

# CAPITAL COMMUNITY COLLEGE



# CATALOG 2018–2019



950 Main Street • Hartford, Connecticut 06103  
[www.capitalcc.edu](http://www.capitalcc.edu) 860-906-5077 or 1-800-894-6126

## IMPORTANT TELEPHONE NUMBERS

Emergency/Public Safety.....	860-906-5075 or ** on any college phone
Main College Number.....	860-906-5000
Toll-Free Number .....	1-800-894-6126
Academic Media Technology.....	860-906-5030
Academic Advising .....	860-906-5040
Academic Success Center/Tutoring .....	860-906-5200
Admissions.....	860-906-5140
Athletics.....	860-906-5000, x 6435
Bookstore.....	860-525-5956
Career Center.....	860-906-5108
Cashier/Bursar's Office .....	860-906-5061
Counseling .....	860-906-5040
Disabilities Services Coordinator.....	860-906-5204
Early Childhood Lab School .....	860-906-5237
English-as-a-Second Language (ESL).....	860-906-5203
Financial Aid .....	860-906-5090
Health Careers.....	860-906-5154
Human Resources .....	860-906-5007
Library .....	860-906-5020
New Students/Welcome Center .....	860-906-5077
Nursing/Health Careers .....	860-906-5150
Placement Testing.....	860-906-5089
Registrar.....	860-906-5311
School of Workforce & Continuing Education .....	860-906-5130
Student Services .....	860-906-5086
Transcript Requests.....	860-906-5140
Veterans Oasis Center .....	860-906-5044

## MESSAGE FROM THE CEO



### Welcome to Capital Community College!

Capital Community College (CCC) holds a very special place in Greater Hartford. For more than 50 years we have been transforming the lives of individuals who walk through our doors, providing them with the tools and the support to improve their lives, continue their education, and succeed in the working world.

CCC is a community of learners dedicated to helping students accomplish and exceed their goals. We continually strive to increase student satisfaction and engagement. Our commitment to high standards inspires students to excel. We meet students where they are and respond promptly to their issues, making certain they have the information needed to make decisions that increase their ability to be successful. This culture is woven into the fabric of who we are. We call this “The Capital Way.”

Our downtown location and partnerships with cultural institutions, businesses and government provide students with a rich learning experience that is stimulating, with access to jobs and internships they won’t get anywhere else. Unique to CCC is our Hartford Heritage Program ([www.capitalcc.edu/HHP/](http://www.capitalcc.edu/HHP/)), an initiative that connects course content to the cultural and historical institutions in the college’s neighborhood.

Capital has a variety of guided pathways and articulation agreements that enable students to save thousands of dollars the first two years of undergraduate study and transfer seamlessly as a junior. The University of Connecticut, the Connecticut State University system (Central, Eastern, Southern and Western), Charter Oak State College, Trinity College, the University of Hartford, and the University of Saint Joseph are among the baccalaureate choices for Capital graduates. Other programs prepare students to launch into careers after completing their associates degree and earn a wage that allows them to provide for themselves and their families.

We’re honored that you’ve selected Capital as your “Destination College”. Our pledge to you: Whether you’re here to earn your associate’s degree and transfer to a four-year college or enter the working world, or whether you’re here to earn a certificate or take a class or short term program to advance or change your career, we’ll meet you where you are and help you get where you’re going.

Welcome to campus and to The Capital Way.

G. Duncan Harris, Ed. D.  
Campus Chief Executive Officer



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# COLLEGE CALENDAR

## FALL 2018

Thursday, August 23	New Student Orientation
Monday, August 27	Last Day for a Full Tuition Refund
Tuesday, August 28	Classes Begin
Tuesday, August 28	First Day for Partial Tuition Refund. Fees are non-refundable.
Monday, September 3	Labor Day – College Closed, No Classes
Tuesday, September 4	Last Day to Add a Class
Monday, September 10	Last Day to Drop a Class
Monday, September 10	Last Day for Partial Tuition Refund. Fees are non-refundable.
Tuesday, September 11	Withdrawal Period Begins
Monday, September 24	Last Day to Change to/from Audit Status
Monday, October 8	Columbus Day – College Open, Classes Held
Tuesday, October 16	Reading Day – No Classes
Monday, October 22 – Monday, October 29	Mid Term Grades Due
Monday, October 29 – Wednesday, November 21	Academic Advising Weeks
Monday, November 5	Last Day to Resolve Incompletes from Previous Semester
Monday, November 12	Veteran's Day – College Open, Classes Held
Monday, November 19	Last day to Withdraw
Wednesday, November 21	College Open, No Classes
Thursday, November 22 – Sunday, November 25	Thanksgiving Recess – No Classes
Monday, November 26	Thanksgiving Recess Ends – Classes Resume
Saturday, December 8	Last Day of Classes
Monday, December 10	Final Exams Start
Saturday, December 15	Final Exams End
Monday, December 17	Final Exam Make-Up Day**
Wednesday, December 19	Final Grades Due
Sunday, December 23	Semester Ends

## SPRING 2019

Thursday, January 17	New Student Orientation
Monday, January 21	Martin Luther King Jr. Day – College Closed
Wednesday, January 23	Last Day for a Full Tuition Refund
Thursday, January 24	Classes Begin
Thursday, January 24	First Day for Partial Tuition Refund. Fees are non-refundable.
Wednesday, January 30	Last Day to Add a Class
Wednesday, February 6	Last Day to Drop a Class
Wednesday, February 6	Last Day for Partial Tuition Refund. Fees are non-refundable.
Thursday, February 7	Withdrawal Period Begins
Tuesday, February 12	Lincoln's Birthday – College Open, Classes Held
Friday, February 15	College Open, No Classes
Saturday, February 16	College Closed, No Classes
Monday, February 18	Washington's Birthday – College Closed, No Classes
Thursday, February 21	Last Day to Change to/from Audit Status
Monday, March 11 – Sunday, March 17	Spring Recess – No Classes
Monday, March 18	Spring Recess Ends – Classes Resume
Monday, March 18 – Monday, March 25	Mid Term Grades Due
Monday, April 1 – Friday, April 26	Academic Advising Weeks
Thursday, April 11	Last Day to Resolve Incompletes from Previous Semester
Friday, April 19	Good Friday - College Closed, No Classes
Saturday, April 20	College Closed, No Classes
Thursday, April 25	Last Day to Withdraw
Thursday, May 9	Reading Day – No Classes
Saturday, May 11	Last Day of Classes
Monday, May 13	Final Exams Begin
Saturday, May 18	Final Exams End
Monday, May 20	Final Exam Make-Up Day**
Wednesday, May 22	Final Grades Due
Thursday, May 23	Commencement
Saturday, June 1	Semester Ends

\*\*For college being closed earlier in semester, e.g., weather

## GENERAL INFORMATION

### MISSION STATEMENT

The Mission of Capital Community College is to provide access to higher education to the diverse residents of the greater Hartford region. The College, an integral part of Hartford's cultural and economic district, does this by:

Preparing individuals for transfer education and careers through associate and certificate programs in academic and technical disciplines and workforce training;

Maintaining programs and support services that enable students to develop academic and professional skills that equip them for ongoing challenges and opportunities;

Fostering a student-centered environment committed to learning and teaching, the collegial process, cultural enrichment, and the respectful and vigorous dialogue which nourishes active participation and service to the community.

### VISION STATEMENT

Instilling life-changing knowledge in a community of learners from multicultural backgrounds in a vital urban setting where business, culture and government converge.

### ACCREDITATIONS AND AFFILIATIONS

**Capital Community College** is accredited by the Connecticut Board of Governors for Higher Education, and the New England Association of Schools and Colleges, Inc., through the Commission on Institutions of Higher Education, a non-governmental, nationally-recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate 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.

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

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff at the College. Individuals may also contact: Commission on Institutions of Higher Education, New England Association of Schools and Colleges, 209 Burlington Road, Bedford, MA 01730-1433. Telephone: 781-271-0022. E-mail: cihe@neasc.org

Six programs of study offered by Capital Community College have been awarded national accreditation. The Associate Degree in **Nursing** program is accredited by the Accreditation Commission in Education for Nursing (ACEN) and is approved by the State Board of Examiners for Nursing with the consent of the Commissioner.

The **Paramedic Certificate Program** is accredited by the Commission on Accreditation of Allied Health Education Programs. The **Radiologic Technology Associate Degree Program** is accredited by the Joint Review Committee on Education in Radiologic Technology. The degree program in **Medical Assisting** is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) on the recommendation of the Medical Assisting Education Review Board (MAERB). The **Laboratory School of the Early Childhood Education Program** is accredited by the National Academy of Early Childhood Programs, a division of the National Association for the Education of Young Children. The **Early Childhood Education Program** is accredited by the National Association for the Education of Young Children (NAEYC).

### PROFESSIONAL AFFILIATIONS

**Capital Community College** holds institutional, divisional, departmental, or individual memberships in numerous higher education professional organizations including the New England Association of Schools and Colleges, Incorporated; American Association of Community Colleges; the American and New England Associations of Collegiate Registrars and Admissions Officers; the American Association of Women in Community Colleges; the American Association for University Women; American College Personnel Association; the Connecticut Association of Latin-Americans in Higher Education; New England College Counsel; the Connecticut Association of Professional Financial Aid Administrators; Hartford Consortium for Higher Education; the National Association of Female Executives; the National Association of Student Personnel Administrators; the National Business Education Association; the National Council in Black American Affairs; National League for Nursing; the New England Transfer Association; Northeast Association for Institutional Research; and Teachers of English to Speakers of Other Languages.

## GETTING HERE AND PARKING

### DIRECTIONS TO THE MORGAN STREET PARKING GARAGE

(P on map at right)

#### From Interstate 84 East (from West Hartford, Farmington, etc.)

Take Exit 50 (Main St.). At third traffic light, turn right onto Market St. Take first left onto Talcott St., then first left into Garage entrance.

#### From Interstate 84 West (from E. Hartford, Manchester, Route 2)

Take Exit 50 (Main St.). At bottom of ramp, turn left onto Market St. Take second left onto Talcott St., then first left into Garage entrance.

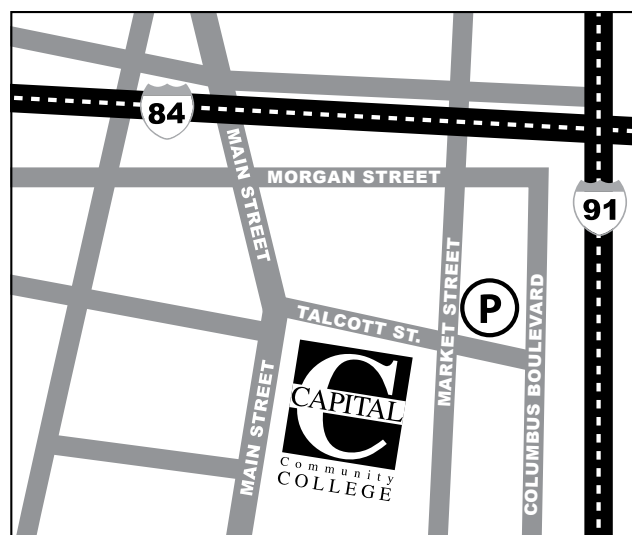
#### From Interstate 91 North or South

Take Exit 32-B (Trumbull St.). At bottom of ramp, turn left onto Market St. Take third left onto Talcott St., then first left into Garage entrance.



### PARKING FOR COLLEGE STUDENTS, VISITORS, AND GUESTS

Parking for Capital students is in the Morgan Street Garage, located at 155 Morgan Street, directly behind the college (the building with green glass windows). Handicapped access is available. Parking validation for guests and visitors is available at the College's main lobby desk.



### MOTORCYCLE POLICY

Motorcycle parking is available at the Morgan Street Garage in a designated area on Connector Road — adjacent to the main entrance.

To register your motorcycle please go to the main lobby of the garage.

### PARKING ACCESS CARD FOR STUDENTS

All registered students are eligible for a free parking access card for the Morgan Street Garage. Students need to obtain an application from the College main lobby desk, or the second floor Admissions desk off the elevators, or the Morgan Street Garage located on the corner of Market and Talcott Streets. Please refer to the student handbook for further information on parking regulations at [www.capitalcc.edu/docs/studenthandbook.pdf](http://www.capitalcc.edu/docs/studenthandbook.pdf)

#### Items for Obtaining a Parking Access Card

Documents needed for obtaining a parking access card:

- Copy of Official Class Schedule
- Valid Driver's License
- License Plate Number

### VALIDATION PROCEDURE

In the event your parking access card does not work, pull a ticket and bring it with your parking access card to the main lobby in the College at 950 Main Street for validation.

### U-PASS

All eligible CCC credit students receive a U-Pass. This is a semester-long pass that gives Capital students unlimited access to CT Transit local bus service and CT Rail Hartford train service without paying for fares.

- All registered CCC students are eligible
- Financial Aid, payment plan, or full payment of tuition and fees MUST be made before you can obtain a U-Pass
- You must have a current Capital student ID

Pick up your U-Pass at the Bursar's Office on the 2nd floor.



# ABOUT OUR BUILDING

The Capital Community College experience revolves around our renovated historic eleven-story building with its art deco lobby, dramatic five-story atrium with skylight and sculpture, bustling student union, high-tech classrooms, and expansive library. From our prime location, students can take advantage of a wealth of cultural and employment opportunities, all within walking distance of the College. History, the arts, government and business, are integrated into the educational experience, with classes and internships that make the most of being in the center of the city.

## BUILDING DIRECTORY

### TALCOTT STREET LEVEL

Early Childhood Education (ECE) Classroom  
ECE Resource Room  
Elaine Stewart McKirdy Early Childhood Education Center  
Faculty Offices/ECE  
Laboratory School  
Lab School Outdoor Playground

### 1ST FLOOR - MAIN STREET LOBBY

Conrad L. Mallett Art Gallery  
Information Desk  
Public Safety

### 2ND FLOOR

Admissions  
Advising & Counseling  
Business Office  
Career Center  
Cashier  
Computer Kiosks  
CONNTAC-EOC  
Counseling  
Dean of Administration  
Dean of Student Services  
Financial Aid  
Human Resources  
Placement Testing  
Purchasing  
Registrar  
Walter J. Markiewicz Community Room

### 3RD FLOOR

Continuing Education Lounge and Kitchen  
Culinary Arts Classroom  
Dean of School of Workforce & Continuing Education  
FIRST Center (Financial Independence to Reach Success and Transformation)  
Lecture Hall  
Radiologic Technology Program  
School of Workforce & Continuing Education Offices & Classrooms

### 4TH FLOOR

Academic Success Center  
Computer Center  
Math Center  
Reading and Writing Center  
Classrooms  
ESL and Foreign Languages Center for Language and Culture  
Group Tutoring Rooms  
Language Lab  
Library Instruction Classroom  
LTA & VCOM Lab  
School of Workforce & Continuing Education Nursing Lab  
Veterans Oasis Center

### 5TH FLOOR

Dr. Arthur C. Banks, Jr. Library  
Blackboard Help Desk

### 6TH FLOOR - COMPUTER

A+ Computer Repair Lab  
Architectural Drafting Lab  
CAD Lab  
Computer Labs

Cyber Security Lab  
Faculty Offices/CIS  
Information Technology Dept.  
21st Century Classroom

### 7TH FLOOR - STUDENT UNION

Capital Café  
Capital Cares Food Pantry  
Bookstore  
Classrooms  
Game Room  
Internet Café  
Lecture Hall  
Mail Room  
Maintenance  
Photo ID Station  
Student Activities  
Student Clubs & Organizations  
Student Lockers  
Student Multi-Purpose Room  
Student Senate

### 8TH FLOOR

Allied Health Lab  
Classrooms  
Faculty and Director's Offices/  
Nursing & Health Careers  
Health Careers Labs  
Nursing & Health  
Nursing Labs

### 9TH FLOOR

Anatomy and Physiology Labs  
Biology Lab  
Chemistry Lab  
Classrooms  
Computer A+ Lab

Faculty Offices/Science & Math  
Microbiology Lab  
Organic Chemistry Lab  
Physics Lab

### 10TH FLOOR

Academic Dean  
Academic Department Chairs  
Academic Media Technology Department  
Classrooms  
College Career Pathways  
Communication Media  
Post-Production Lab  
Faculty Offices/Business & Technology/Humanities and Social & Behavioral Sciences  
Lecture Hall  
TV Studio

### 11TH FLOOR

Art Studios (Drawing & Painting)  
Centinel Hill Hall Auditorium-  
Degnan Lecture Hall  
Faculty Offices/Business & Technology/Humanities/and Social & Behavioral Sciences  
Institutional Advancement  
Institutional Research  
Marketing & Public Relations  
Music Appreciation Classroom  
Office of the Chief Executive Officer

# DEGREE AND CERTIFICATE OFFERINGS

## DEGREES

### Associate in Arts

Liberal Arts and Sciences

Theatre Arts

### Associate in Science

Accounting

Architectural Engineering Technology

Biotechnology

Communication Media

Computer and Information Systems (CIS)

Computer and Information Systems: Web Publishing Option

Computer and Information Systems: Mobile Application Developer Option

Computer Networking

Computer Networking: Cybersecurity Option

Computer Support Specialist

Computer Support Specialist: Hardware Support Option

Construction Management

Criminal Justice

Early Childhood Education

General Studies

Health Information Management

(Not accepting new students at this time)

Management

Management: Entrepreneurship Option

Medical Assisting

Music Industry

Nursing (Selective Admission) †

Paramedic Studies (Selective Admission) †

Paramedic Studies: Emergency Management

Response Option (Selective Admission) †

Paramedic Studies: Emergency Medical Services -

Instructor Option (Selective Admission) †

Radiologic Technology (Selective Admission) †

Social Services

Social Services: Community Change Studies Option

Social Services: Family and Child Studies Option

Social Services: Gerontology Option

Social Services: Library Technical Assistant Option

(Not accepting new students at this time)

Social Services: Mental Health Option

### Associate in Applied Science

Construction Management

### CSCU Transfer Tickets

- Accounting Studies
- Art Studies
- Biology Studies
- Business Administration
- Business Studies
- Chemistry Studies
- Communication Studies
- Computer Science Studies
- Criminology Studies
- Early Childhood Teacher Credential Studies
- English Studies
- Finance Studies
- History Studies
- Management Studies
- Marketing Studies
- Mathematics Studies
- Physics Degree Studies
- Political Science Studies
- Psychology Studies
- Social Work Studies
- Sociology Studies
- Spanish Studies
- Theatre Studies

For more information on  
CSCU Transfer Tickets, visit  
<http://www.ct.edu/transfer> or  
consult the Counseling Office at  
860-906-5040.

† Call **860-906-5140**  
for details on Selective  
Admission Programs

## ONLINE DEGREES

Computer and Information Systems: Web Publishing Option

Computer Support Specialist

## COLLEGE OF TECHNOLOGY DEGREES

**College of Technology Degree programs are available at Capital and any of the Connecticut community colleges.**

College of Technology: Technology Studies and Pathway to  
Industrial Technology at CCSU

College of Technology: Technology Studies – Engineering Technology Option

Through the College of Technology, individuals can begin studies at Capital Community College and transfer directly to the School of Engineering at University of Connecticut, the School of Technology at Central Connecticut State University, or Charter Oak State College. For more information, contact Karen Wosczyzna-Birch at **860-244-7608**.

# DEGREE AND CERTIFICATE OFFERINGS

## CERTIFICATES

Accounting: Basic  
Accounting: Advanced  
Computer and Information Systems: Web Publishing  
Computer Hardware Support Specialist  
Computer and Information Systems: Mobile Application Developer  
Computer Networking  
Computer Networking: Cisco Certified Networking Associate (CCNA)  
Computer Software Support Specialist  
Computer Programming  
Construction Management  
Cybersecurity  
Early Childhood Education  
Emergency Medical Services—Instructor  
Emergency Medical Technician—Emergency Management Response  
Gerontology  
Health Information Management  
(Not accepting new students at this time)  
Health Science  
Library Technical Assistant (not accepting new students at this time)  
Management  
Management – Entrepreneurship  
Mental Health Assistant  
Paramedic  
Social Services Aide  
Visual Communication

## ONLINE CERTIFICATES

Computer and Information Systems: Web Publishing Option  
Computer Software Support Specialist



# HISTORY

Capital Community College (CCC) opened as Greater Hartford Community College in 1967 one year after Connecticut established a two-year community college system. A freshman class of 388 students enrolled at a two-story brick building on the east edge of historic Colt Park on Sequassen Street. Led by its first President, Arthur C. Banks Jr., the college grew on its "temporary campus" for seven years.

In 1974 fall enrollment was nearing 2,500. The college moved to a six-story building on Woodland Street, the former Phoenix Insurance Company, to accommodate rapid growth and expand into professional programs. In the same year Capital was established Hartford's technical institute on Flatbush Avenue, founded in 1946 as the Connecticut Engineering Institute, granted its first technical degrees with Thomas V. Raimondi as its first President. In 1992 the two schools merged in a state-mandated consolidation, operating at two campuses four miles apart.

At the end of 1999 the former G. Fox & Company Department Store on Main Street was selected as the site for a single campus. In 2002 the Community College opened on Main Street after a top-to-bottom renovation of the retail building that is still revered as a downtown landmark where generations of residents shopped and worked. Major employers in insurance, health care and government are within walking distance of a campus adjacent to a revitalized public transit system and major highways. CCC is neighbor to acclaimed art, cultural and historic institutions that provide opportunities to extend classrooms into the city and its neighborhoods.

Since the late 1960s more than 300,000 students have enrolled and more than 16,000 degrees and certificates have been granted. One of 12 community colleges in Connecticut, Capital is one of New England's most ethnically diverse campuses.



Hartford State Tech, opened 1960



Woodland Street, opened 1974



Sequassen Street, opened 1967



Main Street, opened 2002

## OUR CHRONOLOGY FROM 1946 TO PRESENT

- 1946 The Connecticut Engineering Institute opens in Hartford as a pilot project that would become Hartford State Technical College.
- 1948 The Engineering Institute holds its first commencement
- 1950 The school's name is changed to Hartford State Technical Institute
- 1960 Hartford State Technical Institute opens a new campus at 401 Flatbush Avenue
- 1967 Greater Hartford Community College is founded and enrolls 339 students at classroom facilities in the city's historic South Meadows. Arthur C. Banks, Jr. becomes its first president.
- 1967 The State Technical Institute becomes Hartford State Technical College with Thomas V. Raimondi as its first president.
- 1974 Greater Hartford Community College re-locates to the former Phoenix Insurance Company building at 61 Woodland Street in the city's Asylum Hill neighborhood.
- 1992 Greater Hartford Community College merges with Hartford State Technical College in a state-mandated consolidation. The new institution is re-named Capital Community-Technical College
- 2000 Capital Community-Technical College becomes Capital Community College.
- 2002 The College moves to a consolidated campus at 950 Main Street.
- 2010 The College was designated a "Leader College" for its accomplishments on Key Student Achievement Indicators by Achieving the Dream: Community Colleges Count.
- 2013 Capital confers more than 500 associate degrees and certificates for the third consecutive year. The number of graduates reflects a decade of program and enrollment growth in downtown Hartford.
- 2014 Through the Hartford Heritage Project students enjoy free admission to cultural and arts institutions in the city and faculty incorporate place-based learning across the curriculum.
- 2015 The College confers its first degree in Biotechnology and adds new degree and certificate programs in Cybersecurity.
- 2016 College marks the 40th anniversary of its first graduating class of nurses from its nationally accredited associate degree in nursing program.
- 2017 Capital holds its 70th Commencement in recognition of the first graduates of the Connecticut Engineering Institute in 1947 – a forerunner of Hartford State Technical College.
- 2017 The College observes the 50th anniversary of its founding and is ranked in the top 10 of two-year colleges in the nation for adult learners by Washington Monthly.
- 2018 G. Duncan Harris, Ed.D is appointed Campus Chief Executive Officer succeeding President Wilfredo Nieves, Ed.D.



# ADMISSIONS OFFICE

Love Who You Become at Capital Community College (CCC). Whether your goal is to earn a degree, transfer into a four-year university or take classes for professional or personal enrichment, Capital Community College offers more than 60 accredited degree and certificate programs to help you achieve your goals.

The Admissions Office at CCC is your place to get started! Located at the second floor lobby desk, the Admissions Office is your place to:

- Learn about what the college has to offer;
- Take a guided campus tour;
- And complete the steps to enroll in classes.

Below you will find all the information you need to become a student at CCC!

## Candidates for Admission

Candidates for admission to associate degree and certificate programs must be high school graduates or have a state high school equivalency certificate. Individual programs may have specific requirements, which are described in the following pages.

## Special Student Status - Non-Degree

Applicants interested in individual courses are not required to hold a high school diploma or its equivalent. Applicants must, however, have the appropriate background to achieve success in the course. They must submit an application using the non-degree code and must pay the \$20 non-refundable application fee.

## Procedures for Admission to Degree/Certificate Programs

1. Obtain an application from the Admissions Office or apply online at [www.capitalcc.edu](http://www.capitalcc.edu).
2. Return the completed application along with a \$20 non-refundable application fee to the Admissions Office. This fee is paid only once, and the check or money order should be made payable to CCC.
3. Submit a copy of your high school transcript showing graduation or General Equivalency Diploma to the Admissions Office. Individuals who do not intend to enroll in degree or certificate programs and who are not applying for financial aid may indicate non-degree on the application and need not submit a transcript.
4. Submit official copy of SAT scores. SAT scores are NOT required for admission but may be used for placement purposes.
5. Submit proof of immunization for measles/rubella as required by Connecticut state law (see section titled Measles/Rubella Immunization).

*Prospective students must complete any assessment or placement testing required by the College. (See Placement Testing on page 40.)*

## Immunization Information

If you were born after December 31, 1956, Connecticut State Law requires that all full-time (degree-seeking and non-degree/non-matriculating) and part-time matriculating students enrolled in post-secondary schools be adequately protected against measles, mumps, rubella and varicella\* (chicken pox).

\* Students born in the continental United State prior to January 1, 1980 are not required to submit varicella (chicken pox) immunization information.

Students must present official documentation of immunity before they can be accepted into a degree or certificate program.

## Home-schooled Students

1. A home-schooled student is defined, for purposes of this policy, as someone who has completed a secondary school education in a home school setting that is treated as a home school or private school under state law, or who is in the process of doing so.
2. Home-schooled students who wish to attend a community college and pursue a degree or certificate must meet the same admission requirements as any other applicant, except for providing evidence of graduation from a secondary school or obtaining a state equivalency diploma. This includes, but is not necessarily limited to, completing an application, paying admission fees, submitting evidence of inoculation against measles, mumps, rubella and varicella and taking placement tests, etc.
  - a. Home-schooled applicants may also submit a copy of a transcript from any secondary school attended, whether or not they may have graduated therefrom, or a copy of a federal or state equivalency diploma, or a summary of the secondary program of study they pursued, and a certificate of successful completion thereof, signed by the parent or other provider of the home schooling.
  - b. Home-schooled applicants may be required to submit transcripts, or records of study, if such are required for other applicants.
3. Home-schooled applicants who wish to enroll at a community college, but not pursue a degree or certificate, shall be treated as any other non-matriculated student at the college.
4. Home-schooled applicants may, at the discretion of the college to which they are applying, be required to have an in-person interview with the college's director of admissions, or such other officer as the college may direct, to assess the applicant's ability to benefit from the program of study.
5. Each college shall develop such procedures, forms, and other materials as may be necessary to manage this policy.
6. Each college shall also establish an appeals process, with appeals going to a designated dean, who may, in special circumstances, waive the requirements of the policy.
7. If and when the State of Connecticut enacts laws or policies regarding home-schooled students or their admission to public colleges, this policy will be revised and reissued, as may be necessary, to ensure compliance therewith.



## ADMISSIONS — continued

### Foreign Students

Persons whose official residence is outside the United States and who need an I-20 from CCC in order to obtain an F-1 Student Visa, must submit their application for admission and other required documents during the application period for the semester they wish to enroll in. Applications will be accepted March 1 - May 30 for the fall semester and June 1 - October 1 for the spring semester. Foreign student applicants must send the following information:

1. CCC application and the non-refundable \$20 application fee. The applicant must include a local (U.S.) mailing address as well as their permanent (home country) address on the admissions application.
2. An official transcript in English of previous schooling, along with a high school diploma or authorized certificate of equivalency. High school documentation may need to be evaluated by any NACES-approved organization. Web site: [www.naces.org](http://www.naces.org).
3. Evidence of English proficiency. Applicants from non-English-speaking countries must certify English fluency with one of the following documents: (1) 61 on the internet-based or 500 on the paper-based TOEFL (Test of English as a Foreign Language); (2) 5.0 minimum score on the IELTS (International English Language Testing System) Academic module; (3) a statement signed by a professor of English, a cultural relations attaché, or a diplomatic or consular official of the United States, certifying that the applicant speaks English fluently and understands English sufficiently to succeed as a full-time student in a college in which English is used exclusively.
4. A notarized affidavit of financial support (I-134 form) indicating sponsorship by a person who will be responsible for food, shelter, clothing, medical expenses, tuition, and books during the student's stay in the United States. In addition to the notarized affidavit of financial support, the sponsor must also submit evidence of financial ability in the form of a current income tax return, and letter from the sponsor's employer, indicating position, length of employment and yearly salary. Sponsors may be required to attend an information session.

After foreign students have been notified that their application has been approved, their sponsor must pay the total out-of-state, full-time tuition and fees for their entering semester before their I-20 will be issued.

5. Applicants born after 1956 must submit proof of immunization against the measles, mumps, rubella and varicella.

PLEASE NOTE: Effective September 1, 2004 – All individuals receiving the SEVIS Form I-20 with an issuance date of September 1, 2004 or later will be required to pay the SEVIS fee. Please refer to the following website for more information: [www.ice.gov/graphics/sevis/i901/index.htm](http://www.ice.gov/graphics/sevis/i901/index.htm)

### Transfer Students

Students may transfer to CCC from other colleges for any term. In addition to following the procedures for admission into a program, transfer students must have forwarded an official transcript from any other college(s) attended and must file a request for transfer evaluation in the Enrollment Services Office. The transcript must be mailed directly from the previous college to the Enrollment Services Office at CCC.

After the transcript evaluation has been completed, the transferable credit(s) will be posted to the student's academic history which is accessible through myCommNet.

### Transfer – Acceptance of Credit at Community Colleges

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 accredited collegiate institutions accredited by an agency recognized by the Council for Higher Education Accreditation as either a "Regional Accrediting Organization" or a "Specialized and Professional Accrediting Organization" in accordance with the following:

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

### New England Board of Higher Education (NEBHE) Students

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

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

# NURSING PROGRAM ADMISSIONS

**Capital Community College** is one of six colleges offering the Connecticut Community College Nursing Program (CT-CCNP), an innovative associate degree nursing program. The common nursing programming offers 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.

Upon successful completion of the Nursing program, the college awards the graduate an Associate in Science Degree. 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 the nursing curriculum.

After the Associate in Science degree is awarded, the graduate 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.

## Approval and Accreditation

The newly revised CT-CCNP curriculum has been approved by the by the Connecticut Board of Regents for Higher Education and the Connecticut State Board of Examiners for Nursing, with the consent of the Commissioner of the Connecticut Department of Public Health. Each program within the CT-CCNP approaches national accreditation through the Accreditation Commission for Education in Nursing, ACEN, located at 3343 Peachtree Rd NE, Suite 850, Atlanta, GA 30326; Phone: 404-975-5000, Fax: 404-975-5020, Email: [info@acenursing.org](mailto:info@acenursing.org). The curriculum is implemented at each of six Connecticut community colleges based upon college level approval processes and the approval of ACEN.

## 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.

## Educational Advancement in Nursing

The CT-CCNP supports advancement in nursing through education. Graduates of the CT-CCNP have the opportunity to continue their education at a number of baccalaureate and advanced degree programs throughout the state and beyond. To learn about the articulation agreements in place for CT-CCNP graduates, go to [www.ct.edu/nursing](http://www.ct.edu/nursing).

## Colleges that Offer the CT-CCNP

**Capital Community College  
Enrollment Services Office**  
950 Main Street  
Hartford, Connecticut 06103  
860-906-5140  
[www.capitalcc.edu](http://www.capitalcc.edu)

**Gateway Community College**  
Admissions Office, Long Wharf Campus  
Attention: Nursing  
60 Sargent Drive  
New Haven, CT 06511  
203-285-2010  
[www.gwcc.commnet.edu](http://www.gwcc.commnet.edu)

**Naugatuck Valley  
Community College**  
Admissions Office  
750 Chase Parkway  
Waterbury, CT 06708  
203-575-8040  
[www.nvcc.commnet.edu](http://www.nvcc.commnet.edu)

**Northwestern Connecticut  
Community College**  
Admissions Office  
Park Place East  
Winsted, CT 06098  
860-738-6300  
[www.nwcc.commnet.edu](http://www.nwcc.commnet.edu)

**Norwalk Community College**  
Admissions Office  
188 Richards Avenue  
Norwalk, CT 06854-1655  
203-857-7060  
[www.ncc.commnet.edu](http://www.ncc.commnet.edu)

**Three Rivers Community College**  
Nursing Admissions  
574 New London Turnpike  
Norwich, CT 06360  
860-892-5702  
[www.trcc.commnet.edu](http://www.trcc.commnet.edu)

## Advisement

Advisors/Counselors are available at each college to guide applicants through the admission process. Students should direct all questions to the contact at their College of Choice. Additionally, students are strongly encouraged to attend a Nursing Information Session at the College of Choice to learn more about the CT-CCNP. A list of upcoming information sessions can be found at [www.ct.edu/nursing](http://www.ct.edu/nursing).

**Capital Community College**  
Mike Kriscenski, 860-906-5045, [mkriscenski@capitalcc.edu](mailto:mkriscenski@capitalcc.edu)

**Gateway Community College**  
Mary Beth Banks, 203-285-2388, [mbanks@gatewayct.edu](mailto:mbanks@gatewayct.edu)

**Naugatuck Valley Community College**  
Noreen Cerruto, 203-575-8079, [ncerruto@nv.edu](mailto:ncerruto@nv.edu)

**Northwestern Connecticut Community College**  
Rebecca Ozerhoski, 860-738-6339, [rozerhoski@nwcc.commnet.edu](mailto:rozerhoski@nwcc.commnet.edu)

**Norwalk Community College**  
Bill Chagnon, 203-857-7090, [wchagnon@norwalk.edu](mailto:wchagnon@norwalk.edu)

**Three Rivers Community College**  
Steven Paternoster, 860-215-9323, [nursingadmissions@threerivers.edu](mailto:nursingadmissions@threerivers.edu)





# NURSING PROGRAM ADMISSIONS — continued

## THE PROCESS BELOW IS FOR STUDENTS PLANNING TO APPLY TO THE NURSING PROGRAM FOR FALL 2019

### Application Process

The application period for the nursing program is November 1 - February 1 of each year. Applicants to the CT-CCNP must complete the online nursing application and submit all required documentation to the Admissions Office at the College of Choice by the February 1, 2019 deadline. "College of Choice" is the college that the applicant would like to attend.

The information in this section includes everything you need to do as an applicant to the CT-CCNP and what your College of Choice will do to communicate with you throughout the process. You will find five key sections to aid in understanding the process:

1. Technical computer specifications necessary for applying and receiving communication.
2. The Checklist of Application Requirements outlines everything you need to do as an applicant.
3. Admission Requirements, listed below:
  - a. Courses & Competencies
  - b. Nursing GPA
  - c. TEAS
4. Computing Rank & Selection Process
5. The timeline of communication from your application through notification of admission decisions, including the specifics of our selection process.

### Technical Specifications & Communication

Please review the technical instructions below to ensure you have no difficulties in submitting the application and receiving email from the CT-CCNP.

- Applicants should use a personal computer (not a smart phone, ipad, or macintosh) when attempting to access the online application.
- Make sure your browser allows pop-ups.
- Recommended browsers are Internet Explorer and Google Chrome.

All communication with applicants is to the **student's community college email address**. Applicants that have not activated their community college email address should go to <http://www.ct.edu/netid> for more information.

Students need to disable the Outlook Clutter folder prior to submitting the application to prevent messages from unintentionally going into Clutter. Follow these instructions to turn Clutter OFF:

Sign in to the **Outlook Web App**

1. Go to **Settings > Options > Mail > Automatic processing > Clutter**.
2. De-Select/Un-Check the 2 boxes: **"Separate items identified as clutter"** and **"Send me notifications about messages that are separated as clutter"** and then click **Save**.

**Note:** The Clutter folder remains in Outlook after you turned off the Clutter feature by following these steps.

### Admission Requirements\*

- Proof of high school completion.
  - A score of 40 or higher on the College Level Math portion of the Accuplacer; OR SAT I Math score of 550 or higher; OR a score of 22 or higher on the ACT Math test; 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, 2019.
  - 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, 2019.
  - Computer Literacy is an admission requirement at Norwalk CC and it is a requirement at Northwestern CT CC only for the 2019-2020 admission cycle. Any applicant, to any of the colleges, who has taken a course to fulfill this requirement will have their grade (C or higher) calculated in the Nursing GPA. Students may take the Computer Proficiency Test at the College of Choice (Norwalk or Northwestern CT) to meet this competency.
  - Connecticut Community College **ENG\*101**: English Composition, or equivalent, **with a grade of C or higher**, completed prior to application deadline of February 1, 2019.
  - 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, 2019.
  - 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, 2019 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. (**Please note:** if an applicant is using a course from a Fresh Start semester to meet a nursing admission or program curriculum requirement, that course will count in the calculation of the applicant's Nursing GPA.)
  - **TEAS score**. Applicants must have an **adjusted individual total score of 53.3% or higher**, and must be submitted by February 1, 2019. Test scores will be valid from November 1, 2015 - February 1, 2019.
- + "Five years prior" is defined as having completed the course between December 2013 and February 1, 2019

There may be prerequisite courses that must be successfully completed prior to taking the admission requirements. Challenge exams may exist for certain admission requirements. Please consult with your College of Choice for additional 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.

### TEAS

The TEAS is a multiple-choice test that evaluates essential academic skills: math, science, reading, and English. The test will take approximately 3 ½ hours to complete. Test dates cannot be rescheduled after registration. Testing fees are non-refundable.

- Applicants must obtain an adjusted individual total score of 53.3% or higher to be eligible for admission.
- Tests taken prior to November 1, 2015 will not be accepted.
- Applicants may retake the TEAS as many times as desired. The CT-CCNP will use the applicant's highest qualifying TEAS score when determining eligibility.
- A study manual for the TEAS is available through [www.atitesting.com](http://www.atitesting.com). Online practice tests are also available through ATI. For additional information about the TEAS, please visit [www.atitesting.com](http://www.atitesting.com).



## NURSING PROGRAM ADMISSIONS — continued

- The TEAS is administered at Capital, Gateway, Naugatuck Valley, Northwestern CT, Norwalk and Three Rivers. If the TEAS is taken at a site other than one of the CT-CCNP Colleges, applicants must have official results sent by ATI to the College of Choice by the application deadline of February 1, 2019.
- Do not wait until you have your TEAS results to submit your CT-CCNP application. You can submit the application and all other materials prior to taking the exam.

For testing schedules and registration information, go to [www.atitesting.com](http://www.atitesting.com). Applicants must have an account with ATI & select a CT-CCNP college as their "Institution" of choice in order to register for the TEAS. In addition to selecting a CT-CCNP college when setting up your ATI profile, please use your Banner ID as your "Student/Employee ID." Applicants must log into their ATI account in order to see available testing dates within the community college system..

### Clinical Learning Experiences

- Clinical experiences may be assigned during daytime, evening, or weekend hours.
- Clinical assignments in all courses are subject to change based on availability of clinical sites and number of students in clinical groups.
- Clinical sites could be within an hour radius of the college, and may require a mandatory parking fee.
- Students must make their own travel arrangements during the program.
- Students will receive a packet of information at the time of acceptance to the program which outlines current nursing program specific immunization policies.
- A completed CT-CCNP Health Assessment Form (which document specific requirements for the nursing program) must be on file in accordance with college policy.
- 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 settings.
- Assignment of clinical sites is at the discretion of the nursing faculty.

### Computing Rank & Selection Process

Formula for Computing Rank All eligible applicants will be ranked through the CT-CCNP admissions process. Eligible applicants who meet all of the application and admission requirements are assigned a rank position among all other applicants for all six colleges. Rank positions/numbers are computed by the following formula:

25% = TEAS score

25% = BIO\*211 (Anatomy & Physiology I) grade

50% = Nursing GPA

#### Selection Process: Rank, Random, Waitlist

##### Rank Selection (75%):

Each college will fill 75% of their seats by rank.

##### Random Selection (25%):

The remaining applicants consists of all students who are eligible for the program, but who were not selected through rank selection. Twenty-five percent of spaces at each college are filled through the random selection of these applicants.

##### Waitlist:

Applicants on the waitlist are ranked by their original CT-CCNP rank number. The waitlist is divided into six separate lists based on students' College of Choice. When openings occur, applications will be selected in rank order and offered a nursing seat at that college. Applicants who refuse an offer from their College of Choice are removed from

consideration for the current academic year. In the event that a college's initial waitlist is exhausted, applicants will be offered a space, based on their overall CT-CCNP rank, as they become available. If an applicant is offered a space at a college other than their College of Choice, the applicant can refuse the offer and remain on the waitlist of their College of Choice. The waitlist will not carry over from year to year. Applicants who are not selected from the waitlist will need to submit a new application if they want to be considered for admission the following year.

### Timeline of Communication with Applicants & What to Expect

As stated earlier, ALL communication from the CT-CCNP will be to your Community College email address

#### Application Submission

- You will know that your CT-CCNP application has been successfully submitted when you receive an email within an hour of clicking "submit." The content of this email will let you know you that your application made it to its destination and who to contact should you need to make any changes (the College of Choice).

#### Incomplete Application

- If you are missing items, you will receive an email within the first ten days of March 2019. It is the student's responsibility to check for this email and respond within the timeframe allotted in the email. Failure to reply by the due date will result in an ineligible application.

#### Decisions

- All applicants will be notified by email within the first ten days of April 2019 that decisions are ready to view in Banner Self-Service.
- The three possible decisions:

**Admitted Student** – all necessary acceptance documents will be posted in Banner Self-Service for the student to print, review, and submit included forms.

**Waitlisted Student** – eligible applicant but not enough spaces. A paper letter will be sent following the electronic notification to indicate your exact placement on the waitlist at the College of Choice. The waitlist number will not be given to students by email or telephone. It is important to make sure your correct address is on file (check Banner Self-Service and make any changes prior to April 1, 2019 if necessary).

**Ineligible Student** - due to missing requirements



## NURSING PROGRAM ADMISSIONS — continued

### LPN Advanced Placement

LPNs who are admitted to the CT-CCNP, are guaranteed a spot to enter the program in the first semester (NUR\*120). The option of advanced placement of accepted LPNs into the third semester (NUR\*220) cannot be guaranteed at individual college sites. Availability of the advanced placement option is based upon space and other resources.

The Connecticut Community College Nursing Program participates in the Connecticut League for Nursing Articulation Model for LPNs. To be eligible for articulation the LPN must:

- Hold a current unencumbered Connecticut Licensed Practical Nurse license. You are not eligible for LPN Advanced Placement if your license is not in good standing or you do not hold a current LPN 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 begin the program in the third semester, if space and resources allow, 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 NUR190) and the appropriate college based CT-CCNP LPN transition course (CT-CCNP NUR\*152).
- While LPN program graduates may enroll in COSC NUR 190 prior to licensure as an LPN, current Connecticut LPN licensure is required to enroll in CT-CCNP NUR\*152.

If offered the advance placement option, students will only be eligible to advance place into the third semester of the nursing program (NUR\*220) upon successful completion of COSC NUR 190 and NUR\*152. Students must be licensed as an LPN in Connecticut to be eligible to take CT-CCNP NUR\*152 and to qualify to begin the CT-CCNP in the third semester (NUR\*220).

If a student chooses the advance placement option and is unsuccessful, they will be ineligible to elect to enter the program in the first semester (NUR\*120). In order to be eligible to enter the program in the first semester, the student must reapply to the CT-CCNP and be accepted again to start in NUR\*120.

Applicants are encouraged to seek advisement from one of the contact persons listed on page four in the information packet prior to the application process. If admitted to the program, a student must contact the persons listed on page four for advisement regarding advanced placement.

### External Transfer Nursing Applicants

External transfers will be considered on a space-available basis. 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. Students who wish to transfer nursing courses with a clinical component from another college or university will be considered for transfer after the following requirements have been met:

1. The applicant completes the CT-CCNP application for external transfers, and submits the application to the Admissions Office at the College of Choice. Applicants to Gateway Community College must submit all application materials to the Nursing Department. Applicants must meet all nursing program admission requirements. Completed applications are due by July 3 for the fall semester, January 2 for the spring semester and May 1 for the summer semester. Applications can be downloaded from the CT-CCNP website: <http://www.ct.edu/nursing>.
2. A written request for evaluation of nursing course work and nursing course descriptions must be submitted to the Admissions Office at the College of Choice along with the CT-CCNP application. Requests will be forwarded to the Nursing Director at the College of Choice. Written requests are due by July 3 for fall semester requests, January 2 for spring semester requests and May 1 for summer semester requests.
3. External transfer candidates must have a 3.0 overall Nursing GPA. The Nursing GPA is 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. (please note: if an applicant is using a course from a Fresh Start semester to meet a nursing admission or program curriculum requirement, that course will count in the calculation of the applicant's Nursing GPA.)





## Transfer Credits

Transfer credit evaluation for nursing applicants is done by the College of Choice upon the request of the applicant. Important points:

- Twenty-five percent (25%) of the total credits applicable to the nursing degree must be granted by the college awarding the degree.
- No more than thirty credit hours of non-traditional credit may count towards the nursing degree.
- Non-traditional credit includes CLEP, 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 Choice, transfer credit for the same course from another college will not be granted.

Credits Earned Outside the United States – Transcripts need to be evaluated by the “Course By Course” option through the World Education Services Inc., PO Box 745, Old Chelsea Station, New York, New York 10113 or another approved site and submitted to the College of Choice. Contact the College of Choice for additional information.

## Transfer Grades

- To transfer courses, a minimum grade of C is required from regionally accredited colleges, unless otherwise noted by the admission requirements. Courses from colleges not regionally accredited will not be accepted in transfer.
- A grade of C+ will be determined when the college does not use plus (+) and minus (-) by having the student be responsible for providing the proof that the grade is a C+. A numerical grade of 77-79 will be considered a C+.
- Nursing courses from the transferring institution will be considered for credit and placement if the student received the minimum passing grade, as indicated in the course syllabus, and meets all other transfer policies as listed above.



## Readmission to the Nursing Program and Readmission Transition/Advanced Placement Policy

Readmission to the nursing program is based on a review of, but not limited to, reason for withdrawal from the program, past academic and clinical evaluations, and evidence of interim efforts to strengthen areas of weakness. Students who are dismissed from the nursing program because they do not meet the dosage calculation requirement are eligible to apply for readmission. Consideration for readmission to the program can only be granted if there are available openings, and sufficient clinical resources and faculty. In the event there are more readmission applicants than available openings, a ranking system will be applied. Readmission requests are evaluated on an individual basis by the Nursing Readmission Committee.

### Readmission Requirements

- Successful completion of NUR\*101.
- Minimum GPA of 2.70. (GPA is based on any college courses taken that meet the nursing admission and/or curriculum requirements.)
- Completion of an exit interview within 30 days of leaving the Program.
- Application for readmission within 12 months of leaving the Program.
- Re-enrollment in the CT-CCNP within 18 months of leaving the program.
- Submission of documentation of completion of current health requirements, BLS and required criminal background checks and toxicology screening upon notification of readmission and prior to the start of the program.

### Readmission Process

The student must:

- Meet with the Nursing Director, course leader or designee to complete the exit interview.
- Submit a letter to the Nursing Director at the college where the student was enrolled in the nursing program, requesting readmission to the program by:
  - April 1 for fall semester readmission.
  - November 1 for spring semester readmission.
- Describe in the letter efforts made by the applicant to strengthen the areas of concern identified during the exit interview.

Readmission is granted on a space available basis. Additional items may be required by the student to complete the readmission assessment.

A student applying for readmission who also wishes to transfer to another college within the CT-CCNP, must first be approved for readmission by the college where the student was enrolled in nursing, before making a transfer request.



## PARAMEDIC PROGRAM ADMISSIONS

Students may apply for admission to the Paramedic Certificate and Paramedic Studies programs by contacting the Enrollment Services Office and completing an application. All application criteria must be submitted to the Enrollment Services Office to be eligible for admission. The fall program is the Day program. The spring program is the Evening program.

Candidates must complete the following:

1. Documentation of graduation from an approved high school or acceptable equivalent preparation.
2. Documentation of State of CT Emergency Medical Technician certification.
3. Documented verification of Emergency Medical Technician experience is required. Related health care experience may be considered. Applicants must have verification of involvement in 50 to 75 patient care calls as an EMT in an ambulance.
4. Mandatory entrance test(s) as part of the admission process.
5. Emergency Medical Technician-Paramedic entrance exam with a qualifying score of 80 or above.
6. Two letters of reference from professional contacts.
7. Documentation of a current Healthcare Provider level cardiopulmonary resuscitation certification (CPR).
8. Successful completion of background check (at student expense).

Admission is based on successful fulfillment of the prerequisite requirements and the completion of the applicant's file. All required prerequisite documents must be on file for applicants to be accepted into the program. Acceptance is done on a rolling basis until the class is filled. Because enrollment in the Paramedic Studies Program is limited, not all qualified candidates can be accepted. Once the class is filled, any qualified candidates who are not accepted will be placed on a waiting list for the next class start date. All applicants are informed of their status via mail.

Once accepted into the program, information regarding additional health form requirements, such as physical exam and immunizations, as required by the clinical and field sites, will be forwarded to the students. This information must be submitted by the dates designated in the program Welcome Packet or students will relinquish their seat in the program.

In addition to the designated tuition and college fees, students selected to the Paramedic program are financially responsible for books, uniforms, transportation, and fees required for the paramedic National Registry exams (CAT and practical), and State of Connecticut Licensure costs.

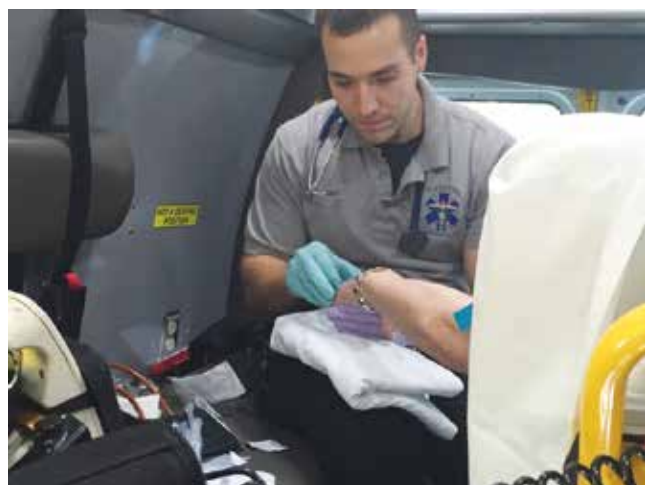
### Readmission to the Paramedic Studies Program

Requests for readmission into the Paramedic Studies Program must be submitted in writing to the Director of Paramedic Program.

All requests will be considered by the Paramedic Readmissions Committee, whose decisions are based on the applicant's Quality Point Average, previous academic and clinical performance, and space available in the program.

Applicants are notified of committee decisions by mail.

*Readmission is not guaranteed.*





# RADIOLOGIC TECHNOLOGY PROGRAM ADMISSIONS

To be eligible for admission to the Radiologic Technology Program, applicants will be evaluated and ranked based on the following criteria and point system. Points are given based on grades earned in the courses listed below and the applicant's G.P.A. (grade point average) outlined below. Applicants with the most points will be offered admission to the program.

