hours

This course examines physical, social-emotional and cognitive development from conception through old age. Particular emphasis will be placed on research and methodology of the developmental perspective. Prerequisite: PSY* 111 with a "C" or better.

PSY* 204 CHILD AND ADOLESCENT DEVELOPMENT

3 semester hours

This course examines cognitive, physical and socio-emotional growth from conception through adolescence. Emphasis is placed on research and methodology within the field. Prerequisite: PSY* 111 with a "C" or better.

PSY* 210 DEATH & DYING

3 semester hours

An opportunity to become more comfortable with the concepts of death. Includes discussion of personal experiences, a review of books and articles, class presentations, films, tapes, and possible guest speakers or field trips. Prerequisite: PSY* 111 with a "C" or better.

PSY* 245 ABNORMAL PSYCHOLOGY

3 semester hours

An exploration of the causes, effects and treatment of abnormal behavior. Topics covered include the difficulty of defining normal and abnormal behavior, critical understanding of diagnostic and research tools used by mental health professionals, and discussion of the possible developmental roots of psychological disorders. Prerequisite: PSY* 111 with a "C" or better.

PSY* 258 BEHAVIOR MODIFICATION

3 semester hours

This course is designed to teach students the theoretical and practical aspects of Applied Behavior Analysis. Principles of both Operant and Classical Conditioning paradigms will be covered. Strict emphasis will be placed on definition and measurement of behavior, identification and methods of reinforcer delivery and analysis of behavioral change. Students will be expected to design and implement a behavior change program as part of the course. Prerequisite: PSY* 111 with a grade of "B" or better.

PSY* 260 PSYCHOLOGY OF THE EXCEPTIONAL CHILD

3 semester hours

Special children, who they are, how they behave, and what can be done to help them. Emphasis on the child in the home and in social environments; school-related problems. Prerequisite: PSY* 111 with a "C" or better.

PSY* 298 SPECIAL TOPICS IN PSYCHOLOGY

1 - 3 semester hours

Designed to offer the student an opportunity to understand the investigation of a specific topic in psychology. One to three semester hours are prearranged in writing with the instructor. A student may repeat the course but the total credits may not exceed six. Prerequisites: PSY* 111 with a "C" or better AND consent of instructor.

SCIENCE

SCI* 106 SCIENCE AND SOCIETY

3 semester hours

For non-science majors. This course is designed to give students a basic understanding of the scientific method, scientific vocabulary and basic chemical and biological processes so that they can adequately evaluate the scientific information they encounter in their daily lives. Topics such as water pollution, climate change, nutrition, disease, and food systems will be explored. The use of computers and Blackboard are integral aspects of this course. Prerequisite: Eligibility for ENG* 101.

SOCIOLOGY

SOC* 101 PRINCIPLES OF SOCIOLOGY

3 semester hours

Introduces students to patterns of human behavior and social interaction. Areas of focus include, the nature of social adjustment, personality and the socialization process, formal and informal groups, and institutions. Prerequisite: Eligibility for ENG* 101.

SOC* 104 SOCIOLOGY OF THE FAMILY

3 semester hours

This course examines the family as a social institution: its structures, functions, challenges, and changing cultural patterns within a historical and cross-cultural perspective. Prerequisite: Eligibility for ENG* 101.

SOC* 201 CONTEMPORARY SOCIAL ISSUES

3 semester hours

Study selected problems in American society, including causes, effects on the individual, and approaches to resolution. Prerequisites: SOC* 101, with a "C" or better, AND eligibility for ENG* 101 OR consent of instructor.

SOC* 240 CRIMINOLOGY

3 semester hours

The course of Criminology deals with the causes of crime and how it relates to our society, as well as the response of society to criminal behavior. The relationship of the criminal justice system and corrections is also explored. Development of the criminal mind and the inmates' social world within prison are of particular importance. Defining the concept of crime and the nature of criminal law are important aspects of this course of study. The effects of alcohol and substance abuse are prominent factors in modern criminal behavior, since a majority of crimes are related to this type of abuse. How society deals with these social problems will shape the future of criminal acts. Prerequisite: Eligibility for ENG* 101.

SOC* 241 JUVENILE DELINQUENCY

3 semester hours

This course will examine the social aspects of juvenile delinquency and the pressures which cause this behavior to emerge. The organization, functions and jurisdiction of the juvenile court system, as well as processing, detention, case disposition and juvenile delinquency statutes, will be discussed. The juvenile delinquency process in many states is being reexamined as today's youth have learned to abuse an antiquated system. Prerequisite: Eligibility for ENG* 101.

SOC* 298 SPECIAL TOPICS

1 - 3 semester hours

Designed to offer the student an opportunity to undertake the investigation of a specific topic in sociology. One to three semester hours are prearranged in writing with the instructor. A student may repeat the course but the total credits may not exceed six. Prerequisites: SOC* 101, with a "C" or better, AND consent of instructor

SPANISH

SPA* 101 & SPA* 102 ELEMENTARY SPANISH I & II

3 semester hours each

These courses are designed to provide a basic foundation of the Spanish language with emphasis on speaking, listening comprehension, reading, and writing. Through film and other media, we will also periodically investigate Spanish and Latin American culture. Prerequisite: (For SPA* 101) Eligibility for ENG* 101 OR consent of instructor; (For SPA* 102) SPA* 101, with a "C" or better, OR consent of instructor.

SPA* 120 BASIC SPANISH FOR HEALTH PROFESSIONALS

1 semester hour

This is a one-credit course. This course will provide the student with an opportunity to enhance healthcare communication skills for persons working with a Spanish-speaking clientele. Basic words and phrases needed to greet, refer to body parts, interview, and give instructions will be presented.

SPA* 201 & SPA* 202 INTERMEDIATE SPANISH I & II

3 semester hours each

Continued practice with speaking, listening comprehension, reading, and writing Spanish. More sophisticated grammatical concepts, such as the subjunctive, are covered, with further emphasis on an appreciation for the variety and richness of Spanish and Latin American culture through readings, film, and internet research. Prerequisite: (For SPA* 201) SPA* 102, with a "C" or better, OR consent of instructor; (For SPA* 202) SPA* 201, with a "C" or better, OR consent of instructor.

THERAPEUTIC RECREATION

RLS* 121 INTRODUCTION TO THERAPEUTIC RECREATIONAL SERVICES

3 semester hours

Introduces students to therapeutic recreational services in hospitals, residential centers, correctional, and special institutions. Relationship of therapeutic recreation with other rehabilitative services.

RLS* 122 PROCESS & TECHNIQUE IN THERAPEUTIC RECREATION

3 semester hours

Acquaints students with physical activities adapted for various special populations. Adaptive, corrective, and development techniques are explored in lectures, demonstrations, and activities.

RLS* 201 FIRST AID & EMERGENCY CARE

3 semester hours

Theoretical and practical techniques and skills needed to provide early pre-hospital medical care in the event of an emergency. This course will provide an overview of the Emergency Medical System and role of the citizen responder at the scene of a medical or traumatic emergency in a variety of situations including fire and hazardous materials. It offers American Red Cross certification in CPR/AED for the Professional Rescuer and in First Aid Responding to Emergencies. The course will also cover the basic principles for personal and community emergency preparedness and the potential role(s) of individuals. This is a 'hands-on' interactive course.