- a. Graduation from an approved high school or acceptable equivalent preparation.
- b. Completion of the following courses with a minimum grade of C- (40% of rank):

1. College Algebra (MAT 137 or equivalent)
2. Anatomy and Physiology I with Laboratory (BIO 211 or equivalent)
3. Anatomy & Physiology II with Laboratory (BIO 212 or equivalent)
4. English Composition (ENG 101 or equivalent)

A/A+	(9)	B	(6)	C	(3)
A-	(8)	B	(5)	C-	(2)
B+	(7)	C+			

- c. **TEAS score** (20% of rank). Applicants must have an **adjusted individual total score of 53.3% or higher**. Test scores will be valid for three years from the testing date (i.e. **June 1, 2016 - June 1, 2019**). Points will be awarded based off of the difference in your score to the minimum required score. For example, A TEAS score of 63.3% will receive 10 points (63.3-53.3).
- d. **Radiologic Technology G.P.A.** (40% of rank) based only on the college courses that meet the Radiologic Technology admissions requirements and Radiologic Technology program curriculum requirements. This may differ from your college G.P.A. Your calculated Radiologic Technology G.P.A. will be added directly to your point total. For example, an applicant with a Radiologic Technology G.P.A. of 3.50 will have 3.50 points added to their scores. *(Please note: if an applicant is using a course from a Fresh Start semester to meet a Radiologic Technology admission or program curriculum requirement, that course will count in the calculation of the applicant's Radiologic Technology G.P.A.).*
- e. Applicants who have previously applied to the Radiologic Technology program (1 point).
- f. **Submit a letter requesting consideration** for admission into the Radiologic Technology Program to the Admissions Office no later than June 1. The letter should include your banner ID, email address, and phone number. Please submit the letter to CA-Admissions@Capitalcc.edu or in person to the Admissions Office in Room 207.

Applicants must submit to the Admissions Office all official transcripts (high school and college courses, if any; SAT, if scores are not recorded on other transcripts) by the **June 1 application deadline**.

Because enrollment is limited, not all qualified applicants will be accepted. Admissions decisions will be based on academic standing and the point system outlined above. Applicants will be notified of their status by email by July 1. Final acceptance is contingent upon documentation of a physical examination, and required immunizations.

**Completed application must be submitted by June 1 each year.** Files must be complete before applicants can be considered. Decision letters will be sent before July 1 to the applicant's Capital Community College email address. .

## TEAS

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 3½ hours to complete. Applicants cannot reschedule their test date. Testing fees are non-refundable.

Scores will be accepted from the TEAS V and the newer version, ATI TEAS. ATI TEAS will begin on August 31, 2018.

Applicants must obtain an adjusted individual total score of 53.3% or higher on either test to be considered for admission. Tests taken prior to June 1, 2016 will not be accepted.

Applicants may retake the TEAS as many times as desired. The CT-CCNP will use the applicant's highest TEAS score when determining eligibility.

The TEAS is administered at Capital, Gateway, Naugatuck Valley, Northwestern CT, Norwalk and Three Rivers. If the TEAS is taken at a site other than one of the Connecticut Community Colleges, applicants must have official results sent by ATI by the application deadline of June 1, 2019. Effective July 1, 2015, all community college testing sites began charging a proctor fee in addition to ATI's registration fee. More information on the proctor fee will be provided at the time of registration for the TEAS.

For testing schedules and registration information, go to **www.atitesting.com/ctccteas**. A study manual for the TEAS is available through **www.atitesting.com**. Online practice tests are also available through ATI. For additional information about the TEAS, please visit **www.atitesting.com**.

**PLEASE NOTE:** Admissions requirements for the Radiologic Technology program are subject to change. Please consult with a Capital Counselor before you apply to this program.



# FINANCIAL AID PROGRAMS

The primary function of the **Financial Aid Office** is to provide financial aid to students who would otherwise be unable to attend college due to economic limitations.

Capital Community College provides a variety of financial aid programs in the form of scholarships, grants, loans and jobs to eligible students. The amount and type of aid received is dependent upon the student's financial need as well as annual federal and state allocations.

Financial Aid Office personnel are available to assist students in all phases of the financial aid process and in the financial planning aspects of higher education. They will answer any questions pertaining to financial aid and give counsel as needed.

## In Order to Receive Financial Aid Students Must:

- Be accepted for admission to the college and enrolled in a degree or eligible certificate program;
- Be a citizen or permanent resident of the United States or Trust Territories;
- Be in good academic standing and making satisfactory academic progress;
- Be in compliance with draft regulation requirements;
- Not be in default on any previous student loan;
- Not owe a refund to any Title IV Higher Education Grant Program (i.e., Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work Study, State Student Incentive Grant) at any institution.

All application materials must be received on or before the dates listed below to ensure that an award decision will be made prior to the registration periods and the commencement of classes.

**FALL SEMESTER** — July 1 All Students

**SPRING SEMESTER** — December 1 All Students

Applications are accepted on a continuing basis throughout the year. However, since funds are limited, applicants are urged to file early and plan in advance. Financial aid is

granted on a one-year basis; students must apply for assistance each year.

A student may become a candidate for financial aid by completing the following:

1. The Application for Admission to the College. Financial aid applicants must be enrolled in a degree or certificate program. Students should contact the Enrollment Services Office for information and an application.
2. A Free Application for Federal Student Aid (FAFSA) at [www.fafsa.ed.gov](http://www.fafsa.ed.gov), with Capital Community College designated as the college you plan to attend. (Title IV Code: 007635) A step-by-step guide to help you through this process is available to you on our website at [www.capitalcc.edu](http://www.capitalcc.edu).
3. Students who adjust their course load or withdraw from the College will be subject to an automatic adjustment in their financial aid award. The adjustment is determined by a federal government formula.

Please feel free to e-mail us at [CA-FinAidHelp@capitalcc.edu](mailto:CA-FinAidHelp@capitalcc.edu) or call us at 860-906-5090 if you need further assistance.

Information on the cost of attendance, refund policy, academic standing, and admission requirements may be found in other sections of this catalog.

## SATISFACTORY ACADEMIC PROGRESS POLICY FOR STUDENT FINANCIAL AID RECIPIENTS

Recipients of financial aid under the Title IV programs or other financial aid programs directly administered or certified by the college must maintain satisfactory academic progress towards the completion of a certificate or degree program. Students must be cognizant when selecting a program that certain certificates are not eligible for financial aid. The progress standards within are determined in accordance with a student's current primary curriculum in a certificate or degree program.

Satisfactory academic progress for financial aid recipients in both certificate and degree programs is determined using a student's cumulative academic history at the college, by means of Cumulative Grade Point Average (qualitative) and Cumulative Pace (quantitative) components. A student must successfully complete the designated pace percentage (earned credits/attempted credits) according to their program of study. For financial aid purposes, all attempted credits resulting in either an academic grade or administrative transcript notation will be included in the quantitative calculation. Incomplete courses, course withdrawals, course repetitions, noncredit remedial courses (with appropriate credit equivalency evaluation), and ESL courses are also included in this assessment. Transfer credits are counted as both attempted and earned credits in the calculation for determining satisfactory academic progress.

For students who change majors or change between certificate and degree programs, a cumulative academic history is still considered and assessments will be performed based on the primary program of study. A student's cumulative academic history will be evaluated at the end of each payment period and prior to the subsequent term's financial aid disbursement. This policy will be used to evaluate all students uniformly, regardless of their enrollment level. In order to graduate, a minimum cumulative grade point average of 2.0 is required in all courses that are applicable to the program of study.

### Standards for Certificate Seeking Students

Credits Attempted	Minimum Cumulative GPA	Minimum Completion Pace
0 – 11.99	0.0	0.00%
12 +	2.0	67.00%

### Standards for Degree Seeking Students

Credits Attempted	Minimum Cumulative GPA	Minimum Completion Pace
0 – 11.99	0.0	0.00%
12 – 30.99	1.7	50.00%
31 – 49.99	2.0	50.00%
50 – 59.99	2.0	60.00%
60 +	2.0	67.00%

## Advising Requirement

For students falling below a cumulative GPA of 1.7 and/or a minimum completion pace of 50%, they will be required to meet with advising staff prior to continuing to receive financial aid.

## Repeat/Audit Coursework

Financial aid recipients are limited to one repetition of a previously passed course in their program of study. The second repetition of a previously passed course will not be eligible for financial aid payment. Audit courses are not financial aid eligible.

## FINANCIAL AID PROGRAMS — continued

### Communication

Students will receive notification prior to the start of a period of enrollment via postal mail or email that will describe any changes to the status of their academic progress. Updates to academic progress status will also be made available to students through myCommNet (<http://my.comnet.edu>).

### Maximum Credit Hours

Students may receive financial aid for any attempted credits in his/her program of study that do not exceed 150% of the published length of the student's educational program at the college. For example, students enrolled in a 60 credit degree program may receive financial aid for a maximum of 90 attempted credit hours. Similarly, students 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. The 150% maximum credit hours rule is applicable to students who change majors, programs, or who pursue a double major.

### Financial Aid Warning

Students who fail to meet the minimum satisfactory academic progress standard will be placed on Financial Aid Warning only once during their academic career at the college. Students on Warning may continue to receive financial aid for one payment period despite a determination that the student is not maintaining satisfactory academic progress. The Warning period will be the student's next semester or period of enrollment at the college. Those students who achieve Satisfactory Progress after a Warning period but fail the academic standards at a later date will have an Unsatisfactory Progress status. The college will communicate the Warning status to these students and inform them that they must meet the academic progress standard by the end of the subsequent enrollment period in order to maintain eligibility to participate in the financial aid programs at the college.

### Unsatisfactory Progress

Students who fail to meet the minimum satisfactory academic progress standard at the end of the Warning period will become ineligible from the financial aid programs at the college. The college will communicate a status of Unsatisfactory Progress to students and inform them of the available Reinstatement and Appeal processes.

### Reinstatement Process

A student's financial aid eligibility will be automatically reinstated at such time as the student meets the minimum satisfactory academic progress standard. Reinstatement to the financial aid programs may also occur upon a successful appeal by the student (see Appeal Process below).

### Financial Aid Probation

Any student who fails to meet the minimum satisfactory academic progress standard at the end of the Warning period will become ineligible from the financial aid programs at the college. Ineligible students have the opportunity to file an appeal regarding their unsatisfactory progress within the assessment for financial aid programs. Students that have failed the academic progress standard and have been approved with a successful appeal will be considered on Financial Aid Probation. The terms of Financial Aid Probation are set by the college during the Appeal Process.

### Appeal Process

Students may request consideration for reinstatement to the financial aid programs through the following Appeal Process:

If a student feels their failure to meet the minimum satisfactory academic progress standard was the result of an unusual or extraordinary situation that affected successful progression, the student may appeal to the Financial Aid Office. Examples of personal mitigating circumstances could include illness or injury of the student or dependent of the student, a death in the family, or other undue hardship as the result of special circumstances. An appeal form is available in the Financial Aid Office.

To provide consistency in decision-making, a designated administrator or committee at the attending institution will make all appeal decisions in a timely manner upon review of the appeal form and any applicable documentation. The student must:

1. In writing, explain the extenuating circumstances causing the non-compliance;
2. In writing, give a detailed explanation of specifically what has changed that will allow satisfactory progress to be demonstrated at the next evaluation; and
3. Substantiate it with third party documentation (i.e., physician's note).

Should an appeal be approved and the student is not mathematically able to return to satisfactory academic progress at the conclusion of the subsequent enrollment period, a designated administrator at or committee at the attending college will devise an appropriate academic plan for the upcoming semester with the student. For example, the terms of an academic plan may be as follows:

1. Register and successfully complete a minimum of six (6) credits; and
2. Successfully complete these courses with a minimum GPA of 2.0.

At the end of the semester, grades will be evaluated. If the student has met the required terms of the academic plan, the student may remain on Financial Aid Probation and continue to receive financial aid the following semester. If the student fails to meet the terms of the academic plan in any subsequent semester, the student will become ineligible to participate in all financial aid programs until the student is able to once again meet the minimum requirements for academic progress. Student progress will continue to be monitored at the end of each semester with the same terms in place until the student is in compliance with this policy.

If the student's appeal is denied and the student is already registered for the upcoming semester, the student is responsible for any monies owed to the college. If the student pays for the next semester and successfully completes all classes with a GPA of 2.0 or better, the student may appeal again after that semester.

## FEDERAL AID

### Pell Grant Program

The Pell Grant Program is the largest federal student aid program. For many students, these grants provide a foundation of financial aid to which aid from other federal and non-federal sources may be added.

### Federal Direct Stafford Loan Program

This program provides low interest loans to students seeking assistance in financing their education. The loans are administered through the Federal Government. The interest rate is variable and may change every July 1, but may never exceed 8.25%. There are two types of Federal Stafford Loans. A subsidized Stafford Loan is awarded on the basis of financial need. You will not be charged interest before you go into repayment or during authorized deferment periods. An unsubsidized Stafford Loan is not awarded on the basis of need. You will be charged interest from the time the loan is disbursed until it is paid in full. These loans are available to students who are enrolled at least half-time and maintain satisfactory academic progress.

### Federal Supplemental Educational Opportunity Grant (FSEOG)

The Federal Supplemental Educational Opportunity Grant is designed to assist students with exceptional financial need. Students must be Pell Grant eligible in order to receive this grant.

### Federal Work Study Program (FWS)

The Federal Work-Study Program provides jobs both on- and off-campus to students who demonstrate a need for financial aid. Students have the opportunity to seek employment in Community Service positions in the local area.

## Federal Direct Plus Loans

The Federal Plus Loans are loans for parents to borrow. This type of loan enables parents with a good credit history to borrow a loan to pay for the education expenses for each of their dependent undergraduate children who are enrolled at least half-time and maintain good academic satisfactory progress.

## STATE AND INSTITUTIONAL AID

### Roberta B. Willis Scholarship, Need and Merit-Based Program (Awarded by the CT Office of Higher Education)

This program is available to any Connecticut resident who is a full-time or part-time undergraduate student pursuing their first associates degree. The Office of Higher Education shall determine eligibility and make awards based on financial need by family contribution and merit based on high school academic achievement or performance on standardized aptitude tests.

### Roberta B. Willis Scholarship, Need-Based Program (Awarded by Capital Community College)

This scholarship program provides grants in varying amounts to Connecticut residents demonstrating financial need who are full-time or part-time undergraduate students pursuing their first associates degree.

### Capital Community College Grant

This program provides grants in varying amounts to students demonstrating financial need. Eligibility requires that a student be a Connecticut resident.

### Student Employment

Recipients of financial aid from CCC may be assigned a part-time job as part of their financial aid package of assistance. Jobs have been established in all areas of the College and hours are flexible and can be arranged to suit a student's academic schedule. Depending upon their financial need and the availability of funds, students may work a maximum of fifteen hours per week during academic periods and up to thirty-five hours during vacation periods.

### Student Labor

Job opportunities, other than those funded by the federal and state governments, may be available to students who have a desire to earn money to help pay their educational expenses. Visit the Financial Aid Office to learn more about these opportunities.

### Hartford Foundation for Public Giving Scholarship

Awarded to Greater Hartford area residents (preference to those who reside in Hartford) with financial need as determined by the Financial Aid Office at CCC. Students must be matriculated in a degree-granting program.

### Phi Theta Kappa Honor Society Scholarship

Awarded to one full-time freshman who demonstrates superior academic achievement and involvement in college and/or community service activities. The selection process for recipients is highly competitive.

### Student Senate Emergency Fund

The Student Senate has allocated funds to students for emergencies. These funds comprise a modest sum and the amounts available will vary at different times. Loans made from this fund are limited to short periods and are interest-free. Inquiries should be referred to the Director of Financial Aid.

## FOUNDATION SCHOLARSHIPS

The College's nonprofit Foundation maintains annual and endowment funds donated by businesses, organizations and individuals in support of students who attend Capital or seek transfer to the baccalaureate level. Information and applications are available in the Office of Financial Aid in the fall semester.

## TRANSFER SCHOLARSHIPS

Students graduating at the end of each academic year who plan to transfer to a four-year college are encouraged to apply for various transfer scholarships. Each scholarship program has specific requirements that must be met. The following is a list of existing scholarship programs:

- Dr. Arthur C. Banks, Jr., Transfer Scholarship
- University of Hartford President-to-President Scholarship
- Central Connecticut State University/Community College Scholarship
- Eastern Connecticut State University
- Dr. Jai Smith Memorial Scholarship

*Applications and further information are available in the Financial Aid Office*

## VETERANS

The federal government offers a wide variety of services to veterans through the Department of Veterans Affairs. The Veterans Office at Capital helps eligible students apply for benefits and reports student enrollment to the VA.

### GI Bill Education Benefits

Students who receive monthly benefit payments must:

1. Apply for admission to the College and officially declare a major in a degree or certificate program. If students change their major, they must notify the Veterans Counselor. This may affect their educational benefits.
2. Submit a GI Bill Certificate of Eligibility and a DD-214 to the Veterans Counselor.
3. Register for classes each semester and bring or email their schedule to the Veterans Counselor.
4. Arrange to have official transcripts from previous colleges sent to the Registrar's Office as soon as possible.
5. Notify the Veterans Counselor immediately of any changes in enrollment status. Students should be aware that a reduction in academic course load as a result of a withdrawal, incomplete, audit or N grade, may result in a retroactive reduction of benefits, as well as a personal repayment on the part of the veteran.
6. Maintain good academic standing and take only courses that apply directly to their degree or certificate program. Courses cannot be a repeat of any courses taken at Capital or any other institution.

### GI Bill Programs

Chapter 33	Post 9/11 GI Bill
Chapter 30	Montgomery GI Bill Active Duty (must verify attendance at end of each month)
Chapter 1606	Montgomery GI Bill Selected Reserve (must verify attendance at end of each month)
Chapter 1607	REAP GI Bill (must verify attendance at end of each month) NO LONGER ACCEPTING NEW APPLICATIONS
Chapter 31	Disabled Veterans Vocational Rehabilitation
Chapter 35	Survivors & Dependents of Disabled/Deceased Veterans



## FINANCIAL AID PROGRAMS — continued

### Veterans Tuition Waiver

General fund tuition only is waived for veterans who have served at least 90 days of active duty (other than training) during a wartime period defined by state law and have been discharged under honorable conditions. Veterans must be domiciled in Connecticut at the time of acceptance to the college, which includes domicile for less than one year. Veterans must submit the “member 4 copy” of their DD-214 to the Veterans Office. Tuition waivers apply only to General Fund courses held during the fall and spring semesters. School of Workforce & Continuing Education courses including summer, winter intersession and credit-free courses are not covered under this waiver.

### National Guard Tuition Waiver

General fund tuition only is waived for all active members of the Connecticut Army or Air National Guard irrespective of residency or domicile. Students must be enrolled in a degree or certificate program and must submit a National Guard Tuition Waiver Certificate to the Business Office. Tuition waivers apply only to General Fund courses held during the fall and spring semesters. School of Workforce & Continuing Education courses including summer, winter intersession and credit-free courses are not covered under this waiver.

### Veterans Oasis Center

The Veterans Oasis Center, Room 424, is a gathering place for veterans to meet each other, have coffee, socialize, study, and receive peer support while attending Capital, as well as to gather information about VA programs and benefits.

### How to Contact the VA

Information about the GI Bill:	<a href="http://www.benefits.va.gov/gibill">www.benefits.va.gov/gibill</a>
Toll-free number for VA:	1-888-442-4551
Apply for GI Bill benefits:	<a href="http://www.vabenefits.vba.va.gov">www.vabenefits.vba.va.gov</a>
Monthly Verification of Attendance:	<a href="http://www.gibill.va.gov/wave">www.gibill.va.gov/wave</a> or call 1-877-823-2378 at end of each month (MGIB & REAP only)
Address Change & Direct Deposit:	<a href="http://www.gibill.va.gov/wave">www.gibill.va.gov/wave</a> or call 1-877-838-2778

## SENIOR CITIZENS

General fees and the application fee are waived for persons 62 years of age or older. General fund tuition is waived on a space-available basis. Special fees and course fees for School of Workforce & Continuing Education classes and programs are not waived. Senior citizens will be registered into their courses on the first day of classes.

***For more information, call 860-906-5123***

## PAYMENT OF TUITION AND FEES

### TUITION

The total tuition, applicable to the general fund courses is payable in full by the payment date specified by the College, which shall be not earlier than six weeks, nor later than three weeks before the first day of classes, unless a Tuition Installment Plan has been approved. Students owing the College money (library books, fines, etc.), will not be allowed to register until all debts are settled.

All students registering for ***School of Workforce & Continuing Education courses*** must pay in full; at the time of registration. The only exception is for School of Workforce & Continuing Education courses costing at least \$850 and meeting for a minimum of six weeks. Students registering for these courses may elect to pay in installments by signing up for the College's optional Tuition and Fee Installment Plan Agreement.

### FEES

At the time of registration, all students enrolled in credit general fund courses must pay a non-refundable deposit of the applicable college services fee, student activity fee and transportation fee. When registering early, the same applies.

### Tuition Installment Plan

- A. Normal operating procedures assume that all payments to the College by students shall be on a pay-as-you-go basis. However, the College recognizes that circumstances may be such that students require other payment options. Therefore, the College has an established optional Tuition Installment Plan Agreement to defer payment for tuition available to all matriculated students enrolled in general fund courses who are taking six or more credits or for a

School of Workforce & Continuing Education Course costing a total of at least \$850 and meeting for a minimum of six weeks. In addition, if the student is in receipt of a financial aid award letter from the Financial Aid Office, s/he may be able to defer the tuition and fee payment up to the approved amount of financial aid.

- B. When payment is deferred, there shall be written assurance of payment as follows on file with the College:
1. By the student if s/he has reached majority or by the parent or legal guardian, or
  2. By the College Financial Aid Officer that assistance is forthcoming from an organization or federal or state financial aid program, or
  3. By third-party payer. The student may provide written documentation from a responsible third party (e.g., sponsoring organization, government agency, employer) which guarantees payment.
- C. No deferment of payment shall be approved or extended until outstanding accounts of the prior session or semester have been settled.

Accounts receivable shall be established for all students whose tuition and/or fees have been deferred and for any other student fees or charges not paid by the established due date.

To utilize the installment plan students must be registered for six or more credits, or for an School of Workforce & Continuing Education Course costing a total of at least \$850. The initial payment is 40% of total tuition and fees, a twenty-five dollar (\$25) installment plan fee.

## PAYMENT OF TUITION AND FEES — continued

**Students who advance register** and pay fees only at that time may opt for the tuition installment plan, if they request so by the final tuition payment date, August 6, 2018. These students will be required to pay 40% of tuition and fees at that time and the twenty-five dollar plan charge.

**First semester international students** will not be eligible for this plan. Continuing international students will be eligible after the successful completion of their first semester. The Foreign Student Advisor must approve all International students for eligibility.

**Refunds of tuition** will be contingent based upon the appropriate College Refund Policy. Fees for General Fund courses are not refundable. The Bursar's Office will try to send payment reminders to students. **If students need to be deregistered**, the Bursar's Office will provide the Registrar with a list of names and a notification will be sent to student prior to deregistering the student and letting them know when and IF they will be deregistered.

**Failure to meet the full payment** of this plan on or before the dates indicated may make the student subject to any or all of the following: cancellation of registration, denial of transcript and/or Certificate services and denial of registration for additional courses at Capital Community College. Additionally, the College will forward this matter to a collection agency. Once a student has been deregistered from the College, full payment will be required for reinstatement.

### Non-Payment, Late Registration

Failure to have made all applicable payments by the payment deadline may result in the withdrawal of the student's registration unless a Tuition Installment Plan has

been approved. Failure to make payments in accordance with the Tuition Installment Plan may also result in the withdrawal of the student's registration.

Students owing the College money or library books or fines will not be allowed to register until all debts are settled.

Students presenting bad checks must replace them within seven days (one week) of the college's receipt of such notification or the student's registration shall be immediately withdrawn. In addition, the student will be obligated to pay a returned check fee of \$25.

Late registrations, which occur after the payment deadline, shall be accompanied by full payment of all tuition and fees applicable to the courses for which registered unless a deferred payment schedule has been approved.

A late payment fee of \$15 will be charged to all students for any tuition and fee payment received after any of the established due dates as set forth in the Tuition Installment Plan.

If the student's registration is withdrawn effective prior to the start of the semester, the account receivable will be canceled and no hold placed on the student's academic records. If the student's registration is withdrawn effective after the start of classes, either because the student has officially dropped the course or has failed to pay, the account receivable will remain on the student's record, the College shall take reasonable measures to collect the amounts due, shall not issue the student's official academic records, and shall not allow the student to register for future semesters until such receivable is paid in full.

## TUITION WAIVERS FOR CONNECTICUT RESIDENTS

### ► *The Connecticut Veterans' Tuition Waiver:*

Veterans' Tuition Waivers cover 100% of the tuition costs for General Fund credit-bearing courses. Waivers do not cover student fees or other expenses. Summer session and winter intercession courses are not covered.

To be eligible veterans must:

- be honorably discharged or released under honorable conditions from active service in the U.S. Armed Forces. National Guard members, activated under Title 10 of U.S. Code, also are included.
- have served at least 90 or more cumulative days active duty in time of war except if separated from service earlier due to a federal DVA rated service-connected disability.
- be domiciled in Connecticut at time of acceptance to the college, which includes domicile for less than one year.
- complete enrollment and registration procedures and submit a DD-214 form to the Veterans Counselor, Libby Daniels, in Room 207.

*Those who have served in the following manner may qualify:*

Active duty for at least 90 days during:

**World War II** — Dec. 7, 1941 to Dec. 31, 1946

**Korean Conflict** — June 27, 1950 to January 31, 1955

**Vietnam** — Feb. 28, 1961 to July 1, 1975

**Persian Gulf War** — Aug. 2, 1990 until a date prescribed by the President or law.

All military war service subsequent to Aug. 2, 1990 is covered, including but not limited to, Enduring Freedom, Noble Eagle, Iraq Freedom, Somalia and Bosnia

Engaged in combat or in a combat support role in:

**Lebanon** — July 1, 1958 to Nov. 1, 1958 or Sep. 29, 1982 to March 30, 1984

**Grenada Invasion** — Oct. 25, 1983 to Dec. 15, 1983

**Operation Earnest Will** — July 24, 1987 to August 1, 1990

**Panama Invasion** — Dec. 20, 1989 to Jan. 31, 1990

Reservists must be mobilized in time of war for other than training purposes.

### ► *MIA/POW:*

There is a complete waiver of tuition for dependent child of any veteran who has been declared a MIA/POW (missing in action or former prisoner of war).

### ► *Substantial Financial Need Tuition Waiver:*

Tuition and application fees may be waived or remitted by the President, for any in-state student who demonstrates substantial financial need and who is enrolled on a full-time or part-time basis in a degree or certificate program or a pre-college remedial program. College Presidents, with the approval of the Chancellor, are authorized to waive General and Special Fees of students enrolled in special programs when the circumstances justify such action.

### ► *The Connecticut Army or Air National Guard Waiver:*

The tuition (General Fund) of any eligible active member of the Connecticut Army or Air National Guard shall be waived. To be eligible for such waiver, a member of the Connecticut Army or Air National Guard must 1) present certification by the Adjutant General or his designee as a member in good standing of the Guard, and 2) be enrolled or accepted for admission to a regional community college on a full-time or part-time basis in a degree granting program. The tuition waiver shall be reduced by the amount of any educational reimbursement received from an employer.

### ► *Off Campus locations:*

The College President is authorized to waive the student activity fee for students enrolled in Tuition Fund financed courses offered at off campus locations.

### ► *Senior Citizens' Tuition Waiver:*

Tuition, general fees and the application fee are waived for persons 62 years of age and older. Senior registration begins at the end of the regular registration period on a space-available basis. Special fees (e.g., for materials) must still be paid.

# TUITION AND FEES

## Costs For Credit-Bearing General Fund Courses

All students are required to pay their fees at the time of registration

Tuition & fee schedules  
subject to change

CONNECTICUT STATE RESIDENTS						OUT-OF-STATE NON-RESIDENTS					
SEMESTER HOURS	COLLEGE TUITION	COLLEGE SERVICES FEE ‡	STUDENT ACTIVITY FEE ‡‡	TRANSPOR- TATION FEE ‡	TOTAL	SEMESTER HOURS	COLLEGE TUITION	COLLEGE SERVICES FEE ‡	STUDENT ACTIVITY FEE ‡‡	TRANSPOR- TATION FEE ‡	TOTAL
1	\$163.00	\$81.00	\$10.00	\$20.00	\$274.00	1	\$489.00	\$243.00	\$10.00	\$20.00	\$762.00
2	\$326.00	\$88.00	\$10.00	\$20.00	\$444.00	2	\$978.00	\$264.00	\$10.00	\$20.00	\$1,272.00
3	\$489.00	\$94.00	\$10.00	\$20.00	\$613.00	3	\$1,467.00	\$282.00	\$10.00	\$20.00	\$1,779.00
4	\$652.00	\$99.00	\$10.00	\$20.00	\$781.00	4	\$1,956.00	\$297.00	\$10.00	\$20.00	\$2,283.00
5	\$815.00	\$118.00	\$10.00	\$20.00	\$963.00	5	\$2,445.00	\$354.00	\$10.00	\$20.00	\$2,829.00
6	\$978.00	\$134.00	\$10.00	\$20.00	\$1,142.00	6	\$2,934.00	\$402.00	\$10.00	\$20.00	\$3,366.00
7	\$1,141.00	\$152.00	\$10.00	\$20.00	\$1,323.00	7	\$3,423.00	\$456.00	\$10.00	\$20.00	\$3,909.00
8	\$1,304.00	\$167.00	\$10.00	\$20.00	\$1,501.00	8	\$3,912.00	\$501.00	\$10.00	\$20.00	\$4,443.00
9	\$1,467.00	\$185.00	\$10.00	\$20.00	\$1,682.00	9	\$4,401.00	\$555.00	\$10.00	\$20.00	\$4,986.00
10	\$1,630.00	\$200.00	\$10.00	\$20.00	\$1,860.00	10	\$4,890.00	\$600.00	\$10.00	\$20.00	\$5,520.00
11	\$1,793.00	\$218.00	\$10.00	\$20.00	\$2,041.00	11	\$5,379.00	\$654.00	\$10.00	\$20.00	\$6,063.00
12+**	\$1,956.00	\$236.00	\$20.00	\$20.00	\$2,232.00	12+**	\$5,868.00	\$708.00	\$20.00	\$20.00	\$6,616.00

**NOTE:** Additional semester hours are charged accordingly.

‡ Non-refundable fees.

‡‡ Non-refundable fees. The \$10 student activity fee is charged for fall and spring classes. There is no student activity fee for summer session and winter intersession classes.

\*\* Excess Credits Tuition Charge: An additional flat tuition charge of \$100 per semester when total registered credits exceed 17 for the semester.

The Excess Credits Tuition Charge is 100% refundable prior to the first day of classes and 50% in the add/drop period (similar to tuition).

**NOTE:** Online Learning Students are exempt from the Activity Fee.

### Application Fee

New students, full or part-time, must complete an admissions application and pay a one-time, non-refundable, application fee of \$20.00.

Definition of Full Time Student: Students enrolled in Credit courses and/or School of Workforce & Continuing Education courses carrying 12 semester hours or more in total will be classified as full-time students.

The application fee is transferable to any of the other Connecticut Community Colleges within 60 days after the beginning of the academic term.

### Additional Mandatory Usage Fees Per Semester

#### Clinical Program Fee – Level 1

\$487.00 per semester (Fall & Spring only) for Level 1 allied health programs

#### Supplemental Course Fees

\$102.50 – Level 1 Per Course

\$205.00 – Level 2 Per Course

\$51.00 – Material Fee - Per Course

In the case of allied health programs which have a required, full-time summer course of study, the clinical fee shall also be charged for such programs only, for the required Summer semester.

*Supplemental course fees are charged based on contact hours vs. academic hours.*

*Supplemental course fees are 100% refundable prior to the first day of classes and 50% in the add/drop period (similar to tuition). Clinical fees are non-refundable.*

## Payment Types

Make payments at the College or online on the day you register. Payment may be made by cash, check, MasterCard, Visa, Discover card or American Express. Check or money order should be made payable to CCC.

### Additional Fees

• Program Enrollment Fee – special student	\$20.00
• Replacement of lost ID card	\$10.00
• Academic Evaluation Fee	\$15.00
• Portfolio Assessment Fee	\$100.00
• Installment Payment Plan Fee	\$25.00
• Late Payment Fee	\$15.00
• Returned Check Fee	\$25.00
• CT-CCNP Fee (semesters 1-3)	\$82.00
• NCLEX-RN Fee (semester 4)	\$262.00
• Replacement of Parking Pass	\$15.00
• Proctoring Fee (non-CCC students)	\$35.00
• Proctoring Fee (CCC students)	\$15.00

### Other Costs — (Books + Supplies)

The estimated cost of books and supplies is \$400-\$1,000 per year, the lower estimate for part-time students, the higher for full-time. The cost of books and supplies may also vary depending upon the program of study.



## TUITION, FEES

### Costs for School of Workforce & Continuing Education Credit-Extension Fund Courses

All students are required to pay their fees at the time of registration

#### CONNECTICUT STATE RESIDENTS

SEMESTER HOURS	COLLEGE TUITION	COLLEGE SERVICES FEE ‡	TOTAL
1	\$176.00	\$81.00	\$257.00
2	\$352.00	\$88.00	\$440.00
3	\$528.00	\$94.00	\$622.00
4	\$704.00	\$99.00	\$803.00
5	\$880.00	\$118.00	\$998.00
6	\$1,056.00	\$134.00	\$1,190.00
7	\$1,232.00	\$152.00	\$1,384.00
8	\$1,408.00	\$167.00	\$1,575.00
9	\$1,584.00	\$185.00	\$1,769.00
10	\$1,760.00	\$200.00	\$1,960.00
11	\$1,936.00	\$218.00	\$2,154.00
12	\$2,112.00	\$236.00	\$2,348.00
13	\$2,288.00	\$236.00	\$2,524.00
14	\$2,464.00	\$236.00	\$2,700.00
15	\$2,640.00	\$236.00	\$2,876.00

Tuition & fee schedules  
subject to change

#### OUT-OF-STATE STATE NON-RESIDENTS

Contact Business Office at 860-906-5061

‡ Non-refundable fees.



# REFUNDS OF TUITION AND FEES

## 1. Non-Refundable Deposit

The college services fee and student activity fee paid by all students registering for credit general fund/tuition account courses, or credit extension account courses, is non-refundable, except when course sections canceled by the College would result in a change in fees otherwise due.

## 2. General Fund/Tuition Account Courses

### a. Refund Schedule - General

For notice of withdrawal received prior to the first day of college classes for that semester, a refund of 100 percent of total tuition will be granted for both full-time and part-time students.

For notice of withdrawal received on the first day of classes and through the 14th calendar day of that semester, a refund of 50 percent of total tuition applicable to the courses for which registered will be granted for both full-time and part-time students.

For a reduction in load which occurs on the first day of classes and through the 14th calendar day of that semester, 50 percent of the difference of the tuition applicable to the original and revised course schedule will be refunded.

No refund of tuition will be granted for either full-time or part-time students beyond the 14th calendar day after the first day of classes.

### b. Refund Schedule - Armed Services

One hundred percent refund of tuition and fees will be granted students entering the armed services before earning degree credit in any semester, upon submitting notice in writing of withdrawal accompanied by a certified copy of enlistment papers.

### c. Special Fees

The following special fees are non-refundable: application fee, program enrollment fee, late registration fee, installment payment plan fee, returned check fee, late payment fee, graduation fee, replacement of lost ID card fee, academic evaluation fee, portfolio assessment fee and Clinical Program Level I and II fee.

### d. Students Covered

For purposes of the refund policy outlined above, an individual is considered a student when he or she has registered and paid, in part or full, either by cash or by obligation, by the first day of class.

### e. Special Waivers

The College President is authorized to modify the tuition refund policy for specific students on a case by case basis under the following extenuating or extraordinary circumstances: severe illness documented by a doctor's certificate, erroneous advisement by the college; and military transfer. Other extenuating or extraordinary circumstances may also be considered upon written request submitted by the College President to the Chancellor. Exceptions which should not normally be considered include change in job, normal illness, and poor decision or change of mind by a student.

### f. Change of Registration - General and School of Workforce & Continuing Education Courses

Where a student has changed his or her course schedule to a different mix of general and extension credit courses, the College may elect not to apply the refund policy which would otherwise be in effect with respect to the course(s) deleted, and may, instead, collect or refund only the net amount due based on the tuition and fee policies applicable to the total student course load.

## 3. Refund Policy for School of Workforce & Continuing Education Extension Fund Credit or Equivalent No Credit Development Courses

When the College cancels a course, the student has the option of transferring into another course within the same semester, or requesting a refund. Refunds are issued within 4 to 6 weeks. When a student drops a course by the last regular business day of the college before the first meeting of the course, a full refund will be processed, except for the fees and non-refundable \$20 application fee for credit courses. To drop a course, contact the Office of the School of Workforce & Continuing Education at 860-906-5130. Full or partial refunds are not issued after the last regular business day of the college before the first meeting of the course. A student may officially withdraw from a credit course any time after the first scheduled class, but before the end of the last day of class. The final examination day is not considered as a class day. Refunds are not issued to students who withdraw. To initiate the withdrawal process, or for more information, contact the Counseling Office, at 860-906-5040.

PLEASE NOTE: If you register for a course, you are responsible for payment whether or not you attend. Do not assume you will be deregistered for a course if you do not pay. See above refund policy.

## 4. Refund Policy for School of Workforce & Continuing Education Extension Fund Credit-Free Courses

Capital Community College reserves the right to cancel courses with insufficient enrollment. If a course you have registered for is cancelled, you will be notified by phone and have the option of receiving a full refund of fees or applying your course fee to another credit-free course in the same semester. Refunds take at least 4 to 6 weeks. No refunds are issued for credit-free courses unless you withdraw 3 business days before the first class meeting, in writing or in person, to the Office of the School of Workforce & Continuing Education, 950 Main Street, Hartford, CT 06103.

## 5. Refund Policy for Students Participating in Federal Title IV Student Aid Programs

In accordance with Federal regulations, financial aid eligibility will be recalculated for all **Title IV\*** recipients who completely withdraw, drop out, are dismissed, or take a leave of absence prior to completing **61% of the semester**.

The recalculation is based on the percent of EARNED aid using the following formula:

Percent earned = Number of days completed up to the withdrawal date\*\* divided by total days in the semester.

Federal financial aid is returned to the Federal government based on the percent of unearned aid using the following formula:

Aid to be returned = (100% minus the percent earned) multiplied by the amount of aid disbursed toward institutional charges.

Samples of the calculations are available upon request in the Financial Aid Office.

\* **Title IV** Aid includes Federal PELL Grant, FSEOG Grant, Federal Stafford Loans (Subsidized and Unsubsidized), and PLUS Loans.

\*\* **Withdrawal Date** is defined as the actual date the student began the institution's withdrawal process, the student's last day of recorded attendance, or the midpoint of the semester for a student who leaves without notifying the institution.





## ADVISING, COUNSELING & CAREER SERVICES

### COUNSELING SERVICES

Counseling services are designed to be an integral part of students' total educational program. Upon acceptance, students meet with counselors, at which time they plan their first semester's course work and discuss academic and career goals.

The counselor's first concern is for the student, not only in the academic area, but also in matters of personal and social adjustment within and outside the academic environment. Counselors have the professional expertise and experience to help students grow in self-understanding, and to gain insight into the nature of everyday problems and begin solving them more effectively.

The Counseling Center also offers special workshops in study skills, time management, handling test anxieties, and a variety of life skills.

### SUPPORT SERVICES FOR STUDENTS WITH DISABILITIES

Students with disabilities in higher education are protected by The American Disabilities Act and Amendment of 2008 & Section 504 of the Rehabilitation Act.

To request academic adjustments the student should voluntarily disclose a documented disability. The student should contact the Disabilities Services Coordinator to make an appointment. The student should provide appropriate documentation to determine eligibility for academic adjustments at least thirty (30) days prior the beginning of the semester; and once the student is registered for courses at CCC.

If a student has been approved for academic adjustments, he or she must request a Letter of Adjustment from the Disabilities Services Coordinator each semester.

***For additional information contact Helena Carrasquillo,  
Disabilities Services Coordinator,  
860-906-5204, [www.capitalcc.edu/disability](http://www.capitalcc.edu/disability)***

### STUDENT IDS

Student IDs are available to currently enrolled CCC students and can be used for discounts, identification and more. After you have registered for your classes go to the CCC Student Activity Center on the 7th Floor, Room 714, to get your ID. There is no fee for IDs and they are issued at the beginning of the fall and spring semesters. Once you have your ID, decal stickers are available at no cost from Office of Student Activities to update your semester status.

***For additional information, contact the  
Office of Enrollment Services at 860-906-5140***

### ADVISING

Academic advising is an important activity that all students should engage in every semester.

Advisors are available to assist students with program planning, course selection as well as providing guidance and direction regarding college policies and practices.

All NEW students will attend a New Student Registration Session which is designed to familiarize new students with important college information and assist with the registration process. All new students who attend a New Student Registration Session will receive information on:

- Accessing and Navigating MyCommNet (i.e., login, password, college email and more)
- Financial Aid
- College resources (i.e., Academic Success Center, tutoring, and student success services)
- Academic Programs and Student Life (clubs, organizations and more)

Students will also complete the registration process during the New Student Registration Session.

***For additional information on New Student Registration Sessions,  
contact the Advising & Counseling Center at (860) 906-5040.***

### CAREER DEVELOPMENT AND PLACEMENT CENTER

The Career Development and Placement Center is open year round and is located in Room 209. At the Career Center students receive academic and vocational planning assistance with a trained counselor who specializes in career/life planning. Appointments are highly recommended for first time users and students are welcome to phone 860-906-5108, e-mail [ldomenitz@capitalcc.edu](mailto:ldomenitz@capitalcc.edu) or stop by Room 209 in person to arrange for a meeting.

The range of services offered includes career assessment and counseling, career/life planning, employment portfolio preparation, including resume and cover letter, and interview preparation through role-playing and practice.

The Career Center also helps prepare students for part-time and full-time temporary and permanent employment. An active database comprised of students, alumni and employers serves as a network for all of these groups. The Center houses career resources and information in software, video and print forms, which students can make use of at any time while they are at Capital.



## STUDENT LEADERSHIP / VETERANS OASIS CENTER / BOOKSTORE

### STUDENT LEADERSHIP AND PROGRAMS

Capital Community College offers students the opportunity to become actively involved on campus by participating in student-run clubs and organizations. Through involvement in co-curricular activities, students gain leadership skills, develop new interests and enjoy the social aspects that participation in student activities affords.

Membership in student clubs and organizations is open to all enrolled students. Some are created from various disciplines and majors, such as the Early Childhood Club or the Computer Club. Additional co-curricular activities develop out of specific interests and needs and derive their goals and objectives from the consensus of the membership, such as The Black Student Union, The International Club, LASA (Latin American Student Association), The Fashion District, The Martial Arts Club, and Capital Cares (Bible Club).

Other organizations are chapters of national groups and include the following:

- M.A.L.E.S. (Men Achieving Leadership Excellence & Success) – Fosters inclusive professional and personal development opportunities to encourage and support civic engagement, academic achievement and social engagement of young men on campus and in their communities
- National Society of Leadership and Success (NSLS) – One of 243 chapters nationwide, the NSLS is one of the most popular clubs on campus and helps success-oriented students come together to help one another succeed in every area of their lives
- Phi Theta Kappa (PTK) – National honor society for two-year colleges that recognizes high scholastic achievement. PTK students must achieve a Grade Point Average (GPA) of 3.5 and maintain a GPA of 3.2.

Student government represents all Capital Community College students, and works to enhance student life and promote morale and a spirit of community among students, staff and faculty. The Student Senate establishes rules and regulations concerning student-sponsored activities and clubs. Student clubs, publications, and other co-curricular activities supported by the Student Senate and Student Activity Fund must adhere to the Policies and Procedures Manual and satisfy all published criteria.

***For more information visit Derrick Curry,  
Student Activities Director, in Room 707***

### BOOKSTORE

The College Bookstore is operated by the Follett Higher Education Group of Oak Brook, Illinois. Bookstore hours are arranged to meet student needs, and are printed in the course catalog, weekly Bulletin newsletter and the College's website. In addition to textbooks and supplies, reference books, posters, giftware, and a large clothing line are also available. Other services include "book buyback" service. The bookstore has established an online textbook ordering program designed to enable students to electronically view, select and order new or used textbooks with convenient pick up in the campus bookstore. The Internet address is: <http://www.capitalcc-shop.com>.

The College accepts no liability for acts or claims arising from any action or lack of action by the bookstore company. A copy of the contract entered into by the College with Follett is available for review in the Business Office.

Normal Bookstore operating hours:

Monday 8:30 am–6 pm • Tuesday–Thursday 8:30 am–4 pm

Friday 8:30 am–1 pm

***Contact the Bookstore for  
back to school hours at 860-525-5956.***

### #NoLo

Capital Community College offers class sections with textbook and online resources for under \$50 or, in some cases, even free. These sections are known as our no-cost/low-cost classes, which can be found in the class schedule with the label: #NoLo

### VETERANS OASIS CENTER

The **Veterans Oasis Center**, located in room 424 on the fourth floor is a gathering place for veterans to meet each other and receive peer support while attending Capital, as well as to gather information about VA programs and benefits at the College.

***For hours of operation, please call  
Libby Daniels at 860-906-5123***



## PROGRAMS FOR HIGH SCHOOL STUDENTS

### ADVANCED PLACEMENT OF HIGH SCHOOL STUDENTS

CCC accepts for college credit, Advanced Placement (AP) courses taken in high school through the College Entrance Examination Board's Advanced Placement Program, provided that the student scores a minimum of 3 on the test. Official scores should be submitted to the Enrollment Services Office 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.

### HIGH SCHOOL PARTNERSHIP PROGRAM

This program provides the opportunity for high school juniors and seniors to get a head start on their college experience while still in high school. Students are allowed to take a maximum of two college courses each semester they are enrolled in the program. Tuition and fees are waived for the program; however students are responsible for the cost of books and supplies associated with the course(s).

Eligible high school students must be enrolled in one of the following school systems: Hartford, West Hartford, Windsor, Bloomfield, Newington or Wethersfield.

#### To apply:

- Complete the college admissions application (the \$20 fee is waived). Parent signature required if under 18.
- Include the HSPP Recommendation Form completed by a teacher or counselor.

- Include an official high school transcript of grades; an overall "B" average is required.

#### *Students accepted into the program must do the following:*

- Take the college's Math and English placement test.
- Submit the signed HSPP Parental Consent Form to the Admissions Office prior to registration for classes.

Fall applications are accepted April 1st through June 15th.

Spring applications are accepted October 1st through December 15th.

Applicants will be ranked by GPA points, high school grade level, and counselor ratings. Space is limited to 50 students. Registration for all HSPP courses is on a space-available basis. HSPP courses may not be taken during the summer or winter terms. Transfer of these courses to other colleges is evaluated in the same manner as any other college credit transfer. This is a semester-to-semester program. Students accepted into this program must submit a recommendation and high school transcript for each semester they wish to participate. They do **not** have to submit a new admissions application or retake the placement test.

**HIGH SCHOOL STUDENTS NOW ELIGIBLE FOR CDA (CHILD DEVELOPMENT ASSOCIATE) CREDENTIAL. SEE PAGE 40.**

*For more information, please call the Admissions Office, 860-906-5140*



### COLLEGE CAREER PATHWAYS

College Career Pathways is a federally funded partnership between Capital Community College and area high schools. College Career Pathways prepares students for today's highly competitive workplace. The Connecticut Board of Regents for High Education has authorized College Career Pathways for all campuses. Depending on the high school, students can take college courses in the following career areas: Computer Information and Systems, Communication Media, Biotechnology, Criminal Justice, Accounting, Business Management, Construction Management,

Health Information Management, and more. Students are selected on the basis of criteria developed and articulated by a consortium of the participating high schools and published in an articulation agreement available in the College Career Pathways office.

A student can earn up to fifteen credits by completing designated courses at her/his local high school. On-site and work based learning are also provided by business and industry partners.

*For additional information, contact Karen Binkhorst, the College Career Coordinator at 860-906-5283*



# ACADEMIC POLICIES

## NEASC CREDIT HOUR POLICY

The U.S. Department of Education has enacted regulations regarding program integrity that include a federal definition of a credit hour:

### Federal Definition and Commission Review of the Credit Hour

*As an accreditor recognized by the U.S. Secretary of Education, the Commission is obliged to follow federal law and regulations pertinent to that recognition. Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than –*

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

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

In accordance with federal policy, CCC defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least two hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments.



## ACADEMIC LOAD

The credit is the basic unit used at Capital Community College. One credit usually requires one class period of 50 minutes, and two hours of preparation outside of class, each week for a semester's duration.

A full course load normally will consist of 12 to 16 credits (4 to 5 courses), depending upon the student's major and degree of academic preparation.

Incoming students, both transfer and those without prior college experience, develop their programs of study at the time of entry, in consultation with a counselor and/or academic advisor.

Students who wish to exceed the suggested maximum of 16 credits must apply to the Dean of Student Services for permission, prior to registration.

### Grading System

The College uses the following grading system to indicate student performance and has assigned quality points for the purpose of computing numerical grade point averages in credit-bearing courses:

QUALITY GRADES	QUALITY POINT VALUE
A	4.0
A -	3.7
B +	3.3
B	3.0
B -	2.7
C +	2.3
C	2.0
C -	1.7
D +	1.3
D	1.0
D -	0.7
F	0.0

## Other Transcript Notations

AU = Audit (not for credit) — Students may change from credit to audit and from audit to credit during the first four weeks of classes

I = Incomplete — Students have ten weeks into the next semester to complete, with permission of the instructor

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

P = Pass — An administrative transcript notation for successful completion of courses taken on a pass/fail basis. Students failing will receive a grade of "F".

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

W = Withdrawal — An administrative transcript notation used to indicate that a student has withdrawn from a course in accordance with the procedures prescribed by the College (see page 37). It should be noted that withdrawals from courses must be initiated by the student only and not an instructor.

The use of + or - is at the option of the instructor. Passing grade point averages range from 0.7 to 4.0. A student who receives a grade of D-, D or D+ in a course is discouraged from enrolling in other courses in that discipline. Furthermore, in some courses, disciplines or programs, a student receiving below a certain grade may be prohibited from enrolling in other courses in the given discipline or from remaining in a given program. Please refer to specific program and course descriptions for any special minimum grade requirements.

The grading system for developmental mathematics, English, and ESL uses grades A through F preceded by the # notation. Credit is earned for the successful completion of developmental courses. However, such credit is not applicable towards the requirements of a degree or certificate program.

No quality points are assigned for developmental courses and they are not included in quality point average calculations.

## Grade Point Averages

Quality Point Average is a numerical value put on a student's work for a given semester.

Cumulative Point Average is a numerical value put on a student's work over his/her college career – usually two or more semesters. The calculation of the grade point average shall be to two decimal places.

The numerical weight (quality points) allocated to each grade is multiplied by the credits assigned to each course. For example, a grade of C in a three-credit course will earn six quality points (3 x 2). The total number of quality points earned in a semester is divided by the total credits attempted, to produce the Quality Point Average.

Example

GRADES	POINT VALUES	CREDIT	POINTS
C	2 Times	3	= 6
D	1 Times	3	= 3
A	4 Times	4	= 16
A	4 Times	3	= 12
B+	3.3 Times	3	= 9.9
		16	= 46.9

In this example, 46.9 quality points divided by 16 credits equals a Quality Point Average of 2.93.

The Cumulative Point Average is determined by dividing the total number of quality points by the total number of credits a student has undertaken at CCC. Credits earned at other institutions, although acceptable at CCC for transfer credit, are not used in computing the Cumulative Point Average.

## Grade Reports

Students may be given mid-semester grades at the discretion of the faculty member. These grades are not entered on the permanent record. At the end of each semester, a final grade report, including a Quality Point Average and a Cumulative Point Average must be accessed on the Web at my.comnet.edu. Grades are no longer mailed to a student's home address.

## Nursing Program – Please Note

The Grading System for the Nursing Program is different and will be presented to each student at the start of Nursing 101. Please see page 86.



## Statement on Satisfactory Progress

1. Capital Community College has procedures to monitor student progress through a warning, probation and suspension policy.
2. This policy shall be applicable to all students enrolled for developmental and/or credit courses, no matter the number of credits for which they are enrolled.
3. No course may be repeated for credit more than twice. The highest grade received will be used in calculating the student's academic average. This does not apply to those courses that are designed to be repeated for additional credit.
4. Satisfactory completion of fifty percent of the credits attempted (this phrase means actual continued enrollment beyond the add/drop period) will be the minimum standard for good standing.
5. Students who have completed 11 or fewer credits whose Cumulative Grade Point Average (CGPA) falls below 1.5 will be given a written warning. Students who have completed between 12 and 30 credits inclusive whose CGPA falls below 1.7, and those who have completed 31 or more credits whose CGPA falls below 2.0, will be given a written notice that they are placed on academic probation.
6. Students placed on academic probation will be required to take a reduced course load for one semester.
7. Students who, after being placed on academic probation for one semester and after taking a reduced course load, fail to attain the required CGPA as shown above will be notified in writing that they are suspended for one semester.
8. After the period of suspension, students may be reinstated, either as regular or probationary students, upon application to the college.
9. Capital has an appeals process in place. Please contact the Dean of Student Services at 860-906-5086.
10. College procedures will be included in appropriate publications and communications.

## Incomplete Work

An Incomplete is a temporary grade assigned by a faculty member when course work is missing and the student agrees to complete the requirements. To request an incomplete obtain the required form from the instructor or counseling office and have it signed by the instructor. Assignment of an Incomplete is at the discretion of the faculty and is typically used when there are extenuating circumstances, such as illness. Students receiving an Incomplete must submit the missing course work by the tenth week of the next semester. An incomplete grade (I) automatically becomes an F if the course work is not completed within the proscribed time lines. All Incompletes must convert to a letter grade by the tenth week of the next semester. Students with Incompletes are temporarily ineligible for semester or graduation honors.

## Repeated Courses: Credit and Grades

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

## Student Classification

A full-time student is one who registers for 12 or more credits and/or effective credits per semester. Three-quarter-time students are registered for at least 9 credits but fewer than 12 credits. Half-time students are registered for at least 6 credits but fewer than 9 credits. Part-time students are registered for fewer than 6 credits.

## ACADEMIC POLICIES — continued

### Academic Advising

The purpose of the Academic Advising Program is to provide students with information about courses, programs and careers, to facilitate the fulfillment of their educational and career goals. Students who have enrolled in the College Success Course, or who have indicated a program preference, must meet with their Advisor or counselor in order to complete a Program Planning Worksheet and be eligible to take advantage of early registration. College Counselors will also assist students with personal issues and meet with students who have not been assigned an Advisor.

Students enrolled in the Liberal Arts Degree should take advantage “Drop-In” Faculty advising sessions whenever they are scheduled during the semester.

### Participation Requirements

Effective learning is based on participation in every class.

Each instructor is responsible for determining the participation requirements of the course. Participation requirements may include attendance, timely arrival, contribution to classroom and online discussion, and other measures of student engagement. Actions that diminish the participation include absences, tardiness, early departures, unapproved use of communication devices in class, and other distractions to class cohesion. Instructors may expand or clarify these descriptions as needed for specific classes.

Generally, faculty members use the following guidelines in determining how absences affect a student's ability to meet the participation requirement of a course. Each instructor has discretion to clarify, limit, or expand these guidelines in the determination of a student's final grade.

1. If a student misses the equivalent of more than one week's classes through unexcused absences, the student may be at risk of not satisfying the participation requirements for the course.
2. An instructor may excuse student absences that are substantiated by documentation. Instructors will clarify standards for determining the effect of excused absences on the student's participation grade.
3. Whether missed work can be made up is at the discretion of the instructor. Responsibility for making up such work rests with the student.

### Course Substitution

Situations may arise when a student wishes to substitute one course for another in a program of study. One possible reason for substituting one course for another required course might be that a student entered the College when a particular course was required and offered, but requirements have changed and the course has not been offered for several semesters and no plans are made for offering it soon.

Course Substitution Request Forms are available after consultation with a counselor. Since several signatures are required, students should plan well ahead of registration for an upcoming semester, or for graduation, to allow time for completion of the process.

Requests for course substitution must be approved by the appropriate academic division/department head and the Academic Dean.

### Fresh Start

Capital Community College has a policy called Fresh Start, which allows students who have not attended college for a period of two or more years and who have a poor academic record, to refresh their Grade Point Average (GPA) and develop a more favorable academic record. Students should apply for enrollment under Fresh Start by meeting with a Counselor at the time of readmission to the college to determine their eligibility and academic status for re-entry into the college under the Fresh Start program.

All grades previously earned will remain on the student's transcript. The semesters for which Fresh Start is invoked will include a transcript symbol indicating that the policy is in effect. The original GPA will not be included in any subsequent computation of the new GPA. If the Fresh Start option is approved, the student will receive credit for courses with a grade of C- 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.

***For additional information, please contact  
the Counseling Office at 860-906-5040***

**PLEASE NOTE: Participation in Fresh Start does not guarantee financial aid. Financial aid recipients are subject to additional standards. For more information, call the Financial Aid office at 860-906-5090.**

### Appeals on Academic Decisions and Grades

A student who believes s/he has been evaluated or graded inaccurately and wishes to appeal should take the following action:

The student should first confer with the faculty member concerned, no later than 15 days after the student has become aware of the decision or grade. If the student is not satisfied with the outcome of that conference, or if the faculty member is not available, the student may submit a written appeal within 30 days to the Academic Dean, who will consult with the faculty member and the relevant academic division director or department chair. The President may designate an official, an ad hoc academic appeals committee, or a standing Academic Appeals Committee to provide review at this step in lieu of the review by the Academic Dean. Further appeal may later be made, if the student wishes, to the President of the college, whose decision shall be final.

The appeals process is described in detail, including deadlines and other requirements, in Section 2: Academic Good Standing/Probation in the Academic Policies section of the CCC Student Handbook.

### A Statement on Plagiarism

**Using someone else's ideas or phrasing and representing those ideas as your own, either deliberately or through carelessness, is a serious offense known as plagiarism.**

“Ideas” or “phrasing” includes written or spoken material — from whole papers and paragraphs to sentences — but it also includes statistics, lab results, art work, etc. “Someone else” can mean a professional source, such as a published writer or critic in a book, magazine, encyclopedia, journal, or in an electronic resource you discover on the World Wide Web or digital library; another student at your school or anywhere else; a paper writing “service” that offers to sell written papers for a fee.

### Penalty for Plagiarism

The penalty for plagiarism is determined by the instructor teaching the course involved. In many schools, including Capital, it could mean failure for the paper and referral to the Dean of Students and possibly even failure for the entire course. Disciplinary action, if necessary, is determined by the Dean of Students.

Students who do not thoroughly understand the concept of plagiarism and methods of proper documentation should request assistance from their teacher, Learning Center tutors, or librarians.



## ACADEMIC POLICIES — continued

### Audits

A student may request audit status from the Registrar at the time of registration. An audited course confers no credit, grades or quality points. Auditors pay for the course at the same rate as students taking the course for credit.

Changes from credit to audit or audit to credit are not permitted after the fourth week of classes.

Although auditors customarily do not take the examinations or other academic exercises required in the course, details of the auditor's participation in class activities may be determined by prior agreement between the student and the faculty member.

### Withdrawals

A student can withdraw from a class until the end of the twelfth week of class. Instructor's permission is not required to withdraw. Beyond the twelfth week, students who need to withdraw for extenuating circumstances must apply to the Dean of Students.

**A student must take the responsibility** for initiating and completing a withdrawal. It is in the best interest of the student to discuss a withdrawal with a Counselor and/or the instructor. The completed withdrawal form is turned in to the Registrar's Office or submitted electronically through myCommNet.. The student who does not initiate a withdrawal could be, depending on an instructor's judgment, assigned a performance grade (A-F) based on work completed.

**Please note: Students who receive financial aid should consult the Financial Aid Office before withdrawing from any course. Financial aid recipients can jeopardize their current or future aid award by withdrawing from classes.**

### Credit Bank

High school students have the opportunity to bank credits for future enrollment in a Connecticut Community College. See the section on the High School Partnership Program, page 33.

## GRADUATION REQUIREMENTS

### Degrees

Capital Community College is authorized by the State of Connecticut to award the degrees of Associate in Arts (AA), Associate in Science (AS) and Associate in Applied Science (AAS).

To be considered eligible for graduation, a student must be enrolled in a degree program and have completed all requirements of the program, with an overall Grade Point Average of 2.00 or higher.

In computing a Grade Point Average for awarding a degree, grades in all courses taken at CCC are averaged.

(See **Transfer – Acceptance of Credit at Community Colleges** on page 14)

### Certificates

Students enrolled in certificate programs must achieve a Grade Point Average of 2.00 or higher only for those courses required for the certificate.



### Graduation

Capital Community College awards degrees two times a year — at the end of the spring semester in May and at the end of the fall semester in December. Applications for graduation, whether for a degree or certificate, must be completed with a student's faculty advisor or counselor. Graduation applications must be completed by **April 30** for May graduation and by **November 30** for December graduation. Students must have fulfilled all financial obligations to the college to be eligible for graduation.

Students who apply for spring graduation in May can have one remaining course requirement for degree completion. This requirement must be completed by December 31 of the current year. If the course is completed before the start of the next fall semester, the student will be considered a May graduate. If the course is completed after the start of the next fall semester but before December 31, the student will be considered a December graduate and the degree will be dated December 31. If the course is not taken at Capital, a transcript must be sent to Capital no later than December 31. Degrees will post on student's transcripts and diplomas will be automatically mailed within 6-8 weeks after the degree has been awarded.

Students who apply for fall graduation in December must have all degree requirements completed by the end of the fall semester. Degrees will be awarded effective December 31 and will post on student's transcripts. Diplomas will be automatically mailed within 6-8 weeks after the degree has been awarded.

### Commencement Ceremony

The college hosts one commencement ceremony annually at the end of the spring semester in May. Spring and Fall semester applicants may participate in the commencement ceremony with one remaining requirement towards degree completion. However, the degree will be awarded upon completion of the requirements and in accordance with the timetable above. There is no commencement ceremony for fall semester applicants. However, they will be invited to participate in the following spring's commencement ceremony.

## SEMESTER HONORS

1. 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 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.
- Summa Cum Laude/Highest Honors for students with a 3.9 – 4.0 grade point average
- Magna Cum Laude/High Honors for students with a 3.7 – 3.89 grade point average
- Cum Laude/Honors for students with a 3.4 – 3.69 grade point average

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

Grades received for developmental courses may be used to determine eligibility for semester honors. However, they cannot be used to determine eligibility for graduation honors.

### GRADUATION HONORS

The Valedictorian is the graduating degree student, either full- or part-time, who at the time of graduation has the highest Cumulative Point Average.

The Salutatorian is the graduating degree student, either full- or part-time, who has earned the second highest Cumulative Point Average.

In awarding these honors, ties may be broken by a comparison of the number of credits earned by each student at CCC in relation to the number of transfer credits each has been awarded, if any.

To be considered for honors at graduation, candidates must have completed at least 30 credits of standard courses at this institution. Nonstandard courses include, but are not limited to, Credit by Examination, College-Level Examination Program, independent study, and telecourses.

Students with exemplary academic performance shall be recognized at graduation with the following designations, either in Latin or English, as the college may choose:

### ASSOCIATE DEGREES – MULTIPLE

- 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 minimum number of credits he/she must take for the second degree. This will require that a student meet all program requirements and earn at least twenty-five percent of the minimum requirements for the new curriculum at the college through which the second degree is to be conferred.
- A student may 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 Academic Dean. Students who receive approval must then complete all program requirements, including earning at least twenty-five percent of the minimum requirements for the new curriculum at the college through which the degree is to be conferred.
- Completion of the requirements of an additional program option does not constitute a different degree.

## PRIOR LEARNING ASSESSMENT

### What is Prior Learning Assessment? (PLA)

Prior Learning Assessment (PLA) provides students with the opportunity to earn credit for learning acquired outside of the traditional classroom. In order to receive academic credit, you must be able to prove and demonstrate that you have developed college level knowledge.

Note that Credit for Prior Learning may not be transferable to other institutions. In order to be awarded a degree or certificate at Capital Community College, a student must complete at least 25% of the minimum credit requirements for the degree or certificate through coursework at Capital; and no more than 50% of an approved Associate degree program should be awarded Prior Learning credit.

### Main Types of PLAs used at Capital Community College:

**College Level Examination Program (CLEP)** — offers you the opportunity to earn college credit by getting qualifying scores on any of 33 CLEP examinations. See <https://clep.collegeboard.org/> and this page for detailed information.

**Credit by Examination** — Capital will grant academic credit for certain courses based upon the successful completion of an examination, rather than traditional classroom experience. See the appropriate faculty member or Department Chair for more information and this page for facts about the process.

**Credential Evaluation** — Gain credit for previously completed certifications or licenses issued by state, national or professional organizations. For information on options available for your major, please contact the appropriate faculty member or Department Chair.

**Military Experience** — Veterans may obtain transfer credit for training successfully completed in the U.S. Armed Forces, provided the training is deemed to be equivalent and applicable to a student's specific degree or certificate program. Army, Marine Corps, Navy and Coast Guard students can request a transcript through the Joint Service Transcript at [www.jst.doded.mil](http://www.jst.doded.mil). Air Force personnel should submit requests to Community College of the Air Force at [www.au.af.mil/au/ccaf/transcripts.asp](http://www.au.af.mil/au/ccaf/transcripts.asp). Contact Capital's Veterans Affairs Counselor for an appointment after you submit the request.

**Faculty Reviewed Non-Credit Programs** — You may receive credit for learning acquired in non-credit programs that have gone through a faculty review process. Many non-credit programs offered outside traditional academic settings have been reviewed by the Connecticut Credit Assessment Program (CCAP) and the College Credit Recommendation Service of the American Council on Education. Please see appropriate faculty member or Department Chair to inquire about a specific program.

**Advanced Placement of High School Students** — Capital accepts Advanced Placement (AP) courses taken in high school through the College Entrance Examination Board's Advanced Placement Program, provided that the student scores a minimum of 3 on the test. See page 33 for more information.

**Credit through Portfolio Assessment** — If you feel that you have experience/education that occurred outside of the traditional college classroom, and outside of training that has been formally reviewed for credit, there is an option for portfolio assessment: a collection of materials compiled to demonstrate previous college-level learning related to your academic degree plan. This option requires students to work with Charter Oak State College for a fee. Prior learning is assessed through Charter Oak and once credit is established, Capital will use the credit as part of the transfer evaluation process, transferring in credit appropriate to the student's program of study. Please see the Charter Oak Portfolio website for more information: <https://www.charteroak.edu/current/programs/portfolio/index.cfm>

## College Level Examination Program

The College Level Examination Program, designed by the College Entrance Examination Board, is a basis of granting credit for knowledge gained through non-traditional means, such as work experience or independent study.

College Level Examination Program examinations are of two types:

1. The General Examinations cover in a broad and generalized way five academic areas: humanities, mathematics, natural science, English composition, and social sciences/history. CCC will grant six credits in each of the five to any matriculated student who passes any of the general examinations.
2. The Subject Examinations measure the student's knowledge in specific academic fields. There are 40 or more such examinations, some of which carry three credits and some six.

In both the general and subject examinations, College Level Examination Program credits are similar to transfer credits: no grade is concerned; no quality points are involved, and, as a result, there is no effect on the student's Cumulative Point Average.

When College Level Examination Program credits are awarded, they will be recorded in terms of CCC equivalent courses. There will be a notation indicating that College Level Examination Program was the basis of credit award.

**For further information about College Level Examination Program, consult the Registrar's Office at 860-906-5311**

## Credit By Examination

The College will grant academic credit for certain courses based upon the successful completion of an examination rather than traditional classroom experience..

### The following rules govern Credit By Examination:

#### Eligibility:

1. The applicant must be in a degree program and be currently admitted or registered at the college.
2. The student must show sufficient experience and knowledge in the subject area concerned to warrant undertaking the Credit By Examination.

#### Conditions:

1. The student must submit a formal application, which must be approved by an appropriate faculty member, the Registrar, and the division director or department chair concerned.
2. The examination will be entirely or in major part written. Exceptions may be approved by the Academic Dean in certain cases in which an oral examination better demonstrates the student's proficiency.
3. Credit By Examination is not considered part of the student's current semester academic load when determining that student's status as a full- or part-time student.
4. The course being requested by the student must be part of the College's regular course offering.
5. The student may not have completed, nor be currently enrolled in, a more advanced sequential course in the same discipline.
6. Credit By Examination may not be undertaken in a course which the student previously failed at the College, or in a course for which a student has already received credit.
7. Credit By Examination may be undertaken only once for the same course.
8. Examinations shall be scheduled prior to the end of the Add/Drop period of any academic term during the regular academic year.



## ACADEMIC POLICIES — continued

9. No examination may be given to a student who is in the last semester before graduation.
10. No more than 50% of an approved Associate degree program shall be awarded for prior experiential learning, (For example; Credit by Examination and College Level Examination Program).
11. A student must complete at least 25% of the minimum credit requirements for the degree or certificate through coursework at Capital Community College to be awarded the degree or certificate.
12. Credit by Examination is not allowed for the following courses:  
BBG 234, BIO 105, BMG 202, BMK 201, CSA 105, ECN 101, ECN 102, ENG 101, ENG 102, ENG 222, FRE 101, FRE 102, FRE 201, FRE 202, HIS 101, HIS 102, HIS 201, HIS 202, POL 111, PSY 111, PSY 201, SOC 101, SPA 101, SPA 102, SPA 201, and SPA 202.

For the above courses a College Level Examination Program (CLEP) needs to be taken.

Other colleges and universities accept CLEP credit but a Credit by Examination will not transfer.

### Procedures:

1. A student interested in a Credit By Examination must petition the appropriate faculty member, Program Coordinator, Department Chair, or Division Director. The faculty member, Program Coordinator, Department Chair, or Division Director will interview the student and, if in agreement with the petition, the student must then submit a formal application, which must be signed and approved by the Registrar to ensure that the student has not previously attempted the Credit By Examination. The form is then forwarded for approval to the division director or department head.
2. A \$15 evaluation fee must be paid at the Business Office before the examination is administered.

All Credit By Examinations will be graded on a pass/fail basis, with a pass being a "C" or better. Pass/fail has no numerical value. A pass will be recorded as credits earned by Credit By Examination and will not affect the student's grade point average. A failing grade will not be recorded.

## INDEPENDENT STUDY

An independent study project is the study of a particular topic or set of topics under the supervision of a full-time faculty member, who determines if the student is qualified to undertake the project. At least six earned credits in this discipline must have been taken at CCC (other independent study credits will not be counted as part of the prerequisite six).

A written study outline (a contract) must be submitted by the student, and approved in writing by the faculty member involved, the department/division head, and the Academic Dean, with a copy filed in the Counseling Center prior to registration. General Fund Fees and tuition will be charged.

The number of credits for which the student may register (one, two or three) will be determined by the faculty member and the other members of the department. Independent study credits in any department may be taken in more than one semester, but no more than six such credits may count toward an Associate Degree. Once the number of credits is determined by the student and faculty member, and the student is registered, the number of credits may be changed only with approval of the faculty member, the division director or department head, and the Academic Dean.

Registration for an independent study project must be completed within one week of the scheduled beginning of classes in any given semester. The project must normally be completed within a year of registration.

## PLACEMENT TESTING

Capital uses the ACCUPLACER® Placement Test to provide students with useful information about their academic skills in Math, Reading, and Writing. The results of this test, in conjunction with their academic background, goals, and interests, are used by academic advisors and counselors to determine a student's Math and English course selection.

Information about test exemptions and review material can be found on the Placement Testing Center's webpage. Students must submit appropriate documentation (college transcripts, SAT/ACT, or ACCUPLACER score reports) to the Placement Testing Center to ensure they have met requirements for test exemption. The SAT is not required for admission but may be used for placement purposes.

Students whose native language is other than English who attended high-school in a non-native English speaking country are required to take the English-as-a-Second-Language (ESL) test.

**For additional information, contact the  
Coordinator of Placement Testing in Room 220  
on the second floor, 860-906-5089**

**English-as-a-Second Language (ESL) students should contact  
the ESL Coordinator, 860-906-5203**

## TRANSCRIPTS

Official transcripts are provided at no charge but students must meet all financial obligations to the college before they will be issued.

Starting on Monday, March 30, 2015, Capital Community College will begin to offer the ability to obtain official transcripts in an electronic format (e-Transcript). Current and former students will be able to request official e-Transcripts to be sent to other educational institutions, potential employers, or any other appropriate entities.

- Current and Recent Students: Students who have been issued a NetID and password should login to myCommNet, then click on Banner Student and Faculty Self-Service Link (top right hand box) , Select Capital Community College if asked, Click on Student Records, Click on Transcripts Box, Click on Request Official Transcripts, and Click on Access the Transcript Ordering Site link.

- Former Students: Students who have not been issued a NetID, please use the following link: [https://exchange.parchment.com/send/adds/index.php?main\\_page=login&id=7sCLDESLXnimJfgZ](https://exchange.parchment.com/send/adds/index.php?main_page=login&id=7sCLDESLXnimJfgZ) to submit an official e-Transcript request. Please ensure that your last name, first name, date of birth and last four digits of your SSN are entered correctly so that your request can be processed in a timely manner.

Official Paper Transcripts may still be requested in person at the Registrar's Office or via mail or fax. The Transcript Request Form is available outside of the Registrar's Office and on the college's website at <https://www.capitalcc.edu/wp-content/uploads/2016/04/Transcript-Request-Form-Spring-2014.pdf>. Requests should be mailed to: Registrar's Office – Transcripts, Capital Community College, 950 Main Street, Hartford, CT 06103 or faxed to: 860-906-5119. Most official transcript (paper) requests are processed within 5 business days. During busy periods at the beginning and end of each semester, please allow up to 8-10 business days.



## ACADEMIC SUPPORT SERVICES

### ACADEMIC SUCCESS CENTER – *A Place to Learn, Connect, and Succeed*

A wide range of academic support services are available to all students who are currently enrolled at the college, free of charge. Services include tutoring, academic coaching, placement test preparation, and specialized workshops. ASC staff work with students to achieve their learning goals, promote organization, and improve study methods and test-taking skills. Tutors provide support both in the Center and in the classroom.

The Center provides individual and group tutoring in most subject areas, both by appointment and on a drop-in basis, including: Accounting, Anatomy & Physiology, Biology, Business, Chemistry, CNA, Communications Media, Criminal Justice, Computers, Economics, Early Childhood Education, EMT, English, History, Math (all levels including Statistics), Philosophy, Political Science, Psychology, Physics, Sociology, and Spanish. Online tutoring is also available through eTutoring.org.

#### Three convenient drop-in centers:

**Math Center** – Room 412: A collaborative group learning environment which supports student success through active learning strategies and concept review.

**Reading and Writing Lab** – Room 409: Tutors support students in all stages of writing including help with: brainstorming; developing/revising drafts; and citation and documentation.

**Computer Center** – Room 423: Students receive computer tutoring at all levels, including help with basic computers questions, instructional software, software applications, and advanced programming.

**The Academic Success Center, located in Rooms 409, 412, and 423, is open throughout the academic year, including the summer and winter sessions.**

*For additional information, call 860-906-5200 or stop by the reception desk located on the fourth floor*

### COLLEGE SUCCESS COURSE (IDS 105)

This first-year course focuses on the essential elements for college success. Embedded in the course are important skills such as critical reading and thinking, library research/information literacy, note-taking, time management, and goal setting. It also features career exploration and educational planning. IDS 105 is required of all new students in the General Studies, Liberal Arts and Sciences, and Communications Media programs. It is also recommended for all new students in the college. Transfer students with 12 credits and 2.7 G.P.A. are exempt from this requirement.

*For more information, contact Marie Basche at 860-906-5095*

### HARTFORD HERITAGE PROJECT PLACE-BASED COURSES

Through the Hartford Heritage Project, many courses at Capital Community College make use of community resources to deepen the learning experience and foster new understandings of Hartford. Depending on the theme of the Hartford Heritage course, classes might attend plays or concerts and visit historic landmarks, community organizations, museums, state government events, other college campuses, or the homes of famous authors in order to make meaningful connections with the course curriculum.

*For more information, visit [www.capitalcc.edu/hhp](http://www.capitalcc.edu/hhp) or contact Dr. Jeffrey Partridge at 860-906-5191 or [jpartridge@capitalcc.edu](mailto:jpartridge@capitalcc.edu)*

### ENGLISH-AS-A-SECOND LANGUAGE (ESL) SUPPORT SERVICES

The ESL Program offers a variety of support services designed to facilitate language acquisition.

#### ESL Tutors

ESL Tutors are available for individual or small-group English language skill improvement practice and/or homework assistance at a variety of times to accommodate students' schedules.

#### The ESL Multimedia Language Learning Lab

Located on the fourth floor, this computer-aided language learning facility offers a range of software, audio, digital and online learning tools to students enrolled in the ESL Program. These learning tools can be utilized to supplement classroom instruction, and also provide an array of innovative and interactive opportunities for independent or collaborative language practice in the areas of listening, speaking, reading and writing.

*For additional information, call Eric Vargas at 860-906-5203 or 860-906-5203*

### COMPUTER LABORATORIES

Classrooms and laboratories for computer instruction, word processing, internet access, and related courses and workshops are located on the sixth floor. Additional student computers are located in the information café on the seventh floor, and on floors eight, nine, and ten.

Available software includes the Microsoft Office suite of Word, Excel, Access, and PowerPoint, as well as software used in the curriculum. The college's primary operating systems are Microsoft Windows, Windows NT, DOS and others. Programming languages include COBOL, JavaScript, Visual Basic, Assembler, dBase IV, C, JAVA, and more.

Extended laboratory hours offer students ample opportunity for hands-on programming experience.

*For additional information, contact Stephanie Calhoun at 860-906-5253*

### LABORATORY SCHOOL

Accredited by the National Academy of Early Childhood Programs, the Laboratory School is an integral part of the Early Childhood Academic Program. It offers a model preschool program for the children of students and staff at the college as well as for families in the greater Hartford area. The Lab School also serves as a training site for the Early Childhood Education students. Students observe, plan, and implement developmentally appropriate activities, and complete internships in the center. Eligible students may choose the Lab School as their student work site.

The Director and Teachers, and Education Assistants all have degrees in Early Childhood Education and work with both the preschoolers and the college students. The ratio of teachers to children is maintained at a high level due to the Early Childhood Training component.

The Lab School is located on the Talcott Street level of the building. Its schedule follows the college calendar during the fall and spring semesters and is open from 8:30 a.m. to 3:30 p.m.

*For additional information contact the Laboratory School Director, at 860-906-5238*



### ARTHUR C. BANKS, JR. LIBRARY

The Arthur C. Banks, Jr. Library is an integral part of the educational process at Capital Community College. In support of the college's mission, the library provides a broad range of academic resources and services. Serving students, faculty, and staff, the library offers access to over 70 computers, a collection of over 47,000 print volumes and over 60 research databases. All databases can be accessed both on and off-campus using a computer, laptop, tablet or smartphone.

The Library's website (<http://capital.libguides.com/library>) allows students to search for books in the library catalog, and articles in the research databases. In addition to our local collection of print materials, Capital Community College students, faculty and staff can request books from all other CT Community Colleges and CT State Universities and pick the items up within 2 business days at Capital's library at no cost. In addition, Capital patrons have access to regional and national collections of books and other resources via interlibrary loan service. Students are encouraged to seek assistance from the library's experienced staff. In addition to research

assistance and computer help, librarians offer instructional sessions to help students effectively tackle the research process and understand the importance of information literacy.

#### Additional Features of the Arthur C. Banks Jr., Library:

- Group Study Rooms equipped with computers and whiteboards
- Silent/Quiet Study Areas
- Coin-operated Copy Machine
- Scannx Book ScanCenter
- Wi-Fi Internet Access for Students, Faculty, and Staff
- Anatomy and Physiology Models
- Reserve Collection of Course Textbooks
- A collection of print Magazines and Newspapers

*For additional information,*  
**860-906-5020 • <http://capital.libguides.com/library>**

### ACADEMIC MEDIA TECHNOLOGY

The Academic Media Technology (AMT) Department is a creative production center that focuses on the effective application of technology and the media arts to the teaching and learning process at the College. The department offers a wide range of consulting, design, production, distribution, and training programs that encompass the following major functions:

#### 1. Instructional Multimedia Design Development and Production

A team of communication specialists collaborates with faculty to produce original multimedia instructional materials for use in classroom and online environments. The AMT Center's digital multimedia production facility features a video production studio, post-production editing suite, audio and video duplication systems, and computer workstations for graphics, multimedia presentations, and digital imaging.

#### 2. Online Learning with Blackboard Learn

AMT provides a comprehensive set of services designed to support faculty and students engaged in courses using the Blackboard Learn online course management system. Blackboard enables 24/7 access to a wide variety of course materials: syllabi, lecture notes, assignments, tests, quizzes, audio/video recordings, electronic presentations, and much more. Faculty and students use the system's enhanced communication and collaboration tools, such as online discussions, course e-mail, messages and chat rooms. Students receive improved feedback through an online grade book, self-tests, and reporting and tracking functions. Faculty use Blackboard to deliver fully online courses, supplement standard classroom-based courses, and blend both methods as "hybrid courses" that are half on-campus and half online. Online and hybrid classes are specifically designed for motivated, independent learners who may prefer online coursework or who may have busy schedules.

Below are the definitions of hybrid (HYBR), online with an on-campus requirement (OLCR), and fully online (ONLN) courses.

- **HYBR** Online and Classroom (reduces seat time not interactive instructional time): Hybrid courses combine face-to-face classroom instruction with interactive online facilitated instruction. In a Hybrid course, a portion of the course learning is online and as a result, the amount of classroom seat-time is reduced.
- **OLCR** Online with Campus Requirement (such as orientation or assessment): In an OLCR course, all of the instruction takes place online; however, there may be some "in-person" non-instructional component, such as an initial orientation or final proctored exams.
- **ONLN** Fully Online: Online courses, also known as "Distance Learning Courses" use Blackboard as virtual classrooms. The entire course is conducted electronically and has no scheduled on-campus meetings or assessments.

#### 3. Classroom Technology

Nearly every classroom, lab, and learning space at Capital features an audio-visual presentation system, allowing instructors and students to incorporate many different types of materials in to a rich, multimedia learning experience. Options include videos and music, internet content, Microsoft Office and other computer documents, textbook images, CD- and DVD-ROMs, small objects, and newspapers and magazines, all displayed on a large screen to the classroom. Users can also connect their own laptops and mobile devices. AMT designs, maintains, and manages the classroom audio-visual systems and provides other classroom services, such as recording student presentations or guest speakers, and supplying "non-standard" portable equipment upon request.

*For additional information, contact Academic Media Technology 860-906-5030, or visit Room 1031 on the 10th floor*

# PRE-ACADEMIC PROGRAMS

## DEVELOPMENTAL EDUCATION PROGRAM

Capital offers non-credit courses and other instruction to help students improve their writing, reading, mathematics, study skills, and use of the library and other college resources. Students whose results on the Placement Test and other academic credentials indicate a need for help in writing, reading, or mathematics will be recommended for placement in one or more of these developmental level courses before being permitted to register for credit courses in those fields.

		CREDIT
ENG*	073 Academic Reading	No Credit
ENG*	095 Basic Writing & Reading Strategies	No Credit
IDS*	105 College Success Course	3
MAT*	085 Elementary Algebra and Pre-Algebra	No Credit
MAT*	092 Statway I	No Credit
MAT*	094 Introductory Algebra	No Credit
MAT*	095 Elementary Algebra Foundations	No Credit
MAT*	139 Elementary & Intermediate Algebra Combined	3

### LEARNING OUTCOMES

Upon successful completion of the Developmental program, the student will:

1. Display evidence of academic values and readiness for collegiate instruction
2. Demonstrate ability to compose coherent paragraphs supporting central ideas with specific details
3. Demonstrate the ability to compose organized essays: thesis statement, introduction, body, conclusion
4. Demonstrate the ability to analyze main idea and significant details in college level texts
5. Apply appropriate strategies for skimming, scanning, questioning, predicting, annotating, and summarizing readings
6. Demonstrate the ability to identify the author's tone, attitude, and purpose in selected readings
7. Demonstrate proficiency in number sense; the variable concept; real number properties and how to apply them; first degree equations in one variable; basic geometric concepts; simple graphs and notations.

## CHILD DEVELOPMENT ASSOCIATE CREDENTIAL (CDA TRAINING)

This accelerated training is designed for the childcare worker who wants to learn the basic principles of early childhood education. The four courses in this program are about the development of young children and strategies for providing high quality childcare. The following are the four courses necessary to obtain the CDA credential:

1. ECE\* 176 Health, Safety and Nutrition
2. ECE\* 180 Child Development Associate Credential Preparation I
3. ECE\* 181 Child Development Associate Credential Preparation II
4. — — Fine Arts Elective

### LEARNING OUTCOMES

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

1. Identify appropriate teacher strategies in all thirteen functional areas: safety, health, learning environment, physical, communication, creative, self, social, guidance, families, program management and professionalism
2. Demonstrate understanding of early childhood principles by applying their knowledge through their interactions with children's activities and demonstrate that they can apply what they have learned in early childhood
3. Demonstrate knowledge about NAEYC Code of Ethical Conduct and Developmentally Appropriate Practices by using effective approaches, strategies, and tool for early education

In addition, you will be guided through each step to the CDA credential, which includes:

- Development of a professional resource guide
- Distribution and collection of Parent Questionnaires
- Identification of an early childhood professional who is eligible to serve as your Professional Development Specialist
- Preparation for the written CDA Assessment
- Preparation for the Oral Situational Review

To enroll in this program, you must:

- Be eighteen years or older
- Hold a high school diploma or equivalent
- Be currently employed, or routinely volunteer, in a state-licensed early childhood setting
- Work with infants/toddlers, pre-school, or family home day care

NOTE: To participate in this program the student needs to be working or be a volunteer in a licensed Child Care Center. The prospective student should be in a position to have accumulated 480 hours working in a supervised setting.

Participants who successfully complete this program are eligible to earn a national recognized professional credential, as well as 9 college credits, applicable toward an Associate Degree in Early Childhood Education.

ECE* 176	Health, Safety and Nutrition	3
ECE* 180	Child Development Associate Credential Preparation	3
ECE* 181	Child Development Associate Credential Preparation II	3



## PRE-ACADEMIC PROGRAMS — continued

### Bilingual Spanish/English CDA Certificate Option

Capital Community College offers a CDA (Child Development Associate) certificate option for those individuals whose native language is Spanish. The purpose of this option is to facilitate students' transition from Spanish-dominate courses to English. In conjunction with the early childhood courses, students must also take ESL courses.

**For more information, contact Miriam Mercado, Assistant Professor, Early Childhood Education / CDA Coordinator  
860-906-5243 or mmercado@capitalcc.edu**

### High School Students Now Eligible for CDA

High school students enrolled in Early Childhood Education (ECE) vocational programs may now become candidates for the CDA credential. All eligibility requirements remain the same as for any other candidate. Vocational/technical high school students many now apply who have achieved their 480 hours of work experience through a practicum or laboratory school course and their 120 hours of training through child development courses they have taken.

The CDA Credential is the essential first step of any entry-level ECE professional. Here are the rules:

The CDA candidate:

- Must meet all CDA requirements but does NOT have to be 18
- Must hold a high school diploma, or equivalent, or must be a junior or senior in a high school/vocational program in early education

**CDA candidates should contact the CDA Coordinator at 860-906-5243 or mmercado@capitalcc.edu**

## ENGLISH-AS-A-SECOND LANGUAGE PROGRAM

The mission of Capital's English-as-a-Second Language Program is to enable non-native English speaking students to develop and synthesize the core English language proficiency skills necessary for success in diploma and certificate programs at the College.

The integrated five-level ESL curriculum includes courses in speaking, listening, reading and writing. Initial placement is based on computerized and written test results. The first four levels consist of two courses taught by the same instructor. Level 5 consists of a six-credit reading and writing course and a one-credit research course focused on providing the necessary skills for further academic study. Online computer-assisted language learning, which can be accessed anytime and anywhere, has been integrated into each level to facilitate student learning.

The first two levels are non-credit and start at the intermediate-to advanced-beginner level. The third, fourth and fifth levels are credit-bearing and continue to the intermediate and advanced levels of language proficiency.

In the ESL Program, students must earn a C- or better (70–100) in their current courses before they can proceed to the next level. High Intermediate and Advanced ESL courses can be counted as foreign language/humanities electives toward graduation with the following stipulations: Students may apply no more than 6 ESL credits toward a degree in General Studies or Liberal Arts. This is only true for courses taken as credit, not courses taken as non-credit.

### LEARNING OUTCOMES

Upon successful completion of the 5-level ESL course sequence, the student will:

1. Display academic values and readiness for content-area courses in an American post-secondary system
  - 1.1 Take responsibility for his/her own learning
  - 1.2 Employ college resources to navigate the academic environment
  - 1.3 Demonstrate basic competence with information technology
2. Demonstrate ability to comprehend, interpret and apply spoken, written and socio-cultural forms of communication
  - 2.1 Demonstrate awareness of both explicit and implied meaning in extended spoken discourse
  - 2.2 Read with comprehension of both content and organization
  - 2.3 Recognize and employ elements of socio-cultural communication appropriate to a variety of situations
3. Apply a range of language structures to interact effectively in interpersonal and academic situations
  - 3.1 Speak with sufficient accuracy and fluency to report information and express and develop opinions
  - 3.2 Write about a variety of topics with level-appropriate correctness, clarity and detail
4. Display effective cross-cultural communication competence
  - 4.1 Display understanding of and respect for cultures of fellow students
  - 4.2 Demonstrate awareness of and ability to function effectively in U.S. culture and society

#### CREDITS

ESL*	013	Writing and Reading I	No Credit
ESL*	017	Oral Communications I	No Credit
ESL*	023	Writing and Reading II	No Credit
ESL*	027	Oral Communications II	No Credit

Non-native speakers of English whose language ability allows them to enroll in credit courses may register according to their placement results for the following:

ESL*	131	Integrated Skills III (optional)	3
ESL*	143	Writing and Reading IV	3
ESL*	147A	Oral Communication - High Intermediate	3
ESL*	149	Pronunciation Workshop (optional)	3
ESL*	153A	Writing and Reading - Low Advanced	3
ESL*	157A	Oral Communication - Low Advanced	3
ESL*	162	Reading and Writing VI	6
ESL*	185	Fundamentals of Research	1
IDS*	105	College Success Course (optional; ESL section only)	3



# INTERNSHIPS

## INTERNSHIPS AND WORK-BASED OPPORTUNITIES

Capital offers internship and other work-based learning opportunities for students to gain practical, hands-on learning experience necessary for future careers. Most degree programs offer work-based learning opportunities in one or more of the following:

- Clinical coursework
- Externship
- Internship
- Practicum
- Service Learning
- Supervised Field Placement

*Below is a list of the courses within different content areas:*

- BBG\* 294 Business Internship
- BIO\* 296 Biotechnology Internship
- CJS\* 290 Supervised Field Placement in Criminal Justice
- COM\* 295 Internship I
- ECE\* 295 Student Teaching Practicum
- HIM\* 254 HIM Practicum
- HSE\* 287 Practicum in Mental Health
- LIB\* 202 Supervised Field Placement
- MED\* 280 Medical Assisting Externship
- MUS\* 295 Practicum Project/Internship
- PMD\* 211 ~~EMT~~-Paramedic Internship
- PSY\* 105 Group Dynamics
- SOC\* 123 Community Organization

SOC\* 201 Contemporary Social Issues

SOC\* 235 Introduction to Social Welfare

THR\* 190/290 Theatre Practicum or Internship

NOTE: Nursing, Paramedic Studies, and Radiologic Technology degree programs all offer numerous clinical courses throughout the program.

### Insurance Industry Internships Capital's Career Advancement Program (CCAP)

Capital's Career Advancement Program (CCAP) is an innovative partnership between Capital Community College, Travelers and UnitedHealthcare designed to expose students to careers in insurance and financial services. As the only community college in the state of Connecticut involved in this partnership, CCC students are in a preeminent position to complete their undergraduate degree and join the professional workforce.

Students work 15-20 hours as part-time paid interns during the Fall and Spring semesters, and 40 hours as full-time paid interns during the Summer. Students are assigned faculty and industry mentors and attend monthly meetings with peers in the program.

*For more information call the  
Capital's Career Advancement Program Office  
at 860-906-5234*



# ONLINE LEARNING

## What is Online Learning?

Online Learning expands the college campus by creating “virtual classrooms” where faculty and students can meet anytime, anywhere – without leaving the comforts of your home or office. You have access 24/7 to course content, library reserves and messages.

Online Learning provides flexible, learner-centered instruction to students who may experience barriers of time and place with traditional campus-based course offerings. All of the Online Learning courses and degree programs at Capital are fully accredited. Instructional content is equal to traditional on-campus courses but it has been modified for online presentation.

Orientation sessions are offered at the beginning of each semester for students who are new to online learning. You are strongly encouraged to attend these sessions to receive basic instruction on the use of Blackboard Learn. Visit <http://capitalcc.edu/dl> for days and times.

## Should I take an Online Learning Course?

Prior to enrolling in a Online Learning class, students should seek the advice of an Academic Counselor and answer the following questions honestly:

- Am I prepared for self-paced, independent work?
- Am I a good reader?
- Am I highly motivated?
- Do I have regular access to an internet-connected computer with a printer?
- Am I familiar and comfortable with computers?
- Can I load specialized software on my computer with no assistance?
- Am I willing to spend 10-12 hours a week for an online course?

## What is Blackboard Learn?

All Online Learning courses and many on-campus courses use Blackboard, a powerful online learning management platform. Blackboard provides a rich, multimedia experience by combining text, graphics, computer documents, and audio/video in an easy-to-learn web-based environment. Many faculty use Blackboard's communication and learning tools, such as course messages, discussion boards, assignments, electronic testing, and gradebook functions.

## What do I need for an Online Learning course?

We **highly recommend** to Online Learning students that they have a home computer. However, the college does not require you to buy a computer. If you do not own your own computer, you should have regular access to a PC. Please note that using a computer outside your home, including a computer at the college, may be restricted by internet traffic, usage policies, software availability, and sheer convenience.

Student PCs can be found in the computer labs (6th floor), the Library (5), and the Learning Center (4). You may be required to use certain software in order to complete online class assignments.

If you do choose to buy a new or used computer, we recommend that you own a fairly recent model. PC manufacturers such as Dell, HP, and Apple offer package deals and student discounts. When using your home computer for Online courses, a “broadband” internet service, such as a cable modem or DSL, is required. In addition, the College Bookstore on the seventh floor offers software at discounted prices for students and faculty.

## Mobile Devices

Some course content as presented in Blackboard Learn is not fully supported on mobile devices at this time. While mobile devices provide convenient access to check in and read information about your courses, they should not be used to perform work such as taking tests, quizzes, completing assignments, or submitting substantive discussion posts.

## Computer Specifications

Operating Systems: Windows 8 or newer or Mac OS 10.8.x or newer

- Firefox\* 31 or higher
- Google Chrome\* 36 or higher
- Microsoft Edge 20\* or higher
- Internet Explorer\* 11 or higher (PC only)
- Safari\* 6.x (Mac only)

- JRE versions 7 & 8

\* Although mobile app versions of these browsers aren't supported at this time, users may have success using them. Students should download the *Bb Student* app provided for free through iTunes, Google Play and Microsoft app stores.

Courses may require some or all of the software listed below (Windows/Mac)

- Adobe Reader\*
- Adobe Flash\*
- Adobe Shockwave\*
- Apple QuickTime\*
- Windows Media Player\*
- Microsoft Silverlight\*

\* free download available

NOTE: Some courses require Windows-only software

**Linux Operating System is NOT supported by Blackboard Learn.** AOL, Safari 5 and lower, and Firefox 30 and lower, are NOT supported for use with Blackboard Learn. Google Chrome versions 42+ and Microsoft Edge 20+ do NOT support NPAPI-type plug-ins including Java plug-ins and many media browser plug-ins. Blackboard doesn't support these browsers for use with the Virtual Classroom and Lightweight Chat tools, the multiple-file upload interface, or embedded media that require NPAPI plug-ins for viewing.

### Online Learning Support

#### Technical Support

- Academic Media Technology, 860-906-5030, Room 1031, [ca-media@capitalcc.edu](mailto:ca-media@capitalcc.edu)
- CSCU Support Center, 860-723-0221, <https://websupport.ct.edu>

#### Academic Support

- Counseling Services, 860-906-5040

**For the latest computer specifications, course information, illustrated tutorials, directions for logging into Blackboard Learn and a complete list of contact information, visit the College Online Learning website at [www.capitalcc.edu/dl](http://www.capitalcc.edu/dl)**

### Login to myCommNet / Blackboard Learn

Follow the instructions below to access Blackboard Learn using the myCommNet portal.

- Go to <http://www.capitalcc.edu>
- Click on the myCommNet button (or go directly to: <http://my.commnnet.edu>)
- Enter your NetID (12345678@student.commnnet.edu) & Password (same ID & Password used to log on to college computers)
- Click Login
- Click on the Blackboard Learn Icon, a new browser window will open. Pop-ups must be enabled for \*.commnet.edu and \*.blackboard.com (Note: Some courses do not use Blackboard Learn)
- Click on the title of the course you wish to enter
- Click on My Blackboard Learn tab to view your course list and/or to select another course to enter.
- Use the log out buttons (**do not use the red X to close the window**) for Blackboard Learn and the myCommNet portal.

# CERTIFICATES AND DEGREES

## CERTIFICATE PROGRAMS

Certificate programs are available in a number of vocational areas, and require 30 or fewer credits. Full and part-time students may enroll in certificate programs; the number of semesters needed for completion depends upon the particular course of study and the availability and sequential nature of course offerings. Curricula are revised in response to current student and community needs.

## DEGREE PROGRAMS

The Associate in Arts degree is awarded in the area of liberal arts and sciences for students planning to transfer to four-year institutions or to gain an educational background in the arts, sciences, and humanities.

The Associate in Science degree is awarded in a variety of career fields for students planning to enter or prepare for advancement in these fields or to transfer to other institutions.

*Composition (ENG\* 101) is required in all associate degree programs, and must be taken within the first 15 credits for which the student registers.*

IDS 105, College Success course, is required of all new students in the Liberal Arts Program in the first 15 credits of their career. Students who enroll as non-matriculated, non-degree students but who subsequently become students in the Liberal Arts Program, as well as students who transfer into the Liberal Arts Program, will also be required to take IDS 105 in the first 15 credits or as soon as practicable. The only students exempt from the IDS 105 requirement are transfer students who have previously accumulated 12 college credits with a 2.7 G.P.A. All Students can also substitute a one credit IDS College Seminar taken with a Learning Community to meet this requirement.

### Electives

A student chooses electives to supplement required courses in a program. There are several types of electives: business, fine arts, humanities, liberal arts, mathematics, natural science, social science, technical and free electives. A student should seek the advice of an academic advisor or counselor when selecting an elective.

### Business

Topics for the Business elective include Accounting, Business Law, Computer and Information Systems, Finance, Management, Marketing, Business Office Technology, and General Business.

### Fine Arts

Topics for the Fine Arts elective include Art, Music, Photography, Theatre, Film, and the course CSA\*222 Introduction to Digital Graphics.

### Humanities

Topics for the Humanities elective include Foreign Language, Philosophy, 200-level English courses, upper level ESL courses and topics covered under the Fine Arts elective.

### Liberal Arts

Topics for the Liberal Arts elective include topics covered under Fine Arts elective, Humanities elective, Social Science elective, Mathematics elective, and Natural Science elective. The Liberal Arts elective also includes IDS 105.

### Mathematics

MAT\* 137 Intermediate Algebra, or a higher level mathematics course.

### Natural Science

Topics for the Natural Science elective include Biology, Chemistry, Physical Science, Science, and Physics.

### Social Science

Topics for the Social Science elective include Anthropology, Communication (excluding Photography and Film), Criminal Justice, Economics, Geography, History, Political Science, Psychology, Sociology, and Human Services.

### Technical

Technical electives must be selected from the array of technical courses offered by the College, or can be transferred to the College from an accredited institution of higher education. The technical elective requirement gives a student the option of selecting a lecture course, a laboratory course or a lecture course with a co-requisite laboratory.

### Free Electives

Free electives provide the student with an opportunity to select any credit-bearing course offered by the College. The only limitation is that the student meet the prerequisites, if any, of the chosen course. Additionally, this requirement can be met by the transfer of a college-level credit course from an accredited institution of higher education.





## GENERAL EDUCATION LEARNING OUTCOMES

### CORE CURRICULUM \*

Most degree programs include the following core curriculum.

Core Curriculum (24-26 credits total):

ENG* 101 (Composition)	3 credits
ENG* 102 (Composition and Literature)	3 credits
Math	3-4 credits
Science	3-4 credits
Fine Arts	3 credits
Social Sciences	6 credits
Humanities	3 credits
	24-26 credits

\* The Core Curriculum for students transferring to a Connecticut State University may differ from this. See page 96 and please consult your counselor.

The General Education learning outcomes specify the set of abilities each Capital graduate should obtain. Upon completion of an associate degree program a student will be able to:

1. Communicate effectively
  - 1.1 Present ideas and information clearly, citing sources where relevant
  - 1.2 Display a command of standard English in speaking and writing
  - 1.3 Apply effective strategies for accessing research information from print, multimedia, and electronic sources
  - 1.4 Demonstrate versatility in the use of communication technologies for the transmission of ideas
2. Reason scientifically and quantitatively
  - 2.1 Demonstrate understanding of mathematical and scientific principles
  - 2.2 Apply these principles to the solution of problems
  - 2.3 Interpret numeric information presented in graphic forms
  - 2.4 Apply scientific methods in inquiries

3. Think critically
  - 3.1 Read, analyze and demonstrate comprehension of complex ideas, identifying the influences of context and ambiguity
  - 3.2 Draw inferences from facts in the construction of well-reasoned arguments
  - 3.3 Evaluate the reliability of information sources, recognize subjective and objective presentations, and demonstrate an understanding of the ethical use of information
  - 3.4 Develop and utilize the skills necessary to adapt to changing information technology
4. Employ a global perspective
  - 4.1 Identify differences and relationships among world cultures; recognize the role of diversity in American history and daily life
  - 4.2 Trace the implications of history in shaping responsible citizenship
  - 4.3 Take an active role in the political, cultural, and economic life of one's community
  - 4.4 Show awareness of the economic, political, and social effects of globalization
  - 4.5 Explore the arts and humanities, recognizing their influence in the development of society and their perspectives on the construction and limits of human knowledge



## CERTIFICATE PROGRAMS

### ACCOUNTING: BASIC

The Basic Accounting Certificate Program is for those students who want an introduction to fundamental accounting skills.

#### LEARNING OUTCOMES

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

1. Apply a comprehensive knowledge of generally accepted accounting principles that is appropriate in the recording and reporting of financial information
2. Use analysis, synthesis, and evaluation skills to solve general accounting problems or problems in areas of accounting specialization
3. Communicate effectively both orally and in writing in professional accounting situations
4. Use library and computer resources both to gather and present accounting information
5. Interact appropriately and effectively with others in accounting settings
6. Demonstrate proficiency in utilizing accounting computer software programs
7. Analyze and use financial reports for decision-making
8. Understand standards of professional conduct and ethical issues related to accounting and to their areas of specialization

			CREDITS
† ACC*	115	Principles of Financial Accounting	4
† ACC*	117	Principles of Managerial Accounting	3
† ACC*	125	Accounting Computerized Applications I	3
† MAT*	—	Mathematics Elective	3
† —	—	Business Elective*	3
TOTAL CREDITS:			16

\* Business Elective includes any: ACC, BBG, BFN, BMG, BMK, BOT, CSA, CSC, CST course



### ACCOUNTING: ADVANCED

Designed for students who wish to concentrate solely in accounting. This may be used to further their present careers or to augment a degree already held in a different subject area. Credits earned can be used for transfer into the Associate in Science Degree Accounting Program.