RLS* 215 RECREATIONAL LEADERSHIP & SUPERVISION

3 semester hours

Application of theoretical and practical leadership methods and skills in park and recreation services. Prerequisite: RLS* 121 with a "C" or better.

RLS* 219 FIELD WORK IN REC LEADERSHIP

3 semester hours

Required field internship for second-year students enrolled in the Therapeutic Recreation certificate or associate degree program. Students must meet with the program advisor prior to enrolling in this course. Prerequisites: RLS* 121 AND RLS* 122, both with a "C" or better, AND consent of program advisor.

RLS* 221 THERAPEUTIC RECREATION PROGRAMMING

3 semester hours

A study of the equipment selection, leadership techniques and program modifications required for appropriate special programs designed to meet the needs and interests of members of various special populations. Prerequisites: RLS* 121 and RLS* 122, both with a "C" or better.

VETERINARY TECHNOLOGY

VET* 100 INTRODUCTION TO ANIMAL CARE

2 semester hours

Offered: Fall semester

This course is designed to give students in the Veterinary Technology Program "hands-on" experience with small, large and laboratory animals. Basic animal husbandry topics discussed include breed differentiation, clinical nutrition, behavior, and species restraint techniques. Prerequisites: Admission to Vet Tech Program; BIO* 121, MAT* 137, CHE* 111 AND CSA* 105, all with a "C" or better, AND eligibility for ENG* 101.

VET* 101 INTRODUCTION TO VETERINARY TECHNOLOGY

3 semester hours

Offered: Fall semester

This course is an introduction to veterinary science. The profession and employment opportunities for veterinary technicians are presented. The principles of animal health and the prevention of disease are stressed. Common illnesses, vaccination protocols, basic nutrition and animal reproduction are discussed. Prerequisites: Admission to Vet Tech Program; BIO* 121, MAT* 137, CHE* 111 AND CSA* 105, all with a "C" or better, AND eligibility for ENG* 101.

VET* 102 VETERINARY OFFICE MANAGEMENT & COMMUNICATION

3 semester hours

Offered: Spring semester

This course is intended to introduce the student to office procedures and business practices related to private veterinary practices. Topics include reception techniques, telephone etiquette, management of medical records, billing procedures, scheduling of appointments, inventory control, computer use, and staff management. Prerequisites: Admission to Vet Tech Program; BIO* 121, MAT* 137, CHE* 111 AND CSA* 105, all with a "C" or better, AND eligibility for ENG* 101.

VET* 151 SMALL ANIMAL VETERINARY TECHNOLOGY

4 semester hours (3 class hours/2 laboratory hours)

Offered: Spring semester

This course will introduce the student to small animal nursing procedures including laboratory animals. Included topics will be restraint, physical examinations, medical and surgical nursing techniques and emergency care. The importance of client education and the role of the veterinary technician in the clinical setting will be stressed. Field trips required. Rabies vaccines must be completed prior to starting class. Prerequisites: VET* 100 AND VET* 101, both with a "C" or better.

VET* 152 LARGE ANIMAL VETERINARY TECHNOLOGY

4 semester hours (3 class hours/3 laboratory hours)

Offered: Spring semester

This course will be an overview of the technical aspects of large animal veterinary care. Emphasis will be on large animal handling, restraint and medication. In addition, common medical conditions, routine large animal care and preventive health will be discussed. Field trips required. Rabies vaccines must be completed prior to starting class. Prerequisites: VET* 100 AND VET* 101, both with a "C" or better.

VET* 201 VETERINARY ANATOMY & PHYSIOLOGY I

4 semester hours (3 class hours/3 laboratory hours)

Offered: Fall Semester

This course is the first semester of a two semester sequence designed to provide student with a broad foundation of the structure and function of the major animal species for students intending to pursue a career as a Veterinary Technician or continue on with their education in veterinary science or a related field.

Beginning with basic chemistry, the body's three major levels of organization (cells, tissues, and organs) provide the foundation for a systematic investigation of the structure and function of the animal body, for the most common species seen in veterinary practice, including companion animals, livestock, avian, laboratory animals and exotics. The laboratory component allows students to gain experience with the tools and techniques used to study the body on a macroscopic and microscopic level. Students will investigate the connections between the study of anatomy and physiology with clinical veterinary medical and surgical practice. Veterinary Anatomy & Physiology I covers terminology; cell anatomy & physiology; tissues; integumentary, skeletal, muscular, nervous, and endocrine systems and their relationships to other systems. Prerequisites: BIO* 121, MAT* 137, CHE* 111, AND CSA* 105, all with a "C" or better, AND eligibility for ENG* 101.

VET* 202 VETERINARY ANATOMY & PHYSIOLOGY II

4 semester hours (3 class hours/3 laboratory hours)

Offered: Spring semester

This course is the second semester of a two semester sequence designed to provide student with a broad foundation of the structure and function of the major animal species for students intending to pursue a career as a Veterinary Technician or continue on with their education in veterinary science or a related field.

This course investigates the structure and function of the animal body, for the most common species seen in veterinary practice, including companion animals, livestock, avian, laboratory animals and exotics. The laboratory component allows students to gain experience with the tools and techniques used to study the body on a macroscopic and microscopic level. Students will investigate the connections between the study of anatomy and physiology with clinical veterinary medical and surgical practice. Veterinary Anatomy & Physiology II covers blood and lymph; immunity; cardiovascular, respiratory, digestive (including the biochemistry of how cells obtain energy from food), urinary, and reproductive systems and their relationships to other systems; avian and reptilian anatomy & physiology. Prerequisite: VET* 201 with a "C" or better.

VET* 205 VETERINARY LABORATORY PROCEDURES

3 semester hours (2 class hours/3 laboratory hours)

Offered: Fall Semester

A study of veterinary clinical laboratory procedures including specimen collection, hematology, cytology, blood chemistry, urinalysis, and necropsy technique. Immunology and serology will also be discussed. Lecture incorporates heavy use of PowerPoint images of blood smears, urine, and cytology to aid in identification of cells and structures in the laboratory. The primary source of blood and urine samples for laboratory will be surgery patients from VET*230 L, Anesthesia and Surgical Nursing Lab. In addition, field trips may be required to collect samples for lab. Prerequisites: MED* 125, VET* 151, AND VET* 151L, all with a "C" or better.

VET* 212 PRINCIPLES OF IMAGING

1 semester hour (1 class hour/1 laboratory hour)

Offered: Fall semester

The principles of radiation and its uses in patient diagnostics are presented as well as the technical skills needed to perform radiological procedures. Alternative imaging techniques are also included. The dog and cat are primarily used in the laboratory. Corequisite: VET* 230, VET* 230L AND VET* 240 (must be taken concurrently). Prerequisites: VET* 151 VET*151L, VET* 202 AND VET* 280, all with a "C" or better.

VET* 220 ANIMAL PATHOLOGY

3 semester hours

Offered: Spring Semester

A study of the more common diseases affecting domestic and farm animals. The causation, progression, transmission, treatment, and prevention are presented. The impact on public health and the role of the veterinary profession are discussed. Prerequisites: VET* 151, VET* 151L, VET* 152, VET* 152L, VET* 205, VET* 205L, VET* 212, VET* 230, VET* 230L, VET* 240, all with a "C" or better.