#### LEARNING OUTCOMES

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

1. Apply a comprehensive knowledge of generally accepted accounting principles that is appropriate in the recording and reporting of financial information
2. Use analysis, synthesis, and evaluation skills to solve general accounting problems or problems in areas of accounting specialization
3. Communicate effectively both orally and in writing in professional accounting situations
4. Use library and computer resources both to gather and present accounting information
5. Interact appropriately and effectively with others in accounting settings
6. Demonstrate proficiency in utilizing accounting computer software programs
7. Analyze and use financial reports for decision-making
8. Understand standards of professional conduct and ethical issues related to accounting and to their areas of specialization
9. Demonstrate proficiency in the preparation of the 1040 tax return and supporting schedules
10. Demonstrate the application of analytical techniques in corporate finance using practical examples
11. Understand the annual report issued by corporations and how it is used to evaluate a corporation's financial position

			CREDITS
† ACC*	115	Principles of Financial Accounting	4
† ACC*	117	Principles of Managerial Accounting	3
† ACC*	125	Accounting Computerized Applications I	3
† ACC*	241	Federal Taxes I	3
† CST*	201	Introduction to Management Information Systems	3
† CSA*	135	Spreadsheet Applications <b>OR</b>	
† BFN*	201	Principles of Finance	3
† MAT*	—	Mathematics Elective	3
† —	—	Business Elective*	3
TOTAL CREDITS:			25

\* Business Elective includes any: ACC, BBG, BFN, BMG, BMK, BOT, CSA, CSC, CST course

† Throughout this catalog, this symbol means that a pre-requisite is required. Please refer to the Course Descriptions section, which begins on page 100.

## CERTIFICATE PROGRAMS — continued

### COMPUTER AND INFORMATION SYSTEMS: MOBILE APPLICATION DEVELOPER

This certificate prepares students to design and develop mobile applications to solve specific business needs. Students are provided a thorough understanding of software development principles and will learn to complete all stages of the Software Development Life Cycle (SDLC). Students will learn to analyze business requirement, plan, develop, test and document computer programs. Students will focus on developing applications for popular mobile platforms including iPhone/iPad and Android platforms. Students will also learn how to design and develop web sites for the desktop and mobile devices. All of the credits are directly transferable into Computer and Information Systems – Mobile Application Developer Option degree program.

#### LEARNING OUTCOMES

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

1. Identify and perform all stages of the Systems Development Lifecycle (SDLC) model to develop software applications
2. Successfully code, compile, execute, and debug programs in various programming languages
3. Identify and respond to ethical issues surrounding the misuse of information technology
4. Demonstrate an understanding of object-oriented programming concepts
5. Apply effective web design principles to design and develop web pages using HTML and CSS
6. Apply responsive web design techniques to create web sites optimized for mobile devices
7. Demonstrate an understanding of popular Content Management Systems (CMS)
8. Apply search engine optimization (SEO) strategies to improve web page rankings in popular search engines
9. Apply the principles of user-centered design to create easy to use and intuitive web sites and applications
10. Demonstrate an understanding of version control tools and utilize version control tools to collaborate with a team in developing applications
11. Demonstrate an understanding of the tools and development process for various mobile and desktop platforms
12. Design mobile applications for iPhone/iPad and Android platforms
13. Develop mobile applications that securely communicate with external devices and servers

CREDITS

CSC*	105	Programming Logic	3
CST*	150	Web Design & Development I	3
CSC*	220	Object Oriented Programming with Java <b>OR</b>	3
CSC*	247	Game Development with C++	3
CSC*	262	Programming Mobile Devices I	3
CST*	250	Web Design & Development II	3
CSC*	272	Advanced Mobile Apps I	3
CSC*	284	Advanced Mobile Apps II	3

TOTAL CREDITS: 21

*Opportunities to earn credits through Prior Learning Assessments (PLAs) may be available for some courses in this program. Please consult your counselor or faculty advisor for more information.*

### COMPUTER AND INFORMATION SYSTEMS: WEB PUBLISHING

— ON-CAMPUS AND ONLINE —

This certificate provides students foundational knowledge and skills to effectively design and develop professional web sites and web applications. Students are provided a thorough understanding of web design principles, client-side and server-side programming, database design, e-commerce, Content Management Systems, and responsive web design techniques. Students will learn all phases of web development, including planning, creating, testing and deploying web sites and applications. This certificate prepares students for entry-level positions as web designers and developers. All of the credits are directly transferable into Computer and Information Systems – Web Publishing Option degree program.

Throughout the certificate program, students will develop a portfolio showcasing the web sites and web applications created throughout their studies.

#### LEARNING OUTCOMES

Upon successful completion the graduate will:

1. Identify and perform all stages of the Systems Development Lifecycle (SDLC) model to develop web sites and web applications
2. Successfully code, debug and test programs in various programming languages
3. Demonstrate an understanding of data modeling, database design and SQL
4. Identify and respond to ethical issues surrounding the misuse of information technology
5. Create attractive web graphics to enhance the appearance of web pages
6. Apply effective web site design principles to design and develop web pages using HTML and CSS
7. Apply responsive web design techniques to create web sites optimized for mobile devices
8. Demonstrate understanding of popular Content Management Systems (CMS)
9. Apply search engine optimization (SEO) strategies to improve web page rankings in popular search engines
10. Apply the principles of user-centered design to create easy to use and intuitive web sites and applications
11. Demonstrate an understanding of version control tools and utilize version control tools to collaborate with a team in developing web sites and applications
12. Create and utilize client-side scripts to manipulate the DOM, animate web page elements and validate user input
13. Create and utilize server-side scripts to create dynamic, database-driven web applications
14. Incorporate e-commerce shopping carts and online payment processors into web sites

CREDITS

† CSC*	150	Programming Logic	3
CST*	150	Web Design and Development I	3
† CST*	200	Scripting Language with Java Script	3
† CSA*	222	Introduction to Digital Graphics	3
† CSC*	231	Database Design I	3
† CST*	258	Fundamentals of Internet Programming	4
† CST*	250	Web Design and Development II	3

TOTAL CREDITS: 22



## CERTIFICATE PROGRAMS — continued

### COMPUTER NETWORKING

The Computer Networking Certificate is designed to prepare students for entry-level positions as computer network administrators. The certificate prepares the student for the foundational CCNA certification and provides the student with skills needed to implement, maintain, and administer multi-layer switched and scalable internetworks. Students will learn to design and configure LANs and WANs, install network hardware and software, understand and configure network topologies, construct and install cabling solutions, manage user accounts, monitor and analyze network performance, and perform basic troubleshooting. All of the credits are directly transferable into the Computer Networking A.S. degree program.

#### LEARNING OUTCOMES

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

1. Demonstrate an understanding of the fundamentals of information technology and information systems and their importance and impact in business and society
2. Identify and describe basic communication technologies, devices, and components used in Local and Wide Area Networks
3. Identify and describe various types of analog and digital communication transmission media including coax, twisted pair, fiber, and wireless media
4. Demonstrate the use of appropriate tools to assist with administering and troubleshooting computers, media, and devices on a network
5. Setup, configure, and administer network servers and client workstations in workgroups and domain based networks
6. Identify and describe the layers and functions of the TCP/IP stack and the OSI reference model
7. Design, build, and manage multilayer-switched networks and scalable internetworks using routers, switches, hubs, computers, servers, transmission media, network protocols, and network security
8. Apply comprehensive theoretical knowledge, problem-solving skills, and ethical principles to address case studies and practical applications in networking and information technology

		CREDITS
CST*	171 LAN System Management	3
CST*	231 Data Communication & Networking I #	3
CST*	281 Data Communication & Networking II #	3
CST*	246 Network Security Technology	3
CST*	264 Unix/Linux System Administration	3
CST*	282 Data Communication & Networking III %	3
CST*	283 Data Communication & Networking IV %	3
TOTAL CREDITS:		21

# Students may take CST 244 (6 Credits) in place of CST 231 & CST 281

% Students may take CST 249 (6 Credits) in place of CST 282 & 283

*Opportunities to earn credits through Prior Learning Assessments (PLAs) may be available for some courses in this program. Please consult your counselor or faculty advisor for more information.*

### COMPUTER NETWORKING: CISCO CERTIFIED NETWORKING ASSOCIATE (CCNA)

The Computer Networking Certificate is designed to prepare students the foundational CCNA certification and provides the student with skills needed to implement, maintain, and administer multi-layer switched and scalable internetworks. Students will learn to design and configure LANs and WANs, install network hardware and software, understand and configure network topologies, construct and install cabling solutions, monitor and analyze network performance, and perform basic troubleshooting. All of the credits are directly transferable into the Computer Networking A.S. degree program.

#### LEARNING OUTCOMES

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

1. Demonstrate an understanding of the fundamentals of information technology and information systems and their importance and impact in business and society
2. Identify and describe basic communication technologies, devices, and components used in Local and Wide Area Networks
3. Identify and describe various types of analog and digital communication transmission media including coax, twisted pair, fiber, and wireless media
4. Demonstrate the use of appropriate tools to assist with administering and troubleshooting computers, media, and devices on a network
5. Identify and describe the layers and functions of the TCP/IP stack and the OSI reference model
6. Design, build, and manage multilayer-switched networks and scalable internetworks using routers, switches, hubs, computers, servers, transmission media, network protocols, and network security
7. Apply comprehensive theoretical knowledge, problem-solving skills, and ethical principles to address case studies and practical applications in networking and information technology

		CREDITS
CST*	231 Data Communication & Networking I #	3
CST*	281 Data Communication & Networking II #	3
CST*	282 Data Communication & Networking III %	3
CST*	283 Data Communication & Networking IV %	3
TOTAL CREDITS:		12

# Students may take CST 244 (6 Credits) in place of CST 231 & CST 281

% Students may take CST 249 (6 Credits) in place of CST 282 & 283

*Opportunities to earn credits through Prior Learning Assessments (PLAs) may be available for some courses in this program. Please consult your counselor or faculty advisor for more information.*

## CERTIFICATE PROGRAMS — continued

### COMPUTER PROGRAMMING

This certificate is designed to prepare students for entry level positions as computer programmers. Students are provided a thorough understanding of software development and database design principles and will learn to complete all stages of the Software Development Life Cycle (SDLC). All of the credits are directly transferable into the Computer and Information Systems A.S. degree program.

#### LEARNING OUTCOMES

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

1. Identify and perform all stages of the Systems Development Lifecycle (SDLC) model to develop software applications
2. Successfully code, compile, execute, and debug programs in various programming languages
3. Apply effective web design principles to design and develop web pages using HTML and CSS
4. Demonstrate an understanding of data modeling, database design and SQL
5. Identify and respond to ethical issues surrounding the misuse of information technology
6. Demonstrate an understanding of object-oriented programming concepts
7. Demonstrate an understanding of the role and importance of information technology in business and society
8. Display professional readiness to meet the needs of the business community, including, but not limited to, time management, teamwork, and decision-making skills

		CREDITS
† CSC*	105 Programming Logic	3
CST*	201 Introduction to MIS	3
† CSC*	220 Object Oriented Programming with Java <b>OR</b>	3
† CSC*	247 Game Development with C++	3
CST*	150 Web Design & Development I	3
CSC*	231 Database Design I	3
† CSC*	205 Visual Basic I	3
TOTAL CREDITS:		18

### COMPUTER HARDWARE SUPPORT SPECIALIST

The Computer Hardware Support Specialist Certificate is designed for students preparing for the position of a Technical Support Specialist, who provides technical assistance, support, and advice to users. This certificate concentrates on development of skills in the diagnosis and solution of technical and computer-related problems.

#### LEARNING OUTCOMES

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

1. Apply a comprehensive understanding of the function of computer hardware and software in a personal computer system, both networked and stand-alone
2. Preemptively solve computer hardware/software problems to provide disaster prevention and recovery of computer systems before problems occur whenever possible
3. Apply customer service and end-user support principles, including communication skills, telephone etiquette, and courtesy when dealing with customers and individuals lacking a technical background
4. Regarding computer troubleshooting, use diagnostic test equipment, diagnostic software, network documentation, online documentation resources, and troubleshooting strategies and techniques to resolve basic hardware problems
5. Identify resources for resolving peripheral device problems including printers, scanners, CD ROMs, sound cards, external CD RW devices, digital imaging devices and DVDs

		CREDITS
CSA*	105 Introduction to Software Applications	3
CSC*	101 Introduction to Computers	3
CST*	231 Data Communications & Networking I	3
CST*	120 Introduction to Operating Systems	3
CST*	140 Introduction to Computer Hardware	3
CST*	142 Introduction to Computer Hardware Lab	3
CST*	240 Advanced Computer Hardware	3
CST*	125 Help Desk Concepts	3
TOTAL CREDITS:		24



## CERTIFICATE PROGRAMS — continued

### COMPUTER SOFTWARE SUPPORT SPECIALIST

— ON-CAMPUS AND ONLINE —

The Computer Software Support Specialist 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.

#### LEARNING OUTCOMES

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

1. Apply customer service and end-user support principles, including communication skills, telephone etiquette, and courtesy when dealing with customers and individuals lacking a technical background
2. Describe the features and functions of the major categories of applications software (word processing, database, spreadsheet, presentation, e-mail, browsers, etc.)
3. Demonstrate proficiency in installing and configuring software, and uninstalling operating system software
4. Demonstrate proficiency in configuring software for accessibility by disabled individuals
5. Demonstrate proficiency in installing and configuring applications software upgrades
6. Demonstrate proficiency in modifying an operating system when installing, configuring and upgrading typical applications software

		CREDITS
CSA*	105 Introduction to Software Applications	3
CSC*	101 Introduction to Computers	3
CST*	231 Data Communications & Networking I <b>OR</b>	3
CST*	171 LAN System Management	
CSA*	205 Advanced Applications	3
CST*	120 Introduction to Operating Systems	3
CST*	125 Help Desk Concepts	3
CST*	150 Web Design & Development I	3
—	— CSA*, CSC* or CST* Elective	3
TOTAL CREDITS:		24

### CONSTRUCTION MANAGEMENT

This certificate will prepare students for immediate employment in entry level jobs in the industry. Graduates of the program will acquire basic knowledge and skills in sustainable construction, administrative procedures, resource management and construction processes for building. Further, graduates will have the ability to utilize construction documents for quantity take-offs, to participate in construction job-site office meetings and to provide related documentation and correspondence. All of the credits in this certificate are directly transferable into the Construction Management A.S. and A.A.S. degree programs at Capital.

#### LEARNING OUTCOMES

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

1. Interpret and effectively utilize construction and construction-related documents including reference materials, contracts, specifications, codes and ordinances
2. Understand and conduct quantity take-off processes using manual mathematical models/techniques and takeoff software
3. Estimate construction costs for bidding and other purposes and assess the appropriateness of various construction methods, materials and environmental systems in specific situations
4. Understand the theory and use of construction tools and/or equipment, including those related to testing and measurement
5. Demonstrate manual drafting skills
6. Display the knowledge and skills required in the planning and management of a construction project including use of project software
7. Identify and resolve problems related to aspects of construction management

		CREDITS
CTC*	140 Construction Graphics/Quantity Takeoff	3
CTC*	222 Building Construction Systems <b>OR</b>	3
CTC*	224 Heavy Highway Construction Practices <b>OR</b>	
CTC*	229 Construction Estimating <b>OR</b>	3
CTC*	234 Heavy Highway Construction Estimating	
ARC*	240 Environmental Systems	3
ACC*	115 Principles of Financial Accounting	4
CSA*	105 Introduction to Software Applications	3
ENG*	101 Composition	3
—	— Technical Elective	3
—	— Math Elective	3-4
TOTAL CREDITS:		28-29





## CERTIFICATE PROGRAMS — continued

### CYBERSECURITY

Students will learn to design, configure, and secure LANs and WANs, install networking security appliances and software, understand and configure firewalls, maintain network intrusion systems, monitor and analyze network performance, identify network vulnerabilities and exploits, develop risk mitigation strategies, detect and prevent threats to information systems, establish and maintain security policies and procedures, design and optimize secure access to network resources. All of the credits are directly transferable into the Computer Networking: Cybersecurity A.S. degree program option.

#### LEARNING OUTCOMES

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

1. Demonstrate an understanding of the fundamentals of information security technology and information systems and their importance and impact in business and society
2. Identify and describe basic secured communication technologies, devices, and components used to protect the confidentiality, integrity, and availability of data in Local and Wide Area Networks
3. Identify and describe various types of malicious software detection and removal
4. Demonstrate the use of appropriate tools to assist with administering and troubleshooting computers, media, and detect malicious network traffic
5. Setup, configure, and secure network servers and client workstations in workgroups and domain based networks
6. Design, build, and maintain scalable and secured networks using routers, switches, firewalls, network intrusion detection systems, proxies, secured transmission media, patch management, and vulnerability assessment tools
7. Identify and describe information assurance fundamentals and techniques used to protect the confidentiality, integrity, and availability of the data
8. Design and optimize secured local and wide-area networks
9. Detect and prevent threats to information systems
10. Establish and enforce corporate/organizational security policies and procedures
11. Identify appropriate security controls and mitigation strategies
12. Apply comprehensive theoretical knowledge, problem-solving skills, and ethical principles to address case studies and practical applications in networking and cybersecurity

CREDITS

CST*	171	LAN System Management	3
CST*	231	Data Communication & Networking I #	3
CST*	246	Networking Security	3
CSC*	247	Information Assurance & Risk Management	3
CSC*	263	Computer Forensics & Network Intrusions	3
CSC*	264	Unix/Linux System Administration	3
CST*	267	Ethical Hacking & Network Defense	3
CST*	281	Data Communication & Networking II #	3
TOTAL CREDITS:			24

# Students may take CST 244 (6 Credits) in place of CST 231 & CST 281

- *Opportunities to earn credits through Prior Learning Assessments (PLAs) may be available for some courses in this program. Please consult your counselor or faculty advisor for more information.*
- *Internships and/or jobs in the Cyber Security degree area will likely require a full background check.*

### EARLY CHILDHOOD EDUCATION

The certificate in Early Childhood Education is designed to prepare students for working with children under the age of eight in a supportive role. Students interested in working with infants and toddlers are advised to take ECE\* 141, Infants/Toddlers Growth and Development, and ECE 241, Methods and Techniques for Infant/Toddler, in addition to the courses listed below.

#### LEARNING OUTCOMES

Students completing the requirements for the Certification are able to:

1. Identify a variety of current and historical theoretical approaches.
2. Identify and assess the elements that determine quality in early childhood settings.
3. Identify and evaluate ethical issues that may be encountered in the field.
5. Plan, implement and evaluate age appropriate and individually appropriate activities.
6. Create and evaluate a learning environment that supports children's physical, social, emotional, creative, language and cognitive development.
7. Identify and apply positive approaches to discipline and behavior management that encourage children to develop self-control and self-esteem.
8. Meet the needs of diverse populations of children and their families.

#### EARLY CHILDHOOD EDUCATION CERTIFICATE

CREDITS

† ECE*	101	Introduction to Early Childhood Education	3
ECE*	176	Health, Safety, and Nutrition	3
† PSY*	111	General Psychology I	3
† PSY*	204	Child & Adolescent Development	3
† ECE*	222	Methods & Techniques in Early Childhood Education	3
† ECE*	210	Observation, Participation and Seminar	3
† ECE*	215	The Exceptional Learner	3
† ECE*	231	Early Language & Literacy Development	3
† ECE*	190	Early Childhood Education Behavior Management <b>OR</b>	
† ECE*	275	Children, Families and Schools	3
† ECE*	___	Elective	3
TOTAL CREDITS:			30

The symbol (†) indicates a prerequisite needs to be met.

ENG 095 or higher is a prerequisite for ECE 101.

ECE 101 is a prerequisite for all ECE courses except ECE 176.

Prerequisites are required for PSY 111 and PSY 204.

† Throughout this catalog, this symbol means that a pre-requisite is required. Please refer to the Course Descriptions section, which begins on page 100.

## CERTIFICATE PROGRAMS — continued

### EMERGENCY MEDICAL SERVICES: INSTRUCTOR

The Emergency Medical Services Instructor (EMS-I) Certificate is designed to provide clinically competent participants with the knowledge and skills necessary to deliver an effective training program. The program will cover education theory, program preparation, classroom presentation, administration and evaluation.

There is a computer-based component to this course as well as a teaching internship component. Students will need access to a computer and e-mail. It is recommended that students have a working knowledge of the graphic presentation package Microsoft PowerPoint. All students must have a valid EMS Certification. Upon successful completion, the graduate will be qualified to apply to the State Department of Public Health, OEMS, for state certification as an EMS-I.

#### LEARNING OUTCOMES

At the completion of the EMS Instructor certificate the student will be able to:

1. Define the term *Learning*
2. Apply theories, principles and conditions for learning when discussing the adult response to education
3. Identify factors that affect the learning process
4. Identify Adult Teaching-Learning theories as defined by adult learning theorists such as Malcolm Knowles
5. Identify characteristics of an effective instructor
6. Describe strategies that will create a positive learning environment for students
7. Develop instructional goals for training programs
8. Discuss State of Connecticut OEMS guidelines for program presentation

			CREDITS
EMS*	101	Emergency Medical Services Education I	3
EMS*	102	Emergency Medical Services Education II	3
EMS*	103	Emergency Medical Services Education III	3
TOTAL CREDITS:			9

### EMERGENCY MEDICAL TECHNICIAN: EMERGENCY MANAGEMENT RESPONSE (EMR)

This program is intended for emergency medical technicians and teaches the science of planning for, responding to, and recovering from disasters.

#### LEARNING OUTCOMES

Upon Completion of the EMR certificate the student will be able to:

1. Understand the concepts of emergency management as it relates to an integrated approach to specific disasters
2. Identify hazards specific to their own environment
3. Discuss Federal authority and State authority and rights
4. Identify three branches of government and the integration of such branches at the disaster level
5. Discuss the process of the Incident Command System
6. Understand the concepts of the Emergency Operations Center as it relates to an integrated approach to disasters

7. Discuss the integration of Fire and Federal government responses
8. Discuss the subtleties of the environment as it relates to disaster preparedness
9. Develop a risk analysis outline specific to communities of interest
10. Plan approaches to incidents such as Weapons of Mass Destruction and Terrorism as it relates to communities of interest

			CREDITS
EMR*	101	Principles of Emergency Management and Homeland Security	3
EMR*	102	Local Integrated Emergency Management and Homeland Security Planning	3
EMR*	103	Selected Topics in Emergency Management and Homeland Security	3
TOTAL CREDITS:			9

### GERONTOLOGY (SOCIAL SERVICES)

#### — ON-CAMPUS AND ONLINE —

Gerontology is the study of physical, psychological and social aspects of the aging process and the application of methods and techniques to enhance the lives of older persons. This program prepares students for employment in aging or aging-related professions. In addition, there is a commitment to provide students with a general educational experience consisting of skills and knowledge that focus on assisting others, understanding the different dimensions of the aging process, and preparing for the later life cycle.

Students are now able to earn their Gerontology certificate exclusively online, fully on campus, or take advantage of both by choosing to take some courses online and others in the classroom.

#### LEARNING OUTCOMES

1. Scientific process and methods used in studying aging process
2. Key concepts and empirical principles of gerontology
3. Biological and theoretical models used to understand the aging process
4. Characteristics of the elderly-myths vs. reality
5. Experience of growing old in an industrialized society
6. Relevant issues and programs involving older persons
7. Impact of economic, socio-cultural and political factors on gerontological policy
8. Values and ethics that guide gerontologists in practice and policy
9. Professional codes of ethics
10. Death, dying and the grieving process
11. End of life decisions
12. Multicultural and global views of the aging process

			CREDITS
HSE*	101	Introduction to Human Services <b>OR</b>	3
HSE*	243	Human Service Skills and Methods	
SOC*	217	Introduction to Gerontology	3
HSE*	287	Practicum / Mental Health	3
PSY*	210	Dying and Death <b>OR</b>	3

## CERTIFICATE PROGRAMS — continued

PSY*	208	Psychology of Adult Developing and Aging	
SOC*	216	Health and Aging	3
BIO*	115	Human Biology <b>OR</b>	4
BIO*	100	Basic Biology	3
PSY*	111	General Psychology	3
SOC*	101	Principles of Sociology	3
SOC*	117	Minorities in the U.S. <b>OR</b>	3
PSY*	253	Multicultural Issues in Psychology	

TOTAL CREDITS: 27-28

\* BIO\*100 Basic Biology is required for students choosing the certificate exclusively online.

## HEALTH INFORMATION MANAGEMENT

— Not accepting new students at this time —

Health information Management professionals work in a variety of settings such as hospitals, ambulatory care centers, physician offices, rehabilitation centers and health insurance companies and focus on the quality of patient care, the revenue cycle, patient privacy, compliance, information technology and data quality. Successful completion of the certificate program in Health Information Management prepares students for entry level coding credential examinations. All of the credits are transferable into the Associate of Science in Health Information Management program option.

### LEARNING OUTCOMES

Upon successful completion of all program requirements, graduates will 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 and 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 coding guidelines from ICD-10, CPT-4 and HCPCS.
7. Interpret diagnostic based perspective payment groups such as DRG
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.

### FIRST SEMESTER (13 credits)

CREDITS

CSA*	105	Introduction to Software Applications <b>OR</b>	3
CSC*	231	Database Design I	
BOT*	180	Medical Terminology	3
HIM*	102	Introduction to Healthcare Systems	3
BIO*	115	Human Biology with Lab	4

### SECOND SEMESTER (12 credits)

HIM*	201	Health Information Management Principles	3
HIM*	155	Fundamentals of Clinical Informatics & Electronic Medical Record	3
HIM*	205	Medical Coding	3
MED*	112	Medical Insurance and Billing	3

### THIRD SEMESTER (7 credits)

HIM*	212	Advanced Medical Coding	3
HIM*	254	HIM Practicum <b>OR</b>	3
BIO*	201	Introduction to Pathophysiology	

TOTAL CREDITS: 31

## HEALTH SCIENCE

This program is designed to assist the student to achieve success in healthcare programs. Students will be provided with an academic foundation that will assist in the preparation for entry into health care programs of study. Credits from this program may be applied towards health care program requirements within Connecticut's other community colleges. However, completion of this program does not guarantee an automatic acceptance into any health care program. Students are responsible for verifying specific requirements for their program of interest. Please check with a counselor about financial aid eligibility.

CREDITS

BIO*	105	Intro to Biology <b>OR</b>	4 credits
BIO*	121	General Biology I	
CHE*	111	Concepts of Chemistry <b>OR</b>	4 credits
CHE*	121	General Chemistry I	
BIO*	211	Anatomy & Physiology I	4 credits
BIO*	212	Anatomy & Physiology II	4 credits
ENG*	101	Composition	3 credits
ENG*	102	Literature & Composition	3 credits
MAT*	137	Intermediate Algebra	3 credits
PSY*	111	General Psychology I	3 credits
SOC*	101	Principles of Sociology	3 credits
CSA*	105	Introduction to Software Applications	3 credits

TOTAL CREDITS: 34

\* Chemistry and/or Biology may be a prerequisite for Anatomy & Physiology I. Please consult the catalog course descriptions for the health care profession of interest.



## CERTIFICATE PROGRAMS — continued

### LIBRARY TECHNICAL ASSISTANT

(not accepting new students at this time)

This certificate is intended to enhance the skills of para-professionals currently working in libraries and to introduce library service to those wishing to enter the field. The certificate provides an overview of library public services, technical services, media, and computer hardware and software. An internship is available for those not currently employed in a library. The mission is to prepare paraprofessionals for all aspects of library work, with particular emphasis on technology related aspects of the field.

#### LEARNING OUTCOMES

Upon successful completion of the Library Technical Assistant Program, students will be able to:

1. Demonstrate competence in Public Service areas
  - 1.1 Demonstrate knowledge of library circulation systems and effectively use Capital's circulation system in particular
  - 1.2 Demonstrate knowledge and effectively use the OCLC Interlibrary Loan system
  - 1.3 Display knowledge of the types of public services offered at different types of libraries
  - 1.4 Demonstrate knowledge and effectively use basic reference sources
  - 1.5 Demonstrate and effectively use basic reference interview techniques
  - 1.6 Understand the reference function as it pertains to various types of libraries
2. Demonstrate competence in Technical Services areas
  - 2.1 Display understanding of cataloging and processing terminology
  - 2.2 Demonstrate knowledge of cataloging tools, such as AACR2, Dewey Decimal Classification, Library of Congress Classification and Subject Headings and online bibliographic utilities, such as OCLC
  - 2.3 Demonstrate knowledge of the MARC record
  - 2.4 Display understanding of the role of serials in libraries
  - 2.5 Display understanding of the acquisitions process
3. Demonstrate competence in utilizing library and information technology
  - 3.1 Effectively use HTML to create materials for the World Wide Web
4. Think critically and demonstrate ability in information competence
  - 4.1 Effectively utilize library and information databases
  - 4.2 Critically evaluate information found in library databases and the Internet
5. Apply knowledge gained throughout the program
  - 5.1 Successfully complete an internship at an academic, public school or public library
  - 5.2 Develop a portfolio of projects encompassing written projects and web pages created

		CREDITS
CSA 105	Introduction to Software Applications	3
† ENG 101	Composition	3
LIB* 101	Introduction to Library Public Services	3
LIB *102	Introduction to Cataloging and Technical Services	3
CST* 150	Web Design and Development I	3
COM* 105	Introduction to Visual Communication.	3
—	LIB*, COM*, CSC*, CSA* or CST* Elective	3
† LIB *202	Supervised Field Placement ‡	3

TOTAL CREDITS: 24

† Pre-requisite required. Refer to Course Description section on page 100.

‡ Students currently working in libraries can substitute another appropriate course for LIB\* 202.

### MANAGEMENT

Designed for students who want a concentration in the area of management and management-related subjects. This may be used to further their present careers or to augment a degree already held in a different subject area. Credits earned can be used for transfer into the Associate in Science Degree Management Program or as transfer credits to other institutions.

#### LEARNING OUTCOMES

Upon successful completion of all program requirements, graduates will:

1. Demonstrate basic knowledge of management, human resources, marketing, accounting, business law and CIS in a management position or business ownership
2. Organize thoughts and ideas and communicate, using proper business writing techniques as well as verbal presentation skills, in a manner that can be easily understood in the business environment.
3. Demonstrate a responsible attitude in relationships with employers, fellow employees, teams and the internal and external organizational influences.
4. Solve mathematical problems related to various aspects of management including accounting and other phases of business ownership.
5. Understand and practice the four managerial functions of planning, organizing, leading and controlling, as well as the nature and responsibilities of the changing roles of managers.
6. Develop an understanding of the decision-making process and demonstrate effective, ethical and legal decision-making.
7. Have a working knowledge of marketing plans, including target markets, segmentation, sales, advertising, promotions and public relations.
8. Demonstrate an ability to define management problems, examine alternatives and decide on the best course of action.
9. Develop a personal philosophy of management, in order to perform as a manager, coach, leader, or business owner.
10. Develop an understanding of the nature of change, how to manage change and how to adapt to the accelerating global environment.
11. Demonstrate an understanding of the competitive pressures brought by effectiveness, efficiency and innovation issues on organizations.
12. Have the ability to interpret and choose the appropriate follow-up on management information from various sources such as financial statements, annual reports and publications.
13. Understand the importance of proper customer service techniques in order to be competitive in today's local and global marketplaces.
14. Demonstrate interpersonal skills, such as teamwork, problem-solving, conflict resolution, leadership, motivation, cultural diversity and communication that are required in the work place.
15. Understand the historical foundations of management and the evolution of the "new" workplace and the "new" manager, now known as a "coach".
16. Apply critical thinking and creativity in solving business problems.
17. Create effective business plans.
18. Train employees in proper customer service techniques.

## CERTIFICATE PROGRAMS — continued

		CREDITS
† ACC*	115 Principles of Financial Accounting	4
† ACC*	117 Principles of Managerial Accounting	3
CST*	201 Introduction to Management Information Systems	3
BMG*	202 Principles of Management	3
† BMG*	210 Organizational Behavior	3
† BMG*	220 Human Resource Management	3
BMK*	201 Principles of Marketing	3
ENG*	101 Composition <b>OR</b>	3
BOT*	201 Business Communications (listed too as BBG* 210)	3
† MAT*	_____ Mathematics Elective	3
TOTAL CREDITS:		28

### MANAGEMENT: ENTREPRENEURSHIP

Upon completion of the certificate, graduates will have skills and knowledge that will position them for success in a small business and will have begun study towards an associate degree. The degree will prepare students for entry level positions in management, advancement or transfer to a four-year institution.

#### LEARNING OUTCOMES

(See Learning Outcomes under Entrepreneurship Option, page 81.)

		CREDITS
† ENG*	101 Composition <b>OR</b>	3
† BBG*	210 Business Communications	3
CST*	201 Introduction to Management Information Systems	3
† ACC*	115 Principles of Financial Accounting	4
† BBG*	234 Legal Environment of Business	3
BMG*	202 Principles of Management	3
BMK*	201 Principles of Marketing	3
† BES*	118 Small Business Management	3
BMK*	123 Principles of Customer Service	3
† BBG*	294 Business Internship	3
TOTAL CREDITS:		28

### MENTAL HEALTH ASSISTANT

The Mental Health certificate will prepare students for entry level positions as mental health aids, work in rehabilitation agencies, or at other mental health agencies. Mental health aids may be assigned to work under the supervision of a case social worker or trained psychologist to handle a wide range of case management responsibilities.

#### LEARNING OUTCOMES

1. Knowledge of the history and foundation of the human service profession
2. Entry-level skills in the area of strategies and intervention
3. Ability to work collaboratively in groups
4. Application of skills and methods with different populations in need
5. Entry-level competency in the performance of case management needs assessment, group work, interviewing process and client engagement

		CREDITS
† ENG*	101 Composition	3
HSE*	134 Introduction to the Mental Health System	3
HSE*	202 Introduction to Counseling / Interviewing	3
HSE*	243 Human Services Skills and Methods	3
† HSE*	287 Practicum in Mental Health	3
PSY*	105 Group Dynamics (SL)	3
† PSY*	245 Abnormal Psychology	3
SOC*	235 Introduction to Social Welfare (SL)	3
SOC*	117 Minorities in the U.S. <b>OR</b>	3
† PSY*	253 Multicultural Issues in Psychology	3

TOTAL CREDITS: 27

SL: This course requires students to conduct 25 hours of service learning. Please consult with an academic counselor or contact the program coordinator for more details.



## PARAMEDIC

The Paramedic Certificate Program is designed for students to acquire knowledge and skills in order to provide pre-hospital emergency medical care to those individuals needing advanced life support (ALS). Graduates of the program are skilled in advanced life support necessary to meet the needs of those agencies or institutions providing emergency medical services to the community.

Graduates will have the opportunity to take advantage of the educational career ladder option in higher education. Classroom, simulated laboratory and clinical experiences in the Paramedic program include content and practice skills related to the emergency medical care of pre-hospital patients.

Included in the curriculum are certifications in Advanced Cardiac Life Support (ACLS), Pediatric Advanced Life Support (PALS), Pre-hospital Trauma Life Support (PHTLS). Upon successful completion the graduate will be qualified to take the National Registry Exam for state license. Additional fees are required for exam and state licensure.

Admitted students must submit documentation of physical examination and required immunizations.

In order to be admitted into the program, applicants must submit:

1. Documentation of graduation from an approved high school or acceptable equivalent preparation.
2. Documentation of State of CT Emergency Medical Technician certification.
3. Documented verification of Emergency Medical Technician experience is required. Related health care experience may be considered. Applicants must have verification of involvement in 50 to 75 patient care calls as an EMT in an ambulance.
4. Mandatory entrance test(s) as part of the admission process.
5. Emergency Medical Technician-Paramedic entrance exam with a qualifying score of 80 or above.
6. Two letters of reference from professional contacts.
7. Documentation of a current Healthcare Provider level cardiopulmonary resuscitation certification (CPR).
8. Successful completion of background check (at student expense).

### Miscellaneous Information for Accepted Paramedic Students

**Certification:** Students are required to provide documentation of current CPR and EMT certifications and must remain current throughout the Program. A copy of the current certification cards will be kept on file at the college. Failure to comply will result in exclusion from the clinical learning experience.

- Current EMT certification must be maintained throughout the program. The paramedic program does NOT recognize the 90 day grace period for recertification allowed by OEMS.
- Healthcare Provider certification in Basic Life Support for adult, child, and infant. Certification can only be earned through the American Heart Association or the American Red Cross. Courses meeting this requirement are: The American Heart Association Basic Life Support (BLS) for Healthcare Providers **OR** The American Red Cross CPR/AED for the Professional Rescuer.

**Clinical Sites:** Clinical learning experiences are planned as an integral part of the paramedic courses and are held at a variety of healthcare settings, such as hospitals, schools, ambulance and fire services, 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 faculty. Clinical sites have the right to refuse a student for clinical placement. If the student is not able to meet the clinical objectives and clinical outcomes of the course, the Program Director will notify the student and the student will be terminated from the Program..

**Criminal Background Review:** Capital Community College is required to process criminal background checks on paramedic students who affiliate at clinical sites. The purpose of the background check is to ensure a safe and protective environment for all clients, particularly populations at risk: children, the elderly, and the disabled.

- Students must follow the instructions for securing a background check. The student shall also sign the release to allow this information to be used by the Program Director as outlined below. **Students choosing not to consent to this procedure will be ineligible to participate in the required clinical portion of the course and will not continue in the program.**
- Students who have been found guilty of committing a felony or misdemeanor may be prevented by a facility from participating in clinical experiences. **If you cannot participate in a clinical rotation at an assigned facility, you may not be able to complete the objectives of the course and of the program.**
- Should a background check reveal a student is guilty of committing a felony or misdemeanor, the program will contact clinical agencies where the student will be placed. The clinical site is asked if they will accept the student given the background check found the student guilty of committing a felony or misdemeanor. The college will not give student name or actual crime, just the category of offense and date of offense. **If the clinical sites say they will not accept the student for clinical placement, the student is not able to meet the clinical objectives and clinical outcomes of the course.** The Director will notify the student and the student will be terminated from the Program.

**Health Requirements:** Additional immunizations and a completed physical exam are required for students to be able to attend clinical and field rotations. Current health forms and requirements are sent with the welcome packet and are reviewed again during orientation. **Students not meeting the immunization and health form requirements by the due dates will be dismissed from the program.**

**Waiver of Licensure Guarantee:** Upon successful completion of the Paramedic Program, the graduate is eligible to take the National Registry of Emergency Medical Technician psychomotor and cognitive exams to become a Paramedic. Graduation from the program does not guarantee licensure to practice as a paramedic. Licensure requirements and procedures are the responsibility of the Connecticut Department of Public Health.

### LEARNING OUTCOMES

Upon successful completion of the Paramedic program, the graduate will demonstrate the ability to comprehend, apply, and evaluate theoretical information relevant to his/her role of a patient care provider in the field of out-of-hospital emergency care as a Paramedic. The graduate will:

† Pre-requisite required. Refer to Course Description section on page 100.



## CERTIFICATE PROGRAMS — continued

1. Provide advanced emergency medical care for critical and emergent patients who access the emergency medical services system
2. Integrate the complex knowledge and skills necessary to provide advanced level patient care and transportation
3. Function as a member of the comprehensive EMS response system, under medical oversight
4. Perform patient care interventions including invasive and pharmacological interventions to reduce the morbidity and mortality associated with acute out-of-hospital medical and traumatic emergencies

### FIRST SEMESTER (10 CREDITS)

	CREDITS
† PMD* 116 Anatomy & Physiology for Emergency Care I	2
† PMD* 111 Paramedic I	8

### SECOND SEMESTER (10 CREDITS)

† PMD* 112 Paramedic II	8
† PMD* 117 Anatomy & Physiology for Emergency Care II	2

### THIRD SEMESTER (7 CREDITS)

† PMD* 115 Paramedic III	7
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### FOURTH SEMESTER (7 CREDITS)

PMD* 211 Paramedic IV	7
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TOTAL CREDITS: 34

The Paramedic Certificate Program holds national accreditation through CoAEMSP, the Committee on Accreditation of Education Programs for the EMS Profession, Bedford, Texas

## SOCIAL SERVICES AIDE

The Social Service Aide certificate prepares students for employment as group residence workers, neighborhood outreach workers, social casework assistants and other similar positions. In many instances, social service workers are employed under the supervision of a social worker, or in some cases a psychologist. Employment opportunities exist in such areas as day care, nursery school education, mental health, group and community work at the public and private levels.

### LEARNING OUTCOMES

1. Entry level skills for employment in social services agencies
2. Entry level competencies in skills to work with organizations, communities, groups, families and individuals
3. Ability to work collaboratively in groups
4. Clear and effective communication skills
5. Appreciation for adhering to the ethics and integrity of the social services profession

	CREDITS
BIO* 115 Human Biology	4
SOC* 101 Principles of Sociology	3
SOC* 210 Sociology of the Family	3
SOC* 235 Introduction to Social Welfare (SL)	3
SOC* 285 Community Organization	3
PSY* 105 Group Dynamics (SL)	3
POL* — Political Science Elective	3

### (AND ONE OF THE FOLLOWING THREE COURSES)

SOC* 117 Minorities in the U.S. OR	3
† PSY* 253 Multicultural Issues in Psychology OR	
† SOC* 201 Contemporary Social Issues (SL)	

TOTAL CREDITS: 25

SL: This course requires students to conduct 25 hours of service learning. Please consult with an academic counselor or contact the program coordinator for more details.

## VISUAL COMMUNICATION

The Visual Communication Certificate prepares students interested in the technical aspects of visual media and communication technology for job opportunities in training programs, elementary and secondary education, libraries, or similar social service settings.

COM* 105 Intro to Visual Communication	3
COM* 158 Intro to Digital Photography	3
† COM* 173 Public Speaking	3
† COM* 241 Television Production	3
† COM* 295 Internship I	3
CSA* 105 Introduction to Software Applications	3
† ENG* 101 Composition	3
— — One elective from COM*, CSA*, CSC*, CST*, or LIB*	3

TOTAL CREDITS: 24







# ASSOCIATE IN ARTS DEGREE PROGRAMS

## LIBERAL ARTS AND SCIENCES

The Liberal Arts and Sciences Associate in Arts Degree Program is designed especially for students who wish to transfer to a four-year college or university to pursue a major in such fields as English, science, mathematics, history, philosophy, languages, geography, political science, journalism, or social science. The program provides a comprehensive two-year undergraduate foundation that is tailored to meet the requirements of the University of Connecticut (UConn), Connecticut State Universities (CSU), and others.

A unique feature of Capital's Liberal Arts and Sciences degree program is the required capstone course (IDS 250), which brings together a team of teachers from a variety of disciplines to lead students in an investigation of a provocative topic.

Students selecting Liberal Arts and Sciences as a major and have 30 or fewer credits may be eligible to enroll in the Guaranteed Admissions Program with UConn. Students with 15 or fewer credits may enroll in the Dual Admissions Program at Central, Eastern, Southern or Western Connecticut State University.

### LEARNING OUTCOMES

Upon successful completion of all program requirements, graduates will:

1. Communicate effectively in writing, and orally
2. Utilize current communication technology
3. Reason scientifically and/or quantitatively and apply mathematical and/or scientific principles to the inquiry process
4. Think critically, analyze and understand complex ideas, draw inferences from facts/texts, evaluate and present well-reasoned arguments
5. Demonstrate the ability to conduct and document meaningful research
6. Develop a global perspective on today's world
  - 6.1. Understand the major artistic, literary and philosophical aspects of US and third world cultures
  - 6.2. Recognize the major historical and political events of western and non-western societies
  - 6.3. Understand the concept of culture
  - 6.4. Recognize differences and relationships among cultures
  - 6.5. Recognize the role of ethnic diversity in US social life
  - 6.6. Demonstrate some proficiency in a foreign language

### FIRST SEMESTER (15 credits)

			CREDITS
IDS	105	College Success Course	3
† ENG*	101	Composition (must be successfully completed within first 15 credits)	3
HIS*	101, 102, 201, 202, 121, 122	(Choose one)	3
—	—	Fine Arts Elective	3
—	—	Free Elective	3

### SECOND SEMESTER (15-16 credits)

† ENG*	102	Composition and Literature	3
PHL*	—	Philosophy Elective	3
† MAT*	167	Statistics with Technology <b>OR</b> Higher	3-4
—	—	Social Science Elective	3
—	—	Free Elective	3

### THIRD SEMESTER (16 credits)

† ENG*	2__	200-Level Literature Course	3
HIS*	—	History Elective	3
—	—	Science Elective	4
—	—	Foreign Language Elective I **	3
—	—	Free Elective	3

### FOURTH SEMESTER (15-16 credits)

—	—	Social Science Elective	3
—	—	Science Elective	3-4
—	—	Fine Arts Elective	3
—	—	Foreign Language Elective II **	3
† IDS*	250	Liberal Arts Capstone Course	3

TOTAL CREDITS: 61-63

**\*\* If student has three (3) years of a single foreign language in high school, Liberal Arts electives may be substituted.**





# ASSOCIATE IN SCIENCE DEGREE PROGRAMS — continued

## ACCOUNTING

Students will focus on financial, managerial and tax accounting theory and practices. Computer applications are an integral part of the course work. Upon completion, students will be prepared for an entry-level position, advancement in a current position, or transfer to a four-year degree program.

**CSU Pathway Transfer Degree in Accounting Studies A.A. also available.**  
For more information, visit <http://www.ct.edu/transfer> or consult the Counseling Office at 860-906-5040.

### LEARNING OUTCOMES

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

1. Apply a comprehensive knowledge of generally accepted accounting principles that is appropriate in the recording and reporting of financial information
2. Use analysis, synthesis, and evaluation skills to solve general accounting problems or problems in areas of accounting specialization
3. Communicate effectively both orally and in writing in professional accounting situations
4. Use library and computer resources both to gather and present accounting information
5. Interact appropriately and effectively with others in accounting settings
6. Demonstrate proficiency in utilizing accounting computer software programs
7. Analyze and use financial reports for decision-making
8. Understand standards of professional conduct and ethical issues related to accounting and to their areas of specialization

### FIRST SEMESTER (16 credits)

CREDITS

† ACC* 115	Principles of Financial Accounting	4
† CST* 201	Introduction to Management Information Systems	3
† ENG* 101	Composition	3
† ____	Fine Arts Elective*	3
† MAT* ____	Mathematics Elective	3

### SECOND SEMESTER (16 credits)

† ACC* 117	Principles of Managerial Accounting	3
† ENG* 102	Literature and Composition	3
† ____	Science Elective*	3
† BFN* 201	Principles of Finance <b>OR</b>	3
CSA* 135	Spreadsheet Applications	
BMK* 202	Principles of Management	3

### THIRD SEMESTER (15 credits)

† ACC* 271	Intermediate Accounting I	3
† ACC* 241	Federal Taxes I	3
† BBG* 234	Legal Environment of Business	3
† ECN* 101	Principles of Macroeconomics	3
BMG* 201	Principles of Marketing	3

### FOURTH SEMESTER (15 credits)

† ____	Business Elective*	3
† ACC* 125	Accounting Computer Applications I	3
† BBG* 236	Commercial Law	3
† COM* 173	Public Speaking	3
† ____	Humanities Elective	3

TOTAL CREDITS: 61

\* Business Elective includes any: ACC, BBG, BFN, BMG, BMK, BOT, CSA, CSC, CST course.

‡ BBG\* 294 Business Internship is strongly recommended.

The symbol (†) indicates a prerequisite needs to be met.

## ARCHITECTURAL ENGINEERING TECHNOLOGY

The program is designed for those who wish to pursue careers in the architectural or construction fields. Graduates of the program have basic skills for entry level employment in architectural or engineering offices as well as in construction. They are also prepared to transfer at advanced levels into a baccalaureate or 5 year professional degree programs in pursuit of becoming a licensed architect or construction manager.

### LEARNING OUTCOMES

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

1. Determine information needs by framing appropriate questions
2. Use a variety of search methods such as library databases and internet and professional sources to locate information
3. Assess information and apply pertinent elements
4. Critically analyze and evaluate information
5. Apply knowledge to assigned construction communication requirements through CAD, drafting, oral, and written techniques
6. Satisfy employer with student's knowledge base and ability to complete tasks in the appropriate amount of time

### FIRST SEMESTER (16 credits)

LECT. LAB. CR.

† ARC* 108	Construction Materials and Methods	3	0	3
† ARC* 116	Architectural Drafting I	2	0	2
† ARC* 116L	Architectural Drafting I Lab	0	4	2
† ENG* 101	Composition	3	0	3
† MAT 172	College Algebra	3	0	3
† ARC* 102	Architecture of the World	3	0	3

### SECOND SEMESTER (17 credits)

† ARC* 203	Architectural Drafting II	2	0	2
† ARC* 203L	Architectural Drafting II Lab	0	4	2
† ARC* 103	Graphics I	1	0	1
† ARC* 103L	Graphics I Lab	0	4	2
† COM* 173	Public Speaking	3	0	3
† MAT* 186	Pre-Calculus	4	0	4
____	Fine Arts/Social Science Elective	3	0	3

### THIRD SEMESTER (14 credits)

† ARC* 205	Architectural Design I	2	0	2
† ARC* 205L	Architectural Design I Lab	0	4	2
† CAD* 112	Computer-Aided Drafting I	1	0	1
† CAD* 113	Computer-Aided Drafting I Lab	0	4	2
† ARC* 229	Structures	3	0	3
† PHY* 121	General Physics	3	3	4

### FOURTH SEMESTER (13 credits)

† ARC* 227	Codes & Ordinances	3	0	3
† ARC* 207	Architecture Design II - Detailing	2	0	2
† ARC* 207L	Architecture Design II - Detailing Lab	0	4	2
† ARC* 240	Environmental Systems	3	0	3
† BBG* 210	Business Communications <b>OR</b>	3	0	3
† BBG* 294	Business Internship			

TOTAL CREDITS: 60

**Opportunities to earn credits through Prior Learning Assessments (PLAs) may be available for some courses in this program. Please consult your counselor or faculty advisor for more information.**

## ASSOCIATE IN SCIENCE DEGREE PROGRAMS — continued

### BIOTECHNOLOGY

Biotechnology is the manipulation of living things to make useful products. The main focus of the A.S. degree in Biotechnology is the manipulation of DNA to generate recombinant proteins. The core biotechnology coursework is designed to provide students with hands-on experience in current techniques in biotechnology and working knowledge of standard operating procedures, precise documentation of experimental results, and data analysis. Successful graduates of this program will possess a combination of hands-on skills and basic science/math knowledge required for entry-level career opportunities in the biomedical sciences industry, including industrial biotechnology research and production laboratories, pharmaceutical laboratories, and academic research laboratories. The primary program objectives are achieved through lecture courses, laboratory sessions, seminars, and culminate with an internship.

#### LEARNING OUTCOMES

In addition to the acquisition of general education competencies, graduates that complete this program will be able to:

1. Apply standard operating procedures to conduct research experiments in a research laboratory setting with strict adherence to Good Laboratory Practices (GLP) and safety guidelines/procedures, including the maintenance of an accurate record of laboratory activities in a laboratory notebook
2. Demonstrate proficiencies in the concepts of Cellular and Molecular Biology, Biochemistry, Microbiology, and Molecular Genetics to plan and conduct laboratory experiments
3. Interpret basic knowledge of chemistry and mathematics for the preparation of solutions, buffers and culture media, as well as obtain accurate measurements using precision instrumentation
4. Apply the knowledge and critical evaluation skills required to successfully create and functionally test a DNA construct and troubleshooting techniques, including DNA extraction and quantification, molecular cloning, polymerase chain reaction, agarose gel electrophoresis, and bacterial transformation, UV/VIS spectroscopy
5. Apply the knowledge, critical evaluation and skills necessary to perform technical procedures involved in the generation and purification of recombinant proteins, including protein isolation/purification, immunoblotting and ELISA
6. Utilize computers for statistical analysis of data, to collect information from databases, and to document data in clear and concise technical reports
7. Evaluate biotechnology techniques that are utilized in original scientific research literature and communicate their significance using the appropriate scientific terminology
8. Demonstrate an understanding of the ethical principles of biotechnology research

#### FIRST SEMESTER (17 credits)

		CREDITS
BIO*	130 Basic Techniques in Biotechnology	4
BIO*	121 General Biology I	4
†	ENG* 101 Composition	3
†	MAT* 137 Intermediate Algebra OR higher	3
—	— Fine Arts Elective	3

#### SECOND SEMESTER (16 credits)

BIO*	230 Advanced Techniques in Biotechnology	4
CHE*	121 General Chemistry I	4
†	ENG* 102 Composition and Literature	3
—	— Social Science Elective <sup>1</sup>	3

#### THIRD SEMESTER (14 credits)

BIO*	265 Synthetic Biology	4
†	MAT* 167 Principles of Statistics	3
—	— Humanities Elective	3
—	— Science Elective <sup>2</sup>	4

#### FOURTH SEMESTER (15 credits)

BIO*	296 Biotechnology Internship I	4
—	— Social Science Elective	3
—	— Science Elective <sup>2</sup>	4
—	— Science Elective <sup>2</sup>	4

TOTAL CREDITS: 60

The symbol (†) indicates a prerequisite needs to be met; see course descriptions starting on page 100.

<sup>1</sup> CJS\*225 Forensic Science recommended

<sup>2</sup> Science Electives:

BIO*122 General Biology II	BIO*235 Microbiology
BIO*260 Biochemistry	BIO*299 Biotechnology Internship II
CHE*122 General Chemistry II	
CHE*213/213L Principles of Organic Chemistry I	
CHE*214/215 Principles of Organic Chemistry II	
PHY*121 General Physics I	PHY*122 General Physics II



## ASSOCIATE IN SCIENCE DEGREE PROGRAMS — continued

### COLLEGE OF TECHNOLOGY

This course of study leads to an Associate Degree in Engineering and Technology. It provides an integrated curriculum involving Connecticut's public colleges and universities. Through the College of Technology, individuals can begin studies at Capital Community College and transfer directly to the School of Engineering at The University of Connecticut, or the School of Technology at Central Connecticut State University, or Charter Oak College (Connecticut's public online degree program).

A student in the College of Technology will begin studies by enrolling in one of two "pathway" programs, the "Engineering Pathway" or the "Technology Pathway." Students enrolled in designated College Career Pathways programs at high schools may apply their credits toward these pathway programs.

**For more information, contact**  
**Karen Wosczyzna-Birch at 860-244-7608**

The College of Technology offers benefits that include an affordable and accessible start to higher education; a clear pathway from CCC to a four-year college or university, without losing credits or having to repeat coursework; and the opportunity to begin college studies part or full-time, using the broad support services available, and lower four-year costs. In some cases, students choosing a technology pathway can also receive credits toward a bachelor's degree from independent study, work experience, or other college courses.

### COLLEGE OF TECHNOLOGY: TECHNOLOGY STUDIES and Pathway to Industrial Technology at CCSU

#### Core Curriculum

##### General Education Core

	CREDITS
ENG* 101 English Composition	3
COM* 173 Public speaking	3
ENG* 202 Technical Writing	3
PHL* ____ Philosophy Elective	3
____ Fine Arts Elective	3
HIS* ____ History Elective <b>OR</b>	
ECN* ____ Economics Elective	3
GEO* ____ Geography Elective <b>OR</b>	
POL* ____ Political Science Elective <b>OR</b>	
HIS* ____ History Elective	3
ECN* ____ Economics Elective	3
PSY* ____ Psychology Elective <b>OR</b>	
SOC* ____ Sociology Elective	3
<b>SUB-TOTAL</b>	<b>27</b>

##### Science and Math Core

CHE* 111 Concepts of Chemistry <b>OR</b>	
CHE* 121 General Chemistry I	4
PHY* 110 Introduction to Physics <b>OR</b>	
PHY* 121 General Physics I	4
MAT* 163	
MAT* 165 Statistics	

MAT* 167		3 - 4
MAT* 186	Trigonometry <b>OR</b> Pre-Calculus	4
	<b>SUB-TOTAL</b>	<b>15-16</b>

#### Technology/Management Core

____	Technical Drafting <b>OR</b> CAD	3
____	Directed Elective	3
____	Directed Elective	3
	<b>SUB-TOTAL</b>	<b>9</b>

#### Courses in Option

____	Technical Electives	15
	<b>SUB-TOTAL</b>	<b>15</b>
	<b>TOTAL CREDITS</b>	<b>66-67</b>

### COLLEGE OF TECHNOLOGY: TECHNOLOGY STUDIES Engineering Technology Option

#### General Education Core

CREDITS

ENG* 101	English Composition	3
COM* 173	Public Speaking	3
ENG* 202	Technical Writing	3
PHL* ____	Philosophy Elective	3
____	Fine Arts Elective	3
HIS* ____	History Elective <b>OR</b>	
ECN* ____	Economics Elective	3
GEO* ____	Geography Elective <b>OR</b>	
POL* ____	Political Science Elective <b>OR</b>	
HIS* ____	History Elective	3
ECN* ____	Economics Elective	3
PSY* ____	Psychology Elective <b>OR</b>	
SOC* ____	Sociology Elective	3
	<b>SUB-TOTAL</b>	<b>27</b>

#### Science and Math Core

CHE* 121	General Chemistry I	4
PHY* 121	General Physics I	4
MAT* 163		
MAT* 165	Statistics	3 - 4
MAT* 167		
MAT* 186	Pre-Calculus	4
	<b>SUB-TOTAL</b>	<b>15-16</b>



## ASSOCIATE IN SCIENCE DEGREE PROGRAMS — continued

### Technology

_____	Technical Drafting <b>OR</b> CAD	3
MEC* 108		
EGR* 211	Statics ***	3
_____	Directed Elective	3
	<i>SUB-TOTAL</i>	9

### Courses in Option

PHY* 122	General Physics II <b>OR</b>	
CHE* 122	General Chemistry II	4
MAT* 254	Calculus I	4
MAT* 256	Calculus II	4
EGR* 212	Dynamics ***	3
	<i>SUB-TOTAL</i>	15
	<b>TOTAL CREDITS</b>	66-67

\*\*\* This course is not taught at CCC but is offered at Middlesex and Manchester community colleges.

## COMMUNICATION MEDIA

The Associate Degree in Communication Media prepares students for careers in broadcasting and the media production industry, and for transfer to a university bachelor's degree program in communication. Media careers include positions such as Producer, Director, Multimedia Specialist, Video Editor, Broadcast/Media Equipment Technician, Camera Operator, Reporter, and Photographer. Students have the opportunity to gain practical experience through internship placements at area media outlets.

The degree program prepares graduates by developing oral and written communication skills, a sense of visual composition, facility in multimedia computer applications, and experience using technology such as video production equipment, film and digital still cameras, computer-based graphics workstations, and complex digital media production and editing systems.

Within the first two semesters, Communication Media majors meet with their advisor to begin selecting three "Communication Flex Electives" (totaling 9 credits) in order to customize the program to meet their career or transfer objectives.

**CSCU Pathway Transfer Degree in Communication Studies A.A. also available.**

**For more information, visit <http://www.ct.edu/transfer> or consult the Counseling Office at 860-906-5040.**

### LEARNING OUTCOMES

Upon successful completion of all Communication Media degree program requirements, graduates will be able to:

1. Competently use various media production and editing tools to create effective communication materials
  - 1.1 Operate film and digital still cameras, and associated equipment
  - 1.2 Create, design, and execute computer-based presentations using a variety of current software and hardware
  - 1.3 Operate professional-level audio and video equipment used in studio and field production and recording
  - 1.4 Perform satisfactorily in critical thinking, hands-on laboratories

2. Write and speak effectively
  - 2.1 Brainstorm subject matter for class use
  - 2.2 Write and present program and project concepts in appropriate formats
  - 2.3 Write scripts for audio and video programs, and other methods of media distribution
  - 2.4 Communicate effectively with clients, colleagues, and supervisors
3. Demonstrate understanding of communication theory and processes, the role of mass media in American society, and the use of communication media as a means of artistic and political expression
  - 3.1 Successfully complete comprehensive examinations on relevant subject material
  - 3.2 Write clear and effective term papers on assigned subject material
  - 3.3 Lead group discussions on assigned subject material
4. Apply and synthesize technical and cognitive skills
  - 4.1 Complete a supervised field placement internship to the satisfaction of the sponsoring agency/mentor
  - 4.2 Develop and present a portfolio of projects encompassing various techniques, technologies, and communication purposes

In addition, the graduate will complete the comprehensive learning outcomes identified with the General Education Component.

### FIRST SEMESTER

		CREDITS
IDS*	105 College Success Course	3
COM*	101 Introduction to Mass Communication	3
CSA*	___ Computer Science Elective (CSA*105, 163, or 205)	3
ENG*	101 Composition	3
PSY*	111 General Psychology I	3

### SECOND SEMESTER

COM*	158 Introduction to Digital Photography	3
COM*	173 Public Speaking	3
COM*	241 Television Production	3
ENG*	102 Literature and Composition	3
MAT*	___ Math Elective	3

### THIRD SEMESTER

COM*	105 Introduction to Visual Communication	3
COM*	___ Communication Elective 1 of 3	3
† PSY*	247 Industrial & Organizational Psychology <b>OR</b>	
PSY*	253 Multicultural Issues in Psychology	3
SOC*	101 Principles of Sociology	3
___	Science Elective	3

### FOURTH SEMESTER

COM*	154 Film Study & Appreciation	3
COM*	295 Internship I	3
COM*	___ Communication Elective 2 of 3	3
COM*	___ Communication Elective 3 of 3	3
___	Humanities Elective	3

**TOTAL CREDITS** 60

*Continued...*

## ASSOCIATE IN SCIENCE DEGREE PROGRAMS — continued

### COMPUTER AND INFORMATION SYSTEMS

This program is designed to provide students foundational knowledge of information systems and programming skills in various programming languages, such as Java, C++ and Visual Basic. Students are provided a thorough understanding of database design and software development principles and will learn to complete all stages of the Software Development Life Cycle (SDLC). Students will learn to analyze business requirement, plan, develop, test and document computer programs. Upon completion, students will be prepared for an entry-level IT position, advancement in their current position, or transfer to a four-year IT program.

Throughout the degree program, students will develop a portfolio showcasing the software created throughout their studies.

#### LEARNING OUTCOMES

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

1. Identify and perform all stages of the Systems Development Lifecycle (SDLC) model to develop software applications
2. Successfully code, compile, execute, and debug programs in various programming languages
3. Apply effective web design principles to design and develop web pages using HTML and CSS
4. Demonstrate an understanding of data modeling, database design and SQL
5. Identify and respond to ethical issues surrounding the misuse of information technology
6. Demonstrate an understanding of object-oriented programming concepts
7. Demonstrate an understanding of the role and importance of information technology in business and society
8. Display professional readiness to meet the needs of the business community, including, but not limited to, time management, teamwork, and decision-making skills

#### FIRST SEMESTER (15 Credits)

CSC*	105	Programming Logic	3
† CST*	201	Introduction to MIS	3
† ENG*	101	Composition	3
† MAT*	137	Intermediate Algebra <b>OR</b> Equivalent	3
CST*	150	Web Design and Development I	3

#### SECOND SEMESTER (15 Credits)

† COM*	173	Public Speaking <b>OR</b>	
† BBG*	210	Business Communication	3
† CSC*	220	Object Oriented Programming with Java <b>OR</b>	
† CSC*	247	Game Development with C++	3
—	—	Social Science Elective °	3
† ENG*	102	Composition and Literature	3
—	—	Business, CSA*, CSC*, or CST* Elective	3

#### THIRD SEMESTER (15/16 Credits)

† BBG*	202	Principles of Management <b>OR</b>	
† BMK*	201	Principles of Marketing	3
† CSC*	231	Database Design I	3
—	—	Business, CSA*, CSC*, or CST* Elective	3
† CSC*	205	Visual Basic I	3
—	—	Science Elective	3/4

#### FOURTH SEMESTER (15/16 Credits)

ACC*	115	Principles of Financial Accounting <b>OR</b>	3/4
BBG*	294	Business Internship	
—	—	Business, or CSA*, CSC*, or CST* Elective	3
—	—	Fine Arts Elective	3
—	—	Humanities Elective	3
—	—	Social Science Elective °	3

TOTAL CREDITS: 60-62

† Pre-requisite required

° ECN 101 or ECN 102 strongly recommended

#### Recommended Computer Electives

##### Computer Programming

CSC\* 206 – Visual Basic II

CSC\* 262 – Programming Mobile Devices I

### COMPUTER AND INFORMATION SYSTEMS: Mobile Application Developer Option

The Computer and Information Systems - Mobile Application Developer Option prepares students to design and develop mobile applications to solve specific business needs. Students are provided a thorough understanding of software development principles and will learn to complete all stages of the Software Development Life Cycle (SDLC). Students will learn to analyze business requirement, plan, develop, test and document computer programs. Students will focus on developing applications for popular mobile platforms including iPhone/iPad and Android platforms. Students will also learn how to design and develop web sites for the desktop and mobile devices.

Throughout the degree program, students will develop a portfolio showcasing the web sites, web applications and mobile applications created throughout their studies. Students will also have the opportunity to complete an internship in which they apply the skills learned throughout the program.

#### LEARNING OUTCOMES

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

1. Identify and perform all stages of the Systems Development Lifecycle (SDLC) model to develop software applications
2. Successfully code, compile, execute, and debug programs in various programming languages
3. Identify and respond to ethical issues surrounding the misuse of information technology
4. Demonstrate an understanding of object-oriented programming concepts
5. Apply effective web design principles to design and develop web pages using HTML and CSS

## ASSOCIATE IN SCIENCE DEGREE PROGRAMS — continued

6. Apply responsive web design techniques to create web sites optimized for mobile devices
7. Demonstrate an understanding of popular Content Management Systems (CMS)
8. Apply search engine optimization (SEO) strategies to improve web page rankings in popular search engines
9. Apply the principles of user-centered design to create easy to use and intuitive web sites and applications
10. Demonstrate an understanding of version control tools and utilize version control tools to collaborate with a team in developing applications
11. Demonstrate an understanding of the tools and development process for various mobile and desktop platforms
12. Design mobile applications for iPhone/iPad and Android platforms
13. Develop mobile applications that securely communicate with external devices and servers

### FIRST SEMESTER (15 Credits)

CREDITS

CSC*	105	Programming Logic	3
CST*	201	Introduction to MIS	3
CST*	150	Web Design and Development I	3
ENG*	101	Composition	3
MAT*	137	Intermediate Algebra <b>OR</b> Higher	3

### SECOND SEMESTER (15 Credits)

CSC*	220	Object Oriented Prog with Java <b>OR</b>	3
CSC*	247	Game Development with C++	3
CSC*	262	Programming Mobile Devices I	3
COM*	173	Public Speaking <b>OR</b>	3
BBG*	210	Business Communications	3
ENG*	102	Composition and Literature	3
—	—	Social Science Elective	3

### THIRD SEMESTER (15-16 Credits)

CSC*	272	Advanced Mobile Apps I	3
BBG*	202	Principles of Management <b>OR</b>	3
BMK*	201	Principles of Marketing	3
—	—	Business, CSA*, CSC* or CST* Elective	3
—	—	Science Elective	3/4
—	—	Social Science Elective	3

### FOURTH SEMESTER (15-16 Credits)

CSC*	284	Advanced Mobile Apps II	3
ACC*	115	Principles of Financial Accounting <b>OR</b>	3/4
BBG*	294	Business Internship	3
CST*	250	Web Design and Development II	3
—	—	Fine Arts Elective	3
—	—	Humanities Elective	3

TOTAL CREDITS: 60-62

*Opportunities to earn credits through Prior Learning Assessments (PLAs) may be available for some courses in this program. Please consult your counselor or faculty advisor for more information.*

## COMPUTER AND INFORMATION SYSTEMS:

### Web Publishing Option

— ON-CAMPUS AND ONLINE —

This program option provides students foundational knowledge and skills to effectively design and develop professional web sites and web applications. Students are provided a thorough understanding of web design principles, client-side and server-side programming, database design, e-commerce, Content Management Systems, and responsive web design techniques. Students will learn all phases of web development, including planning, creating, testing and deploying web sites and applications. The degree program prepares students for entry-level employment as web designers and developers.

Throughout the degree program, students will develop a portfolio showcasing the web sites and web applications created throughout their studies

Students will have the opportunity to complete an internship in which they apply the skills learned throughout the program.

### LEARNING OUTCOMES

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

1. Identify and perform all stages of the Systems Development Lifecycle (SDLC) model to develop web sites and web applications
2. Successfully code, debug and test programs in various programming languages
3. Demonstrate an understanding of data modeling, database design and SQL
4. Identify and respond to ethical issues surrounding the misuse of information technology
5. Create attractive web graphics to enhance the appearance of web pages
6. Apply effective web site design principles to design and develop web pages using HTML and CSS
7. Apply responsive web design techniques to create web sites optimized for mobile devices
8. Demonstrate understanding of popular Content Management Systems (CMS)
9. Apply search engine optimization (SEO) strategies to improve web page rankings in popular search engines
10. Apply the principles of user-centered design to create easy to use and intuitive web sites and applications
11. Demonstrate an understanding of version control tools and utilize version control tools to collaborate with a team in developing web sites and applications
12. Create and utilize client-side scripts to manipulate the DOM, animate web page elements and validate user input
13. Create and utilize server-side scripts to create dynamic, database-driven web applications
14. Incorporate e-commerce shopping carts and online payment processors into web sites

### FIRST SEMESTER (15 Credits)

CREDITS

†	CSC*	105	Programming Logic	3
†	CST*	201	Introduction to MIS	3
†	ENG*	101	Composition	3
	MAT*	137	Intermediate Algebra <b>OR</b> Equivalent	3
	CST*	150	Web Design and Development I	3

Continued...



## ASSOCIATE IN SCIENCE DEGREE PROGRAMS — continued

### SECOND SEMESTER (15 Credits)

† COM* 173	Public Speaking <b>OR</b>	
BBG* 210	Business Communication	3
† CST* 200	Scripting Language with JavaScript	3
† ENG* 102	Composition and Literature	3
† CSA* 222	Introduction to Digital Graphics	3
— —	Business, CSA*, CSC* or CST* Elective	3

### THIRD SEMESTER (16-17 Credits)

† BMG* 202	Principles of Management <b>OR</b>	
† BMK* 201	Principles of Marketing	3
CSC* 231	Database Design I	3
— —	Social Science Elective **	3
— —	Science Elective	3/4
† CST* 258	Fundamentals of Internet Programming	4

### FOURTH SEMESTER (15-16 Credits)

† CST* 250	Web Design and Development II	3
ACC* 115	Principles of Financial Accounting <b>OR</b>	3/4
BBG* 294	Business Internship	
— —	Fine Arts Elective	3
— —	Humanities Elective	3
— —	Social Science Elective	3

TOTAL CREDITS: 61-63

\*\* COM 101 or COM 105 recommended

## COMPUTER NETWORKING

The Computer Networking Degree Program is designed to take a student with little or no information technology experience and prepare them for entry-level work in computer networking. The degree prepares the student for the foundational CCNA certification and provides the student with skills needed to implement, maintain, and administer multi-layer switched and scalable internetworks. Students will learn to design and configure LANs and WANs, install network hardware and software, understand and configure network topologies, construct and install cabling solutions, manage user accounts, monitor and analyze network performance, and perform basic troubleshooting. Students will also be introduced to information assurance fundamentals and technologies.

The computer networking profession is growing extremely rapidly as global dependence on interconnectedness increases. This program fills the critical gap between the skills that are needed by today's new students and workers that need to be retrained for careers in this field. Upon completion, students will be prepared for an entry-level networking administration position, advancement in their current position, or transfer to a four-year IT program.

### LEARNING OUTCOMES

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

1. Demonstrate an understanding of the fundamentals of information technology and information systems and their importance and impact in business and society
2. Identify and describe basic communication technologies, devices, and components used in Local and Wide Area Networks
3. Identify and describe various types of analog and digital communication transmission media including coax, twisted pair, fiber, and wireless media
4. Demonstrate the use of appropriate tools to assist with administering and troubleshooting computers, media, and devices on a network

5. Setup, configure, and administer network servers and client workstations in workgroups and domain based networks
6. Identify and describe the layers and functions of the TCP/IP stack and the OSI reference model
7. Design, build, and manage multilayer-switched networks and scalable internetworks using routers, switches, hubs, computers, servers, transmission media, network protocols, and network security
8. Apply comprehensive theoretical knowledge, problem-solving skills, and ethical principles to address case studies and practical applications in networking and information technology

### FIRST SEMESTER (16 Credits)

CREDITS

CST* 201	Introduction to MIS	3
CST* 231	Data Communication & Networking I #	3
ENG* 101	Composition	3
MAT* 184	Trigonometry with Embedded Algebra	4
— —	Social Science Elective °	3

### SECOND SEMESTER (15 Credits)

CST* 171	LAN System Management	3
CST* 281	Data Communication & Networking II #	3
— —	Business °, CSA*, CSC*, or CST* Elective	3
COM* 173	Public Speaking <b>OR</b>	3
BBG* 210	Business Communications <b>OR</b>	
ECN* 102	Principles of Microeconomics <sup>+</sup>	
ENG* 102	Composition and Literature	3

### THIRD SEMESTER (15-16 Credits)

CST* 264	Unix/Linux System Administration	3
CST* 282	Data Communication & Networking III %	3
BMG* 202	Principles of Management <b>OR</b>	3
BMK* 201	Principles of Marketing	
— —	Social Science Elective °°°	3
— —	Science Elective °°°°	3/4

### FOURTH SEMESTER (15-16 Credits)

CST* 283	Data Communication & Networking IV %	3
MAT* 167	Principles of Statistics	3
ACC* 115	Principles of Financial Accounting <b>OR</b>	3/4
BBG* 294	Business Internship	
— —	Humanities Elective <sup>++</sup>	3
— —	Fine Arts Elective <sup>+++</sup>	3

TOTAL CREDITS: 61-63

+ Strongly recommended

++ ENG 200-level Literature strongly recommended

+++ ART 101 strongly recommended

° PSY 111 or SOC 101 strongly recommended

°° BMG 202 or BMK 201 strongly recommended

°°° ECN 101 strongly recommended

°°°° PHY 111 or CHE 111 or CHE 121 strongly recommended

# Students may take CST 244 (6 Credits) in place of CST 231 & CST 281

% Students may take CST 249 (6 Credits) in place of CST 282 & 283

*Opportunities to earn credits through Prior Learning Assessments (PLAs) may be available for some courses in this program. Please consult your counselor or faculty advisor for more information.*

## ASSOCIATE IN SCIENCE DEGREE PROGRAMS — continued

### COMPUTER NETWORKING: Cybersecurity Option

The Computer Networking: Cybersecurity Degree Program Option is designed to take a student with little or no information technology experience and prepare them for entry-level work in Cybersecurity. The degree prepares the student for the foundational CompTia Security Plus certification and provides the student with skills needed to implement, maintain, and administer secure local and wide area networks. Curriculum in this program is based on topic areas, learning objectives, and goals for educating the workforce prescribed by the cybersecurity community, including the National Institute for Standards and Technology (NIST) and the National Initiative for Cybersecurity Education (NICE).

Students will learn to design, configure, and secure LANs and WANs, install networking security appliances and software, understand and configure firewalls, maintain network intrusion systems, monitor and analyze network performance, identify network vulnerabilities and exploits, develop risk mitigation strategies, detect and prevent threats to information systems, establish and maintain security policies and procedures, design and optimize secure access to network resources.

The computer networking profession is growing extremely rapidly as the need for global interconnectedness increases, especially in the cybersecurity area. This program fills the critical gap between the skills that are needed by today's new students and workers that need to be retrained for careers in this field. Upon completion, students will be prepared for an entry-level networking/cybersecurity position, advancement in their current position, or transfer to a four-year IT program.

#### LEARNING OUTCOMES

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

1. Demonstrate an understanding of the fundamentals of information security technology and information systems and their importance and impact in business and society
2. Identify and describe basic secured communication technologies, devices, and components used to protect the confidentiality, integrity, and availability of data in Local and Wide Area Networks
3. Identify and describe various types of malicious software detection and removal
4. Demonstrate the use of appropriate tools to assist with administering and troubleshooting computers, media, and detect malicious network traffic
5. Setup, configure, and secure network servers and client workstations in workgroups and domain based networks
6. Design, build, and maintain scalable and secured networks using routers, switches, firewalls, network intrusion detection systems, proxies, secured transmission media, patch management, and vulnerability assessment tools
7. Identify and describe information assurance fundamentals and techniques used to protect the confidentiality, integrity, and availability of the data
8. Design and optimize secured local and wide-area networks
9. Detect and prevent threats to information systems
10. Establish and enforce corporate/organizational security policies and procedures
11. Identify appropriate security controls and mitigation strategies
12. Apply comprehensive theoretical knowledge, problem-solving skills, and ethical principles to address case studies and practical applications in networking and cybersecurity

#### FIRST SEMESTER (15-16 Credits)

CST*	201	Introduction to MIS	3
CST*	231	Data Communication & Networking I #	3
ENG*	101	Composition	3
MAT*	137	Intermediate Algebra <b>OR</b>	3/4
MAT*	184	Trigonometry with Embedded Algebra <b>OR</b>	
MAT*	167	Principles of Statistics	
—	—	Social Science Elective °	3

#### SECOND SEMESTER (15 Credits)

CST*	171	LAN System Management	3
CST*	281	Data Communication & Networking II #	3
CST*	246	Networking Security	3
COM*	173	Public Speaking <b>OR</b>	3
BBG*	210	Business Communications <b>OR</b>	
ECN*	102	Principles of Microeconomics <sup>+</sup>	
ENG*	102	Composition and Literature	3

#### THIRD SEMESTER (15-16 Credits)

CST*	264	Unix/Linux System Administration	3
CST*	267	Ethical Hacking & Network Defense	3
BMG*	202	Principles of Management <b>OR</b>	3
BMK*	201	Principles of Marketing	
—	—	Social Science Elective °°°	3
—	—	Science Elective °°°°	3/4

#### FOURTH SEMESTER (15-16 Credits)

CST*	247	Information Assurance & Risk Management	3
CST*	263	Computer Forensics & Network Intrusions	3
ACC*	115	Principles of Financial Accounting <b>OR</b>	3/4
BBG*	294	Business Internship	
—	—	Humanities Elective <sup>++</sup>	3
—	—	Fine Arts Elective <sup>+++</sup>	3

TOTAL CREDITS: 60-63

+ Strongly recommended

++ ENG 200-level Literature strongly recommended

+++ ART 101 strongly recommended

° PSY 111 or SOC 101 strongly recommended

°° BMG 202 or BMK 201 strongly recommended

°°° ECN 101 strongly recommended

°°°° PHY 111 or CHE 111 or CHE 121 strongly recommended

# Students may take CST 244 (6 Credits) in place of CST 231 & CST 281

• *Opportunities to earn credits through Prior Learning Assessments (PLAs) may be available for some courses in this program. Please consult your counselor or faculty advisor for more information.*

• *Internships and/or jobs in the Cyber Security degree area will likely require a full background check.*

## ASSOCIATE IN SCIENCE DEGREE PROGRAMS — continued

### COMPUTER SUPPORT SPECIALIST

— ON-CAMPUS AND ONLINE —

The Computer Support Specialist degree is designed for full-time or part-time students who wish to prepare for the positions of Help Desk Technician, Technical Support Specialist and Customer Service Representative. This occupational group provides technical assistance, support, and advice to customers and users. The degree prepares graduates by developing in them skills ranging from the technical and computer-related to the "people" skills of verbal and written communications, telephone skills, tact, good manners, and logical problem diagnosis and solution.

The degree incorporates preparation for the certification examinations for either CompTIA (Computer Technical Industry Association) A+ or MOUS (Microsoft Office User Specialist). A range of general education courses in the program enrich professional skills.

#### LEARNING OUTCOMES

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

1. Understand the psychology of the workplace, including attendance, punctuality, initiative, teamwork, privacy, discrimination issues, due process, safety, employee/employer conflict, job descriptions and techniques for working productively with people of diverse cultures and backgrounds
2. Apply customer service and end-user support principles, including communication skills, telephone etiquette, and courtesy when dealing with customers and individuals lacking a technical background
3. Understand career paths in the computer support field
4. Demonstrate a working knowledge of the Internet that includes effective strategies for online research and correct citation of internet based resources
5. Describe the features and functions of the major categories of applications software (word packaging, database, spreadsheet, presentation, e-mail, browsers, etc.)
6. Demonstrate proficiency in installing and configuring software, uninstalling operating system software, configuring software for accessibility by disabled individuals, installing and configuring applications software upgrades, and modifying an operating system
7. Communicate effectively with clients, verbally and in writing
8. Understand and apply mathematical and scientific reasoning in solving problems and think critically

#### FIRST SEMESTER (15 Credits)

		CREDITS
† CSA*	105 Introduction to Software Applications	3
CSC*	101 Introduction to Computers	3
† ENG*	101 Composition	3
† MAT*	104 Quantway <b>OR</b> Higher	3
CST*	150 Web Design and Development I	3

#### SECOND SEMESTER (15 Credits)

† CST	171 LAN System Management	3
† CST*	120 Introduction to Operating Systems	3
COM*	101 Intro to Mass Communication <b>OR</b>	3
COM*	105 Intro. to Visual Communication <b>OR</b>	
† COM*	173 Public Speaking	
† ENG*	102 Literature and Composition	3
† PSY*	111 General Psychology I <b>OR</b>	3
† SOC*	101 Principles of Sociology	

#### THIRD SEMESTER (15 Credits)

† CSA*	205 Advanced Applications	3
CST*	231 Data Comm & Networking I	3
—	— Fine Arts Elective	3
—	— CSA*, CSC*, or CST* Elective	3
†	— — Humanities Elective	3

#### FOURTH SEMESTER (15 Credits)

† CST*	125 Help Desk Concepts	3
† BBG*	294 Business Internship <sup>oo</sup> <b>OR</b>	3
† BMG*	202 Principles of Management <b>OR</b>	
† BMK*	123 Principles of Customer Service	
—	— CSA*, CSC*, or CST* Elective	3
—	— Social Sciences Elective <sup>o</sup>	3
—	— Science Elective	3

TOTAL CREDITS: 60

<sup>o</sup> History, Political Science, Anthropology, or Geography strongly recommended

<sup>oo</sup> Business Internship (BBG 294) is strongly recommended

† Pre-requisite required. Please refer to the Course Descriptions section.

#### Recommended Computer Electives

##### Software Support Industry

CSA\* 135 – Spreadsheet Applications

CSA\* 140 – Database Applications

### COMPUTER SUPPORT SPECIALIST: Hardware Support Option

#### LEARNING OUTCOMES

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

1. Understand the psychology of the workplace, including attendance, punctuality, initiative, teamwork, privacy, discrimination issues, due process, safety, employee/employer conflict, job descriptions, and techniques for working productively with people of diverse cultures and backgrounds
2. Apply customer service and end-user support principles, including communication skills, telephone etiquette, and courtesy when dealing with customers and individuals lacking a technical background
3. Understand career paths in the computer support field
4. Demonstrate a working knowledge of the Internet that includes effective strategies for online research and correct citation of internet based resources
5. Preemptively solve computer hardware/software problems to provide disaster prevention and recovery of computer systems before problems occur whenever possible
6. Apply a comprehensive understanding of the function of computer hardware and software in a personal computer system, both networked and stand-alone
7. Perform computer troubleshooting using diagnostic test equipment, diagnostic software, network documentation, online documentation resources, and troubleshooting strategies and techniques to resolve basic hardware, software, and network problems
8. Identify resources for resolving peripheral device problems including printers, scanners, CD ROMs, sound cards, external CD RW devices, digital imaging devices and DVDs



## ASSOCIATE IN SCIENCE DEGREE PROGRAMS — continued

9. Select appropriate hardware and software, trouble-shoot on the board level, and understand software licensing agreements and privacy issues
10. Communicate effectively with clients, verbally and in writing
11. Understand and apply mathematical and scientific reasoning in solving problems, and think critically

### Hardware Support Option (A+)

#### FIRST SEMESTER (15 Credits) CREDITS

† CSA* 105	Introduction to Software Applications	3
CSC* 101	Introduction to Computers	3
CST* 231	Data Communications and Networking I	3
† ENG* 101	Composition	3
† MAT* 104	Quantway <b>OR</b> Higher	3

#### SECOND SEMESTER (15-16 credits)

† CST* 120	Introduction to Operating Systems	3
COM* 105	Intro. to Visual Communication <b>OR</b>	
† COM* 173	Public Speaking	3
† ENG* 102	Literature and Composition	3
† PSY* 111	General Psychology I <b>OR</b>	3
† SOC* 101	Principles of Sociology	
† ____	Science Elective	3/4

#### THIRD SEMESTER (15 Credits)

† CST* 140	Introduction to Computer Hardware	3
† CST* 142	Introduction to Computer Hardware Lab	3
____	CSA*, CSC*, or CST* Elective	3
____	Fine Arts Elective	3
____	Social Sciences Elective <sup>o</sup>	3

#### FOURTH SEMESTER (15 Credits)

† CST* 125	Help Desk Concepts	3
† CST* 240	Advanced Computer Hardware	3
____	Humanities Elective	3
____	CSA*, CSC*, or CST* Elective	3
† BBG* 294	Business Internship <sup>oo</sup> <b>OR</b>	3
† BMG* 202	Principles of Management <b>OR</b>	
† BMK* 123	Principles of Customer Service	

TOTAL CREDITS: 60/61

<sup>o</sup> History, Political Science, Anthropology, or Geography strongly recommended

<sup>oo</sup> Business Internship (BBG 294) is strongly recommended

† Pre-requisite required. Please refer to the Course Descriptions section.

### Recommended Computer Electives —Hardware Support Industry

- CSA\* 163 — Internet
- CST\* 171 — LAN System Management
- CST\* 281 — Data Communications and Networking II

## CONSTRUCTION MANAGEMENT

### Associate in Science Degree (AS)

The degree will prepare students for transfer to baccalaureate degree programs in the field. Upon completion of a baccalaureate degree, they will have the necessary skills and knowledge to enter careers in construction, operation and/or maintenance of the built environment and global infrastructure. Graduates of this program will have technical and analysis skills from consideration of complex projects and systems that will position them for success in many fields.

### LEARNING OUTCOMES

In addition to acquiring the general education competencies, upon completion of the program, the graduate will be able to:

1. Interpret and effectively utilize construction and construction-related documents including reference materials, contracts and specifications.
2. Understand and conduct quantity take-off processes using manual mathematical models/techniques and takeoff software.
3. Estimate construction costs for bidding and other purposes and assess the appropriateness of various construction methods, materials and environmental systems in specific situations.
4. Understand the theory and use of construction tools and/or equipment, including those related to testing and measurement.
5. Demonstrate manual and computer drafting skills.
6. Display the knowledge and skills required in the planning and management of a construction project including use of project software.
7. Identify and resolve problems related to aspects of construction management.

#### FIRST SEMESTER (16 CREDITS)

CREDITS

† CSA* 105	Intro to Software Applications	3
† CAD* 112/113	Computer-aided Drafting/Lab	3
† ENG* 101	Composition	3
† MAT* 184 <sup>^</sup>	Trigonometry with Embedded Alegbra	4
CTC* 140 <sup>^</sup>	Construction Graphics/Quantity Takeoff	3

#### SECOND SEMESTER (15 CREDITS)

† ENG* 102	Composition and Literature	3
CTC* 222 <sup>^</sup>	Building Construction Systems <b>OR</b>	3
CTC* 224	Heavy Highway Construction Practices	
† ____	History Elective	3
____	Humanities Elective	3
PSY* 111	General Psychology I	3

#### THIRD SEMESTER (13 CREDITS)

____	Fine Arts Elective	3
† BMG* 202	Principles of Management	3
† CTC* 229 <sup>^</sup>	Construction Estimating <b>OR</b>	3
† CTC* 234	Heavy Highway Construction Estimating	
ARC* 221 <sup>^</sup>	Contracts and Specifications	3

#### FOURTH SEMESTER (16 CREDITS)

† CHE* 111	Concepts of Chemistry	4
† CTC* 220 <sup>^</sup>	Construction Project Management	3
ARC* 240 <sup>^</sup>	Environmental Systems	3
† ECN* 102	Principles of Microeconomics	3
† ACC* 115	Principles of Financial Accounting	4

TOTAL CREDITS: 60

CERTIFICATES AND DEGREES 73

## ASSOCIATE IN SCIENCE DEGREE PROGRAMS — continued

### CONSTRUCTION MANAGEMENT

#### Associate in Applied Science Degree (AAS)

The degree will prepare students for immediate employment in entry level jobs in the industry. Graduates of the program will acquire basic knowledge and skills in administrative procedures, resource management and construction processes for building and heavy construction as well as the ability to utilize construction documents for quantity take-offs, to participate in construction job-site office meetings and to provide related documentation and correspondence.

#### LEARNING OUTCOMES

In addition to acquiring general education competencies, upon completion of the program, the graduate will be able to:

1. Interpret and effectively utilize construction and construction-related documents including reference materials, contracts, specifications, codes and ordinances.
2. Understand and conduct quantity take-off processes using manual mathematical models/techniques and takeoff software.
3. Estimate construction costs for bidding and other purposes and assess the appropriateness of various construction methods, materials and environmental systems in specific situations.
4. Understand the theory and use of construction tools and/or equipment, including those related to surveying, testing and measurement.
5. Demonstrate manual and computer drafting skills.
6. Display the knowledge and skills required in the planning and management of a construction project including use of project software.
7. Identify and resolve problems related to aspects of construction management.

#### FIRST SEMESTER (16 CREDITS)

		CREDITS
† CSA*	105 Intro to Software Applications	3
† CAD*	112/113 <sup>^</sup> Computer-aided Drafting/Lab	3
† ENG*	101 Composition	3
† MAT*	184 Trigonometry with Embedded Alegbra	4
CTC*	140 <sup>^</sup> Construction Graphics/Quantity Takeoff	3

#### SECOND SEMESTER (13 CREDITS)

† ENG*	102 Composition and Literature	3
CTC*	222 <sup>^</sup> Building Construction Systems	3
† ACC*	115 Principles of Financial Accounting	4
_____	Technical Elective	3

#### THIRD SEMESTER (15 CREDITS)

† ARC*	221 <sup>^</sup> Contracts and Specifications	3
_____	Humanities/Fine Arts Elective	3
† CTC*	229 <sup>^</sup> Construction Estimating	3
† ECN*	102 Principles of Microeconomics	3
_____	Technical Elective	3

#### FOURTH SEMESTER (16/17 CREDITS)

CTC*	160 <sup>^</sup> Surveying	4
† CTC*	220 <sup>^</sup> Construction Project Management	3
† ARC*	240 <sup>^</sup> Environmental Systems	3
† BBG*	294 Business Internship	3
_____	Science Elective	3/4

TOTAL CREDITS: 60/61

The symbol (†) indicates a prerequisite needs to be met.

Technical Electives:

ARC\*229 Structures  
ARC\*205 Advanced CAD  
ARC\*108 Building Materials  
ARC\*223 Blueprint Reading  
ARC\*227 Codes and Ordinances

Members of Carpenter's Union may be able to receive credit for previously completed union training programs.

The symbol (†) indicates a prerequisite needs to be met.

<sup>^</sup> All CTC courses are only offered once a year in the term (Fall or Spring) marked.



## ASSOCIATE IN SCIENCE DEGREE PROGRAMS — continued

### CRIMINAL JUSTICE

The Criminal Justice Associate in Science degree program focuses on individuals who may elect to enter the criminal justice profession, professionals already employed in the field that wish to advance their careers, and students that want to continue their education at the baccalaureate level.

The program provides an interdisciplinary field of study that examines all facets of the criminal justice system, from law enforcement with an emphasis on community policing, to the courts and correctional theories. Career choices may include the fields of law enforcement, court support services, probation, corrections, parole, victim and other human related services.

**CSCU Pathway Transfer Degree in Criminology Studies A.A. also available. For more information, visit <http://www.ct.edu/transfer> or consult the Counseling Office at 860-906-5040..**

#### LEARNING OUTCOMES

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

1. Explain the roles and functions of the criminal-justice system and its subordinate agencies in a democratic society
2. Summarize theories of the nature of crime, the causes of criminal behavior and the methods of treating and preventing crime
3. Apply constitutional principles that protect the rights of citizens and regulate criminal-justice agencies
4. Research current criminal justice topics and issues and apply them to operational activities
5. Demonstrate an understanding of and a commitment to the moral, ethical, and legal obligations of criminal justice professionals
6. Explain the basic principles of human dignity, human rights, and multiculturalism; and demonstrate a personal commitment to the advancement of these principles
7. Demonstrate an understanding of the different agencies in the criminal justice system and their relationships with community-based services

Further, program graduates will possess the following skills to facilitate the fair and effective operation of the criminal justice system:

1. Express ideas effectively, ethically and responsibly through written and oral communication
2. Comprehend information presented in written or spoken form
3. Utilize critical thinking and problem solving skills to formulate, present, and defend logical arguments
4. Understand and apply mathematical and scientific reasoning in solving problems
5. Work effectively as a team member to achieve a common goal while exhibiting integrity and character
6. Utilize criminal statutes, their application and enforcement in conjunction with investigative procedures and techniques
7. Demonstrate civic responsibility, appreciate the value of diversity, commit to life-long learning and be willing to support positive change to solve current social problems
8. Have the knowledge and skills to obtain entry-level employment in the criminal justice field, and/or gain admission to a criminal justice program at a four-year institution

† Throughout this catalog, this symbol means that a pre-requisite is required. Please refer to the Course Descriptions section, which begins on page 100.

#### FIRST SEMESTER (15 credits)

			CREDITS
CJS*	101	Introduction to Criminal Justice	3
† ENG*	101	Composition	3
† MAT*	137	Intermediate Algebra <b>OR</b>	3
† MAT*	167	Statistics with Technology	
† PSY*	111	General Psychology I	3
PHL*	111	Ethics	3

#### SECOND SEMESTER (15 credits)

ENG*	102	Composition and Literature	3
POL*	111	American Government <b>OR</b>	3
POL*	112	State and Local Government	
† SOC*	101	Principles of Sociology	3
CJS*	102	Introduction to Corrections	3
CJS*	120	Police and the Community	3

#### THIRD SEMESTER (16 credits)

† COM*	173	Public Speaking	3
PSY*	105	Group Dynamics <b>OR</b>	3
† PSY*	245	Abnormal Psychology	
† BIO*	115	Human Biology	4
† CJS*	211	Criminal Law	3
—	—	Free Elective (CJS Elective preferred)	3

#### FOURTH SEMESTER (15 credits)

SOC*	117	Minorities in the U.S. <b>OR</b>	3
† PSY*	253	Multicultural Issues in Psychology	
† CJS*	210	Constitutional Law	3
† CJS*	201	Criminology	3
—	—	Fine Arts Elective	3
—	—	Free Elective	3

TOTAL CREDITS: 61

† Pre-requisite or corequisite required.  
Please refer to the Course Descriptions section.

#### Criminal Justice Electives (may be used for free electives above)

CJS*	202	Juvenile Delinquency
† CJS*	220	Criminal Investigation
† CJS*	225	Forensic Science
† CJS*	290	Supervised Field Placement in Criminal Justice
CJS*	280	Victimology
† CJS*	294	Contemporary Issues in Policing
CJS*	298	Special Topics in Criminal Justice



## EARLY CHILDHOOD EDUCATION

The ECE program at Capital Community College is accredited by the National Association for the Education of Young Children (NAEYC). The degree program includes a liberal arts core in addition to specialized courses in teacher education. This two-year program is designed to equip the student with the theoretical knowledge, practical experience and skills needed to work with children under the age of eight. The education courses require field placement and observation hours to be completed outside of class meetings. In addition, a student teaching practicum is required for all pre-service teachers (see additional details below).

The curriculum prepares students for employment as classroom teachers, assistant classroom teachers, paraprofessionals, community outreach workers, family services providers and other similar positions. Employment opportunities exist in such areas as child care, public schools, non-profit agencies, community service agencies, and family service agencies at the public and private levels. The Capital Community College A.S. degree in Early Childhood Education articulates with the Eastern Connecticut State University, Southern Connecticut State University, Charter Oak State College and the University of Hartford. Graduates are prepared to pursue further education at colleges leading to a baccalaureate degree in several professional areas including education, child studies, family studies, child development, human development and social sciences.

Service learning is a teaching and learning strategy that integrates meaningful real-world experiences with instruction and reflection to enrich student learning. Students enrolled in program courses in this major are required to conduct field observations and students enrolled in 295 are required to complete the student teaching internship (200 hours). Additional details will be provided by the course instructors. Students are expected to conduct observations and the student teaching practicum hours at the Capital CC Laboratory School and/or outside the institution. Notes: (1) Fieldwork/field experiences are a required assignment of all students registered in course. (2) As per state law and mandates, criminal background checks and fingerprinting are required; and may prevent students from completing degree program requirements.

Education is a dynamic profession that incorporates evidence-based theory, practical experiences and skills. A graduate is prepared to function as an entry-level professional.

A graduate of the early childhood education program is awarded an Associate in Science degree and is eligible for the State of Connecticut Early Childhood Education Credential (see additional details below). Graduates can apply for the credential through the Connecticut Department of Education.

**CSCU Pathway Transfer Degree in Early Childhood Teacher Credential Studies A.A. also available. For more information, visit <http://www.ct.edu/transfer> or consult the Counseling Office at 860-906-5040.**



## LEARNING OUTCOMES

Students completing the requirements for the Associate Degree will be able to:

1. Identify a variety of current and historical theoretical approaches
2. Identify and assess the elements that determine quality in early childhood settings
3. Articulate the beginnings of a personal philosophy of Early Childhood Education
4. Identify and evaluate ethical issues that may be encountered in the field.
5. Plan, implement and evaluate age appropriate and individually appropriate activities. Also, plan curriculum that is based on best practices, theory, child development knowledge, observations and assessments of typical and atypical children from culturally diverse backgrounds.
6. Create and evaluate a learning environment that supports children's physical, social, emotional, creative, language and cognitive development
7. Identify and apply positive approaches to discipline and behavior management that encourage children to develop self-control and self-esteem.
8. Create strategies that will support and maintain positive, collaborative relationships with families
9. Recognize and evaluate current issues, trends and policies that affect young children and their families.
10. Identify and communicate effectively with colleagues and other professionals concerned with supporting children's development and well-being.
11. Identify sources and participate in opportunities available for professional growth
12. Demonstrate competence in integrating theory and best practices.
13. Meet the needs of diverse populations of children and their families
14. Reflect, analyze and evaluate their teaching practices in order to strengthen their skills, knowledge and competencies.

### Student Teaching Practicum

All ECE course requirements must be completed prior to student teaching, other than those courses requiring concurrent enrollment with student teaching. A grade of "C" or higher is required in all ECE courses. The requirement for the student teaching practicum is that all enrolled students must complete 200 hours of student teachings. **Authorization of the program coordinator is required for admission into ECE 295.**



## ASSOCIATE IN SCIENCE DEGREE PROGRAMS — continued

### Early Childhood Teacher Credential (ECTC)

Graduates of the Capital Community College Early Childhood Education Program from 2008 on, are eligible to apply for the State of Connecticut ECTC. The Capital Community College ECE Program is an approved degree program for both the Infant/Toddler and Preschool credential.

1. The ECTC is a competency-based credential awarded by the Connecticut State Department of Education (SDE).
2. With the ECTC a teacher will meet the current educational requirements to work in a state-funded program.
3. The ECTC is portable across state-funded programs.
4. Individuals can apply for an Infant/Toddler ECTC, a Preschool ECTC, or both.

### Early Childhood Education Electives:

ECE 103	Creative Experiences	3
ECE 106	Music and Movement	3
ECE* 109	Science & Math for Children	3
ECE* 131/	Children's Literature	3
ENG* 114		
ECE* 141	Infant/Toddler Growth & Development	3
ECE 152	Technology Integration for the Classroom	3
ECE* 180	CDA Credential Preparation I	3
ECE* 206	Administration & Supervision of Early Childhood Programs	3
ECE* 225	Anti-Bias Issues in Early Childhood Education	3
ECE* 241	Methods & Techniques for Infant/Toddler Care	3
ECE* 276	Introduction to School Age Care	3

† Pre-requisite or corequisite required.

### Early Childhood Education Degree Program – Career



### FIRST SEMESTER (15 credits)

CREDITS

† ECE* 101	Introduction to Early Childhood Education	3
ECE* 176	Health, Safety and Nutrition	3
† ENG* 101	Composition	3
PSY* 111	General Psychology I	3
_____	Fine Arts Elective	3

### SECOND SEMESTER (15 credits)

† ECE* 275	Child, Family and School Relations <b>OR</b>	
† ECE* 190	Behavior Management	3
† ENG* 102	Composition and Literature	3
† PSY* 204	Child & Adolescent Development	3
† ECE* 210	Observation, Participation and Seminar	3
† MAT* _____	Math Elective	3

### THIRD SEMESTER (15 credits)

† ECE* 222	Methods & Techniques <sup>1</sup>	3
† ECE* 231	Early Language & Literacy Development	3
† ECE*	Early Childhood Elective	3
SOC* 101	Principles of Sociology	3
SCI* _____	Science Elective +	3

### FOURTH SEMESTER (15 credits)

† ECE*295	Student Teaching Practicum	6
† ECE*215	The Exceptional Learner	3
HIS* _____	History Elective	3
_____	Humanities Elective++	3

TOTAL CREDITS: 60

† Pre-requisite or corequisite required.

ENG 095 or higher is a prerequisite for ECE 101.

ECE 101 is a prerequisite for all ECE courses except ECE 106 and 176.

++ECE 131/ENG 114 (preferred) Humanities Elective.

ECE 181 CDA Credential Preparation II may be substituted for ECE 222

ECE 109 Science & Math for Children may not be substituted for a Science Elective or a Math Elective.

+ A science elective with a lab may be required as part of a bachelor's degree program.

### Student Teaching Practicum

All ECE course requirements must be completed prior to student teaching, other than those courses requiring concurrent enrollment with student teaching. A grade of "C" or higher is required in all ECE courses. The requirement for the student teaching practicum is that all enrolled students must complete 200 hours of student teachings.

**Authorization of the program coordinator is required for admission into ECE 295.**

### Early Childhood Teacher Credential (ECTC)

Graduates of the Capital Community College Early Childhood Education Program from 2008 on, are eligible to apply for the State of Connecticut ECTC. The Capital Community College ECE Program is an approved degree program for both the Infant/Toddler and Preschool credential.

1. The ECTC is a competency-based credential awarded by the Connecticut State Department of Education (SDE).
2. With the ECTC a teacher will meet the current educational requirements to work in a state-funded program.
3. The ECTC is portable across state-funded programs.
4. Individuals can apply for an Infant/Toddler ECTC, a Preschool ECTC, or both.

### Early Childhood Education Electives:

ECE 103	Creative Experiences	3
ECE 106	Music and Movement	3
ECE* 109	Science & Math for Children	3
ECE* 131/	Children's Literature	3
ENG* 114		
ECE* 141	Infant/Toddler Growth & Development	3
ECE 152	Technology Integration for the Classroom	3
ECE* 180	CDA Credential Preparation I	3
ECE* 206	Administration & Supervision of Early Childhood Programs	3
ECE* 225	Anti-Bias Issues in Early Childhood Education	3
ECE* 241	Methods & Techniques for Infant/Toddler Care	3
ECE* 276	Introduction to School Age Care	3

† Pre-requisite or corequisite required.