VET* 230 VETERINARY ANESTHESIA AND SURGICAL NURSING

4 semester hours (3 class hours/3 laboratory hours)

Offered: Fall semester

Surgical and anesthetic procedures, including a study of anesthetic drugs, patient preparation and post-op care will be discussed. Training manikins, anatomy models, and live dogs and cats will be used in lab. Corequisites: VET* 240 AND VET* 212 (must be taken concurrently). Prerequisites: VET* 151, VET* 151L, VET* 202, VET* 250, AND VET* 280, all with a "C" or better.

VET* 238 PARASITOLOGY

3 semester hours

Offered: Spring Semester

This course provides an overview of the parasites of greatest importance in veterinary medicine. The course includes both lecture and laboratories to reinforce the knowledge and identification skills necessary for the Veterinary Technician. Prerequisite: VET* 151, VET* 151L, VET* 205, AND VET* 205L, all with a "C" or better.

VET* 240 PERIODONTOLOGY AND ORAL RADIOLOGY

2 semester hours (lecture/lab)

Offered: Fall Semester

This course will introduce the student to the field of veterinary dentistry. Oral anatomy, terminology, instrumentation, periodontology, and oral radiography will be discussed. The clinical applications of modern veterinary dental care and the role of the veterinary dental hygienist will be emphasized. Dental models and live animals are used in the laboratory. Corequisites: VET* 212, VET* 230 AND VET* 230L (must be taken concurrently). Prerequisites: VET* 151, VET* 151L, VET* 202, VET* 250 AND VET* 280, all with a "C" or better.

VET*250 PRINCIPLES OF PHARMACOLOGY – VET TECH

3 semester hours (lecture/lab)

Offered: Spring semester

This course provides an overview of the more commonly prescribed veterinary medications as they relate to specific body systems. Topics include practices governing the use, dispensing, administration, and storage of pharmaceuticals as well as prevention and treatment of parasites. Terminology relating to drugs and administration of drugs is emphasized. Prerequisites: MED* 125 AND VET* 101, both with a "C" or better.

VET* 280 VETERINARY EXTERNSHIP I

1 semester hour

This externship will offer a supervised experience under the direction of a licensed veterinarian, certified technician or animal research technician. The student will refine skills learned in the first year classes and laboratories. Prerequisites: MED* 125, VET* 100, VET* 101, VET* 151 AND VET* 151L, all with a "C" or better, AND consent of instructor.

VET* 281 VETERINARY EXTERNSHIP II

2 semester hours

This externship will offer a supervised experience under the direction of a licensed veterinarian, certified technician or animal research technician. The student will refine skills learned in all previous veterinary technology courses. Prerequisites: VET* 205, VET* 205L, VET* 230, VET* 230L, VET* 212, AND VET* 240, all with a "C" or better, AND consent of instructor.

VET* 298 SPECIAL TOPICS IN VETERINARY TECHNOLOGY

1 - 3 semester hours

This course will introduce students to a wide range of topics in a variety of animal-related fields, such as veterinary health care, ancillary animal businesses (grooming, boarding, etc.), animal science, and other current topics in the field of veterinary technology. The course will be open to students in the veterinary technology program, and as a free elective for other students.

NORTHWESTERN'S PEOPLE

MEMBERS, BOARD OF REGENTS FOR HIGHER EDUCATION

The 17 Connecticut State Colleges and Universities (ConnSCU) governed by the Board of Regents for Higher Education, offer students an affordable, accessible option to further their education or career training. With 12 community colleges, 4 state universities and an online college, no matter where you live or work, there's a ConnSCU campus close to you.

PRESIDENT

Mark E. Ojakian

MEMBERS

Nicholas M. Donofrio, Chair
Yvette Meléndez, Vice-Chair
Stephen Adair**
Richard J. Balducci
Robert Brown**
Naomi K. Cohen
Dr. Lawrence J. DeNardis
Matt Fleury
Sarah E. Greco*
Dr. Merle W. Harris
David R. Jimenez
William J. McGurk
Dr. Jewel Mullen**
Sharon Palmer**
Gordon Plouffe*
JoAnn H. Price
Catherine H. Smith**
Dianna R. Wentzell
Elease E. Wright

RESIDENCE

Ridgefield
South Glastonbury
Bloomfield
Deep River
Bristol
Bloomfield
Hamden
Hartford
New Haven
West Hartford
West Simsbury
Somers
Guilford
Quaker Hill
Manchester
West Hartford
North Branford
Hartford
Hartford

*Student Regents
**Ex-Officio

NORTHWESTERN COMMUNITY COLLEGE FOUNDATION AND REGIONAL ADVISORY COUNCIL

Louise P. VanAlstyne, President, Winsted
William Baxter, New Hartford
Annesa H. Borla, Torrington
Shawn Brennan, Canaan
Dr. Harry C. Briggs, Winsted
Gladys Y. Cerruto, Torrington
Atty. Frank H. Finch, Winsted
Benjamin A. Isaacson, Avon
Atty. Herbert G. Isaacson, West Hartford
Dr. N. Gary Jamieson, Winsted
John N. Lavieri, Winsted
Atty. Richard R. Lavieri, Winsted
Stacie Nicholas, Riverton
Dr. Susan O'Brien, West Hartford
Dr. Judith A Palmer, Winsted
Elizabeth A. Paluba, New Hartford
James Patterson, West Hartford
Christopher Pitt, Avon
F. Philip Prelli, Barkhamsted
Steve Reilly, Prospect
Norman E. Rogers, Jr. New Hartford
Roberta Willis, Lakeville
Robert C. Worrest, New Hartford

PRESIDENT'S OFFICE

Michael Rooke, President
B.Sc., Nottingham Trent University, Nottingham U.K.;
M.S., Long Island University;
Ph.D., Kansas State University

Susan Stiller, Public Relations Associate
A.S., Naugatuck Valley Community College

Caitlin Boger-Hawkins, Director of Planning &
Institutional Effectiveness
B.A., Wesleyan University;
M.A., University of Michigan

MARKETING & PUBLIC RELATIONS

Grantley S. Adams, Director of Marketing &
Public Relations
B.A., Binghamton University;
M.B.A., Pace University;
M.S., The City College, City University of New York

Duc Tinh, Graphics Specialist/Web Manager
B.F.A., University of Connecticut

HUMAN RESOURCES OFFICE

Wendy Bovia, Director of Human Resources
A.S., Tunxis Community College
B.S., Central Connecticut State University
M.B.A., University of Hartford

Erin Ransford, Human Resources Associate
B.S., Bryant University

OFFICE OF THE DEAN OF ACADEMICS & STUDENT AFFAIRS

Patricia Bouffard, Dean of Academic & Student Affairs
B.S.N., University of Hartford;
M.S., University of Connecticut;
D.N.Sc., University of Pennsylvania

Cheryl Braman, Administrative Assistant

Susan Widmer, Administrative Assistant
A.S., Northwestern Connecticut Community College

Deborah Payne, Secretary 2, Faculty Office

Darlene Fogerty, Secretary 1, Faculty Office
A.S., Tunxis Community College

Stacey Williams, Academic Division Director
A.S., South Central Community College
A.S., B.S., M.B.A., Southern Connecticut State University

Karen Hunter, Academic Associate
A.S., Northwestern Connecticut Community College;
B.S., Saint Joseph College

Sheryl Keeley, Vet Tech Technician
B.G.S., University of Connecticut, CVT;
M.A., University of Phoenix