## ASSOCIATE IN SCIENCE DEGREE PROGRAMS — continued

### GENERAL STUDIES

The General Studies degree program offers students the opportunity to explore their own educational and professional pathways and discover the benefits of life-long learning. The program offers students the widest range of electives available and allows students to tailor a program and explore a broad range of career or intellectual interests to suit their individual needs. In order to ensure program coherence, students will meet each semester with program advisors who will assist in course selection.

**NOTE:** Upon graduation, students may transfer to a 4-year institution, although some of the elective credits they have earned may not count toward the Bachelor's degree. Students who intend to transfer or proceed beyond the 2-year degree may find the Liberal Arts & Sciences program better suited to their needs.

Students should consult with a counselor or academic advisor prior to enrolling in the General Studies or Liberal Arts degrees.

#### LEARNING OUTCOMES:

Upon completion of the program the student should be able to:

1. Communicate effectively
  - 1.1 Display a command of the English language
  - 1.2 Utilize current communication technology
  - 1.3 Present ideas and information orally and in writing in accordance with standard usage
  - 1.4 Organize and present ideas and information (including those gained from research) effectively
2. Reason scientifically and or quantitatively
  - 2.1 Demonstrate understanding of mathematical and or scientific principles
  - 2.2 Apply these principles to the solution of problems in academic work and everyday life
  - 2.3 Interpret numeric information presented in graphic forms
  - 2.4 Apply scientific methods to the inquiry process
3. Think critically
  - 3.1 Read, analyze and understand complex ideas
  - 3.2 Use information technology appropriately
  - 3.3 Locate, evaluate and apply research information
  - 3.4 Draw inferences from facts
  - 3.5 Evaluate and present well-reasoned arguments
4. Develop a global perspective
  - 4.1 Recognize differences and relationships among cultures
  - 4.2 Recognize the role diversity plays in the development of the United States and in everyday social life
  - 4.3 Recognize the relationships among events and values in different eras
5. Demonstrate a clear connection among their elective choices and their personal, occupational, or academic ambitions

Courses may not fulfill more than one requirement.

#### FIRST SEMESTER (15 credits)

†	ENG*	101	Composition	3
	IDS*	105	College Success	3
	—	—	Computer Elective	3
	—	—	Free Elective	3
			Free Elective	3

#### SECOND SEMESTER (15-16 credits)

†	ENG*	102	Composition and Literature	3
	HIS*	—	History Elective	3
	—	—	Science Elective	3-4
	—	—	Free Elective	3
	—	—	Free Elective	3

#### THIRD SEMESTER (15 credits)

—	—	Social Science Elective	3
—	—	Math Elective	3
—	—	Humanities Elective	3
—	—	Free Elective	3
—	—	Free Elective	3

#### FOURTH SEMESTER (15 credits)

—	—	Humanities Elective	3
—	—	Social Science Elective	3
—	—	Fine Arts Elective	3
—	—	Free Elective	3
—	—	Free Elective	3

TOTAL CREDITS 60-61





## ASSOCIATE IN SCIENCE DEGREE PROGRAMS — continued

### HEALTH INFORMATION MANAGEMENT

— Not accepting new students at this time —

Health Information Management professionals work in a variety of settings such as hospitals, ambulatory care, physician offices, rehabilitation centers and health insurance companies and focus on the quality of patient care, the revenue cycle, patient privacy, compliance, information technology and data quality. Successful completion of the Associate of Science degree in Health Information Management prepares students for an entry level position in health information management or for transfer to the Bachelor of Science in Health Information Management program at Charter Oak State College. The courses are sequenced to build upon one another, and culminate in a practicum which allows the student hands-on experience in the health information field. Program is pursuing third-party accreditation.

#### LEARNING OUTCOMES:

Upon successful completion of all program requirements, graduates will 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 and 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 coding guidelines from ICD-10, CPT-4 and HCPCS.
7. Interpret diagnostic based perspective payment groups such as DRG.
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.

#### FIRST SEMESTER (16 credits)

			CREDITS
CSA*	105	Introduction to Software Applications	3
ENG*	101	Composition	3
MED*	125	Medical Terminology	3
HIM*	102	Introduction to Healthcare Systems	3
BIO*	115	Human Biology with Lab	4

#### SECOND SEMESTER (15 credits)

HIM*	201	Health Information Management Principles	3
BIO*	201	Introduction to Pathophysiology	3
HIM*	155	Fundamentals of Clinical Informatics & Electronic Medical Record	3
MAT*	167	Principles of Statistics	3
PSY*	111	General Psychology	3

#### THIRD SEMESTER (15 credits)

HIM*	205	Medical Coding	3
MED*	112	Medical Insurance and Billing	3
COM*	173	Public Speaking	3
ENG*	102	Literature and Composition	3
MED*	170	Law and Ethics for Health Professionals	3

#### FOURTH SEMESTER (16 credits)

MED*	250	Principles of Pharmacology	3
HIM*	212	Advanced Medical Coding	3
HIM*	254	HIM Practicum	3
CSC*	231	Database Design I	3
—	—	Arts/Humanities Elective or MAT 137 Intermediate Algebra	3

TOTAL CREDITS: 61



## ASSOCIATE IN SCIENCE DEGREE PROGRAMS — continued

### MANAGEMENT

The Management Program is designed to provide the student with the knowledge, theory and techniques of management in both private and public organizations. Upon completion, students will be prepared for an entry-level management position, advancement in their current position, or transfer to a four-year program. Students who successfully complete their A.S. in Management at Capital Community College may transfer to a range of colleges and universities including UConn-Hartford, Central Connecticut State University's School of Business, the University of Hartford, or the University of Saint Joseph. (Note: Courses will be evaluated for transfer credit by the receiving institution.) Please see page 96 for more transfer information.

**CSCU Pathway Transfer Degree in Business Studies A.A. also available.**  
For more information, visit <http://www.ct.edu/transfer> or consult the Counseling Office at 860-906-5040.

### LEARNING OUTCOMES

Upon successful completion of all program requirements, graduates will:

1. Demonstrate basic knowledge of management, human resources, marketing, accounting, business law and CIS in a management position or business ownership.
2. Organize thoughts and ideas and communicate, using proper business writing techniques as well as verbal presentation skills, in a manner that can be easily understood in the business environment.
3. Demonstrate a responsible attitude in relationships with employers, fellow employees, teams and the internal and external organizational influences.
4. Solve mathematical problems related to various aspects of management including accounting and other phases of business ownership.
5. Understand and practice the four managerial functions of planning, organizing, leading and controlling, as well as the nature and responsibilities of the changing roles of managers.
6. Develop an understanding of the decision-making process and demonstrate effective, ethical and legal decision-making.
7. Have a working knowledge of marketing plans, including target markets, segmentation, sales, advertising, promotions and public relations.
8. Demonstrate an ability to define management problems, examine alternatives and decide on the best course of action.
9. Develop a personal philosophy of management, in order to perform as a manager, coach, leader, or business owner.
10. Develop an understanding of the nature of change, how to manage change and how to adapt to the accelerating global environment.
11. Demonstrate an understanding of the competitive pressures brought by effectiveness, efficiency and innovation issues on organizations.
12. Have the ability to interpret and choose the appropriate follow-up on management information from various sources such as financial statements, annual reports and publications.
13. Understand the importance of proper customer service techniques in order to be competitive in today's local and global marketplaces.
14. Demonstrate interpersonal skills, such as teamwork, problem-solving, conflict resolution, leadership, motivation, cultural diversity and communication that are required in the work place.
15. Understand the historical foundations of management and the evolution of the "new" workplace and the "new" manager, now known as a "coach".
16. Apply critical thinking and creativity in solving business problems.
17. Understand the necessity of effective business plans.
18. Train employees in proper customer service techniques.
19. Apply what they have learned during their internships to "real" job situations.

#### FIRST SEMESTER (16 credits)

CREDITS

† CST* 201	Introduction to Management Information Systems	3
† ACC* 115	Principles of Financial Accounting	4
BMG* 202	Principles of Management	3
† ENG* 101	Composition	3
† MAT* ____	Mathematics Elective	3

#### SECOND SEMESTER (15 credits)

† ACC* 117	Principles of Managerial Accounting	3
† BBG* 234	Legal Environment of Business	3
BMK* 201	Principles of Marketing	3
† ENG* 102	Composition and Literature	3
____	Science Elective	3

#### THIRD SEMESTER (15 credits)

‡ BMG* 220	Human Resources Management	3
† ECN* 101	Principles of Macroeconomics	3
‡ BOT* 201/BBG* 210	Business Communications	3
____	Humanities Elective	3
PSY* 111	General Psychology I	3

#### FOURTH SEMESTER (15 credits)

† BFN* 201	Principles of Managerial Finance <b>OR</b>	3
† CSA* 135	Spreadsheet Applications	
____	Business Elective	3
† BMG* ____	Management Elective‡ <b>OR</b>	3
† BMK* 123	Principles of Customer Service <b>OR</b>	
† BES* 118	Small Business Management	
HIS* ____	History Elective	3
____	Fine Arts Elective	3

TOTAL CREDITS: 61

‡ BBG\* 294 Business Internship **OR** BMG\* 210 Organizational Behavior is strongly recommended.

† Pre-requisite required. Please refer to the Course Descriptions section, p. 99.



## ASSOCIATE IN SCIENCE DEGREE PROGRAMS — continued

### MANAGEMENT: Entrepreneurship Option

The Entrepreneurship Option is designed to provide the student with the knowledge, theory and practical skills needed for entry-level management positions, advancement in a current position or starting a small business.

#### LEARNING OUTCOMES

Upon successful completion of all program requirements, graduates will:

1. Demonstrate basic knowledge of management, human resources, marketing, accounting, business law and CIS in a management position or business ownership.
2. Organize thoughts and ideas and communicate, using proper business writing techniques as well as verbal presentation skills, in a manner that can be easily understood in the business environment.
3. Demonstrate a responsible attitude in relationships with employers, fellow employees, teams and the internal and external organizational influences.
4. Solve mathematical problems related to various aspects of management including accounting and other phases of business ownership.
5. Understand and practice the four managerial functions of planning, organizing, leading and controlling, as well as the nature and responsibilities of the changing roles of managers.
6. Develop an understanding of the decision-making process and demonstrate effective, ethical and legal decision-making.
7. Have a working knowledge of marketing plans, including target markets, segmentation, sales, advertising, promotions and public relations.
8. Demonstrate an ability to define management problems, examine alternatives and decide on the best course of action.
9. Develop a personal philosophy of management, in order to perform as a manager, coach, leader, or business owner.
10. Develop an understanding of the nature of change, how to manage change and how to adapt to the accelerating global environment.
11. Demonstrate an understanding of the competitive pressures brought by effectiveness, efficiency and innovation issues on organizations.
12. Have the ability to interpret and choose the appropriate follow-up on management information from various sources such as financial statements, annual reports and publications.
13. Understand the importance of proper customer service techniques in order to be competitive in today's local and global marketplaces.

14. Demonstrate interpersonal skills, such as teamwork, problem-solving, conflict resolution, leadership, motivation, cultural diversity and communication that are required in the work place.
15. Understand the historical foundations of management and the evolution of the "new" workplace and the "new" manager, now known as a "coach".
16. Apply critical thinking and creativity in solving business problems.
17. Understand the necessity of effective business plans.
18. Train employees in proper customer service techniques.
19. Apply what they have learned during their internships to "real" job situations.

#### FIRST SEMESTER (16 credits)

CREDITS

† ACC*	115	Principles of Financial Accounting	4
† CST*	201	Introduction to Management Information Systems	3
BMG*	202	Principles of Management	3
† ENG*	101	Composition	3
† MAT*	_____	Mathematics Elective	3

#### SECOND SEMESTER (16 credits)

† ACC*	117	Principles of Managerial Accounting	3
† BBG*	234	Legal Environment of Business	3
BMK*	201	Principles of Marketing	3
† ENG*	102	Composition and Literature	3
BMK*	123	Principles of Customer Service	3

#### THIRD SEMESTER (15 credits)

† ECN*	101	Principles of Macroeconomics	3
† BMG*	220	Human Resources Management	3
‡ BOT*	201/BBG* 210	Business Communications	3
_____	_____	Humanities Elective	3
PSY*	111	General Psychology I	3

#### FOURTH SEMESTER (15 credits)

† BFN*	201	Principles of Managerial Finance <b>OR</b>	3
† CSA*	135	Spreadsheet Applications	
_____	_____	Science Elective	3
† BBG*	294	Business Internship	3
BES*	118	Small Business Management	3
_____	_____	Fine Arts Elective	3

TOTAL CREDITS: 61



## MEDICAL ASSISTING

The Medical Assisting Program at Capital provides students with learning opportunities which introduce, develop, and reinforce academic, occupational knowledge, skills, and attitudes required for job placement, retention, and advancement. The program plan of study includes general education and career-focused medical assisting courses. It should be noted that individuals currently employed by medical facilities may qualify to register for the more advanced course offerings.

As multi-skilled practitioners, graduates of the program will be eligible for career positions in the fast-growing, in-demand healthcare industry such as medical offices, hospitals, school-based health centers, health insurance companies, ambulatory and urgent care centers.

The objective of the program is to provide each student the opportunity to acquire the knowledge and skills in the classroom, the laboratory, and during hands-on experience in the healthcare areas (externship). The mission of the program is to prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Upon satisfactory completion of the program, students are eligible to sit for National Certification Examinations through AAMA and AMT organizations. Successful exam candidates will be awarded the CMA or RMA credentials.

The Medical Assisting Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Medical Assisting Education Review Board (MAERB).

Commission on Accreditation of Allied Health Education Programs  
25400 U.S. Highway 19 North, Suite 158  
Clearwater, FL 33763  
Telephone: (727) 210-2350 / [www.caahep.org](http://www.caahep.org)

Upon the recommendation of the Medical Assisting Education Review Board (MAERB), the program has been placed on probationary accreditation as of July 21, 2016

### LEARNING OUTCOMES

Upon successful completion of the program requirements, the graduate will:

1. Understand the role and responsibilities of the medical assistant
2. Demonstrate clear and effective communication skills
3. Achieve entry-level competency in the performance of administrative functions

4. Achieve entry-level competency in the performance of clinical functions
5. Apply legal concepts and ethical considerations to the health care practice
6. Participate as an active member of the healthcare team
7. Participate and achieve a passing score on the national certification examination

### FIRST SEMESTER

†	BIO*	115	Human Biology <sup>1</sup>	4
†	MED*	125	Medical Terminology <sup>1</sup>	3
†	CSA*	105	Introduction to Software Applications <sup>1</sup>	3
†	ENG*	101	Composition	3
†	MED*	170	Law & Ethics for Health Centers <sup>1</sup>	3

### SECOND SEMESTER

†	ENG*	102	Literature and Composition	3
†	MED*	141	Lab Principles for Medical Assisting	3
			Arts Elective	3
	PSY*	111	General Psychology I	3
			Humanities Electives (SPA* 101 recommended)	3

### THIRD SEMESTER

†	MAT*	137	Intermediate Algebra	3
†	MED*	112	Medical Insurance and Billing	3
†	MED*	241	Lab Principles for Medical Assisting II	3
			Social/Behavioral Science Elective	3

### FOURTH SEMESTER

†	MED*	114	Administrative Medical Office Assisting	4
†	MED*	131	Clinical Medical Assisting	3
†	MED*	219	Computerized Medical Practice Management	3
†	MED*	250	Principles of Pharmacology	3

### UPON COMPLETION OF THE ABOVE COURSES

†	MED*	280	Medical Assisting Externship ‡	4
TOTAL CREDITS:				60

<sup>1</sup> These courses must be taken in the 1st semester of the degree program.

† Pre-requisite required. Please refer to the Course Descriptions section, p. 99.

‡ Prior to beginning the externship, student must submit documentation of Adult/Child/Infant CPR and First Aid Certification, and a minimum grade of C in the following courses: MED\* 112, MED\* 114, MED\* 125, MED\* 131, MED\* 141, MED\* 170 MED\* 219, MED\* 241, and MED\* 250. Students in the Medical Assisting program are financially responsible for books, uniforms, transportation, and CPR/First Aid fees, in addition to college tuition and fees.



## ASSOCIATE IN SCIENCE DEGREE PROGRAMS — continued

### MUSIC INDUSTRY

The Music Industry Associate in Science Degree will provide students with a comprehensive experience and knowledge of the music industry for the purpose of successful matriculation to a four-year music industry program, and/or immediate entry into the professional world.

#### LEARNING OUTCOMES

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

1. Apply a comprehensive knowledge of the principles and practices of managing musical artists and music institutions in an administrative/managerial function.
2. Apply a comprehensive knowledge of the principles and practices of managing and administrating commercial music/media institutions in sales, advertising, and publicity.
3. Operate and manage a complete recording studio.
4. Operate and execute all functions and processes involved in a recording project, from recording the artist, mixing and editing the music, to packaging compact disks for commercial distribution.
5. Produce professional quality studio music through the use of music technologies and music software.
6. Demonstrate proficiency in acoustic music theory.
7. Demonstrate proficiency in piano/keyboard skills.
8. Proficiently perform in vocal and/or instrumental ensembles.
9. Demonstrate a general knowledge of Western art, folk, and popular music.
10. Communicate effectively, think critically, reason scientifically and quantitatively, and employ a global perspective.

#### FIRST SEMESTER (15 CREDITS)

CREDITS

MUS* 105	Introduction to Music Business	3
MUS* 115	Music Theory I	3
ENG* 101	Composition	3
— —	Social Science Elective	3
MUS* 150	Class Piano I	3



#### SECOND SEMESTER (15 CREDITS)

MUS* 151	Class Piano II	3
MUS* 237	Principles of Sound Recording	3
— —	Social Science Elective	3
ENG* 102	Literature and Composition	3
MUS* 205	Survey of the Recording Industry	3

#### THIRD SEMESTER (15-16 CREDITS)

MUS* 218	Electronic Music Composition/Audio Technology I	3
BMK* 201	Principles of Marketing	3
MUS* —	Music Ensemble – Choral or Instrumental	3
— —	Science Elective	3-4
MAT —	Mathematics Elective	3

#### FOURTH SEMESTER (15-CREDITS)

† BBG* 234	Legal Environment of Business	3
MUS* 295	Practicum Project/Internship	3
MUS* 230	Music for Film, TV and Other Media	3
BMG* 202	Principles of Management	3
— —	Free Elective	3

TOTAL CREDITS: 60-61





### NURSING

#### The Connecticut Community College Nursing Program at Capital Community College

<http://www.ct.edu/academics/nursing>

**Capital Community College** is one of six colleges offering **The Connecticut Community College Nursing Program (CT-CCNP)**, an innovative associate degree nursing program. A four-semester program designed to prepare registered nurses to function in the professional role utilizing current standards of nursing practice, the curriculum is built upon courses from the social and biological sciences, liberal arts, and nursing. These courses provide the foundation for the practice of nursing. Six core values – critical thinking, safe and competent practice, caring, professionalism, communication, and holistic care – provide the framework for organizing the nursing curriculum.

A graduate of the nursing program is awarded an Associate in Science degree and is eligible to take the **National Council Licensing Examination for Registered Nurses (NCLEX-RN)**. Graduates can apply for licensure through the Connecticut Department of Public Health. The graduate is prepared to function as an entry-level practitioner in health care settings, such as general or specialty hospitals, extended care facilities, doctors' offices, and clinics.

The CT-CCNP at Capital has full approval by the Connecticut Board of Examiners for Nursing with the consent of the Commissioner of the Connecticut Department of Public Health and is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN). ACEN, Inc. can be contacted by mail (3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326) or by phone (404-975-5000).

**Capital Community College  
Enrollment Services Office  
950 Main Street  
Hartford, Connecticut 06103  
860-906-5140  
[www.capitalcc.edu](http://www.capitalcc.edu)**

Nursing is a dynamic profession that incorporates evidenced-based theory and skills required for safe practice. Nursing practice integrates the art and science of nursing with theoretical principles from the natural, social, behavioral, biological and physical sciences. Six core values provide the framework for organizing the curriculum. The core values are:

**Critical Thinking** – Critical thinking skills are essential in today's rapidly changing health care environment. Critical thinking is a complex process that is purposeful, goal-directed and based on factual evidence. Critical thinking requires the skills of collecting, identifying, examining, interpreting and evaluating data. Critical thinking in nursing utilizes the nursing process to identify problems, determine goals and interventions and evaluate outcomes in client care situations. Critical thinking skills encourages nursing students to think for themselves and initiate appropriate interventions after defining the health care needs.

**Safe and Competent Practice** – Safe and competent practice embraces standards of professional nursing. These standards are implemented through clinical, cultural, and technological proficiency in a variety of health care settings. Nurses continuously strive to provide high level nursing care and to improve client outcomes based upon scientifically supported evidence.

**Caring** – Caring is fundamental to nursing practice. Caring encompasses comfort, empathy, compassion, concern and advocacy within a culturally diverse client population. Caring nurses enhance the dignity and integrity of individuals, families and groups within the health care delivery system

**Professionalism** – Professionalism is acquired through a complex process by which the nursing student internalizes values inherent to the practice of nursing. These values include integrity, legal-ethical standards, confidentiality, political awareness, and collegiality. Professional role development includes the acquisition of knowledge and skills through life-long learning.

**Communication** – Communication is essential to the practice of professional nursing and includes both verbal and non-verbal skills, and information technologies to enhance client care. The nursing student develops skills in presentation, documentation, teaching, conflict resolution, assertiveness, negotiation, and therapeutic communications with individuals, families, groups, health care team, and community agencies.



## ASSOCIATE IN SCIENCE DEGREE PROGRAMS — NURSING

**Holistic Care** – Nursing utilizes a multidisciplinary approach to managing care that recognizes the uniqueness of the individual. Holistic nursing has as its goal the enhancement of illness prevention, health promotion, wellness maintenance, and health restoration across the life span. Holistic care involves the identification of the bio-psycho-social and cultural dimensions of the client across the life span on the wellness-illness continuum. Clients, families, and groups are respected according to their physical, emotional, social, economic, cultural, and spiritual needs.

The Nursing Program is a two-year, four-semester program which, upon successful completion, awards an Associate in Science Degree. Sixty-eight credits are required for graduation. These include general education courses and nursing courses sequenced to build from fundamental skills to complex critical thinking skills. The program is challenging in nature, demanding mathematics, science, social science and English skills as building blocks to all that encompasses nursing practice.

### The Role of the Associate Degree Graduate within the Scope of Nursing Practice

The Nursing program will provide the student 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. The Associate Degree Nurse is responsible for his/her continued professional growth and development through continuing education programs and educational advancement to a higher degree level.

The course of study prepares graduates for employment in a variety of settings, extended-care facilities, acute-care hospitals, clinics, doctor's offices, etc.

Clinical practice is offered in hospitals, extended care facilities, and community health centers during both day and evening hours. Weekend clinical practice may be required. Faculty cannot address individual student requests for clinical placements. Students are responsible for their own transportation and must be prepared to travel to facilities a distance from their homes.

Flexibility is required to meet changing course needs.

An orientation session scheduled in June is mandatory for all admitted students

Admitted students must be prepared to submit the following required health information to the Department **by June 10 of the admitting year** or their place in the program will be relinquished. Instructions for submission on-line will be given at the June Nursing Orientation:

1. Physical examination done within the last year
2. Documentation of required immunizations as described in the Nursing Admission Letter
3. Documentation of current certification in Professional level CPR certification must remain current throughout the program
4. **Background check must be received by July 1 of freshmen year.** Capital Community College is required to process criminal background checks on nursing students who affiliate at clinical sites. The purpose of the background check is to ensure a safe and protective environment for all clients, particularly populations at risk: children, the elderly, and the disabled. Students must follow the instructions for securing a background check from the **Connecticut League for Nursing** <https://www.ctleaguefornursing.org/register.php> and sign a release to allow this information to be sent to the Nursing Department. Students choosing not to consent to this procedure will be ineligible to participate in the required clinical portion of the course and will not progress in the program.

Students who are found guilty of committing a felony/misdemeanor may be prevented by a facility from participating in clinical experiences. If you cannot participate in a clinical rotation at an assigned facility, you may not be able to complete the objectives of the course and of the program. Here is the procedure:

*Should a background check reveal a student is guilty of committing a felony/misdemeanor, the Connecticut League for Nursing agrees to make two phone calls to clinical agencies where the student will be placed. The clinical site is asked if they will accept the student given the background check found the student guilty of committing a felony/misdemeanor. The CLN does not give the college, student name or actual crime, just the category of offense. If two of the CT-CCNP at Capital Community College's clinical sites say they will not accept the student for clinical placement, the student is not able to meet the clinical objectives and clinical outcomes of the course. The Director notifies the student and the student is terminated from the Program.*

5. **Drug Screening is required by the Nursing Program and must be received by July 1 of freshmen year.** This service is also provided by the Connecticut League for Nursing. A clean screen or MD-approved screen must be obtained to be placed at the clinical sites and continue in the program.

### RN Licensure: Legal Requirements

Eligibility for the National Council of State Boards of Examiners Registered Nurse Licensure Exam (NCLEX-RN) to become Registered Nurses in Connecticut is dependent on completion of an approved Registered Nurse program and graduate compliance with Chapter 368a Dept. of Public Health Sec. 19a-14.6

The Department of Public Health is authorized to perform the following functions:

- Determine the eligibility of any applicant for licensure, registration, certification or a permit; and
- Deny any applicant's eligibility for a permit or licensure by examination, endorsement, reciprocity or for the reinstatement of a voided license if the Department determines that such applicant has committed or has been found guilty of committing acts which are contrary to public health and safety.
- The Department of Public Health makes the decisions on a case by case basis.

### PROGRAM OBJECTIVES/ LEARNING 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 clients grounded in evidenced-based practice, quantitative competency 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.

*Continued...*



# ASSOCIATE IN SCIENCE DEGREE PROGRAMS — NURSING

## NURSING, *continued*

### PROGRAM OF STUDY

The following program of study reflects a full-time curriculum plan that students enrolled in the nursing program are required to complete for graduation. Many students make the decision to enroll in the nursing program on a part-time basis, taking the general education courses prior to the nursing courses. Non-nursing courses must be taken in the semester indicated in the plan of study below or may be taken earlier; **nursing courses must be taken in the stated sequence.**

The admission and pre-requisite requirements of BIO\*211: Anatomy & Physiology I, BIO\*212: Anatomy & Physiology II, and ENG\*101: English Composition are credits (11 credits) that are part of the total 68 credits required for graduation. BIO\*211 and ENG\*101, both requiring C+ or higher, must be completed prior to submitting an application; BIO\*212 may be in progress and the applicant may be accepted pending successful completion with a grade of C+ or higher. *A grade of C is required for all co-requisite courses in the Nursing plan of study.*

Please see page 16 under **NURSING PROGRAM ADMISSIONS** for a complete list of nursing admissions requirements.

ADMISSION REQUIREMENTS			CREDITS
BIO*	211	Anatomy & Physiology I	4
ENG*	101	English Composition	3
PRE-REQUISITE REQUIREMENTS			
BIO*	212	Anatomy & Physiology II	4
FIRST SEMESTER			
NUR*	101	Introduction to Nursing Practice	8
BIO*	235	Microbiology	4
PSY*	111	General Psychology	3
SECOND SEMESTER			
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
THIRD SEMESTER			
NUR*	201	Nursing Care of Individual and Families I	9
NUR*	202	Pharmacology for Individuals and Families with Intermediate Health Care Needs	1
ENG*	102	English Composition & Literature	3
FOURTH SEMESTER			
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** or Fine Arts	3
TOTAL CREDITS:			68
General Education Credits			= 30 credits
Nursing Credits			= 38 credits

\*A 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. Please see Course Descriptions in this Catalog for listed co-requisites. A minimum grade of C (74 or higher) is required in all nursing courses, a C+ in all Anatomy & Physiology courses, and a C in all other science courses in order to progress from semester to semester and to complete the program.

## Technical Standards for Admitted Students

Connecticut community colleges provide reasonable accommodations to students who qualify under the Americans with Disability Act (ADA) of 1990 and the ADA Amendments Act (ADAAA) of 2008. A reasonable accommodation is a modification or adjustment to an instructional activity, equipment, facility, program or service that enables a qualified student with a disability to have an equal opportunity to fulfill the requirements necessary for completing the nursing program. Reasonableness is determined by the *Disability Services Coordinator* in collaboration with the nursing director at the college on a case-by-case basis.

To be eligible for accommodations, a student must have a documented disability of:

1. a physical or mental impairment that substantially limits one or more major life activities of such individual;
2. a record of such impairment; or,
3. be regarded as having such a condition.

The *Technical Standards* reflect a sample of performance abilities and characteristics necessary to successfully complete the requirements of the nursing program; these standards are not admission requirements. The student is responsible for notifying the nursing director and the *Disability Services Coordinator* of conditions that may impact the student's ability to meet the Technical Standards.

### Acquiring fundamental knowledge:

1. Ability to learn in classroom and educational settings
2. Ability to find sources of knowledge and acquire the knowledge
3. Ability to be a life-long learner
4. Novel and adaptive thinking

### Developing communication skills:

1. Communication abilities for sensitive and effective interactions with patients (persons, families and/or communities)
2. Communication abilities for effective interaction with the health care team (patients, their supports, other professional and non-professional team members)
3. Sense-making of information gathered from communication
4. Social intelligence

### Interpreting data:

1. Ability to observe patient conditions and responses to health and illness
2. Ability to assess and monitor health needs
3. Computational thinking
4. Cognitive load management

### Integrating knowledge to establish clinical judgment:

1. Critical thinking, problem-solving and decision making ability needed to care for persons, families and/or communities across the health continuum and within (or managing or improving) their environments — in one or more environments of care
2. Intellectual and conceptual abilities to accomplish the essential of the nursing program (i.e. CT-CCNP Student Learning Outcomes & Competencies)
3. New-media literacy
4. Transdisciplinarity
5. Design mindset

### Incorporating appropriate professional attitudes and behaviors into nursing practice:

1. Concern for others, integrity, ethical conduct, accountability, interest and motivation
2. Acquire Interpersonal skills for professional interactions with a diverse population of individuals, families and communities
3. Acquire Interpersonal skills for professional interactions with members of the health care team including patients, their supports, other health care professionals and team members

## ASSOCIATE IN SCIENCE DEGREE PROGRAMS — NURSING

4. Acquire the skills necessary for promoting change for necessary quality health care
5. Cross-cultural competency
6. Virtual collaboration

### Additional Information for accepted Nursing Students

**Basic Life Support (BLS) Certification:** Students are required to provide documentation of current professional level certification in Basic Life Support for adult, child, and infant. Certification can only be earned through the American Heart Association or the American Red Cross and must remain current throughout the Program. Courses meeting this requirement are: The American Heart Association Basic Life Support (BLS) for Healthcare Providers OR The American Red Cross CPR/AED for the Professional Rescuer. A copy of the current certification card will be kept on file at the college which the student is attending. Failure to comply will result in exclusion from the clinical learning experience.

**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.

**Background Checks:** Students admitted to the Nursing Program may be asked are required to undergo Background Checks. Legal clearance is required to practice at certain clinical sites. Nursing students must be prepared to pursue this cost (approximately \$62.00) in order to effectively meet hospital mandates for student clinical practice.

**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: Immunizations Requirements** – Students will receive a packet of information describing current college policies. **CT-CCNP Health Assessment Form** – Completed forms (which document specific requirements for the nursing program) must be on file in accordance with college policy.

**Waiver of Licensure Guarantee:** Upon successful completion of the Associate in 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.

**Advancement of Nursing Education:** The Connecticut Community College Nursing Program supports advancement of nursing through education. Graduates of the CT-CCNP have the opportunity to continue their education at a number of baccalaureate and master's degree programs throughout the state and beyond. Go to <http://www.ct.edu/academics/nursing#agreements> to learn more about the different agreements that are in place for CT-CCNP graduates. These agreements include State Universities within our Connecticut State Colleges and Universities System: CCSU, SCSU and WCSU.

**Fees for Standardized Benchmark Testing each semester and the NCLEX Review Course** for all Nursing Students are charged every semester in the nursing program.



## ASSOCIATE IN SCIENCE DEGREE PROGRAMS — continued

### PARAMEDIC STUDIES

The Associate in Science Degree in Paramedic Studies is designed as an extension to the EMT-Paramedic Certificate program. Graduates of this program will be prepared to assume management-level careers in pre-hospital health administration. They will have learned the skills necessary to plan, implement and manage pre-hospital care.

Career opportunities available for graduates of this program include employment as supervisors or managers of emergency medical services and as educational coordinators.

Students requesting that CCC accept credits from other colleges for science courses are advised that a time limitation may apply.

Admitted students must submit documentation of physical examination and required immunizations.

In order to be admitted into the Paramedic classes, applicants must submit:

1. Documentation of graduation from an approved high school or acceptable equivalent preparation.
2. Documentation of State of CT Emergency Medical Technician certification.
3. Documented verification of Emergency Medical Technician experience is required. Related health care experience may be considered. Applicants must have verification of involvement in 50 to 75 patient care calls as an EMT in an ambulance.
4. Mandatory entrance test(s) as part of the admission process.
5. Emergency Medical Technician-Paramedic entrance exam with a qualifying score of 80 or above.
6. Two letters of reference from professional contacts.
7. Documentation of a current Healthcare Provider level cardiopulmonary resuscitation certification (CPR).
8. Successful completion of background check (at student expense).

#### LEARNING OUTCOMES

Upon successful completion of the Paramedic program, the graduate will demonstrate the ability to comprehend, apply, and evaluate theoretical information relevant to his/her role of a patient care provider in the field of out-of-hospital emergency care as a Paramedic. The graduate will:

1. Provide advanced emergency medical care for critical and emergent patients who access the emergency medical services system
2. Integrate the complex knowledge and skills necessary to provide advanced level patient care and transportation
3. Function as a member of the comprehensive EMS response system, under medical oversight
4. Perform patient care interventions including invasive and pharmacological interventions to reduce the morbidity and mortality associated with acute out-of-hospital medical and traumatic emergencies

The Paramedic Studies Program holds national accreditation through CoAEMSP, the Committee on Accreditation of Education Programs for EMS Profession, Bedford, Texas.

#### FIRST SEMESTER (16 CREDITS)

	CREDITS
† PMD* 116 Anatomy & Physiology for Emergency Care I	2
† PMD* 111 Paramedic I	8
† MAT* 137 Intermediate Algebra	3
† ENG* 101 Composition	3

#### SECOND SEMESTER (16 CREDITS)

† PMD* 112 Paramedic II	8
† PMD* 117 Anatomy & Physiology for Emergency Care II	2
† ENG* 102 Composition and Literature	3
— — Humanities Elective	3

#### SUMMER SEMESTER (10 CREDITS)

† PMD* 115 Paramedic III	7
PSY* 111 General Psychology I	3

#### THIRD SEMESTER (14 CREDITS)

BMG* 202 Principles of Management	3
† BIO* 235 Microbiology <b>OR</b>	4
CHE 111 Concepts of Chemistry	
PMD* 211 Paramedic IV Internship	7

#### FOURTH SEMESTER (12 CREDITS)

BMG* 220 Human Resources Management	3
† BBG* 210 Business Communication	3
SOC* 101 Principles of Sociology	3
— — Humanities Elective	3

TOTAL CREDITS: 68

### PARAMEDIC STUDIES: Emergency Medical Services Instructor Option

#### FIRST SEMESTER (16 CREDITS)

	CREDITS
† PMD* 116 Anatomy & Physiology for Emergency Care I	2
† PMD* 111 Paramedic I	8
† MAT* 137 Intermediate Algebra	3
† ENG* 101 Composition	3

#### SECOND SEMESTER (16 CREDITS)

† PMD* 112 Paramedic II	8
† PMD* 117 Anatomy & Physiology for Emergency Care II	2
† ENG* 102 Composition and Literature	3
— — Humanities Elective	3

#### SUMMER SEMESTER (10 CREDITS)

† PMD* 115 Paramedic III	7
PSY* 111 General Psychology I	3

#### THIRD SEMESTER (14 CREDITS)

† BIO* 235 Microbiology <b>OR</b>	4
† CHE 111 Concepts of Chemistry	
PMD* 211 Paramedic IV Internship	7
— — Humanities Elective	3

#### FOURTH SEMESTER (12 CREDITS)

EMS* 101 Emergency Med. Svcs. Educ. I	3
EMS* 102 Emergency Med. Svcs. Educ. II	3
EMS* 103 Emergency Med. Svcs. Educ. III	3
SOC* 101 Principles of Sociology	3

TOTAL CREDITS: 68



## ASSOCIATE IN SCIENCE DEGREE PROGRAMS — continued

### PARAMEDIC STUDIES:

#### Emergency Management Response Option

<b>FIRST SEMESTER (16 CREDITS)</b>		CREDITS
† PMD* 116	Anatomy & Physiology for Emergency Care I	2
† PMD* 111	Paramedic I	8
† MAT* 137	Intermediate Algebra	3
† ENG* 101	Composition	3
<b>SECOND SEMESTER (16 CREDITS)</b>		
† PMD* 112	Paramedic II	8
† PMD* 117	Anatomy & Physiology for Emergency Care II	2
† ENG* 102	Composition and Literature	3
— —	Humanities Elective	3
<b>SUMMER SEMESTER (10 CREDITS)</b>		
† PMD* 115	Paramedic III	7
PSY* 111	General Psychology I	3
<b>THIRD SEMESTER (14 CREDITS)</b>		
† BIO* 235	Microbiology <b>OR</b>	4
† CHE* 111	Concepts of Chemistry	
† PMD* 211	Paramedic IV Internship	7
EMR* 101	Principles of Emergency Management and Homeland Security	3
<b>FOURTH SEMESTER (12 CREDITS)</b>		
— —	Humanities Elective	3
EMR* 102	Local Integrated Emergency Management and Homeland Security Planning	3
EMR* 103	Selected Topics in Emergency Management and Homeland Security	3
SOC* 101	Principles of Sociology	3
TOTAL CREDITS:		68

### RADIOLOGIC TECHNOLOGY

The Mission of the Radiology Technology program is to prepare competent Radiologic Technologists who will assist the radiologist in providing a high level of radiologic technology expertise to patients in hospitals, clinics, extended care facilities, nursing homes, and other organized health care settings. The program provides education and training to diverse cultural groups which leads to employment, job advancement, or transfer to upper-level educational institutions, according to the statutory mandate and mission of the Board of Trustees of Community-Technical Colleges.

#### GOALS AND STUDENT LEARNING OUTCOMES OF THE RADIOLOGIC TECHNOLOGY PROGRAM

##### Goal 1. Students will be clinically competent.

Student Learning Outcomes:

- Students will demonstrate proper positioning skills.
- Student will demonstrate selection of appropriate technical factors.
- Students will demonstrate proper radiation protection.

##### Goal 2. Students will communicate effectively.

Student Learning Outcomes:

- Students will demonstrate effective oral communication skills with patients and clinical staff.
- Students will demonstrate proper written communication skills.

##### Goal 3. Students will demonstrate critical thinking and problem solving skills.

Student Learning Outcomes:

- Students will demonstrate proper critical thinking skills to problem solve patient care situations.
- Students will demonstrate the ability to adapt positioning for trauma patients.

##### Goal 4. Students will demonstrate the importance of professional growth and development.

Student Learning Outcomes:

- Students will demonstrate the importance of continued professional development.
- Students will demonstrate the importance of professional and ethical practice.

##### Goal 5. The program will graduate entry-level technologists.

Student Learning Outcomes:

- Students will pass the ARRT national certification on the first attempt. Of those pursuing employment, 75 percent of students will be gainfully employed within six months after graduation.
- Students will complete the program within 30 months.
- Students will be competent entry-level professionals.
- Employers will be satisfied with the graduate's performance.

### The Degree Program

The Radiologic Technology Associate Degree Program addresses the competencies specified by the Joint Review Committee on Education in Radiologic Technology (JRCERT) and prepares students for employment. Through knowledge gained from the Radiology Technology curriculum and from the liberal arts and sciences, students develop problem solving abilities and critical thinking skills and acquire the educational background to practice as competent radiologic technologists.

The Radiologic Technology Associate Degree Program is designed for students to develop the knowledge and skills necessary to perform radiologic studies. Graduates will be eligible to take the A.R.R.T. national certifying examination. Radiologic technology courses must be taken in sequence. The program is fully accredited by the JRCERT, 20 North Wacker Drive, Suite 2850, Chicago, IL 60606-3182, (312) 704-5300. General education courses planned in each semester are to be taken prior to or concurrently with the radiologic technology courses. Clinical time during the winter break between Fall and Spring semesters is required.

Students requesting that CCC accept credits from other colleges for the courses marked with an asterisk (\*) are advised that a time limitation may apply.

The College reserves the right to request withdrawal of any student who fails to achieve the objectives of the curriculum or the requirements of the program. Students must achieve a minimum grade of C in all courses in order to progress from semester to semester and to complete the program.

The Radiologic Technology Program offers a limited number of evening clinical opportunities for students who are unable to attend the full-time day requirements of the 2 year program. The limited evening clinical students will be provided an equitable clinical education and will be required to attend all regularly scheduled Radiologic Technology classes during the day time hours. The evening clinical cohort of students will be required to attend day clinical shifts during the winter breaks and during the summer sessions. Regularly admitted day clinical students will be required to perform a limited number of evening clinical rotations. Hospital clinical sites and/or clinical hours cannot be guaranteed upon admission to the program.

#### PROGRAM PRE-REQUISITES

		CREDITS
BIO* 211	Human Biology I	4
BIO* 212	Human Biology II	4
MAT* 137	Intermediate Algebra	3
ENG* 101	English Composition	3

Continued...

## ASSOCIATE IN SCIENCE DEGREE PROGRAMS — continued

### FALL SEMESTER – FIRST YEAR

RAD* 101	RAD Seminar I	6
RAD* 190	RAD Clinical I	2

### SPRING SEMESTER – FIRST YEAR

ENG* 102	Introduction to Literature	3
RAD* 102	RAD Seminar II	4
RAD* 222	Radiobiology and Protection	3
RAD* 191	RAD Clinical II	2

### SUMMER SEMESTER – 12 WEEKS

—	Humanities Elective <sup>1</sup>	3
RAD* 103	RAD Seminar III	3
RAD* 192	RAD Clinical III	3

### FALL SEMESTER – SECOND YEAR

—	Social Science Elective <sup>2</sup>	3
RAD* 201	RAD Seminar IV	3
RAD* 288	RAD Clinical IV	3

### SPRING SEMESTER – SECOND YEAR

—	Humanities Elective <sup>1</sup>	3
CSA* 105	Using Microcomputers	3
RAD* 202	RAD Seminar V	4
RAD* 289	RAD Clinical V	3
PSY* 111	General Psychology I	3

MINIMUM CREDITS REQUIRED FOR THE DEGREE: 68

+ Admission to the Radiologic Program required

\* Prerequisite Required. Please refer to Catalog

<sup>1</sup> A Humanities elective is any course in Art, Music, Philosophy, Modern Language, or any 200-level course in Literature, Humanities or English which is defined as a literature course in the Catalog description

<sup>2</sup> A Social Science elective is any course in Anthropology, Economics, Geography, Political Science, Psychology, History or Sociology

**It is the responsibility of the student to know and meet all requirements for graduation. It is the responsibility of the student to ensure that all transfer courses from other institutions are properly transferred. A graduation audit will be performed in the last semester. All transfer courses and program requirements must be completed prior to program completion.**

## ASSOCIATE IN SCIENCE DEGREE PROGRAM FOR CERTIFIED RADIOGRAPHERS (Prior Learning Assessment)

The College is pleased to offer a prior learning assessment (PLA) for radiologic technologists who trained in a two-year hospital-program. After being admitted into the CCC program, the student will be required to complete the ten general education courses required for the Associate in Science Degree (Composition, Composition and Literature, Intermediate Algebra, etc.). Transferable courses from other colleges are accepted upon approval of the Director of Enrollment Services.

**For information, contact the Program Coordinator, at 860-906-5155**

## SOCIAL SERVICES DEGREE PROGRAM

The curriculum prepares students for employment as mental health aides, group residence workers, neighborhood outreach workers, social casework assistants and other similar positions. In many instances, social service workers are employed under the supervision of a social worker, or in some cases a psychologist. Employment opportunities exist in such areas as day care, nursery school education, mental health, group and community work at the public and private levels.

The Capital Community College A.S. degree in Social Services articulates with the Central Connecticut State University Bachelor of Social Work, the University of Saint Joseph B.A. Social Work program, and the University of Connecticut Urban and Communities Studies.

Students have the option of declaring a major in Social Services, Social Services with a Community Change Studies Option, Social Services with a Gerontology Option, Social Services with a Library Technical Assistant Option, or Social Services with a Mental Health Option.

Graduates are prepared to pursue further education at colleges leading to a baccalaureate degree in several professional areas including social work, criminal justice, psychology, sociology, education and counseling.

**Please read the following information regarding service learning.** Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience of our students. Students enrolled in courses that are designated SL (service learning courses) are required to conduct 25 hours of community service (per course). Details of the actual service learning experience will be provided by the course instructors. Students are expected to conduct service learning hours inside and outside the institution. Note that the service learning assignment is required of all students registered in the course.

At Capital Community College, service learning is incorporated in four courses (they have been designated with SL) by offering students individual service opportunities or by creating project-based service activities for a group of students or for the entire class. Service learning hours can be done at the college or in the community.

**CSCU Pathway Transfer Degree in Social Work Studies A.A. also available.**  
**For more information, visit <http://www.ct.edu/transfer> or consult the Counseling Office at 860-906-5040.**

### LEARNING OUTCOMES

Upon successful completion of all Social Services degree program requirements, graduates will:

1. Explain the history and development of human services in the United States
2. Demonstrate knowledge of the social welfare as a system designed to serve people, groups, community and society
3. Use appropriate human service practice skills within the context of providing social services
4. Demonstrate knowledge of the language, terms, and concepts used in the social work profession
5. Design a community needs assessment and community asset research project
6. Use appropriate social work practice skills within the context of providing human services
7. Analyze the social planning, community planning, social action, community development, and advocacy activities in human service agencies
8. Explain interventions and strategies for assisting individuals, families, groups, organizations and communities
9. Demonstrate an understanding of the impact of human diversity, discrimination, and oppression on individuals and society

## ASSOCIATE IN SCIENCE DEGREE PROGRAMS — continued

### FIRST SEMESTER (15 credits)

		CREDITS
† ENG*	101 Composition	3
† SOC*	101 Principles of Sociology	3
† MAT*	137 Intermediate Algebra	3
CSA*	105 Introduction to Software Applications	3
† PSY*	111 General Psychology I	3

### SECOND SEMESTER (16 credits)

† ENG*	102 Composition and Literature	3
POL*	111 American Government <b>OR</b>	3
POL*	112 State and Local Government	3
‡ BIO*	115 Human Biology	4
SOC*	235 Introduction to Social Welfare (SL)	3
PSY*	105 Group Dynamics (SL)	3

### THIRD SEMESTER (15 credits)

† SOC*	201 Contemporary Social Issues (SL)	3
SOC*	117 Minorities in the U.S. <b>OR</b>	
† PSY*	253 Multicultural Issues in Psychology	3
† ECN*	101 Principles of Macroeconomics <b>OR</b>	
—	Free Elective ‡	3
—	Fine Arts Elective	3
—	Language Elective Level I	3

### FOURTH SEMESTER (15 credits)

† PSY*	201 Lifespan Development <b>OR</b>	3
† PSY*	245 Abnormal Psychology	
† SOC*	210 Sociology of the Family	3
SOC*	285 Community Organization (SL)	3
—	Humanities Elective	3
—	Language Elective Level II	3

TOTAL CREDITS: 61

‡ Students wishing to transfer should consult a counselor regarding whether the free elective chosen will transfer to a specific institution.

## SOCIAL SERVICES:

### Community Change Studies Option

The degree option in Community Change Studies will prepare students for careers in community and youth organizing, community development, community-based service delivery, and community partnership development, as well as for careers with nonprofit organizations and public agencies for which community outreach and involvement are critical strategies.

### LEARNING OUTCOMES

Upon successful completion of the Community Change Studies Option, students will demonstrate knowledge and understanding of:

1. Community organizing as it applies to macro-social work, social policy and community politics
2. Theories of communities and different types of communities that exist in the United States
3. Local and state government, the local economy, demographic and social trends as they relate to issues of race, income, and community-building

4. How to conduct action research, participatory and other research methods utilized by community organizing agencies
5. How to motivate and organize people, involve them in positive efforts to improve the community, and increase opportunities for young people, families, and other social groups
6. Community problem solving skills and other skills (political and interpersonal)

**Please read the following information regarding service learning.** Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience of our students. Students enrolled in courses that are designated SL (service learning courses) are required to conduct 25 hours of community service (per course). Details of the actual service learning experience will be provided by the course instructors. Students are expected to conduct service learning hours inside and outside the institution. Note that the service learning assignment is required of all students registered in the course.

At Capital Community College, service learning is incorporated in four courses (they have been designated with SL) by offering students individual service opportunities or by creating project-based service activities for a group of students or for the entire class. Service learning hours can be done at the college or in the community.

### FIRST SEMESTER (15 credits)

		CREDITS
† ENG*	101 Composition	3
IDS*	105 Introduction to Community Activism (SL)	3
CSA*	105 Introduction to Software Applications	3
† PSY*	111 General Psychology I	3
† MAT*	137 Intermediate Algebra	3

### SECOND SEMESTER (16 credits)

† SOC*	101 Principles of Sociology	3
† ENG*	102 Composition and Literature	3
POL*	101 Introduction to Political Science	3
‡ BIO*	115 Human Biology	4
PSY*	105 Group Dynamics (SL)	3

### THIRD SEMESTER (15 credits)

SOC*	285 Community Organization (SL)	3
SOC*	117 Minorities in the U.S. <b>OR</b>	3
† PSY*	253 Multicultural Issues in Psychology	
† ECN*	101 Principles of Macroeconomics <b>OR</b>	3
—	Free Elective ‡	
—	Fine Arts Elective	3
—	Language Elective Level I	3

### FOURTH SEMESTER (15 credits)

HIS*	107 History of Puerto Rico <b>OR</b>	3
HIS*	110 Caribbean/Latin American Political Movements <b>OR</b>	3
HIS*	213 U.S. History Since 1945 <b>OR</b>	3
HIS*	217 African-American History II	3
† SOC*	210 Sociology of the Family	3
SOC*	261 School and Community (SL)	3
—	Humanities Elective	3
—	Language Elective Level II	3

TOTAL CREDITS: 61

‡ Students wishing to transfer should consult a counselor regarding whether the free elective chosen will transfer to a specific institution.

The symbol (†) indicates a prerequisite needs to be met.



## ASSOCIATE IN SCIENCE DEGREE PROGRAMS — continued

### SOCIAL SERVICES:

#### Family and Child Studies Option

The degree option is interdisciplinary in nature. Student's in this degree option gain an insightful and holistic perspective of humans and the family as societal units. A curriculum in the social sciences of psychology, sociology, and education is presented.

#### LEARNING OUTCOMES

Upon successful completion, graduates will demonstrate knowledge and understanding of:

1. **Human development:** knowledge of human development-life span birth to death (cognitive, physical and social/emotional development) including both normative development and individual differences, milestones, stages, theories.
2. **Family and cultural variation:** knowledge of family, community and society diversity.
3. **Internal processes:** knowledge of internal individual and family processes, such as parenting and parent-child relations, couples and family relationships across generations, and health and well-being.
4. **External processes:** ability to evaluate how children, adults, and families affect and are affected by human services, policies, media, laws, other social institutions and social constructs.
5. **Applied practice:** apply theoretical frameworks for the purposes of effective and ethical practice, engagement, interaction and outreach for individuals and families.
6. **Research:** ability to examine and apply theoretical frameworks and current research.
7. **Analytical skills:** analyze information, think critically, and problem solve.
8. **Professional development:** acquire knowledge and skills necessary for entry-level employment and/or entry into a bachelor's degree program; and adhere to professional standards of conduct.
9. **Communication:** effective writing skills for a broad range of settings; and effective public speaking, interpersonal communication skills and skills for using technology.

#### FIRST SEMESTER (15 credits)

CREDITS

SOC*	101	Principles of Sociology	3
† ENG*	101	Composition	3
† PSY*	111	General Psychology I	3
† ECE*	176	Health, Safety and Nutrition	3
†		Fine Arts Elective	3

#### SECOND SEMESTER (15 credits)

† COM*	173	Public Speaking	3
† SOC*	201	Contemporary Social Issues	3
† PSY*	105	Group Dynamics	3
† ENG*	102	Composition and Literature	3
† ECN*	101	Principles of Macroeconomics	3

#### THIRD SEMESTER (15 credits)

† PHL*	111	Ethics	3
† PSY*	204	Child Development <b>OR</b>	3
† PSY*	201	Life Span Development	
† SOC*	235	Introduction to Social Welfare	3
† SOC*	210	Sociology of the Family	3
MAT*	137	Intermediate Algebra <b>OR</b>	3
MAT*	167	Principles of Statistics **	

#### FOURTH SEMESTER (15-16 credits)

† ECE*	275	Child, Family and School Relations	3
† SOC*	285	Community Organization	3
ECN*	101	Principles of Macroeconomics	3
† BIO*	115	Human Biology	3-4
HSE*	281	Human Services Field Work I	3

TOTAL CREDITS: 61

\*\* MAT 167 preferred

#### Internship

All major course requirements must be completed prior to enrolling in the internship. A grade of "C" or higher in SOC, ECE, and PSY courses. FCS students must complete 120 hours at a preapproved internship site. **Authorization of a program coordinator (social services or early childhood education) is required for enrollment in HSE 281.**

### SOCIAL SERVICES: Gerontology Option

Gerontology is the study of physical, psychological and social aspects of the aging process and the application of methods and techniques to enhance the lives of older persons. This program prepares students for employment in aging or aging-related professions. In addition, there is a commitment to provide students with a general educational experience consisting of skills and knowledge that focus on assisting others, understanding the different dimensions of the aging process, and preparing for the later life cycle.

#### LEARNING OUTCOMES

Upon successful completion of all Social Services: Gerontology Option degree program requirements, graduates will demonstrate knowledge and understanding of:

1. Scientific process and methods used in studying aging process
2. Key concepts and empirical principles of gerontology
3. Biological and theoretical models used to understand the aging process
4. Characteristics of the elderly-myths vs. reality
5. Experience of growing old in an industrialized society
6. Relevant issues and programs involving older persons
7. Impact of economic, socio-cultural and political factors on gerontological policy
8. Values and ethics that guide gerontologists in practice and policy
9. Professional codes of ethics
10. Death, dying and the grieving process
11. End of life decisions
12. Multicultural and global views of the aging process

#### FIRST SEMESTER (15 credits)

CREDITS

† ENG*	101	Composition	3
SOC*	101	Principles of Sociology	3
† MAT*	137	Intermediate Algebra <b>OR</b>	3
† MAT*	167	Statistics with Technology	
CSA*	105	Introduction to Software Applications	3
† PSY*	111	General Psychology I	3

#### SECOND SEMESTER (15-16 credits)

† ENG*	102	Composition and Literature	3
† BIO*	115	Human Biology <b>OR</b>	4
† BIO*	100	Basic Biology	3
† SOC*	217	Introduction to Gerontology	3
HSE*	101	Introduction to Human Services <b>OR</b>	3
HSE*	243	Human Service Skills and Methods	
PSY*	105	Group Dynamics (SL)	3

## ASSOCIATE IN SCIENCE DEGREE PROGRAMS — continued

### THIRD SEMESTER (15 credits)

SOC*	216	Health and Aging	3
SOC*	117	Minorities in the U.S. <b>OR</b>	3
† PSY*	253	Multicultural Issues in Psychology	
† ECN*	101	Principles of Macroeconomics <b>OR</b>	
—	—	Free Elective‡	3
—	—	Fine Arts Elective	3
—	—	Language Elective Level I	3

### FOURTH SEMESTER (15 credits)

† PSY*	210	Dying and Death <b>OR</b>	3
† PSY*	208	Psychology of Adult Developing and Aging	
† SOC*	210	Sociology of the Family	3
HSE*	287	Practicum in Mental Health	3
—	—	Humanities Elective	3
—	—	Language Elective Level II	3

TOTAL CREDITS: 60-61

### SOCIAL SERVICES: Library Technical Assistant Option (not accepting new students at this time)

#### LEARNING OUTCOMES

Upon successful completion of the Library Technical Assistant Program, students will be able to:

1. Demonstrate competence in Public Service areas
2. Demonstrate competence in Technical Services areas
3. Demonstrate competence in utilizing library and information technology
4. Think critically and demonstrate ability in information competence
5. Apply knowledge gained throughout the program

### FIRST SEMESTER (15 credits)

CREDITS

† ENG*	101	Composition	3
† SOC*	101	Principles of Sociology	3
LIB*	101	Introduction to Library Public Services	3
CSA*	105	Introduction to Software Applications	3
† PSY*	111	General Psychology I	3

### SECOND SEMESTER (16 credits)

† ENG*	102	Composition and Literature	3
LIB*	102	Introduction to Cataloging & Technical Services	3
‡ BIO*	115	Human Biology	4
† MAT*	137	Intermediate Algebra	3
COM*	105	Introduction to Visual Communications	3

### THIRD SEMESTER (15 credits)

CST*	150	Web Design and Development I	3
PSY*	105	Group Dynamics (SL)	3
—	—	Language Elective Level I	3
—	—	Fine Arts Elective ‡	3

#### All SOCIAL SERVICES programs:

‡ Students wishing to transfer should consult a counselor regarding whether the free elective chosen will transfer to a specific institution.

The symbol (†) indicates a prerequisite needs to be met.

† ECN*	101	Principles of Macroeconomics <b>OR</b>	
—	—	Free Elective‡	3

### FOURTH SEMESTER (15 credits)

† LIB*	202	Supervised Field Placement <sup>1</sup> <b>OR</b>	3
—	—	Course Substitution <sup>1</sup>	
SOC*	117	Minorities in the U.S. <b>OR</b>	3
† PSY*	253	Multicultural Issues in Psychology	
† SOC*	210	Sociology of the Family	3
—	—	Humanities Elective	3
—	—	Language Elective Level II	3

TOTAL CREDITS: 61

<sup>1</sup> Students currently working in libraries can substitute another course for LIB\* 202, with permission of Library Technical Assistant Program Coordinator

### SOCIAL SERVICES: Mental Health Option LEARNING OUTCOMES

1. Knowledge of the history and foundation of the human service profession
2. Entry-level skills in the area of strategies and intervention
3. Ability to work collaboratively in groups
4. Application of skills and methods with different populations in need
5. Entry-level competency in the performance of case management needs assessment, group work, interviewing process and client engagement

### FIRST SEMESTER (15 credits)

CREDITS

† ENG*	101	Composition	3
† SOC*	101	Principles of Sociology	3
HSE*	101	Introduction to Human Services	3
CSA*	105	Introduction to Software Applications	3
† PSY*	111	General Psychology I	3

### SECOND SEMESTER (16 credits)

† ENG*	102	Composition and Literature	3
HSE*	134	Introduction to the Mental Health System	3
‡ BIO*	115	Human Biology	4
† MAT*	137	Intermediate Algebra	3
PSY*	105	Group Dynamics (SL)	3

### THIRD SEMESTER (15 credits)

HSE*	243	Human Services Skills and Methods	3
SOC*	117	Minorities in the U.S. <b>OR</b>	3
† PSY*	253	Multicultural Issues in Psychology	
† ECN*	101	Principles of Macroeconomics <b>OR</b>	3
—	—	Free Elective ‡	
—	—	Fine Arts Elective	3
—	—	Language Elective Level I	3

### FOURTH SEMESTER (15 credits)

† PSY*	245	Abnormal Psychology	3
† SOC*	210	Sociology of the Family	3
HSE*	287	Practicum in Mental Health	3
—	—	Humanities Elective	3
—	—	Language Elective Level II	3

TOTAL CREDITS: 61

## ASSOCIATE IN SCIENCE DEGREE PROGRAMS — continued

### THEATRE ARTS

The Theatre Arts Associate in Arts Degree will prepare graduates for entry-level employment in various aspects of theatre production, such as stage and production management, stagecraft (i.e. technical aspects of theatre such as lighting, sound, set, costume), as well as performance. The program also provides a variety of opportunities to transfer to four year colleges and universities, to a Connecticut State University including the CSU Transfer Ticket. Utilizing place-based instruction, the Theatre Arts program is intimately connected to a variety of professional theaters in Hartford, giving our students a unique, immersive, and hands-on approach that links classroom study with practical experience. Students will be taught by theatre professionals from such institutions as Hartford Stage, Theaterworks, Hartbeat Ensemble and Sea Tea Improv.

**CSU Pathway Transfer Degree in Theatre Studies A.A. also available.**  
For more information, visit <http://www.ct.edu/transfer> or consult the Counseling Office at 860-906-5040.

### LEARNING OUTCOMES

1. Perform various job responsibilities of live theatre production through practical, hands-on, place-based experience
2. Demonstrate effective oral, written, and interpersonal communication, collaboration, goal-oriented problem solving, and time-management skills
3. Develop poise, confidence, and stage presence through formal and/or informal performance
4. Cultivate an aesthetic appreciation of the theatre through active engagement with live performance and creative expression
5. Identify and critically evaluate the history, trends, and diverse cultural perspectives in theatre
6. Recognize and reflect critically upon the ethical dimensions of drama as a social, cultural, and political art form that responds to and impacts society
7. Create community-based theatre experiences through collaboration with local theatre companies and/or surrounding communities

#### FIRST SEMESTER (15-16 credits)

		CREDITS
THR*	102 Theatre History	3
THR*	110 Acting I	3
ENG*	101 Composition	3
—	— Science Elective	3-4
—	— Social Science Elective	3

#### SECOND SEMESTER (15 credits)

THR*	112 Voice and Diction	3
THR*	120 Stagecraft I	3
ENG*	102 Literature and Composition	3
HIS*	— History Elective	3
—	— Free Elective <sup>1</sup>	3

#### THIRD SEMESTER (15 credits)

THR*	210 Acting II	3
THR*	230 Playwriting <b>OR</b>	3
THR*	— Theatre Elective <sup>2</sup>	3
THR*	190/290 Theatre Practicum or Internship	3
MAT*	104 Quantitative Reasoning <b>OR</b> higher Math Course	3
—	— Free Elective <sup>1</sup>	3

#### FOURTH SEMESTER (15 credits)

THR*	115 Improvisation <b>OR</b>	3
—	— Theatre Elective	3
THR*	220 Stagecraft II	3
THR*	— Theatre Elective <sup>2</sup>	3
ENG*	2 Literature elective (200-level)	3
—	— Free Elective <sup>1</sup>	3

TOTAL CREDITS: 60-61

1 Free elective recommendations for those considering theatre management or other non-performance tracks as a career: BMK 201 Principles of Marketing, BMK 123 Principles of Customer Service, BMG 202 Principles of Management, BES 118 Small Business Management.

Other free elective recommendations: COM 154 Film Study and Appreciation, ART 100 Art Appreciation, 200-level English courses including Short Story, Poetry, Creative Writing, Contemporary Literature, Latin American Literature, African-American Literature, American Literature, Music, etc.

2 Theatre elective options may include, but are not limited to the following: Playwriting, THR 115 Improvisation, Stagecraft II, practicum (THR 190/290) or internship (both practicum and internship can be repeated), ENG 214 Drama, THR 225 Directing, theatre Education, and other theatre courses to be developed. Students within the program are encouraged to take a variety of theatre courses to explore their own interests and career paths.







# TRANSFER OPPORTUNITIES AT CAPITAL

Capital Community College has a number of transfer articulation agreements with public and private colleges and universities including the University of Connecticut and the Connecticut State University system (Central, Eastern, Southern and Western). It is important that students seek the advice of a counselor or academic advisor early in their academic career to ensure proper course selection. Credits that are transferable and applicable vary from college to college, so it is critical that students learn about the college of their choice, and the transfer process for that college. A brief summary of major transfer agreements is provided here.

## CSCU Transfer Tickets

Connecticut Community College students who complete an associate degree program can transfer smoothly to all Connecticut State Universities (CSU) and Charter Oak State College offering their major. Upon transfer, students are guaranteed full junior status and can complete a bachelor's degree in their major without losing any credits or being required to take any extra credits. Students in a CSCU Transfer Ticket will complete the first 60-63 credits at Capital Community College and the final 60-63 credits at a CSU.

**As of Fall 2017, the following transfer tickets are available:**

- |   |                                   |
|---|-----------------------------------|
| • Accounting Studies, A.A.                            | • Finance Studies, A.A.           |
| • Art Studies, A.A.                                   | • History Studies, A.A.           |
| • Biology Studies, A.A.                               | • Management Studies, A.A.        |
| • Business Administration, A.A.                       | • Marketing Studies, A.A.         |
| • Business Studies, A.A.                              | • Mathematics Studies, A.A.       |
| • Chemistry Studies, A.A.                             | • Physics Degree Studies, A.A.    |
| • Communication Studies, A.A.                         | • Political Science Studies, A.A. |
| • Computer Science Studies, A.A.                      | • Psychology Studies, A.A.        |
| • Criminology Studies, A.A.                           | • Social Work Studies, A.A.       |
| • Early Childhood Teacher<br>Credential Studies, A.A. | • Sociology Studies, A.A.         |
| • English Studies, A.A.                               | • Spanish Studies, A.A.           |
|   | • Theatre Studies, A.A.           |

**For more information, visit <http://www.ct.edu/transfer> or consult the Counseling Office at 860-906-5040.**

## Transfer to the Connecticut State University System (CSU)

The Community Colleges of Connecticut and the Connecticut State University System have established a transfer agreement in order to facilitate successful transfer between the two systems. Capital graduates who complete an associates degree with a grade point average of 2.0 or higher are guaranteed admission to the university of their choice in the CSU system (Central, Eastern, Western, or Southern). Students who plan to transfer should consult a counselor or academic advisor early in their academic career to make the best possible transition to the Connecticut State University System.

**Students transferring to Connecticut State Universities will complete the following General Education Core:**

- Two (2) courses in Written Communication
- Two (2) courses in Scientific Knowledge, including one (1) Laboratory Science
- One (1) course in Quantitative Reasoning
- One (1) course in Historical Knowledge
- Two (2) courses in Social Phenomena Knowledge
- Two (2) courses in Appreciation of Aesthetic Dimensions

**For information contact the Counseling Office at 860-906-5040**

## Connecticut Community Colleges & Connecticut State University System – Transfer Compact

### A Dual Admissions Program

This program is for students who identify early in their college career that they wish to earn a bachelors degree at one of the four state universities (Central, Eastern, Southern and Western) after completing an associates degree at Capital. Application to the Transfer Compact must be submitted prior to earning fifteen (15) transferable college-level credits.

**For information contact the Counseling Office at 860-906-5040**

## Transfer to the University of Connecticut through the Guaranteed Admission Program (GAP)

The Guaranteed Admission Program (GAP) is an agreement between the Connecticut Community Colleges and the University of Connecticut that guarantees admission to the University of Connecticut's College of Liberal Arts & Sciences and to the College of Agriculture and Natural Resources, provided certain requirements are met. Students must have earned no more than 30 transferable credits at the time of application to the program, must maintain a 3.0 minimum cumulative average and complete the Associates Degree in Liberal Arts at Capital under the terms of the agreement.

## Charter Oak State College

Connecticut's public online college, offers Bachelor's degree completion programs in 15 specific disciplines including Health Care Administration, Business Administration, Public Safety Administration and Information Systems. Specific transfer agreements have been established for Criminal Justice and Fire Technology leading to a concentration in Public Safety Administration. All classes are offered online in 5, 8 and 15-week terms. Charter Oak accepts 90 credits from the community college and offers transfer scholarships to community college graduates.

**For more information, visit [www.charteroak.edu/community-college/](http://www.charteroak.edu/community-college/) or contact Moses Adgers, Admissions Counselor, 860-515-3832**

**CCC will host a Transfer Fair on Thursday, October, 11, 2018 that will include in-state and out-of-state College/University Representatives. Individual college visits are arranged throughout the academic year. For ALL transfer information, call or stop by Capital's Counseling Center: 860-906-5040; Room 208.**

## TRANSFER OPPORTUNITIES AT CAPITAL — continued

### Dual Admission Agreement between the Capital Community College and University of Saint Joseph Weekend Program

This agreement is for students who early on express an interest in earning a Bachelors Degree in Accounting, Management, Social Work, or Psychology and are interested in the SJC weekend program. Students will have guaranteed enrollment in one of the above Bachelors degree programs upon completing an Associates Degree from Capital. Students must:

1. Achieve a minimum GPA of 2.5.
2. Meet program specific admission requirements.
3. Complete an application, prior to earning 15 transfer credits.

**For additional information please contact Counselor Sabrina Adams-Roberts at [sadams-roberts@capitalcc.edu](mailto:sadams-roberts@capitalcc.edu) or an SJC transfer admissions counselor at 860-231-5308.** (Students may also transfer to the Women's College if they have up to 60 transfer credits.)

### Cambridge College

Students are able to earn a Bachelor's Degree in Multidisciplinary Studies, Early Education & Care, Business Management and Human Services.

Transfer students must:

1. Complete an Associate Degree in Early Childhood Education, Social Services, Management or General Studies.
2. Meet the program specific admission requirements.
3. Achieve a minimum GPA of 2.0.

**For more information, contact Admissions: 787-296-1101**

### Quinnipiac University

This agreement is for students who are interested in transferring into Quinnipiac University's Bachelor of Business Administration (BBA) Online Baccalaureate Degree Completion program. Transfer students must:

Transfer students must:

1. Complete an Associate Degree from Capital in one of the following: Accounting, Computer Networking, Computer Networking: Cybersecurity Option, Computer and Information Systems (CIS), CIS: Web Publishing Option, CIS: Mobile Application Developer Option, Construction Management (A.S.), Criminal Justice, Liberal Arts, Management, or Management: Entrepreneurship Option.
2. Achieve a minimum of a 2.7 GPA.
3. Complete all 60-63 credits from the Capital Program.
4. Complete 3 credits of English composition with a grade of C or better. (Note: 6 credits total of English composition is preferred. If a student has 3 credits, an additional 3 credits of English composition will be required at Quinnipiac.)

### Trinity College IDP (individualized Degree Program)

This institution offers an undergraduate program designed especially for students age 23 years and older. This program gives these students the chance to pursue an excellent education and earn exactly the same degree as other undergraduates at the college.

**For more information, contact Roberta Rogers: [roberta.rogers@trincoll.edu](mailto:roberta.rogers@trincoll.edu)**

### University of Hartford welcomes transfer students and accepts applications on a rolling basis

Transfer students must:

1. Have a minimum grade of a C- or higher
2. Complete an application with a fee of \$35
3. Send official transcripts

**For more information, contact Shane Ciccarelli: [ciccarell@hartford.edu](mailto:ciccarell@hartford.edu)**

### Transfer Pathways for Other Degree Programs at Capital

#### Architectural Engineering Technology (B.S.)

University of Hartford College of Engineering, Technology and Architecture — Department of Architecture

#### Biotechnology

Eastern Connecticut State University - Biochemistry

#### Early Childhood Education Degree

Eastern CT State University — Early Childhood Education

University of Saint Joseph — Early Childhood Education

University of Hartford — Early Childhood Education

#### College of Technology: Engineering Science Degree

University of Connecticut — School of Engineering

#### College of Technology: Technology Studies

Central CT State University — School of Technology

Pathway to Industrial Technology

Engineering Technology Option

Technology and Engineering Education Option

#### Computer Information Systems: Web Publishing Option

University of Hartford - Web Design & Development

#### Health Information Management

Eastern Connecticut State University

#### Liberal Arts & Sciences Mathematics & Natural Science Course Sequence

Albertus Magnus - Arts or Science

Eastern Connecticut State University - Health Science

#### Nursing (RN) Degree

Capital's Nursing Program is part of **The Connecticut Articulation Model for Nurse Educational Mobility**. Graduates from Capital's Nursing Program can receive advanced placement credit to baccalaureate nursing programs in Connecticut if they hold a license in Connecticut as a Registered Nurse and fulfill the admission's requirements sought by each program. For more information visit: <http://www.ct.edu/academics/nursing#agreements>

#### Radiological Technology Degree

University of Hartford — Department of Health Sciences

St. Vincent's College — Radiology

#### Pharmacy

University of Saint Joseph — Pharmacy

#### Psychology

Central Connecticut State University — Psychology

Eastern Connecticut State University — Psychology

University of Saint Joseph — Psychology

Southern Connecticut State University — Psychology

University of Connecticut — Psychology

University of Hartford — Psychology

Western Connecticut State University — Psychology

#### Social Services Degree

University of Connecticut-West Hartford Campus — Urban and Community Studies and Bachelor of General Studies

Central Connecticut State University — School of Social Work

Eastern CT State University — Human Service Administration

University of Saint Joseph — School of Social Work

Springfield College — School of Human Services



### CROSS REGISTRATION AT CONNECTICUT PUBLIC COLLEGES AND UNIVERSITIES

#### Guidelines for Exchange of Students Among Institutions of Public Higher Education

The Connecticut Board of Regents for Higher Education approves the following guidelines for exchange of students among institutions in the state system of higher education, which will provide an opportunity for students enrolled in a community college, state university, or the University of Connecticut to benefit significantly by taking a course or courses not available where they are registered but offered at another state institution.

1. Preliminary, informal inquiry should first establish that there is a substantial degree of interest on the part of one or more qualified students enrolled at the home institution in a particular course offered by the host institution but not by the home institution.
2. The host institution, after making accommodation for its own students, will determine the number of vacant student places in the course that could be filled without exceeding the acceptable limit on class size.
3. The home institution will recommend not more than this number of its students to the host institution, which will examine these students' qualifications for taking the course in question.
4. Students admitted to a course or courses will register under the procedures for unclassified students in the host institution, which will issue a transcript record of credit earned after the successful completion of the course.
5. The home institution will accept this credit in transfer under its own procedures, making it a part of the student's record at his or her home institution.

6. Students who have paid the tuition and fees of full-time students at their home institutions shall be exempt from further charges. Copies of their receipted fee bills should be accepted by the host institution in lieu of payment.
7. Part-time students shall not be exempt, but shall pay the tuition and fees required of unclassified students who take the same course at the host institution.

#### Cross Registration at the Colleges of the Hartford Consortium of Higher Education

Full-time students at Capital Community College have the opportunity to cross-register for courses in modern/classic languages, women's studies and urban studies at member colleges of the Hartford Consortium for Higher Education: Central Connecticut State University, University of Saint Joseph, Saint Thomas Seminary, Trinity College, the Hartford Campus of the University of Connecticut, and the University of Hartford. Typically there is no additional cost. Capital is the only community college member of the Hartford Consortium for Higher Education. Capital students are encouraged to obtain a copy of the Consortium Cross-Registration brochure in the Enrollment Services' Office, Room 207. The Consortium website address is <http://www.hartfordconsortium.org/programs/cross-registration>



## SCHOOL OF WORKFORCE & CONTINUING EDUCATION

**The School of Workforce & Continuing Education at Capital Community College** delivers high quality in-demand training and professional development courses and programs. We provide classroom and online training in a variety of topics including allied health, information technology, supervisory/management, business analytics, customer service, insurance, financial services, real estate, and more. Our team of dedicated professionals will assist you in identifying affordable learning options to meet personal and career goals. In addition, the School of Workforce & Continuing Education is a resource to meet the training needs of business, government and community organizations by delivering high-quality consulting and customized training programs and services.

### SHORT-TERM JOB TRAINING CERTIFICATES

**Explore a new direction or new career**

A mix of cutting-edge, industry-driven course offerings and its sheer ease of use — including free parking, bus line access, affordable rates and a convenient location — have established Capital Community College as the region's workforce training leader. Our facilities are state-of-the-art and our experienced instructors place students first. Short-Term Job Training Certificates range from the fields of General Insurance to Customer Service Associate, Nurse Aide Certification, Medical Billing and Coding, Emergency Medical Technician, Pharmacy Technician, Administrative Medical Assistant, Culinary Arts, Cyber Security, Entrepreneurship and more.

**For more information, please contact the School of Workforce & Continuing Education Customer Service Center at 860-906-5130**

View the School of Workforce & Continuing Education  
online course catalog at **CapitalCC.edu**.

Receive instant notification on new courses, special offerings  
and more, by becoming a "Fan" of the School of Workforce &  
Continuing Education on **Facebook** at  
**<https://www.facebook.com/CapitalCCCE>**

### CUSTOMIZED TRAINING FOR BUSINESS AND INDUSTRY

**Increase Your Company's Bottom Line**

Capital's Professional Development Center has more than 300 programs in business, information technology, and health that can sharpen your employees' professional skills. From computer instruction and professional development to training needs assessment and evaluation, our expert staff will deliver quality programs on your time table and at your choice of locations: either right at your workplace or at Capital's state-of-the-art facility in downtown Hartford.

Join the hundreds of successful companies who are using the School of  
Workforce and Continuing Education to meet their training needs!

**Call 860-906-5141 to arrange for a free consultation.**

### PROFESSIONAL DEVELOPMENT

The Professional Development Center provides training opportunities designed to give participants a competitive edge. These highly engaging programs offer participants a variety of training mediums to meet all types of learning styles. All classes are taught by instructors with real-world experience. Professional Development courses include interactive exercises and skills that can be immediately applied on the job and range in topics from Supervisory/Leadership to Communications, Negotiations, Budgeting, Language Skills and more.

### TECHNOLOGY

Enhance your value at your present place of employment or obtain targeted, high-level training needed to land your next job courtesy of a Capital Community College Technology course. Whether you are seeking to brush up or learn the latest version of a program you are familiar with or take your skill set to the next level, the School of Workforce & Continuing Education — and its innovative array of Certificates, Workshops and High Level Technology offerings — can get you there. Sample topics include MS Office, Adobe software, Cloud computing, Website design, Word Press, and more.

### ONLINE NON-CREDIT INSTRUCTOR-FACILITATED COURSES

Update your skills, advance your career, or take a course just for the fun of it — all from the convenience of your own home or office! Obtain the knowledge you need with a mere click of the mouse, courtesy of Capital Community College's "Education-To-Go" offerings. Courses run for 6 weeks, consist of 12 lessons and start every month so you can choose from various start dates. All you need to get started is Internet access and email.

### FIRST CENTER

The FIRST Center (Financial Independence to Reach Success and Transformation) is a financial opportunity center that helps students develop and reach their financial goals. Programming such as income tax assistance, workshops, and budget coaching is available to students and community members. For more information, contact Dan Gregory at 860-906-5138.

### APPRENTICESHIPS

**Earn while you learn!** Apprenticeship programs let you continue your education and earn money at the same time. CCC is offering apprenticeship opportunities in a variety of fields, including culinary/hospitality, healthcare and insurance. For more information, contact John Thomas at 860-906-5234.

### SUMMER & WINTER CREDIT COURSES

To meet the educational needs of students, the School of Workforce & Continuing Education schedules a wide variety of accelerated credit courses during Summer and Winter Intersessions. These offerings are available both on campus and online.

### CAPITAL'S CAREER ADVANCEMENT PROGRAM (CCAP)

CCAP is an innovative program at Capital Community College designed to expose students to careers in business. Students pursue completion of their Associate Degree while receiving on-the-job training through paid internships in various area businesses. Students and businesses interested in participating, contact 860-906-5234.

### SCHOLARSHIPS

Scholarships may be available for those who qualify for the non-credit career-training programs. For more information, contact us at 860-906-5130.

### GENERAL INFORMATION

Capital Community College's School of Workforce & Continuing Education also features a vast array of Personal Enrichment, Kids @ Capital, and Lifetime Learner courses on and off-campus. For more information, please call 860-906-5130.

## ABOUT THE COURSE DESCRIPTIONS (Prerequisites, Corequisites, Numbering)

### PREREQUISITES AND COREQUISITES

If a course lists a prerequisite, that course must be successfully completed before a student can enroll in the next course.

For example: The course description for BBG\* 232 lists BBG\* 231 as a prerequisite. Thus, BBG\* 231 must be completed successfully before the student may register for BBG\* 232.

Certain courses in the Nursing program require a specified minimum grade in order to progress in the program.

If a course lists a corequisite, that course must be taken EITHER before this course OR during the same semester.

For example: CHE\* 121 lists MAT\* 137 as a corequisite. Thus, MAT\* 137 must either have been successfully completed prior to registration in CHE\* 121, or the student should be registered for both courses in the same semester.

### COURSE NUMBERING

The Community Colleges have moved to common course numbers and titles at all campuses. Because of this conversion, many courses have new titles and numbers. It is important for students to note any "Formerly listed as . . ." information in the course descriptions to ensure that they have not previously enrolled in a course for which the title has changed.

**NOTE:** The number in the upper right corner of each course description indicates the number of credits the college grants for that course. **NC** indicates a course which does not earn college credit.

**While every effort has been made to ensure the accuracy of the information provided in this catalog, the College reserves the right to make changes at any time without prior notice.**





# COURSE DESCRIPTIONS

## ACCOUNTING

### ACC\* 115 PRINCIPLES OF FINANCIAL ACCOUNTING 4

— ON-CAMPUS AND ONLINE —

Theory and practice of accounting for sole proprietorships, partnerships and corporations. Original entry and general ledger, accounting equation, classification of accounts, preparation of working papers, adjusting and closing entries and financial statements; accounting for monetary assets and inventories; introduction to plant assets, depreciation; intangible assets and amortization; common and preferred stock; bonds and other long-term liabilities; and financial statement ratio analysis for decision making. As an important part of this course, the student will use microcomputers to solve accounting problems. Not open to students who have successfully completed ACC 111. Prerequisite: MAT 085 or MAT 094 or MAT 095.

### ACC\* 117 PRINCIPLES OF MANAGERIAL ACCOUNTING 3

— ON-CAMPUS AND ONLINE —

This course involves accounting procedures leading to the production of internal reports for use by management of a business. Techniques that allow management to quantify the outcomes of various alternative business decisions are discussed. Also covered are different cost accounting systems used to track the cost of a manufactured product. Prerequisite: ACC\* 111 or ACC\* 115.

### ACC\* 125 ACCOUNTING COMPUTER APPLICATIONS I 3

This course involves the entire "Accounting Cycle," as well as individual topics such as billing, purchasing, and payroll procedures. One of the top-selling software packages, such as Quickbooks or Peachtree Complete Accounting, will be used. The software package being taught may vary from semester to semester, as deemed appropriate. Emphasis is placed on understanding the steps required by the particular software package. Prerequisite: ACC\* 112 or ACC\* 115 or equivalent; Corequisite: CSC\* 101 or CSA 105.

### ACC\* 241 FEDERAL TAXES I 3

This course centers on taxation of the individual and federal regulations governing this taxation. Students will receive practice in determining taxable income and in preparing various types of individual tax returns. Prerequisite: ACC\* 112 or ACC\* 115 or equivalent.

### ACC\* 271 INTERMEDIATE ACCOUNTING I 3

This course includes a review of the accounting profession, sources of GAAP, and the complete accounting cycle, as well as a study of financial accounting theory, financial statement elements and format, compound interest concepts, and transactions affecting the Current Asset accounts. Emphasis is placed on analyzing and journalizing complex transactions affecting these accounts, as well as proper financial statement presentation. Emphasis is also placed on understanding the theory underlying GAAP. This course may involve computer applications, including spreadsheets and general ledger. Prerequisite: ACC\* 112 or ACC\* 115 or equivalent.

## ANTHROPOLOGY

### ANT\* 101 INTRODUCTION TO ANTHROPOLOGY 3

Introduction to major fields of anthropology (physical, cultural, etc.) with special emphasis on the understanding of human heritage in relation to history, culture, and environment.

### ANT\* 105 INTRODUCTION TO CULTURAL ANTHROPOLOGY 3

— ON-CAMPUS AND ONLINE —

Anthropology is the study of people, and cultural anthropology is the study of those aspects that are learned and shared in common with others, which together are called culture: learned, shared ideas about how the world is and how to deal with it.

## ARCHITECTURE

### ARC 102 ARCHITECTURE OF THE WORLD 3

Architectural history from prehistoric to modern times through lectures, research, quizzes and exams.

### ARC 103 GRAPHICS I 1

This course provides a knowledge of perspective, rendering, graphic materials, and techniques. Lectures, quizzes, exams and demonstrations. Corequisite: ARC 103L.

### ARC 103L GRAPHICS I LAB 2

Develops a knowledge of perspective, rendering, graphic materials and techniques through laboratory work. Corequisite: ARC 103.

### ARC 108 CONSTRUCTION MATERIALS AND METHODS 3

A study of building materials and methods of construction following the outlined following the format of the American Institute of Architects (AIA) and the Standard Specification System for the Construction Specification Institute (CSI). Students will develop an understanding of fundamentals for high performance buildings, from site selection, enhancement of community connectivity, to pre-designed sustainable deconstruction practices. Prerequisite(s): None.

### ARC\* 116 ARCHITECTURAL DRAFTING I 2

Students will develop a working knowledge of the fundamental concepts of architectural drawing through lectures, demonstrations, quizzes and exams. Architectural projects focus on residential construction. Prerequisite: none. Corequisite: ARC 116L.

### ARC 116L ARCHITECTURAL DRAFTING I LAB 2

Students will develop a knowledge of the fundamental concepts of architectural drawing through laboratory work and demonstration. Prerequisite: none. Corequisite: ARC 116.

### ARC\* 203 ARCHITECTURAL DRAFTING II 2

Students will begin to learn the basic concepts of architectural drafting and develop their technical skills including fundamentals of sustainable design, technology and common business practices. Architectural case studies that support this class will help students to see the importance and applicability of sustainable design principles for building performance. Prerequisite: ARC\* 116. Co-requisite: ARC\* 203L.

### ARC\* 203L ARCHITECTURAL DRAFTING II LAB 2

Students will begin to learn the basics and develop their technical skills for architectural drafting and design including fundamentals of sustainable design, technology and common business practices. Architectural case studies that support this class will help students to see the importance and applicability of sustainable design principles for building performance. Students will also become involved with field trips which will enhance their experience with the integrated design process, and participate in design "Charrettes." Prerequisite: ARC\* 116. Co-requisite: ARC\* 203.

## COURSE DESCRIPTIONS

### ARC\* 205 ARCHITECTURAL DESIGNING I 2

Course emphasis is on function, form, and space as they apply to commercial projects. Exercises deal with steel framing systems. Prerequisite: ARC\* 203. Corequisite: ARC\* 205L.

### ARC\* 205L ARCHITECTURAL DESIGNING I LAB 2

Function, form and space, analyzed through projects typical of those found in an architectural office. The student is exposed to the jury process, and peer review of work produced. Prerequisite: ARC\* 203. Corequisite: ARC\* 205.

### ARC\* 207 ARCHITECTURAL DESIGNING II/DETAILING 2

Students will successfully be able to demonstrate written and communicative skills related to the integrated design process, charrettes, and sustainable design considerations for building interiors and exteriors. Student projects associated with this course will be more comprehensive and focus on architectural detailing and design analysis during and after a design project. Prerequisite: ARC\* 205. Co-requisite: ARC\* 207L.

### ARC\* 207L ARCHITECTURAL DESIGNING II/DETAILING LAB 2

Students will successfully be able to demonstrate written, drawn, and communicative skills related to an understanding of basic design concepts applied to given projects and the integrated design process, charrettes, and sustainable design considerations for building interiors and exteriors. Students will also demonstrate their understanding of green building fundamentals by including interior and exterior designs that maximize natural light, consider priority parking as an option, and connect smart growth applications in their practice. During this course students will familiarize themselves with contract documents and LEED credits. Prerequisite: ARC\* 205. Co-requisite: ARC\* 207.

### ARC\* 220 ESTIMATING 4

Fundamentals of construction estimating with emphasis on quantity take-off, pricing in unit and lump sum for a commercial building. Prerequisites: ARC 108, or MAT 085 or MAT 094 or MAT 095.

### ARC\* 221 CONTRACTS AND SPECIFICATIONS 3

Emphasizes contracts in use in the building industry as developed by the American Institute of Architecture and the Standard Specification System for the Construction Specification Institute, and which form the materials for this course. This course requires the student to write sections of specifications and contracts as class exercise.

### ARC\* 223 BLUEPRINT READING 2

Fundamentals of blueprint reading with topics in basic construction of buildings, conversions, notations, abbreviations used on plans and elevations.

### ARC\* 227 CODES AND ORDINANCES 3

Origins, scope and administration of local, state and federal codes with a concentration on the study of the IBC code and Connecticut amendments to it.

### ARC\* 229 STRUCTURES 3

Structural design systems for buildings. This course covers fundamental load analysis, structural systems in wood, steel, concrete, and masonry. Prerequisite: MAT\* 137.

### ARC\* 240 ENVIRONMENTAL SYSTEMS 3

Building mechanical systems including plumbing, HVAC, electrical and systems integration.

### ARC\* 245 SITE PLANNING AND LANDSCAPE ARCHITECTURE 3

Site planning and landscape design covering grading, vegetation, planning, and drainage. Lectures, quizzes and exams.

### ARC\* 298 SPECIAL TOPICS IN ARCHITECTURE 3

A course designed to provide an opportunity to research an architectural technology department topic. The topic and hours should be arranged with the department. Prerequisite: Department approval.

## ART

(Also see PHOTOGRAPHY course descriptions)

### ART\* 100 ART APPRECIATION 3

— ON-CAMPUS AND ONLINE —

An introduction to the broad spectrum of the visual arts, past and present. Emphasis is upon the visual language employed by artists and the historical and cultural significance of works of art. Prerequisite: eligibility for ENG\* 101 or co-requisite of ENG\* 101P or ESL 162.

### ART\* 101 ART HISTORY I 3

A survey of the development of art and architecture from prehistoric times through the fourteenth century. Prerequisite: eligibility for ENG\* 101 or co-requisite of ENG\* 101P or ESL 162.

### ART\* 102 ART HISTORY II 3

A survey of the development of art and architecture from the fifteenth century to the present. Prerequisite: eligibility for ENG\* 101 or co-requisite of ENG\* 101P or ESL 162.

### ART\* 103 ART HISTORY III 3

Beginning with Classicism and proceeding to the present, this course explores how revolutionary upheavals—social, political, technological—are reflected in painting, sculpture, and architecture. Prerequisite: eligibility for ENG\* 101 or co-requisite of ENG\* 101P or ESL 162.

### ART\* 111 DRAWING I 3

Investigation into line, form, composition, and depth. Expression, structure, and perspective will be studied, using a variety of materials. Half of the semester will involve the use of the life model, with study of anatomy, foreshortening, action, and sustained poses.

### ART\* 112 DRAWING II 3

Continuation of Drawing I, with emphasis on further development, observation, and use of media and technique.

### ART\* 113 FIGURE DRAWING I 3

Advanced drawing course dealing with sustained studies of the male and female life figure. Slides of figure drawings by great artists are shown. Emphasis is on the skeletal and muscular structure of the body. Prerequisite: ART\* 111.

### ART\* 114 FIGURE DRAWING II 3

Continuation of Figure Drawing I, with independent personal development using various drawing media.

### ART\* 151 PAINTING I 3

Oil- or acrylic-based media are used to study color, value, form, shape, and line. The student is exposed to still life, portraiture, and abstract concepts using perspective and depth as a compositional theme. Independent projects will be developed using traditional and contemporary ideas.

## ART\* 152 PAINTING II 3

Continuation of Painting I with greater emphasis on developing independent projects and personal objectives.

## ART\* 161 CERAMICS I 3

Beginning course stressing hand-built techniques, design of shapes, glazing, and throwing on the potter's wheel. Functional and non-functional ceramic forms will be studied and developed by the student.

## ART\* 162 CERAMICS II 3

Further study of basic ceramic techniques applied to assignment in ceramic design. More emphasis is placed on the pottery wheel, surface decoration, and advanced glazing methods.

## ART\* 202 ETHNIC ART IN THE USA 3

This course, which explores the artistic contributions of African-American, Asian-American, Native American and Latino artists, focuses primarily upon 20th-century paintings, drawings and sculpture. Local field trips and online research.

## ART\* 208 CARIBBEAN ART AND CULTURE 3

An exploration of the aesthetic and instrumental values of Caribbean art and cultural history. The course will trace the artistic and intellectual responses to a wide range of issues and characteristics unique to the diverse Caribbean region. An open invitation to experience the art process. Prerequisite: eligibility for ENG\* 101 or co-requisite of ENG\* 101P or ESL 162.

## ART\* 231 SCULPTURE III 3

Sculptural design developed in wood. Semester's work consists of two major problems, the first small and the second large, developed by direct cutting.

## ART\* 276 INTRODUCTION TO 3D ANIMATION 3

This course will explore the fundamental principles of three-dimensional computer animation, including: pre-visualization, modeling techniques, movement, motion principles, lighting styles in screen space, music/sound and concept development. Prerequisites: eligibility for ENG\* 101, ART\* 111 (Or Department approval of portfolio).

## ART\* 299 INDEPENDENT STUDY 3

Each student prepares an experimental project with a written thesis based on individual research in the field of his or her interest. Projects are implemented by continual consultation with an instructor. Prerequisites: ART\* 121, ART\* 111, ART\* 151, and ART\* 131 plus one art history course (ART\* 100, 101, 102, 202 or 103).

## BIOLOGICAL SCIENCES

In all courses listed below that have a laboratory component, students must register for the lecture and laboratory during the same semester.

### BIO\* 100 BASIC BIOLOGY 3

— ONLINE —

This one-semester course is designed to provide the student a background in the basic concepts of biology with emphasis on characteristics of life, structure and function of cells, tissues, organs, and organisms, genetics, evolution and ecology. (This course cannot be used in place of Bio G105. Students who have completed Bio G105 or a higher level biology course are not eligible to take this course.) Prerequisites: MAT\*085 or mathematics placement scores for entry into Mat 095; Level II score on reading placement test or successful completion of ENG\*095. The alternate prerequisite is a grade of B- or better in ESL\*153 A. (ESL\*153A is ESL level IV).

### BIO\* 105 INTRODUCTION TO BIOLOGY 4

This one-semester course is designed to give the student a background in the basic concepts of biology with emphasis on characteristics of life, structure and function of cells, tissues, organs, and organisms, genetics, evolution and ecology. Prerequisite(s): C- or better in MAT\*085 or eligibility for MAT 095 or higher; eligibility for ENG\*101. (3 Lecture hours per week, 3 lab hours per week.)

### BIO\* 111 INTRODUCTION TO NUTRITION 3

Introductory course, including nutritional requirements of the body, nutrient interrelationships, major nutritional problems, and the selection of adequate diets for different age groups. Formerly listed as BIO 150, not open to students who have successfully completed BIO 150. Prerequisite: Level II score on reading placement test or successful completion of ENG\*095. The alternate prerequisite is a grade of B- or better in ESL\*153 A. (ESL\*153A is ESL level IV).

### BIO\* 115 HUMAN BIOLOGY 4

Introductory course in human anatomy and physiology with brief consideration of the structure, histology, and functioning of the organ systems. Three hours of lecture and two hours of laboratory per week. Formerly listed as BIO 105, not open to students who have successfully completed BIO 105. Prerequisite: Level II score on reading placement test or successful completion of ENG\*095. The alternate prerequisite is a grade of B- or better in ESL\*153 A. (ESL\*153A is ESL level IV). Cannot be used to satisfy the requirements of the Nursing degree curriculum.

### BIO\* 170 PRINCIPLES OF ECOLOGY 3

Interrelationships between living organisms and their environment with emphasis on ecological principles, survey of different ecosystems, and energy concepts. Current ecological problems of Connecticut are discussed. Formerly listed as BIO 215, not open to students who have successfully completed BIO 215. Prerequisite: BIO\* 105.

### BIO\* 121 GENERAL BIOLOGY I 4

This course serves as an introduction to college biology and is designed to give the student a background in the basic concepts of biology with emphasis on the structure and function of cells, genetics, biotechnology and evolution. Prerequisites: Eligibility for ENG\* 101, successful completion of MAT 094 or MAT 095, and successful completion of high school chemistry or CHE 111. (3 lecture hours per week, 3 lab hours per week.)

### BIO\* 122 GENERAL BIOLOGY II 4

A continuation of BIO\* 121. This course examines the biological diversity of organisms in all kingdoms and focuses on structure and function of plants and animals. Finally the course examines how different species interact with each other and their environment. Prerequisite: BIO 121. (3 lecture hours per week, 3 lab hours per week.)





## COURSE DESCRIPTIONS

### BIO\* 201 INTRODUCTION TO PATHOPHYSIOLOGY 3

— ON-CAMPUS AND ONLINE —

This course provides students with a basic understanding of pathophysiology — the study of the functional changes of systems in the human body that occur due to a disease or syndrome. This course is based on illness and disease within a systems framework across the lifespan. This course covers the basic terminology of the disease process, disease etiology, physical signs and symptoms of disease state, and an entry level understanding of diagnostic methods and treatment modalities. Prerequisites: MED 125 (formerly BOT\* 180) and BIO\* 115, or permission of the Instructor or Department Chair.

### BIO\* 211 ANATOMY AND PHYSIOLOGY I 4

Basic course in human biology stressing chemical and physical principles governing body structure and function. Study includes organization and functions of the cell: development, histology, support and movement, neural control and integration. Three hours of lecture and three hours of laboratory per week. Formerly listed as BIO 208, not open to students who have successfully completed BIO 208. Prerequisites: BIO 105 or BIO 121 and CHE 111, CHE 121, or a proficiency exam.

### BIO\* 212 ANATOMY AND PHYSIOLOGY II 4

This course is a continuation of BIO\* 211. It provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, and histology; as well as the integrative concepts of various systems, such as endocrine, cardiovascular, respiratory, digestive, urinary, reproductive systems; and inheritance and human development. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. 3 hours of lecture and 3 hours of laboratory each week. Formerly listed as BIO 209, not open to students who have successfully completed BIO 209. Prerequisite: BIO\* 211 or permission of the Department Chair.

### BIO\* 235 MICROBIOLOGY 4

Study of microorganisms with emphasis on bacteria. Host-parasite relationships, immunobiology, bacterial nutrition, physiology, and genetics are investigated. Three hours of lecture and three hours of laboratory per week. A grade of C is required for the Nursing Program. Formerly listed as BIO 250, not open to students who have successfully completed BIO 250. Prerequisites: BIO\* 105, and CHE\* 111; or BIO\* 212.

### BIO\* 260 PRINCIPLES OF GENETICS 3

— ONLINE / PROCTORED EXAMS ON CAMPUS —

Introduction to basic laws and theories of biological inheritance and variation. Formerly listed as BIO 270, not open to students who have successfully completed BIO 270. Prerequisites: BIO\* 105 and CHE\* 111; or BIO\* 212. Not open to students who have successfully completed previous BIO 207.

## BIOTECHNOLOGY

### BIO\* 130 BASIC TECHNIQUES IN BIOTECHNOLOGY 4

Biotechnology is one of the fastest growing industries in the nation, with a high demand for entry-level workers. This introductory course provides hands-on training in the basic skills needed by a biotechnologist. A biotechnologist requires hands-on skills in diverse techniques from disciplines such as chemistry, biology, immunology, and genetics. These basic skills include accurate pipetting, preparation of solutions, growth of bacteria, basic microscopy, DNA purification, agarose gel electrophoresis, and PCR amplification of DNA. Lecture: 3 hours per week. Laboratory: 3 hours per week. Prerequisite: Eligibility for ENG\* 101 and MAT\* 137.

### BIO\* 202 SEMINAR IN BIOTECHNOLOGY 2

A weekly seminar and discussion course focusing on the most recent developments in biotechnology. Professionals of the biotechnology, pharmaceutical, and related industries will also be invited to present and lead discussions. Lecture: 2 hours per week. Prerequisite: A grade of 'C' or better in Basic Techniques in Biotechnology, BIO 121, and CHE 121.

### BIO\* 230 ADVANCED TECHNIQUES IN BIOTECHNOLOGY 4

This course provides theoretical and hands-on training in the advanced skills needed by a biotechnologist, including ELISA assays, protein identification and purification, visible and UV spectrophotometry, DNA cloning, and recombinant protein expression. The use of bioinformatics databases, data evaluation and data analysis will be emphasized. Lecture: 3 hours per week. Laboratory: 3 hours per week. Prerequisite: A grade of 'C' or better in Basic Techniques in Biotechnology, CHE\* 121, and BIO\* 121.

### BIO\* 265 SYNTHETIC BIOLOGY 4

The study of synthetic biology combines principles of biology, genetics and chemistry, to engineer cells to do useful things. In this multidisciplinary course, students will work in small groups to identify and conduct experiments to solve an outstanding problem with biotechnological and societal impact. Students will apply their knowledge of bacterial and eukaryotic regulatory processes as they manipulate biological parts to generate more complex systems. Applications of synthetic biology include engineering of tissues and cells, gene therapy, biologically-derived drugs, biomaterials, biosensors, and alternative fuels. Lecture: 3 hours per week. Laboratory: 3 hours per week. Prerequisite: A grade of 'C' or better in Basic Techniques in Biotechnology and Advanced Techniques in Biotechnology or BIO 121 and CHE 121.

### BIO\* 296 INTERNSHIP IN BIOTECHNOLOGY 4

This course provides real world experience in biotechnology for students in their final semester of the Biotechnology program. Students will be placed in laboratories using cutting-edge research techniques in order to become familiar with the application of these techniques in a research setting. Special emphasis will be placed on the maintenance of an accurate laboratory notebook, concise technical report writing and oral communication skills using the appropriate scientific terminology. Prerequisite: Open only to students who have successfully completed three semesters of the Biotechnology program and are in good standing in the program. Good standing means that the student has a 'C' or better in PHY\*121, CHE\*122, and Advanced Techniques in Biotechnology. In addition, students must have permission of the instructor instructors.

## BUSINESS – GENERAL

### BBG\* 210/BOT\* 201 BUSINESS COMMUNICATIONS 3

— ON-CAMPUS AND ONLINE —

Development of principles for effective oral and written communication for the business office including letters, memoranda, reports, proposals, resumes, and letters of application. Communication theory and purposes, developmental and effective strategies for composing, audience analysis and adaptation, document organization and design, and interpersonal and group dynamics will be emphasized. Prerequisite: ENG\* 101. NOTE: Students cannot take both BBG\*210 and BOT\*201 for credit.

### BBG\* 215 GLOBAL BUSINESS 3

This course will demystify international business by providing the opportunity for a meaningful study of multinational management. Topics include human resources, finance, marketing and management in international companies, as well as the strategic decisions and their implementation in international business transactions. The complexities and subtleties involved in managing across borders will be explored.

### BBG\* 234 LEGAL ENVIRONMENT OF BUSINESS 3

— ON-CAMPUS AND ONLINE —

A study of the American legal system, especially as it affects business, including the law making process, classification of laws, legal research, legal philosophy, business ethics, the court system, civil procedure, constitutional law, criminal law, tort law, and contract law. This course covers topics that are tested in the Business Law component of the Regulation (REG) section of the CPA Exam, which component makes up approximately 25% of the REG section. Formerly listed as BBG 231, not open to students who have successfully completed BBG 231.

### BBG\* 236 COMMERCIAL LAW 3

— ON-CAMPUS AND ONLINE —

An in-depth study of business organizations, including choice of entity, entity formation and operation, limitation of liability, and securities law; agency law, especially as it pertains to business organizations; and the regularity environment in which business operates, including administrative law and consumer law. This course covers topics that are tested in the Business Structure component of the Business Environment and Concepts (BEC) section of the CPA Exam, which component makes up approximately 20% of the BEC section. Not open to students who successfully completed BBG 234 before August 2013. Prerequisite: BBG 231 or BBG 234 (if taken after August 2013).