Beverly King, Director of Education Technology
B.S., Russell Sage College;
M.S., Eastern Connecticut State University

Suzanne Czerwinski, Art Assistant *

Jazmon La Tour, Science Lab Assistant*

Tracy Maniccia, Lab Assistant, Veterinary Technology *

Shirley Metcalf, Photo Lab Assistant *

Jennifer McBriarty, Lab Assistant, Veterinary Technology*

*Part-time

FACULTY

Robert J. Beck, Professor in Psychology
A.A., B.S., University of Bridgeport;
M.A., Ph.D., University of Arkansas

Susan L. Berg, Professor in Graphic Design
B.A., B.S., Plymouth State College;
M.Ed., University of Hartford;
M.F.A., Maine College of Art

Michele Better, Professor/Program Coordinator in Early
Childhood Education
A.S., Northwestern Connecticut Community College;
B.A., University of Connecticut;
M.Ed., University of Hartford

Todd M. Bryda, Professor in History
B.A., University of Massachusetts, Dartmouth;
M.A., University of Massachusetts, Amherst

Karen A. Collin, Instructor in Mathematics
B.S.-ED., M.S., Central Connecticut State University

April M. Dolata, Associate Professor in English
A.B., Mount Holyoke College;
Ed.M., Ph.D., Rutgers University

Michael Emanuel, Jr., Associate Professor/Program Coordinator in Criminal Justice
A.S., Northwestern Connecticut Community College;
B.G.S., University of Connecticut;
M.S., University of New Haven;
M.P.S., University of Connecticut

Michael P. Gow, Associate Professor in Computer Science
A.S., Northwestern Connecticut Community College;
B.S., Charter Oak College;
M.S., University of New Haven

Sharon Gusky, Professor in Biology
B.S., Fairfield University;
M.A.L.S., Dartmouth College

Timothy J. Haskell, Assistant Professor in English
A.A., Tompkins Cortland Community College;
B.A., M.A., State University of New York, Cortland

Thomas C. Hodgkin, Professor in English
B.A., Hampshire College;
M.S., Central Connecticut State University

Douglas Hoffman, Instructor in Mathematics
A.A., Hawkeye Community College
B.A., M.A., University of Northern Iowa
Ph.D., Ohio University

Tara J. Holmberg, Professor in Biology
B.S., University of Wisconsin-Superior;
M.A., University of Texas-Austin;
M.Ed., Arizona State University

Alison Jassen, Professor in Chemistry/Biology
A.S., Northwestern Connecticut Community College;
B.A., Charter Oak State College;
M.S., Central Connecticut State University

Charles Kelly, Instructor in Human Services
B.S., M.A., Central Connecticut State University
M.S., M.S.W., Southern Connecticut State University
M.B.A., University of New Haven
Ed.D., University of Hartford

Douglas Mooney, Instructor in Chemistry/Biology
A.A., Northwestern Connecticut Community College
B.S., Central Connecticut State University
M.S., Sacred Heart University

Janet A. Nesteruk, Professor in Art
B.A., Wesleyan University;
B.F.A., Hartford Art School, University of Hartford;
M.F.A., Cranbrook Academy of Art

Jane M. O'Grady, Associate Professor/Program Coordinator in Allied Health
A.S., Northwestern Connecticut Community College;
A.D.N., Berkshire Community College;
B.S., Charter Oak State College
M.S., St. Joseph's College of Maine

David E. Rodgers, Professor in Business
B.A., University of Washington;
M.S., M.B.A., Marylhurst University;
Ph.D., Capella University

Valerie R. Royals, Professor in Business
A.S., Northwestern Connecticut Community College;
B.S., M.S., Central Connecticut State University

Katherine Smith, Assistant Professor in Veterinary Technology
A.S., Northwestern Connecticut Community College;
B.S., The Pennsylvania State University;
M.S., Rensselaer Polytechnic Institute

Jessica T. Treat, Professor in Developmental English/English
B.A., Evergreen State College;
M.F.A., Brooklyn College, City University of New York

Crystal Wiggins, Instructor in Mathematics
B.A., M.A., Central Connecticut State University

NURSING

Constance Hotchkiss, Academic Division Director of Nursing & Allied Health
B.S.N., University of Connecticut;
M.S.N., University of Hartford

Ama Matthews, Secretary 1

NURSING FACULTY

Jayne Goodrich-Mednick, Associate Professor in Nursing
B.S.N., University of Michigan;
M.S.N., University of Hartford

Dorothy Pamela Rose, Assistant Professor in Nursing
A.D., Quinnipiac College;
B.S.N., Central Connecticut State University;
M.S.N., University of Hartford

Michelle Roberson, Assistant Professor in Nursing
A.S., Northwestern Connecticut Community College;
A.S., Naugatuck Valley Community College;
B.G.S., University of Connecticut;
M.S.N., University of Hartford

Jaclyn Vincent, Assistant Professor in Nursing*
B.S., Saint Michael's College
B.S.N., St. Joseph College
M.S.N., Quinnipiac University

Jody Benton, Clinical Faculty in Nursing*
A.D.N., Capital Community College
B.S.N., Florida Atlantic University
M.S.N., Barry University

Michele Brady, Clinical Faculty in Nursing *
A.S.N., Naugatuck Valley Community College
B.S., Central Connecticut State University
M.S.N., University of Hartford

Cheryl Crump, Clinical Faculty in Nursing *
A.D.N., Berkshire Community College
B.A., Franklin Pierce College
M.S.N., University of Phoenix

Joanna Cyr, Clinical Faculty in Nursing *
B.S., Ithaca College
B.S.N. University of Southern Maine
M.S.N., Sacred Heart University

Pamela Hyman, Clinical Faculty in Nursing *
A.D., Capital Community College
B.A., Eastern Connecticut State University
B.S.N., University of Arkansas at Pine Bluff
M.S.N., University of Hartford

Linda Kowalczyk, Clinical Faculty in Nursing*
A.S. Vermont College;
B.S.N., M.S.N., University of Connecticut

Kerri Langevin, Clinical Faculty in Nursing *
B.S.N., Simmons College
M.S.N., P.N.P., Yale University

Nancy Smith, Clinical Faculty in Nursing *
B.S.N., Columbia University
M.S.N., University of Hartford

Ellen Sollazzo, Clinical Faculty in Nursing*
A.S., Capital Community College
B.S.N., University of South Carolina
M.S.N., Medical University of South Carolina

Ann Vilhotti, Clinical Faculty in Nursing*
A.D., Mattatuck Community College
B.S., Central Connecticut State University
M.S.N., University of Phoenix

Diana Wigham, Clinical Faculty in Nursing*
A.A., Holyoke Community College
B.A., Mount Holyoke College
M.S.N., University of Hartford

OFFICE OF RURAL HEALTH

Heather Cappabianca, Director of Office of Rural Health
& Non-credit Allied Health Coordinator
A.A., Northwestern Connecticut Community College;
B.A., St. Mary's College of California;
M.H.A., Western Connecticut State University

Mary Winar, Office of Rural Health Program Manager
B.S.N., Mount Saint Mary College

ACADEMIC SUCCESS CENTER

Laura McCarthy, Director of Academic Success Center
B.A., University of Connecticut
M.A., Indiana University of Pennsylvania

Susan Dichter, Academic Associate
B.S. State University of New York, Oswego;
M.S., University of New Haven

Mary Lou Tanner, Tutor
B.A., St. Joseph College;
M.A., Hartford Seminary

Leona LeJeune, Coordinator for Workforce Development
A.S., Northwestern Connecticut Community College;
B.G.S., University of Connecticut

Carol Bellavance, CTO Job Developer *
B.A., Nichols College

Cynthia Prelli, SNAP Coordinator*
B.S., M.S., 6th Year Certificate., Central Connecticut State
University

Castle Yuran, Tutor*

Joshua Brunetti, Master Tutor *

Bradford Butler, Tutor*

Debra Freund, Tutor*

Alexander Ginzburg, Tutor*

Matthew Gulker, Tutor*

Jessie-Rae Hawthorn, Tutor*

Matthew Lamson, Tutor*

Justin Maksymiuk, Tutor*

Tejal Petal, Tutor*

Kevin Redmond, Tutor*

Tania Salazar, Tutor*

Ben Schutz, Tutor*

Randolph Williams, Tutor*

*Part-time

LEARNING CENTER

James D. Patterson, Director of Library Services
B.A., Pensacola Christian College;
M.L.I.S., Kent State University

Seth Kershner, Librarian
B.A., Massachusetts College of Liberal Arts
M.L.S., Simmons College

Ann Marie Hyres, Library Associate
A.S., Northwestern Connecticut Community College;
B.G.S., University of Connecticut

Mami Kajiyama-Bequillard, Library Assistant
A.S., Northwestern Connecticut Community College

Jeremy Withnell, Library Associate
B.A., University of Maryland;
M.L.S., The Catholic University of America

Patricia Bourque, Library Assistant *
B.S., Westfield State College

Elizabeth Cole, Library Assistant *
A.S., Northwestern Connecticut Community College

*Part-time

STUDENT SERVICES

Ruth Gonzalez, Director of Student Development
A.S., Northwestern Connecticut Community College;
B.G.S., University of Connecticut;
M.A., Saint Joseph College;
Ph.D., Capella University

Rick Boger-Hawkins, Student Services Specialist
B.A., University of Oregon;
J.D., University of Connecticut Law School;
M.A., University of Michigan

Samantha Palombizio, Student Services Specialist
B.A., University of Connecticut;
M.S., Central Connecticut State University

Christine Woodcock, Learning Disabilities Specialist*
A.A., Dutchess Community College;
B.A., M.S.Ed., Binghamton University;
PhD. University at Albany

Rebecca Ozerhoski, Secretary 2
B.F.A., Western CT State University

OFFICE OF ADMISSIONS

Joanne Nardi, Director of Enrollment Management
A.S., Tunxis Community College;
A.S., Northwestern Community College;
B.G.S., University of Connecticut;
M.M./HRM, University of Phoenix

Kevin Canady, Admissions Recruiter
A.S., Northwestern Connecticut Community College;
B.S., Charter Oak State College

Darcie Martineau, Administrative Assistant
A.S., Mattatuck Community College;
A.S., Northwestern Connecticut Community College

OFFICE OF REGISTRAR

Debra Zavatkay, Registrar
A.S., Northwestern Connecticut Community College;
B.A., Teikyo Post University;
M.S., Central Connecticut State University
Ed.D., University of Hartford

Kristin Kennedy, Assistant Registrar
A.S., Northwestern Connecticut Community College

Alayna Sholtis, Registration Assistant
B.G.S., University of Connecticut

STUDENT ACTIVITIES

Kathleen Chapman, Director of Student Activities
B.S., State University of New York at Oneonta;
M.S., Western Connecticut State University;
M.S.W., University of Connecticut

OFFICE OF THE DEAN OF ADMINISTRATION

Steven R. Frazier, Dean of Administration
A.A., Quinsigamond Community College;
B.S., Worcester State College;
M.B.A., Golden Gate University, C.P.A.;
Ph.D., University of Connecticut

Sharon Pronovost, Coordinator of Facilities Management & Public Service
A.S., Northwestern Connecticut Community College;
B.G.S., University of Connecticut

BUSINESS OFFICE

Kimberly Dragan, Director of Finance & Administrative Services
B.B.A., Western Connecticut State University;
M.B.A., University of New Haven

Peggy Hayes, Payroll Officer 1
A.S., Mattatuck Community College

Alice Lapierre, Assistant Accountant
A.S., Mattatuck Community College;
A.S., Northwestern Connecticut Community College

Robin Orlomoski, Fiscal Administrative Officer
A.S., Mattatuck Community College

Cynthia Phillips, Financial Clerk
A.S., Northwestern Connecticut Community College;
A.S., Northwestern Connecticut Community College

FINANCIAL AID OFFICE

Lou Bristol, Director of Financial Aid Services
B.A., State University of New York College at Geneseo;
M.A., Bowling Green State University

Bonnie Kraft, Financial Aid Assistant
A.S., Northwestern Connecticut Community College

Daniel Roberts, Office Assistant *
B.A., Central Connecticut State University

COMPUTER CENTER

Joseph Danajovits, Director of Information Technology
A.S., Hartford State Technical College;
B.S., MBA, City University of Seattle

Richard Coutant, Assistant Director of Information Technology
B.S., Springfield College

Jeffrey Southworth, Information Technology Technician II
A.S., Waterbury State Technical College
B.S., M.S., University of Connecticut

Gregory Waschak, Coordinator of Academic Information Technology
A.S., Northwestern Connecticut Community College

Laurie Jassen, Coordinator of Administrative Information Technology
A.S., Northwestern Connecticut Community College

David Conrad, Information Technology Technician I
A.S., Northwestern Connecticut Community College

COLLEGIATE EDUCATION FOR DEAF & HARD OF HEARING

Paul R. Atkinson, Instructional Specialist
A.S., B.S., Rochester Institute of Technology;
M.A., California State University, Northridge

Sarah Bement, Interpreter-Tutor
A.S., Northwestern Connecticut Community College;
B.S., Springfield College;
M.A., Norwich University;
Ph.D., Capella University

Maureen M. Chalmers, Instructional Specialist
B.S., Trenton State College;
M.A., University of Connecticut

CEDHH PART-TIME INTERPRETERS

Ryan Baldwin
Tracy Follert
Carrie Giarnese
Sarah Stewart
Sarah Zordan

SERVICE/MAINTENANCE

Steven Rines, Building Superintendent

Janis Williams, Secretary 1

Joseph Bonyai, Custodian

James Brochu, General Trades Worker

John Church, Custodian

Leif DiValentino, Custodian

Andrzej Hass, Custodian

Thomas Lukcso, Lead Custodian

Daniel Maisto, Custodian

Scott Mueller, Maintainer
A.S., Northwestern Connecticut Community College

Robert Scaife, Custodian

EMERITI

Robert Y. Allen, M.B.A., Professor
Thomas E. Anderson, M.B.A., C.P.A.,
Dean of Administration
Raymond Atcheson, M.A, Executive Dean
R. Eileen Baccus, Ph.D., President
Greg R. Banks, M.A., Professor
Barbara C. Berger, M.S. Professor
Edward P. Bollenbach, M.A., Professor
William T. Brodnitzki, M.S., Professor
Hollace Bristol, M.Ed., Professor
Edward W. Bush, M.A., Professor
Jean D. Boulden, M.A., Professor
Michael Christiana, M.F.A., Professor
Dariel B. Connors, M.S., Instructional Specialist
Janet Cosgrove, M.S., Professor
Linda Dew, A.S., Executive Assistant to the President
Charles W. Dmytriw, M.S., Professor
Anne G. Dodge, M.S.L.S., Director of Library Services
Edward J. Dodge, M.S., Professor
Barry D'Onofrio, M.Ed., Professor
E. Thomas Dore, III, M.S., M.A., Media Specialist
Barbara Douglass, Ph.D., President
Eugene P. Falco, J.D., Professor
Rosemary H. Farnsworth, M.S., Dean of Students
Richard A. Finman, M.F.A., Professor
Kathleen B. Fox, M.A., Director of Computer Services
Joseph R. Ganem, M.Ed., M.S., Professor
Diane S. Hagymasi, B.A., Library Associate
Elaine Haworth, M.S., Registrar
William W. Hunt, M.F.A., Associate Professor
Paulette D. Jacques, M.S., Professor
Katherine L. Kinane, Ph.D., Director of Student
Development
Margot G. Krimmel, M.A., Director of Human Resources
Denise Linden, M.A.L.S., Director of Academic Support
Center
Dale P. Marchione, M.A., Assistant Professor
Edith Milton, M.A., Professor
Edward R. Mullady, M.A., Professor
Mary Muller, M.L.S., Interpreter-Tutor
Roxanne Norway-White, M.A., Interpreter-Tutor
Patricia Owen, Ed.D., Academic Division Director
Sue C. Pallotti, Ph.D., Professor
Fran Almeida Pistilli, M.S., Director of Human Resources
Melinda Rising, Ph.D, Dean of Instructional Programs & .
Services
H. Clark Schroeder, M.S., Academic Division Director
Robert F. Spohn, M.B.A., Professor
J. Robert Sullivan, M.Ed., C.A.G.S., Professor
John H. Titley, J.D., Dean of Students

ADJUNCT FACULTY

Joseph Avitable, Lecturer in History
B.A., Central Connecticut State University;
M.A., Trinity College

Margaret Barra, Lecturer in Recreation
B.S.N., Western Connecticut State University

Ann Barrett, Lecturer in English
B.A., University of Connecticut;
M.F.A., Goddard College

Carol Beaudoin, Instructor in Art
B.S. St. Joseph College;
M.A., Wesleyan University

Kevin Bechard, Instructor in Economics
B.S., M.B.A., University of Hartford

Melissa Bettigole, Instructor in Medical Assisting
A.S., Northwestern Connecticut Community College;
B.S., Westfield State College;
M.S., University of New Haven

Joseph Bongiorno, Lecturer in History & Geography
B.A., Saint Francis College
M.A., St. John's University
M.A., Columbia University
J.D., New York Law School
Ph.D., University of Connecticut

Bernadette Bray, Lecturer in Mathematics
A.S. Northwestern Connecticut Community College;
B.A., St. Francis Xavier University

Joshua Brunetti, Lecturer in English
B.G.S., University of Connecticut

Bradford Butler, Lecturer in Physics
B.A., Bates College
B.S.M.E., University of Bridgeport
M.S., University of Pittsburgh

Kathleen Cady, Lecturer in Art
B.S., M.S., Central Connecticut State University

Kristine Camacho, Lecturer in Psychology
B.S., Westfield State College;
M.Ed., C.A.G.S., Worcester State College

Daniel Carsten, Lecturer in Graphic Design
B.F.A., Art Institute of Boston

Lori Coppinger, Lecturer in Criminal Justice
B.A., Central Connecticut State University;
M.A., Holy Apostles College & Seminary

Janet K. Cosgrove, Lecturer in Computer Science
B.A., Cedar Crest College;
M.S., Temple University

Kristina Dougal, Lecturer in Biology
B.A., University of Connecticut

Bruce Ejzak, Lecturer in Manufacturing
A.S., Charter Oak State College

Jeffrey Engel, Lecturer in Music
B.A., Ithaca College

Paul Farley, Lecturer in Criminal Justice
A.S., Northwestern Connecticut Community College
B.A., Central Connecticut State University

Bethany Ferreira, Lecturer in Early Childhood Education
A.S., Northwestern Connecticut Community College
B.A., University of Connecticut
M.A., University of New Haven

Richard Finman, Lecturer in Art
B. S., Southern Connecticut State University;
M.F.A., University of Massachusetts

Florin Firimita, Lecturer in Art
A.A., Naugatuck Valley Community College
B.S., M.S., Central Connecticut State University

Scott Flebotte, Lecturer in Criminal Justice
B.A., St. Leon University
M.A., Boston University

Jennifer Gallo, Lecturer in Medical Assisting
A.S., Naugatuck Valley Community College
B.S., Western Connecticut State University

Donald Goetz, Lecturer in Spanish
B.A., B.S., University of Connecticut;
M.S., Florida International University

Bridget Grady, Lecturer in Art
B.S., Charter Oak State College
M.F.A., Western Connecticut State University

Keith Gregorian-Michaelsen, Lecturer in Physics
B.S., University of Hartford
M.S., Central Connecticut State University

Frank Grgach, Jr., Lecturer in Math
B.S., M.S., Western Connecticut State University

Anne Guernsey, Lecturer in Art
B.A., Smith College;
M.A., University of Massachusetts Amherst

Leola Gulino, Lecturer in English
B.A., Rivier College;
M.B.A., University of Hartford;
M.A., D.M.L., Middlebury College Language Schools

Guy Hayes, Lecturer in Astronomy
A.B., Colby College
M.S., Ph.D., University of Connecticut

Carol Johnson, Lecturer in Philosophy
A.S., Northwestern Connecticut Community College;
B.A., M.A., Trinity University

Brian Kavanagh, Lecturer in Mathematics
B.A., Sacred Heart University;
M.A., Trinity College;
C.A.S., Wesleyan University; Sixth Year, Central Connecticut State University

James Kelleher, Lecturer in English
B.A., New York University;
M.F.A., New England College

Deborah Kline, Instructor in Art
A.S., Ulster County Community College
B.F.A., University of Hartford, Hartford Art School
M.F.A., Vermont College of Fine Art

Kateri Kosek, Lecturer in English
B.A., Vassar College
M.F.A., Western Connecticut State University

Caitlin Layton, Instructor in Biology
A.S., Northwestern Connecticut Community College
B.S., Central Connecticut State University

Traci Lederer, Instructor in Criminal Justice
B.A., Eastern Connecticut State University
M.S., South University
M.S., Capella University

Jennifer Lefebvre-McGevna, Lecturer in Psychology
B.S., College of Charleston;
M.A., University of Hartford

Jennifer Lukovsky, Lecturer in Veterinary Technology
B.A., University of Notre Dame
M.A., University of Colorado
D.V.M., Colorado State University

Judith McElhone, Lecturer in Art
A.S., Northwestern Connecticut Community College;
B.F.A., University of Hartford

Judith Mead, Lecturer in English
B.G.S., University of Connecticut;
M.A., Saint Joseph College

Marina Morus, Lecturer in Spanish
B.A., College of Charleston

Edward Nash, Lecturer in Mathematics
B.S., M.S., Central Connecticut State University;
6th year Diploma, Southern Connecticut State University

Wendy North-Ollendorf, Lecturer in Psychology
B.A., Ramapo College;
M.Ed., Rutgers Graduate School of Education;
M.S., Western Connecticut State University

Roxanne Norway-White, Lecturer in American Sign Language
A.S., Northwestern Connecticut Community College;
B.S., Springfield College;
M.A., Norwich University

Robert Oakan, Lecturer in Music
B.A., Queens College;
M.A., Ph.D., Clark University

James Paniati, Lecturer in Mathematics
B.S., University of Connecticut
M.S., Central Connecticut State University
Sixth Year, Southern Connecticut State University

Mary Pollack, Lecturer in English
B.A., East Carolina University;
M.A., Wesleyan University;
Post Master' Certificate, Holy Apostles College & Seminary

Lawrence Pomerleau, Lecturer in Manufacturing
A.S., Waterbury State Technical School
B.A., University of Bridgeport

Roberta Raffa, Lecturer in Criminal Justice
A.S., Manchester Community College
B.S., University of New Haven
M.S., University of Louisville
Certification, FBI Academy

Catherine Ransom, Lecturer in Art
B.F.A., University of Hartford;
M.A., Trinity College

David Rentler, Lecturer in Psychology
B.A., University of Connecticut;
M.A., Psy.D., Argosy University-Twin Cities

Rose-Mary Rodrigues, Lecturer in English
B.A., M.A., Fairfield University

Mary Susan Sabol, Lecturer in Art
B.A., Duquesne University;
M.F.A., University of Hartford

Hillary Sawyers, Lecturer in Mathematics
B.S., University of the West Indies
M.Ed., Liberty University

Lynn Schneeweis, Lecturer in Criminal Justice
B.S., Western New England College
M.S., University of New Haven

Lois Scozzari, Lecturer in Sociology
B.A., Kean University
B.S.N., Alfred University
M.A., Trinity College

Betsy Selfo, Lecturer in English
A.B., Sarah Lawrence College;
M.Ed., University of Hartford

Molly Sexton-Read, Lecturer in Early Childhood Education
B.A., Amherst College
M.S.Ed., Bank Street College of Education

Cynthia Shea, Lecturer in Recreation
A.S., Naugatuck Valley Community College;
B.S., Central Connecticut State University

David Shepack, Instructor in Criminal Justice
B.A., University of Connecticut
J.D., University of Connecticut School of Law

Christopher Smedick, Lecturer in Criminal Justice
B.A., University of Connecticut
J.D., Quinnipiac University School of Law

Lori Snow, Lecturer in Psychology
B.S., University of Arizona
M.A., Psy.D., University of Hartford

Daniel Sullivan, Lecturer in Science
B.S., University of Massachusetts;
M.Ed., University of Hartford

Eric Szabo, Lecturer in Chemistry
B.S., Central Connecticut State University

Ali Oliver Taeb, Lecturer in Psychology & Human Services
B.A., Florida Atlantic University
M.A., Fairfield University
Ph.D., Nova Southeastern University

Jessica Tanner, Lecturer in American Sign Language
A.A., Northwestern Connecticut Community College
B.A., California State University of Northridge

Laura Thibault, Lecturer in Health & Physical Education
A.S., Northwestern Connecticut Community College;
B.A., Central Connecticut State University

Camilla Thompson, Lecturer in English
B.A., Tufts University;
M.Ed., Boston College

Kevin Tieman, Lecturer in Criminal Justice
B.A., St. Anslem College
M.B.A., Phoenix University

Jessica Tijl, Instructor in Biology
B.A., Occidental College

Treavor Trueman, Lecturer in Chemistry
B.S., University of Connecticut

Patricia Weise, Lecturer in Art
B.F.A., University of Wisconsin;
M.F.A., University of Hartford, Hartford Art School

John Weretelnik, Lecturer in English
B.S., M.S., Western Connecticut State University

Jennifer S. White, Lecturer in Business & Management
Administration & English
B.S., M.B.A., Southern Connecticut State University

Christa Whitten, Lecturer in Health & Physical Education
A.S., Tunxis Community College
B.F.A., Paier College of Art

Susan Wyman, Lecturer in Philosophy
B.A., Smith College;
M.Div., Yale University Divinity School

Janice Young, Lecturer in Health & Physical Education

Michael Yurges, Lecturer in Art
B.S. University of New Hampshire;
M.F.A., Rhode Island School of Design

Rebecca Zielinski, Lecturer in Medical Assisting
B.S., University of Connecticut



INDEX

Academic Calendar 2016-2017	3	Course Descriptions	126
Academic Honesty and Plagiarism	27	Course Requirements	24
Academic Success Center	42	Course Waiver & Substitution	28
Academic Standards	29	Credit by Examination	28
Academics	24	Credit for Learning Acquired in Employment	28
Accreditation Statement	5		
Adjunct Faculty	171	Degree & Certificate Programs	67-124
Admission Requirements	6	The College of Technology	81-85
Advanced Placement	27	Transfer Pathway Programs	94, 103-106
Advising Flowcharts:		Teaching Careers Transfer Pathway	116-120
English Courses	64	Dean's List	29
Math Courses	65	Dean of Academics & Student Affairs	166
Science Courses	66	Dean of Administration	169
Alumni	38	Degree Requirements	30
		Developmental Classes	36
Board of Regents for Higher Education	165	Disability/Accessibility Services	35
Bookstore	38	Directions/Map	Inside backcover
Catalog Graduated Under	31	Electives	63
Center for Workforce Development	41	Emeriti	171
Online Training	41	Enrollment Verification	26
Workforce Training	41	Experiential Learning Program	28
Allied Health Programs	41		
Microsoft Office Suite Training (MOST)	42	Faculty	166
SNAP Training	41	Family Education Rights & Privacy Act (FERPA)	31
Mentoring Programs	42	Financial Aid	13
Team Success Scholars	42	Financial Information	11
Foundations	42	Fresh Start Option	9
Certificate Requirements	31		
Class Attendance	24	Gallery	37
Class Cancellation Information	24	General Academic Information	24
Classification of Students	9	General Education	61
Clubs	33	General Information	4
College-Level Examination Program (CLEP)	27	Grade Reports	26
College of Technology	81	Grading System	25
Collegiate Education for Deaf &		Graduation Honors	31
Hard of Hearing Persons Program	35	Graduation Information	30
Commencement	30		
Connecticut General Assembly Legislative Internship Program	29	High School Partnership	6
Courses	125		
Online Education/Distance Learning	125	Immunization Requirements	8
Online Courses	125	Independent Study	29
Hybrid Courses	125	International Students	6
Supplemented/Web-Enhanced Courses	125		
Online with Campus Requirement(OCLR)Courses	125	Library/Learning Resource Center	34

Mad River Anthology	37	Student Services:	
Mad River Literary Festival	37	New Student Orientation	33
Make-up Work	24	Center for Student Development	33
Media Services Department	37	Career Services	33
Mission Statement	4	Advising	33
		Job Search Assistance	33
New England Regional Student Program	6	Student Activities	33
Non-Credit Programs	41	Government	34
Northwestern Community College Foundation and Regional		Student Center	38
Advisory Council	165	Student Housing	37
Nursing	110	Student Insurance	34
Out of State Students in Online Courses	24	Table of Contents	2
		Transfer and Articulation Program (TAP)	40
Parking	38	Transfer	38
Phi Theta Kappa	29	Transfer Admission Agreements:	
Placement Testing	7	The Connecticut State University	39
ACT Scores	8	University of Connecticut	39
SAT Scores	8	University of CT: College of Liberal Arts and Sciences-	
Policies	43	Guaranteed Admissions Program	39
Non-Discrimination Policy	43	Charter Oak State College	40
Policy Against Sexual Harassment	43	Undergraduate Programs Open to Connecticut Residents under	
Policy on Consensual Relationship	44	the New England Regional Student Program (RSP)	40
Policy on Drugs and Alcohol	46	Transcripts	26
Policy on Racism and Acts of Intolerance	45	Transfer Course Credits	8
Policy for Use of Computer Center Resources	46	Tuition and Fees	11
Policy on Student Rights	47	Tutoring	42
Policy on Violence Prevention & Response	58		
Student Code of Conduct	49	Veterans	7
Use of Computer Resources at Northwestern	46	Vision Statement	4
Portfolio Content Assessment	28		
President's Office	166	Waivers	11
President's Message	1	Veteran Tuition Waivers	11
Probation and Suspension, Academic	30	Senior Citizen Waivers	11
Procedures to Request Academic Adjustments	36	Dependent Children of Certain Police or Firefighters	12
Programs of Study	60	Dependent Child or Surviving Spouse of Specified Terrorist	
		Victim	12
Readmission	9	Withdrawal:	
Refund Policies	12	College	30
Registration and Payment Information	11	Courses	25
Registration Procedures	10	Women's Resource Center	37
Reinstatement of Students	30		
Scholarships	20		
Staff Listing	166		
Student Record Retention	32		
Student Responsibilities	36		

Directions to Northwestern Connecticut Community College

(We are approximately 30 minutes from Hartford and Waterbury.)

From Hartford and points East

From Route 44 (Albany Turnpike):

West from Hartford to Winsted
East from Canaan to Winsted

From I-91 South toward Hartford:

Toward Bradley International Airport to Route 20 to Route 219S to Route 318W to Route 44W to Winsted

From I-91 North toward Hartford:

To I-84 West to Rt 4 (Farmington) to Rt 10 N to left onto Route 44W to Winsted

From I-84 in Waterbury region:

To end of Route 8N (toward Torrington) right onto Route 44W to Winsted

From I-95 in Bridgeport region:

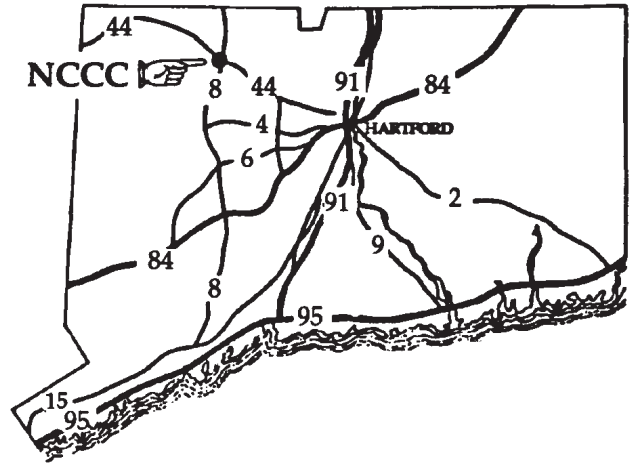
To end of Route 8N (toward Torrington), right onto Route 44W to Winsted

From I-90E:

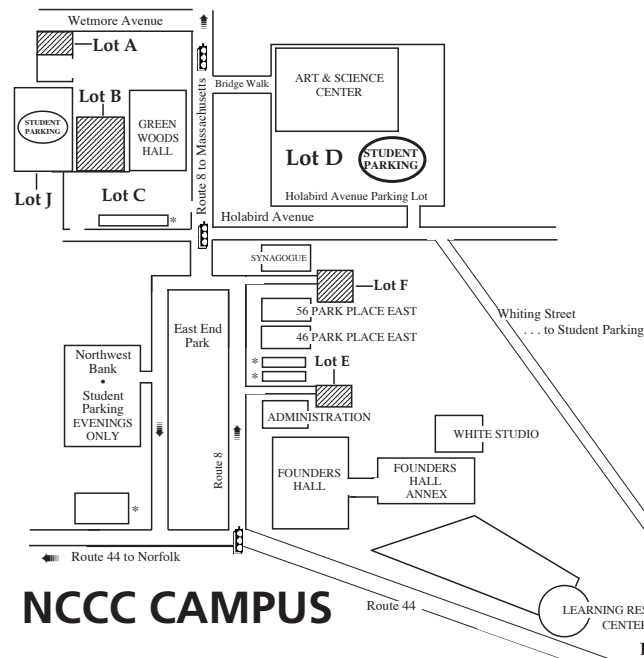
Route 20, left to Route 8S to Winsted

From I-90W:

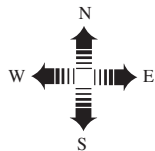
Route 202 to Route 20 to Route 219S to Route 318W to Route 44W to Winsted



For a detailed map from your home, go online to [www.https://maps.google.com](https://maps.google.com)



NCCC CAMPUS



Northwestern Connecticut
Community College
Park Place East • Winsted, CT 06098
www.nwcc.comnet.edu
Equal Opportunity • Affirmative Action • M/F Institution

Faculty and Staff Parking ONLY
7am-5pm
* Private Property

- **REGINA M. DUFFY
ADMINISTRATION BUILDING**
President
Institutional Research
Marketing, Public Relations
- **46 PARK PLACE EAST
(English Building)**
Business Office
Human Resources
Payroll Office
- **56 PARK PLACE EAST
(Goulet Building)**
Center for Workforce Development
State Office of Rural Health
- **FOUNDERS HALL (FH)**
Academic Success Center
Auditorium
Classrooms
Collegiate Education for Deaf
and Hard of Hearing
Conference Room
Dean of Academic & Student Affairs
Dean of Administration
Information Center
Student Lounge
- **WHITE STUDIO**
Veterans' OASIS Studio
(Lower Level)
- **FOUNDERS HALL ANNEX (FX)**
Computer Center
Computer Classrooms
Faculty Offices (2nd and 3rd floors)
- **LEARNING RESOURCE CENTER (LRC)**
Library
Shirley Draper Conference Center
- **JOYNER LEARNING CENTER (JLC)**
Classrooms
Faculty Offices
Medical Assisting
Physics Lab
Veterinary Technology
- **150 WETMORE AVE**
Non-credit Allied Health
- **GREEN WOODS HALL (GW)**
Admissions
Bookstore
Cashiers
Classrooms
Counselors
Faculty Offices
Financial Aid
Mac Computer Lab
Registration and Records
Student Activities
Student Development
Student Lounge
Student Senate
WIA Services
Women's Resource Center
- **ART & SCIENCE CENTER (ASB)**
Art Studio
Ceramic Studio
Computer Lab
Faculty Offices
General Classrooms
Nursing Facilities
Lecture Hall
Science Labs
Student Lounge



Northwestern Connecticut Community College
Park Place East • Winsted, Connecticut 06098
(860) 738-6330 • Fax (860) 738-6437
<http://www.nwcc.edu>

Affirmative Action
Equal Opportunity
M/F Institution

Nonprofit
Organization
U.S Postage
PAID
Winsted, CT
Permit No. 90



CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