### BBG\* 294 BUSINESS INTERNSHIP 3

This is a field placement course and conducted under the supervision and guidance of selected area companies and faculty. Field work stresses hands-on learning in a real work environment that integrates these work experiences with the knowledge, skills, and attitudes gained in the classroom. Open only to majors in Computer and Information Systems, Management, Accounting and Business Office Technology. Prerequisite: Permission of the internship coordinator.

## BUSINESS – ENTREPRENEURSHIP

### BES\* 118 SMALL BUSINESS MANAGEMENT 3

A study of the aspects of management unique to the small business. Items covered will include start-up requirements, marketing, personnel, financial needs, and basic accounting requirements. Students will have the opportunity to cover, step by step, a small business from conception to reality. Prerequisites: ACT\* 115 or equivalent, and BMG\* 202.

## BUSINESS – FINANCE

### BFN\* 110 PERSONAL FINANCE 3

— ON-CAMPUS AND ONLINE —

This introductory course provides a hands-on, interactive approach to life skills management of personal finance and insurance. Using life skills management concepts, the student will be exposed to strategies for personal financial planning, successful money management (savings strategies, managing debt), and personal risk management (life insurance, health insurance, property and casualty insurance). Following an overview and study of life skills management concepts, the student will apply life skills management in the business environment. Students will create their own personal financial plan and will present the plan as a final project.

### BFN\* 126 PRINCIPLES OF INSURANCE 3

— ON-CAMPUS AND ONLINE —

This course introduces the fundamentals of risk management, property-casualty insurance, liability insurance, life and health insurance, and the operation of insurance companies. The topics to be discussed include underwriting, marketing, ratemaking loss adjustment, regulation and the legal characteristics of insurance contracts. Prerequisites: MAT 137, ENG 101, and BFN 107 or BFN 201.

### BFN\* 201 MANAGERIAL FINANCE 3

Introduction to the fundamentals of managerial finance. Following an overview of financial management, business organizations and taxes, institutions and interest rates, and financial markets, this course concentrates on the time value of money, bond and stock values, risk and rates of return, analysis of financial statements, cost of capital and capital budgeting. A research paper will be assigned. The use of the internet in gathering financial information for this paper and other relevant financial topics will be discussed. Formerly listed as FIN 101 and BFN 107, not open to students who have successfully completed FIN 101 or BFN 107. Prerequisite: ACC\* 115 or permission of instructor, MAT 137 and ECN 101.

### BFN\* 203 PRINCIPLES OF INVESTMENTS 3

— ON-CAMPUS AND ONLINE —

Introduction to the field of security markets, encompassing a survey of the many financial instruments and types of investments available today. Common stocks, preferred securities, bonds, options, mutual funds, and commodities are also evaluated. Emphasis is placed on security valuation including an exposure to both the fundamental and technical aspects of investing, as well as modern portfolio theory. Sources of investment information, including computerized data information retrieval and investing, are also covered. Formerly listed as FIN 102, not open to students who have successfully completed FIN 102. Prerequisite: ACC\* 115, BFN 107 or BFN 201.

## COURSE DESCRIPTIONS

### BFN\* 260 INTERNET (ONLINE) INVESTING 3

The course covers the basics of investment types and terminology, and then the specifics of stocks, the stock market, the many types of mutual funds, equity funds, bonds, retirement plans and other "safe" investments and taxes. These are combined with techniques for using the World Wide Web to do research and trade. The emphasis is on familiarizing students with the many internet resources for long-term investing, short-term investing and day-trading, plus methods to research and assemble a successful portfolio commensurate with the students' needs, investment goals and preferences. The course will be theoretical (with a virtual portfolio and no actual investment advice given). No prerequisites are necessary, although familiarity with the WWW is desired, either personally or via CSA\* 163 The Internet. NOTE: *Students are discouraged from actual investing during the course and the College assumes no liability for any investments, inferred investment advice and outcomes, should the student participate in actual investing, during or as a result of this course.*

## BUSINESS – MANAGEMENT

### BMG\* 202 PRINCIPLES OF MANAGEMENT 3

— ON-CAMPUS AND ONLINE —

The fundamentals of management and the operation of organizations. Emphasis is placed on management orientation, planning, organizing, motivating, and controlling. The student is exposed to the ever-changing tools required for decision-making. The course should equip students to function in and understand the management area. Co-requisite: ENG\*101P.

### BMG\* 210 ORGANIZATIONAL BEHAVIOR 3

— ON-CAMPUS AND ONLINE —

This course examines concepts and theories that help the manager understand, motivate, and supervise people in the workplace. Since organizational behavior is viewed as the result of the interaction of individuals, groups, and the organization itself, the employee response to management actions is emphasized. Prerequisites: BMG\* 202 and PSY\* 111 or permission of the instructor.

### BMG\* 220 HUMAN RESOURCES MANAGEMENT 3

— ON-CAMPUS AND ONLINE —

Students will learn the key aspects of an effective human resource management system. Topics covered include employee selection, training and development, performance management, compensation and benefits, discipline, grievance handling, employee assistance, and the partnership between the line managers and the human resource function. Prerequisite: BMG\* 202.

## BUSINESS – MARKETING

### BMK\* 103 PRINCIPLES OF RETAILING 3

An introductory study of retailing. Store location and layout, product and service mix, store security, pricing, and promotion methods are examined. Formerly listed as MKT 110, not open to students who have successfully completed MKT 110. Prerequisite: BMK\* 201.

### BMK\* 123 PRINCIPLES OF CUSTOMER SERVICE 3

Provides students with an understanding of the basic concepts and current trends in the customer service industry. Special areas of emphasis include barriers to customer service, problem solving, development of a customer service strategy, creating customer service systems, coping with challenging customers, and measuring customer retention and satisfaction. Formerly listed as MKT 299, not open to students who have successfully completed MKT 299. Co-requisite: ENG\*101P.

### BMK\* 201 PRINCIPLES OF MARKETING 3

— ON-CAMPUS AND ONLINE —

An introductory study of how organizations market their products and services. The course examines how marketing management within a firm creates and implements a marketing strategy. The students will learn how to identify the target market and build the product, price, promotion and place strategies that satisfy individual and organizational needs. Formerly listed as MKT 101, not open to students who have successfully completed MKT 101. Co-requisite: ENG\*101P.

### BMK\* 214 INTERNATIONAL MARKETING 3

Students will learn the theory and practice of a national or multinational company marketing products and services in the global marketplace. The course focuses on developing a marketing plan which considers the cultural, legal, and political dynamics of world markets. Formerly listed as MKT 125, not open to students who have successfully completed MKT 125. Prerequisite: A marketing course or permission of instructor.

### BMK\* 216 INTERNET MARKETING 3

The course covers the principles of e-commerce (both business-to-business and retail), combined with the basics of how to set up and conduct e-business on the World Wide Web. Topics include Web page authoring, company Web site design and implementation, selection of ISP services such as encryption, security, credit card transaction capabilities, inventory control, shipping, customer support and acquisition, promotion and selection of products. Emphasis is on familiarizing students with the principles of the Internet's World Wide Web as it relates to e-commerce, how e-business is conducted, generally, and, specifically, how to set up an e-business. This course has no prerequisites; however, familiarity with the WWW is helpful. Additionally, in order to effectively construct and implement an actual working e-business, permission of the instructors of CSA\* 163 and CST\* 150 is recommended.

### BMK\* 221 SALES MANAGEMENT 3

A course designed to study the communication aspects of marketing. Covers basic marketing strategies for advertising, personal selling, sales promotion, and public relations. Topics include selection of media, consumer motivation and behavior, competitive climate, and segmentation strategies. Formerly listed as MKT 204, not open to students who have successfully completed MKT 204. Prerequisite: BMK\* 201 or permission of the instructor.



## BUSINESS OFFICE TECHNOLOGY

**BOT\* 201/BBG\* 210 BUSINESS COMMUNICATIONS 3**

Development of principles for effective oral and written communication for the business office, including letters, memoranda, reports, proposals, résumés, and letters of application. Emphasis placed on communication theory and purposes, developmental and effective strategies for composing, audience analysis and adaptation, document organization and design, and interpersonal and group dynamics. Prerequisite: ENG 101. NOTE: Students cannot take both BOT\*201 and BBG\*210 for credit.

## CHEMISTRY

**CHE\* 111 CONCEPTS OF CHEMISTRY 4**

This course covers basic principles governing chemical changes. Topics include atomic structure, chemical bonding, stoichiometry, states of matter and solution chemistry. This course consists of three hours of lecture and three hours of laboratory per week. Prerequisites: MAT\* G085 with grade of C- or better, MAT\* G095 with grade of C- or better, MAT\* G104 with grade of C- or better, or eligibility for MAT\* G137 via the mathematics placement test.

**CHE\* 121 GENERAL CHEMISTRY I 4**

This is the first semester of a two semester university level general chemistry course. Elements, compounds, atomic structure, chemical bonding, gas laws and thermochemistry are key topics. Emphasis is placed on chemical calculations and problem solving. Three hours of lecture and three hours of laboratory per week. Prerequisite: Grade of C- or better in MAT\* G137, grade of C- or better in MAT\* G139, grade of C- or better in MAT\* G184, or eligibility for MAT\* G172 via qualifying score on mathematics placement test.

**CHE\* 122 GENERAL CHEMISTRY II 4**

This is the second semester of a two-semester university level general chemistry course. Topics include solutions, acid – base reactions, oxidation and electrochemistry. Emphasis is placed on the concept of equilibrium. Three hours of lecture and three hours of laboratory per week. Prerequisite: CHE 121 (spring only).

**CHE\* 213 PRINCIPLES OF ORGANIC CHEMISTRY I 3**

The student becomes versed in the bonding, formulation, and molecular shapes of organic molecules. The nomenclature, preparation, and creations of the alkanes, cycloalkanes, alkenes, alkynes, and aromatics are presented. Reaction mechanisms are given when deemed necessary. Three hours of lecture and three hours of laboratory (CHE\* 213L) a week. Prerequisite: CHE\* 122. Corequisite: CHE\* 213L.

**CHE\* 213L† PRINCIPLES OF ORGANIC CHEMISTRY I LAB 1**

The course features the basic reaction and preparation techniques utilized in organic chemistry. The laboratory exercises interpreted with the theory feature either the preparation or reactions of those classifications of compounds associated with Organic Chemistry I theory. Three hours of lecture and three hours of laboratory a week. Prerequisite: CHE\* 122. Corequisite: CHE\* 213. †CHE\* 213L will become part of CHE\* 213 pending department approval.

**CHE\* 214 PRINCIPLES OF ORGANIC CHEMISTRY II 3**

This course proceeds from Organic Chemistry I and acquaints the student with organic compounds having key functional groups. Alcohols, organic halides, ethers, aldehydes, ketones, carboxylic acids, carboxylic acid derivatives, and amines are discussed. Stereochemistry and classic named reactions are presented. Three hours of lecture and three hours of laboratory (CHE\* 215) per week. Prerequisite: CHE\* 213. Corequisite: CHE\* 215.

**CHE\* 215 PRINCIPLES OF ORGANIC CHEMISTRY II LAB 1**

A typical preparation and/or creation of an alcohol, alkyl halide, ether, aldehyde and ketone, carboxylic acid, ester, and amine are undertaken. This course features heavy instrumental involvement; laboratory exercises are characterized by IR, UV-VIS, GC, HPLC, NMR and refractive index where appropriate. Prerequisites: CHE\* 213/213L. Corequisite: CHE\* 214.

## COMMUNICATION AND SPEECH

**COM\* 101 INTRODUCTION TO MASS COMMUNICATION 3**

— ON-CAMPUS AND ONLINE —

This course begins with a review of basic communication theory, followed by exploration of the history and nature of mass communication in American society. Topics include the technological development and business structure of print and electronic media, 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 media processes and forms.

**COM\* 105 INTRODUCTION TO VISUAL COMMUNICATION 3**

Visual communication is the process of organizing, designing, and creating messages in print and multimedia form that meet specific purposes and practical needs. This course introduces students to that process, reflecting the elements of structured content, form, media, and audience characteristics, while also introducing them to common electronic tools used in visual message creation. Students apply these principles in the production process while designing and developing their own projects using instructional audiovisual media hardware and software.

**COM\* 110 FOUNDATIONS OF COMMUNICATION 3**

Introduction to theory and research in the major divisions of the field. This course introduces communication issues, traits, methodologies, and communication problem solving methods for a variety of contexts including the workplace, the community, the family, the mass media, journalism, public relations, and advertising.

**COM\* 113 SOCIAL MEDIA IN CONTEMPORARY SOCIETY 3**

An introduction to using social media effectively in the professional environment. Students will analyze contemporary social media and design messages in order to communicate effectively with a variety of audiences. Emphasis is placed on the roles that social media play in shaping identity and public discourse. Prerequisite: Eligibility for ENG\*101P or permission of instructor.

**NOTE:** This course is cross-listed as SOC\*107. Students cannot take both COM\*113 and SOC\*107 for credit.

**COM\* 121 JOURNALISM 3**

Students in Journalism will focus on the journalistic style of writing. These writings will emphasize the art of investigation, persuasion, and reporting within the context of news story writing. Students explore methods and techniques of news gathering, news writing, and news analysis. By covering campus and community events, students will make practical application of theory. Prerequisite: ENG\* 101.

**COM\* 150 BASIC PHOTOGRAPHY 3**

Introduction to the fundamental operations of light, camera, and film utilizing black and white materials and available light situations. Photographic techniques are explored through lecture, demonstration, and class assignments. Students photograph, process and print their own work. Emphasis is placed on acquiring creative and technical skills necessary for proper camera and darkroom operation. Students must bring their own 35mm cameras with manual exposure controls.

## COURSE DESCRIPTIONS

### COM\* 151 INTERMEDIATE PHOTOGRAPHY 3

An extension of COM\* 150 Basic Photography, students will expand into more advanced, experimental, and individual work in 35mm black-and-white photography. Students will explore various-speed B&W films, infrared and high contrast films, push-processing, and toning. Course will conclude with an introduction to digital photography. Students must bring their own 35mm cameras with manual exposure controls. Prerequisite: VCOM 105 or COM\* 150.

### COM\* 154 FILM STUDY AND APPRECIATION 3

An introductory study of cinema as a cultural and artistic form. Students will view and discuss representative films from the early years of the industry to the present, and offer their own oral and written analysis of these films as applied to topics covered during the semester. Note: This course may be offered either as a general survey of films produced for theatrical release, or as a special interest course focusing on films from a particular director, genre, or topic. Prerequisite: ENG\* 101.

### COM\* 158 INTRODUCTION TO DIGITAL PHOTOGRAPHY 3

An introduction to digital photography that builds on the fundamental principles of light, exposure, color, and composition. Students will learn about the transition from capturing images on film to acquiring images with digital scanners and cameras; computer-based imaging hardware and software; camera handling and creative controls; file formats and management; image editing and manipulation; and, electronic options. **Students must own a digital camera with manual, aperture priority and/or shutter priority exposure modes.** Prerequisite: CSA\*105 or CSA\*163 or CSA\*205, or permission of program coordinator.

### COM\* 173 PUBLIC SPEAKING 3

Basic instruction in public speaking with emphasis on improvement through practice exercises, gathering material, organization and delivery of speeches of varied lengths and types, and evaluative listening. Formerly listed as ENG 203, not open to students who have successfully completed ENG 203. Prerequisite: ENG\* 101.

### COM\*225 INTRODUCTION TO PHOTOJOURNALISM 3

Explore the fundamentals of photographic storytelling including news and feature photography. Students examine the history of photojournalism and apply this understanding to their own visual storytelling. Course work focuses on ways of using the camera and related imaging equipment, developing professional relationships with photographic subjects, ethical standards, and law as applied to contemporary photojournalism. Prerequisite: COM\*158 Digital Photography and ENG 101, or permission of program coordinator.

### COM\* 241 TELEVISION PRODUCTION 3

Introduction to the unique creative and technical aspects of video production, and the teamwork and communication concepts required for effective television programs. Students acquire hands-on skills utilizing the college's professionally equipped digital television studio as their laboratory. Scripting, camera set-up, working with talent, and the control room side of television production are topics also covered. Prerequisite: ENG\* 101.

### COM\* 242 ADVANCED BROADCAST/TV PRODUCTION 3

This course is a continuation of COM\* 241. Students will write, direct, and produce a variety of projects using broadcast-quality studio and field production equipment and techniques. This course will conclude with an introduction to digital media editing systems. Students will acquire more advanced skills in scriptwriting, lighting, audio, and camera operation. The goal of the semester is to integrate all of the student projects into a unified class video program. Prerequisite: VCOM 102 or COM\* 241.

### COM\* 275 ARGUMENT AND DEBATE 3

Advanced instruction in oral communication with emphasis on argumentation, rhetoric, and the conventions of formal debate. Students practice evaluative listening, research skills, and delivering persuasive arguments in a formal debate setting. Prerequisite: COM\*173 Public Speaking, or permission of instructor

### COM\* 287 ADVANCED MEDIA PRODUCTION 3

A continuation of COM\* 242, this course emphasizes EFP/ENG video production techniques and digital non-linear audio/video editing. Students will shoot and digitize footage, trim sequences, edit audio, add sound and visual effects, create titles and graphics, use stock motion backgrounds, and export finished projects to tape, the Web, and CD/DVD disc formats. Students will work in small groups to create several short-form video productions, such as commercials, vignettes, and self-directed semester projects of their own choosing. Prerequisite: COM\* 242.

### COM\* 295 INTERNSHIP I 3

Students will engage in supervised on-the-job experience using communication technology in a field placement setting. It is expected that all students in the Communication Media internship will meet together several times during the semester for career-building workshops and to share experiences with one another. Prerequisite: permission of Communication Media advisor

### COM\* 298 CAPSTONE PORTFOLIO IN COMMUNICATION 1

The capstone portfolio process is an opportunity for students majoring in Communication to prepare a personal portfolio of media created during course work leading up to the Associate degree. Faculty advisors offer constructive critique of media products, provide technical advice, and make appropriate departmental resources available in order for the student to package the final collection of media.

### COM\* 299 INDEPENDENT STUDY 3

This course is an opportunity for students majoring in Communication Media to specialize in advanced projects where they may pursue a career interest or specific educational objective. Projects are designed and implemented through continual consultation between the student and a faculty advisor. Prerequisite: permission of Instructor.

## COMPUTER-AIDED DRAFTING

### CAD\* 112 CAD I (AUTOCAD/ARC) 1

Computer-aided architectural drafting concepts from operating systems to final production documents. Corequisite: CAD 113.

### CAD\* 113 CAD I LAB (AUTOCAD/ARC) 2

Computer-aided drafting using AUTOCAD, and other programs as practiced in the architectural field today. Corequisite: CAD 112.

### CAD\* 205 ADVANCED COMPUTER-AIDED DRAFTING--ARCHITECTURE 2

Course is intended for those who have learned the basics of AutoCAD. It is designed to improve production and skills in the preparation of Contract Documents required in an office environment. Students will become proficient at producing and coordinating a full set of Contract Documents in accordance with professional standards through lectures. Prerequisite: CAD 112 and CAD 113, ARC 108, ARC 116, ARC116L. Co-Requisite: CAD 206. Lecture hours: 2

## **CAD\* 206      ADVANCED COMPUTER-AIDED DRAFTING LAB— ARCHITECTURE**      1

Course is intended for those who have learned the basics of AutoCAD. It is designed to improve production and skills in the preparation of Contract Documents required in an office environment. Students will become proficient at producing and coordinating a full set of Contract Documents in accordance with professional standards through lectures and demonstrations in unison with hands-on lab exercises. Prerequisite: CAD 112 and CAD 113, ARC 108, ARC 116, ARC 116L. Co-Requisite: CAD 205. Lab hours: 2

## COMPUTERS – APPLICATIONS

### **CSA 105      INTRODUCTION TO SOFTWARE APPLICATIONS**      3

— ON-CAMPUS AND ONLINE —

This course teaches the use of the microcomputer as an office productivity tool. It covers creating and editing word processing documents, spreadsheets, and computerized visual presentations. Currently, the Microsoft Office software products Word, Excel, and PowerPoint are being taught in depth. In addition to office productivity tools, this course covers file-management using the Microsoft Windows operating system. Formerly listed as CIS 105, not open to students who have successfully completed CIS 105. Corequisite: ENG 073 or Eligibility for ENG 101.

### **CSA\* 135      SPREADSHEET APPLICATIONS**      3

— ON-CAMPUS AND ONLINE —

In this course the student is thoroughly exposed to spreadsheet concepts and applications and will study an important software spreadsheet package, such as Microsoft Excel, to solve a wide range of personal, educational, and business applications in such diverse areas as taxes, budgeting, record keeping, finance, accounting, personnel, and sales. Formerly listed as CIS 122, not open to students who have successfully completed CIS 122.

### **CSA\* 140      DATABASE APPLICATIONS**      3

— ON-CAMPUS AND ONLINE —

Knowledge of database concepts and the proper use of database software are extremely important assets in today's modern business environment. In this course the student will be exposed to database concepts and will learn a database management system, such as Microsoft Access. Formerly listed as CIS 140, not open to students who have successfully completed CIS 140.

### **CSA\* 151      PRESENTATION GRAPHICS APPLICATIONS**      3

Course will introduce students to graphics software that uses business data to produce immediate charts and graphs and to the skills necessary to clarify the presentation of the data. Desktop Publishing and other developments in microcomputerized visual communication will be covered. Formerly listed as CIS 127, not open to students who have successfully completed CIS 127. Prerequisite: CSC\* 101 or CSA 105 or permission of instructor.

### **CSA\* 152      PAGEMAKER**      3

Beginning with a brief description of personal computer hardware, Windows software and the Internet, this course concentrates on one of the most important desktop publishing programs, PageMaker 6.5. Includes preparation of flyers, posters, business cards, booklets, menus, application forms, calendars, newsletters, business proposals and conversion of these to Portable Document Format for publishing on the web. In addition, the concepts of more advanced publishing for the World Wide Web is introduced with the Adobe suite of products. Emphasis is on hands-on practice to produce interesting and useful projects while teaching the fundamentals of PageMaker and Adobe Acrobat. Formerly listed as CIS 140, not open to students who have successfully completed CIS 140.

### **CSA\* 155      MULTIMEDIA COMMUNICATIONS**      3

— ONLINE —

The latest hardware and software innovations with Windows and Windows application concepts related to Multimedia will be presented. Students will learn Multimedia authoring programs, such as PowerPoint Graphics, Multimedia Workshop and Macromedia Director. Students will learn to author a CD ROM. GPS (Global Positioning Systems), real-time video viewing and conferencing via the Internet and Multimedia-TV connections being explored by cable television companies and Microsoft, will be demonstrated. Formerly listed as CIS 107, not open to students who have successfully completed CIS 107.

### **CSA\* 163      THE INTERNET**      3

— ONLINE —

This course will focus on the functions of the Internet. Key topics covered are Microsoft Internet Explorer, Netscape Navigator, e-mail programs, search engines, chat rooms, virtual worlds, Web portals, electronic commerce, browser extensions, and internet security. Formerly listed as CIS 135, not open to students who have successfully completed CIS 135.

### **CSA\* 165      APPLICATION SOFTWARE SUPPORT**      3

This course continues the student's preparation for the Computer Support Specialist Degree, by acquainting the student with the top-selling software applications EXCLUDING Microsoft Office (which is covered in other courses). The software products covered are the various virus elimination programs, photo processing software, the Adobe line of desktop and Web publishing software, the Macromedia line of web enhancement and authoring software, tax preparation software, games and many disk utilities and reference software applications. Formerly listed as CIS 299, not open to students who have successfully completed CIS 299.

### **CSA\* 205      ADVANCED APPLICATIONS**      3

— ON-CAMPUS AND ONLINE —

This course concentrates on the most important advanced business applications using Microsoft Office, including word processing with Word, presentation graphics with PowerPoint, spreadsheets with Excel, databases with Access, and the World Wide Web with Internet Explorer. Emphasis is on hands-on practice to produce interesting and useful projects while learning the fundamentals of Microsoft Office. Formerly listed as CIS 250, not open to students who have successfully completed CIS 250. Prerequisite: completion of CSA 105 or passing score on the Microsoft Proficient level exam for Excel and Access. If you are taking the distance learning version, and have not taken a distance learning course at CCC before, you may wish to attend an optional two-day seminar to obtain a working knowledge of the World Wide Web and e-mail. If you are familiar with the World Wide Web and e-mail, you can skip the orientation. In addition, you need your own Internet provider, computer, and the current version of Microsoft Office software (refer to distance learning requirements earlier in this catalog or on the College's web site: [www.capitalcc.edu/dl](http://www.capitalcc.edu/dl)).

## COURSE DESCRIPTIONS

### CSA\* 220 WEB GRAPHICS 3

This course is designed for web developers who want to enhance web sites with optimized graphics, multimedia, and animation using various web graphic software tools. Topics include bitmap graphics, vector graphics, graphical file formats, compression techniques, interactive graphics, multimedia, and animation. The course requires substantial hands-on use of computer software packages such as Adobe Flash and Adobe Fireworks in the computer lab to illustrate these topics.

### CSA\* 222 INTRO TO DIGITAL GRAPHICS 3

This course introduces students to the technical skills and tools used to create digital graphic compositions and professional materials and publications to communicate information and ideas. Students will learn basic imaging and desktop publishing skills through the use of industry standard Adobe software programs (Photoshop, Illustrator and InDesign). Students will explore the social and historical development of graphics as a form of artistic expression. Students will learn artistic principles of graphic design and apply them through producing original works of art.

### CSA\* 250 POST-ADVANCED MICROSOFT OFFICE 3

This course is a continuation of CSA\* 205. This extremely advanced course concentrates on the most sophisticated and professional features of Microsoft Office, including advanced word processing with Word, advanced spreadsheets with Excel, advanced presentation graphics with PowerPoint, desktop publishing with Word and other Office elements such as Outlook, advanced database projects with Access and advanced application integration, using combinations of Office software. In addition, more advanced publishing for the World Wide Web with Microsoft Office components is briefly covered. Emphasis is on lots of hands-on practice to produce sophisticated and professional projects while learning the skills needed to be proficient in MS Office software. Formerly listed as CIS 299, not open to students who have successfully completed CIS 299.

## COMPUTERS – COMPUTER SCIENCE

### CSC\* 101 INTRODUCTION TO COMPUTERS 3

— ON-CAMPUS AND ONLINE —

This course is designed primarily for students who intend to major in Computer and Information Systems. It provides an understanding of basic computer concepts necessary for enrolling in more advanced CIS courses. General hardware and software concepts are covered. Students will learn to use the Windows operating system, to design and document computer solutions to problems, and to convert their logical designs into computer programs using a programming language. Microsoft Office products are generally NOT covered in this course. Formerly listed as CIS 101, not open to students who have successfully completed CIS 101.

### CSC\* 105 PROGRAMMING LOGIC 3

An introductory course in computer programming designed to provide beginning programming students with an understanding of the fundamental logic principles used in the writing of computer programs. Topics include input/output, variables, data types, assignment statements, conditional structures, loops, arrays, classes, objects, methods, and functions. The course requires substantial hands-on programming of computers in a computerized classroom environment. Corequisite: ENG 073 or Eligibility for ENG 101.

### CSC\* 201 COBOL I 3

This course provides an understanding of the COBOL programming language used with microcomputer, minicomputer and large-scale computers in business. Structured design problem-solving and programming is stressed. Topics include input/output, calculations, decision making, looping, control breaks, and file updating. Extensive lab work and a familiarity with the basics of computer hardware and software are expected. Formerly listed as CIS 110, not open to students who have successfully completed CIS 110. Prerequisite: CSC\* 101.

### CSC\* 202 COBOL II 3

The sophisticated use of COBOL in large-scale business applications is the focus of this advanced course. Advanced control breaks, data validation, table processing, sequential, direct, ISAM, and VSAM file processing applications are stressed. Lab work is extensive. Formerly listed as CIS 205, not open to students who have successfully completed CIS 205. Prerequisite: CSC\* 201.

### CSC\* 205 VISUAL BASIC I 3

— ON-CAMPUS AND ONLINE —

This course guides the student through the process of creating programs in Visual Basic. Provides a task-driven experience to allow students to perform complex programming tasks more easily than would be possible without a visual language. Formerly listed as CIS 115, not open to students who have successfully completed CIS 115. Prerequisites: CSC\*101, CSC 105.

### CSC\* 206 VISUAL BASIC II 3

— ON-CAMPUS AND ONLINE —

This course is a continuation of CSC\* 205. The emphasis is on more complex programming tasks. Students will be given the opportunity to create programs to process sequential, random access, and database files. Topics such as using data arrays, object linking and embedding, data exchange, and building graphics into the program interface will also be covered. Formerly listed as CIS 210, not open to students who have successfully completed CIS 210. Prerequisite: CSC\* 205.

### CSC\* 210 C PROGRAMMING 3

Topics in this popular mid-level software development language include advantages of C programming, portability, data representation, storage utilization, registers, input/output macros, looping, decision making, table processing, macros, bit manipulation and structured design. Students, who should have already some familiarity with personal computers, will write and execute sophisticated programs with business applications, as well as develop proficiency in the principles of game design. Formerly listed as CIS 207, not open to students who have successfully completed CIS 207. Prerequisite: CSC\* 101 with at least one high-level programming language such as FORTRAN, COBOL or Visual BASIC; or permission of the instructor.

### CSC\* 220 OBJECT ORIENTED PROGRAMMING USING JAVA 3

This course teaches students the Java programming language. Topics such as classes, objects, events, data types, variables, arrays, strings, loops, I/O streams and GUI components will be covered. Students will learn the object-oriented programming model and the principles of data abstraction, encapsulation, inheritance and polymorphism. Prerequisite(s): CSC 105



## CSC\* 222 ADVANCED JAVA PROGRAMMING II 3

Students will design, develop, code and test advanced Java programs using the following techniques and features: Object-Oriented Programming, Inner/Outer Classes, Polymorphism, Abstract Classes and Interfaces, Recursion, Data Structures and Algorithms. Students will gain hands-on experience designing applications and applying these features into their applications. Prerequisite: CSC\* 220.

## CSC\* 231 DATABASE DESIGN I 3

— ON-CAMPUS AND ONLINE —

Students will learn to analyze business requirements, create logical data models, convert data models into physical database designs, and implement database designs in a relational database management system. Topics such as Data Modeling, Entity-Relationship Diagrams, Database Normalization, and Structured Query Language (SQL) are covered in detail. Students will gain hands-on experience designing databases and implementing databases in a relational database management system.

## CSC\* 247 GAME DEVELOPMENT WITH C++ 3

This course will introduce the student to basic computer game design and game components such as sprites, backgrounds, 2D graphics and tiling. Different types of games including multi-level and multi-player games will be explored. Students will add sound to the games and learn how to save game settings between sessions. The use of programming logic and artificial intelligence in game design and development will be introduced. This will be a project-based, hands-on class using the Allegro game library with the C++ programming language. Prerequisite: CSC 105.

## CSC\* 248 GAME DEVELOPMENT – 3D PROGRAMMING 3

This course will continue where CSC 247 leaves off and will expose the student to the technical skills behind 3D game programming. Popular techniques which allow the successful creation of 3D environments using programming, textures, and models will be covered. Using a popular 3D game engine, students will learn how to use models they create as well as how to add sound and music into their programs.

## CSC\* 250 SYSTEMS ANALYSIS AND DESIGN 3

— ON-CAMPUS AND ONLINE —

This course is structured on the system development life cycle. Students will consider the nature of systems and will work on projects based on gathering data, and determining feasibility. Other projects will involve creating documentation and tools for data flows and structures, data dictionaries, file design, input and output design, prototyping and software engineering. Prerequisite(s): CSC 105

## CSC\* 262 PROGRAMMING MOBILE DEVICES I 3

— ON-CAMPUS AND ONLINE —

Students will be introduced to the various platforms and applications in use on mobile devices. Platforms include Apple iOS, Android OS, and others as appropriate. Students will design, code, test, install and debug mobile apps on each platform using specialized software development environments. Prerequisite: One of the following, CSC 105, CSC 205, CSC 220, CSC 247.

## CSC\* 272 ADVANCED MOBILE APPS I 3

Students will expand their knowledge of Apple iOS and Android programming. Students will develop native mobile apps using Java for the Android platform and Objective-C for the Apple iOS platform. Students will learn the respective user interface components and create sophisticated user interfaces. Prerequisite: CSC 262.

## CSC\* 284 ADVANCED MOBILE APPS II 3

The final course in the mobile device programming sequence teaches students to create mobile apps that securely communicate with external devices and services, such as web servers, cloud services, database servers and business-to-business apps. Prerequisite: CSC\* 272.

## COMPUTERS – TECHNOLOGY

### CST\* 120 INTRODUCTION TO OPERATING SYSTEMS 3

— ONLINE —

This course covers fundamentals, concepts, and applications of operating systems. A number of popular operating systems will be covered in depth, including MS-DOS, IBM Mainframe MVS, and DEC's Open VMS. Unix will be discussed. It is assumed that students are familiar with the Windows environment. Comparisons between Windows and other operating systems will be stressed. The course is a mixture of lecture and lab. Formerly listed as CIS 130, not open to students who have successfully completed CIS 130. Prerequisite: CSC\* 101.

### CST\* 125 HELP DESK CONCEPTS 3

— ONLINE —

The goal of this course is to impart the knowledge needed to function as a Help Desk Professional. The huge demand for computer technical support, coupled with a shortage of information technology (IT) professionals, have created tremendous career opportunities in the field of customer service and technical support, or what is referred to as a Help Desk Specialist or Professional. To work at a help desk, you must understand hardware, software, networking and the World Wide Web, combined with what is involved in actually delivering technical support services to the customer or staff member. The help desk professional must also understand the role of the help desk within a complex technical support department. Formerly listed as CIS 299, not open to students who have successfully completed CIS 299. Prerequisites: Basic computer concepts, or computer literacy, or CSA 105; networking, Internet and World Wide Web concepts, or CSA\* 163; and knowledge of software products, such as Microsoft Office, or CSA 105.

### CST\* 140 A+ INTRODUCTION TO COMPUTER HARDWARE 3

— ON-CAMPUS AND ONLINE —

This course is designed to prepare students for taking the industry-standard A+ Certification tests 220-101 Core/Hardware, and 220-102 DOS/Windows. A+ Certification is a CompTIA-sponsored testing program that certifies the competency of entry-level computer service technicians. The Computing Technology Industry Association (CompTIA) is a globally recognized organization for developing vendor-neutral standards in e-commerce, customer service, workforce development, and training certification. Formerly listed as CIS 299, not open to students who have successfully completed CIS 299. Corequisite: CST 142.

### CST\* 142 A+ INTRODUCTION TO COMPUTER HARDWARE LAB 3

— ON-CAMPUS AND ONLINE —

This course is a corequisite of CST 140. Theoretical concepts discussed in class will be applied in specially designed hands-on projects. Corequisite: CST 140.

### CST\* 150 WEB DESIGN AND DEVELOPMENT I 3

— ON-CAMPUS AND ONLINE —

Students will learn how to use HyperText Markup Language (HTML) to define the structure and content of web pages. Students will create HTML documents that incorporate images, tables, lists, forms and other HTML elements. Students will use Cascading Style Sheets to control web page layout and format HTML elements. Students will use image editors to manipulate web graphics and FTP clients to upload web pages to a web server. The course requires a lot of hands on practice designing and coding HTML pages.

# COURSE DESCRIPTIONS

## CST\* 171 LAN SYSTEM MANAGEMENT 3

— ON-CAMPUS AND ONLINE —

Beginning with a description of salient features of networking, the World Wide Web and the Internet, the course concentrates on the implementation and maintenance of Windows 2012-based server-client networks. Topics include principles of networking, advantages and disadvantages of networks, topology design, software installation, security, administration of client accounts, software implementation problems, connecting to the web, firewalls, troubleshooting, and working with assistants and virtualization [vmware for labs](#). Emphasis is on hands-on practice designed to solve interesting and challenging projects, while teaching the fundamentals of Windows 2012 server-client networks. Students are expected to produce and troubleshoot various network topologies with a working model of company network. Formerly listed as CIS 160, not open to students who have successfully completed CIS 160. Prerequisite: CST\* 201 or permission of the instructor.

## CST\* 200 SCRIPTING LANGUAGE WITH JAVASCRIPT 3

Students will learn how to write client-side scripts in the JavaScript programming language that add interactivity and dynamic behaviors to web pages. Students will gain an understanding of the HTML Document Object Model (DOM) and use JavaScript to manipulate the Document Object Model. Students will create client-side scripts to perform input validation, respond to user events, and animate web page elements. Prerequisite(s): CST 150 and one of the following (CSC 105, CSC 205, CSC 220, CSC 247)

## CST\* 201 INTRO TO MANAGEMENT INFORMATION SYSTEMS (MIS) 3

— ON-CAMPUS AND ONLINE —

This course provides the background necessary for understanding the role of information systems in organizations and for using computer tools and technology in solving business problems. Topics include organization and technical foundations of information systems, theory of design of information, database, and network systems, e-commerce and supply chain systems, and information network security management. Microsoft Excel, Access, PowerPoint and Project are used to demonstrate selected topics. Prerequisite: ENG 073 or Eligibility for ENG 101.

## CST\* 231 DATA COMMUNICATIONS AND NETWORKING 3

— ON-CAMPUS AND ONLINE —

This course provides an overview of modern business data, voice and video communications with an emphasis on the communication of data and information. The course begins with examples of how communications were developed and are currently used. Communications is defined, and a communications system model is described. Students discover various transmission media, line configurations, and characteristics of communications channels. Communications equipment, software, and protocols are explained. Students learn the basics of communications networks and network configurations and are presented with an example of a communications network. Formerly listed as CIS 123, not open to students who have successfully completed CIS 123.

## CST\* 240 ADVANCED COMPUTER HARDWARE 3

This lab course only can be taken in conjunction with CST 243. It merges tutorial and hands-on lab experience into a more complete understanding of PC maintenance and preparation for the A+ service technician exams. Students will have the opportunity of completing over 80 lab exercises complementing the theory learned in the corequisite course CST 243. After completing all lab exercises, the student will have practiced each A+ objective in a hands-on environment and gained valuable installation and configuration skills in DOS, Windows 9x, Windows NT, and Windows 2000 operating systems. Corequisite: CST 243. Prerequisite: CST 140.

## CST\* 244 DATA COMMUNICATIONS AND NETWORKING I & II 6

— ON-CAMPUS AND ONLINE —

This course begins with a basic overview of modern business data, voice and video communications, and progresses to advanced topics in networking and data communication including Cisco routers, switches, and TCP/IP protocol. The course begins with examples of how communications were developed and are currently used. Communications and networking are defined, and communications models are described. Students discover various transmission media, line configurations, and characteristics of communications channels. Communications and networking equipment, software, and protocols are explained. Students learn the basics of communications networks and network configurations and are presented with examples of communications networks. The course then progresses into the study of actual networks and network hardware and software. Hands-on experience is obtained as students learn how to build and configure small networks. With this foundation knowledge, students will be well prepared for the 100-105 ICNDI certification. This course is an accelerated version of CST 231 and CST 281.

## CST\* 246 NETWORKING SECURITY 3

— ON-CAMPUS AND ONLINE —

This course provides the student with the skills and knowledge needed to detect malicious programs and choose appropriate risk mitigation techniques to protect the confidentiality, integrity, and availability of mission critical data. The student will learn how to install, configure, and utilize open source resources to detect attacks and protect operating systems against malicious code including viruses, worms, and Trojans. The student will also learn how to use authentication, authorization, and accounting to monitor and audit access to network resources. The course will also prepare the student for the Security+ certification exam. Prerequisite: CST\* 231.

## CST\* 247 INFORMATION ASSURANCE & RISK MANAGEMENT 3

This course is designed to introduce students to information assurance and risk mitigation principles as applied to information management. Topics covered in the course include asset identification, vulnerabilities assessment, risk management, threat identification, and physical safeguards of mission critical data. Students will also learn how to conduct a security gap analysis, create a risk management plan, and select an appropriate risk control. Prerequisite: CST\* 231.

## CST\* 249 DATA COMMUNICATIONS AND NETWORKING III & IV 6

— ON-CAMPUS AND ONLINE —

This course is a continuation beyond CST\* 244, Data Communication and Networking I and II. Advanced LAN and WAN theory, technology, design, and implementation issues are explored. The course progresses to WAN technologies and network services required by converged applications in modern complex network. Extensive hands-on experience is obtained as each student configures and troubleshoot routers and switches to resolve issues with OSPF, EIGRP, STP, and VTP in both IPv4 and IPv6 networks. Student also develops the knowledge and skills needed to implement IPsec and virtual private network (VPN) operations in a complex network. With this advanced knowledge, student will be well prepared for entry-level certification exams in the computer networking industry. With this foundation knowledge, students will be well prepared for the 200-105 ICND2 certification. This course is an accelerator version of CST\* 282 and CST\* 283.

## **CST\* 250 WEB DESIGN AND DEVELOPMENT II 3**

— ON-CAMPUS AND ONLINE —

Students will extend their knowledge of HyperText Markup Language (HTML) to incorporate multimedia elements into web pages. Students will extend their knowledge of Cascading Style Sheets (CSS) to apply responsive web design techniques for mobile devices. Students will also gain experience with popular Content Management Systems (CMS) and learn and apply Search Engine Optimization (SEO) strategies. Prerequisite(s): CST 150.

## **CST\* 258 FUNDAMENTALS OF INTERNET PROGRAMMING 4**

— ON-CAMPUS AND ONLINE —

A comprehensive introduction to the server-side programming techniques used to develop interactive web sites. Using technologies such as PHP and MySQL, students learn to create web sites that interact with web servers, manage user sessions, and store and retrieve data from databases. Course content is continually updated to reflect the current state of the art in Internet computing. Prerequisite(s): CST 150 and one of the following (CSC 105, CSC 205, CSC 220, CSC 247).

## **CST\* 263 COMPUTER FORENSICS AND NETWORK INTRUSIONS 3**

This course exposes students to a broad range of forensic methods and techniques used to detect, trace, and stop network intrusions and perform network forensic investigations after an intrusion has occurred. Students will learn how to identify network intrusion paths and points of entry and how to “bag-and-tag” digital evidence, examine evidence, and document a chain of custody throughout a forensic investigation. Prerequisite: CST\* 246.

## **CST\* 264 UNIX/LINUX SYSTEM ADMINISTRATION 3**

This course takes an in-depth look at Linux, a popular variant of UNIX, and examines theoretical concepts common to both operating systems. Also, this course will adopt a practical hands-on approach for these systems. Along with examining the Linux file structure, this course will explore application design, and advanced programming using Linux. Formerly listed as CIS 299, not open to students who have successfully completed CIS 299. Prerequisites: CSC\* 101.

## **CST\* 265 NETWORKING WITH LINUX 3**

This course will take an in-depth look at Linux, focusing on proper installation and administration of the operating system. It examines the theoretical concepts of the Linux system that have increased its popularity. It covers the essentials of installing, configuring, maintaining, administering, and troubleshooting the Linux Operating System, and the innovation that has led to its continual improvement regarding operating system and application development. The exploration of Linux will take a practical hands-on approach that includes also the creation of a functioning network of two PCs. Formerly listed as CIS 299, not open to students who have successfully completed CIS 299. Prerequisites: CSC\* 101 and CIS 299.

## **CST\* 267 ETHICAL HACKING AND NETWORK DEFENSE 3**

This course is designed to introduce the student to ethical hacking and penetration testing using open source software. Ethical hackers are employed by corporations for the purpose of testing their networks for weaknesses. Topics covered in the course include industry standard tools and techniques used to discover vulnerable and exploitable machines in a network. The student will learn about stages of ethical hacking including reconnaissance, scanning, enumerating, gaining access, and maintaining access. Great emphasis will be on the legal and ethical issues related to hacking. Prerequisite: CST\* 246.

## **CST\* 281 DATA COMMUNICATIONS AND NETWORKING II 3**

— ON-CAMPUS AND ONLINE —

This course (part 2 of 3) continues where CST\* 231 concludes. The student progresses beyond the basics of communications networks and network configurations and delves into the study of actual networks and network software. Hands-on experience is obtained as each student networks two PC systems. Formerly listed as CIS 299, not open to students who have successfully completed CIS 299. Prerequisites: CST\* 231.

## **CST\* 282 DATA COMMUNICATIONS AND NETWORKING III 3**

— ON-CAMPUS AND ONLINE —

This course is a continuation beyond CST\*231 and CST\*281, Data Communication and Networking I and II. Advanced LAN and WAN theory, technology, design, and implementation issues are explored. Extensive hands-on experience is obtained as each student configures and troubleshoots various examples of interconnected WAN networks. With this advanced knowledge, the student will be well prepared for entry-level certification exams in the computer networking industry.

## **CST\* 283 DATA COMMUNICATIONS AND NETWORKING IV 3**

— ON-CAMPUS AND ONLINE —

This is the final course in a four-course sequence of Data Communications and Networking courses following CST\*231, CST\*281, and CST\*282. WAN technologies and network services required by converged applications in a complex network are explored. The course enables students to understand the selection criteria of network devices and WAN technologies to meet network requirements. Students learn how to configure and troubleshoot network devices and resolve common issues with data link protocols. Students also develop the knowledge and skills needed to implement IPSec and virtual private network (VPN) operations in a complex network. With this advanced knowledge, the student will be well prepared for entry-level certification exams in the computer networking industry. Prerequisite: CST\* 282.

# CONSTRUCTION MANAGEMENT

## **CTC 140 CONSTRUCTION GRAPHICS/QUANTITY TAKEOFF 3**

Understand and interpret construction documents for building and heavy construction. Focus of course will be on the analysis of architectural and structural drawings and specifications. Understand quantity take-off processes and conduct take-offs of site work, concrete, rough carpentry, light –gauge steel construction, masonry, steel, sheathing and interior finishes.

## **CTC 160 SURVEYING 4**

Course covers activities that will acquaint the student with instruments and tools of the surveyor, including their use in the techniques of field surveying. Emphasis on actual layouts and areas and elevations as performed in the civil and construction discipline. Prerequisites: ENG 101; MAT 137 OR MAT 184.

## **CTC 205 SUSTAINABILITY AND THE BUILT ENVIRONMENT 3**

This course introduces the history, science and standards related to the application of sustainable practices in commercial building design, construction and operation. It will cover emerging standards for site selection and preparation, integrating concepts of energy efficiency, water conservation, and material management. It also examines the impact of these concepts on the productivity, health and well being of construction workers and building occupants as well as the economic and environmental benefits. Students will be introduced to sustainability credential related to the Green building industry and prepare them to take the Green Building Professional (GPRO Fundamentals), as well as an overview of LEED Green Professional. Prerequisite: none.

## COURSE DESCRIPTIONS

### CTC 220 PROJECT MANAGEMENT 3

This course introduces students to procedures as a construction management professional. These include sustainable practices such as quality control, sustainable materials, understanding and interpretation of state-mandated high performance building codes, familiarity with project documents, and communication between construction and design. Prerequisite(s): CSA\* 105, ENG\* 101, MAT 137 or equivalent.

### CTC\* 224 HEAVY HIGHWAY CONSTRUCTION PRACTICES 3

The course is an introduction to heavy and highway construction practices. Emphasis on construction equipment, labor, materials and methods as they relate to field operations. Prerequisite: ENG\* 101.

### CTC 222 BUILDING CONSTRUCTION SYSTEMS 3

This course introduces students to procedures as a construction management professional. These include a basic body of knowledge of construction, job identification, terminology, and the use of equipment as used in light and heavy construction. This course also provides an introduction to sustainable construction that includes site selection and documentation, fundamentals of green building construction, and sustainable construction methods. Prerequisite: ENG\* 101.

### CTC 229 CONSTRUCTION ESTIMATING 3

The course is focused on reviewing construction costs in more detail for the purpose of construction estimating and bidding. Estimation of cost calculations will include pricing labor, material and equipment costs in the areas of site work, concrete, masonry, steel, carpentry, roofing, finishes, mechanical and electrical systems. Prerequisites: ENG 101, MAT 137 OR higher, CTC 140, CTC 222.

### CTC\* 234 HEAVY HIGHWAY CONSTRUCTION ESTIMATING 3 (4 semester hours: 3 credits)

This course examines the role of the Heavy/Highway construction estimator. The focus is on reviewing construction costs in more detail for the purpose of construction estimating and bidding. Estimation of cost calculations will include pricing labor, material and equipment costs as they relate to civil construction projects. Prerequisite: ENG\* 101, MAT\* 137 or higher, CTC 140, CTC\* 224.

## CRIMINAL JUSTICE

### CJS\* 101 INTRODUCTION TO CRIMINAL JUSTICE 3

— ON-CAMPUS AND ONLINE —

A comprehensive overview of the American criminal justice process. The course will examine the history, development and current practices of law enforcement, the courts and the correctional system. (Formerly LAW 101)

### CJS\* 102 INTRODUCTION TO CORRECTIONS 3

— ONLINE —

This course will study the history, philosophy and evolution of the correctional system. Topics include an examination of physical facilities, current treatment theories and rehabilitation models, sentencing and its goals, community correction, parole, probation and alternatives to incarceration. (Formerly LAW 103)

### CJS\* 120 POLICE AND THE COMMUNITY 3

The course will examine the evolution, principles, concepts and practices of modern day law enforcement. Emphasis is placed on police operations, hiring and training, discretion, police-community relations, due process, use of deadly force, police corruption and deviance. (Formerly LAW 105)

### CJS\* 201 CRIMINOLOGY 3

— ONLINE —

A historical and contemporary overview of the nature of crime and the causes of criminal behavior, the sociological nature of laws in American society along with theories of treating and preventing crime. Prerequisite: SOC\* 101. (Formerly LAW 106)

### CJS\* 202 JUVENILE DELINQUENCY 3

The examination of the social context of juvenile delinquency. The evolution of the juvenile justice process, legal issues, methods of identifying, treating and preventing delinquency is examined. (Formerly LAW 102)

### CJS\* 210 CONSTITUTIONAL LAW 3

A study of the U.S. Constitution, particularly the Bill of Rights and the Fourteenth Amendment, as they relate to criminal procedures and processes in the American courts, emphasis will be placed on legal procedures during arrest, interrogation, search and seizure, civil liabilities and constitutional protection for the accused. Prerequisite: CJS\* 101. (Formerly LAW 104)

### CJS\* 211 CRIMINAL LAW 3

Examination and study of criminal statutes with emphasis on theory and philosophy of law, its relationship to law and society, along with its development, application and enforcement. Prerequisite: CJS\* 101.

### CJS\* 220 CRIMINAL INVESTIGATION 3

An introduction to the procedures and techniques of criminal investigation. Topics discussed will include interview, interrogation, witness identification, crime scene search, collection and preservation of evidence for forensic science analysis and case preparation. Prerequisite: CJS\* 101.

### CJS\* 225 FORENSIC SCIENCE 3

— ON-CAMPUS AND ONLINE —

This course introduces a student to methods and techniques for the evaluation of physical evidence. Topics that will be surveyed include the recognition, identification, individualization, and evaluation of physical evidence such as hairs, fibers, DNA, blood, semen, glass, soil, fingerprints, documents, firearms, arson, tool marks, and toxicology. Prerequisite: MAT 094 or MAT 095.

### CJS\* 280 VICTIMOLOGY 3

— ON-CAMPUS AND ONLINE —

Introduction to the principles and concepts regarding victims of crime. Topics include victim vulnerability and culpability, restitution, mediation, treatment and compensation and the victim's rights, services and the role of the criminal justice system.

### CJS\* 290 SUPERVISED FIELD PLACEMENT IN CRIMINAL JUSTICE 3

Supervised placement with a criminal justice agency to allow the student the opportunity to explore career choices while gaining actual job experience in the criminal justice field. Students will be required to participate for a minimum of 120 hours per semester and to attend a bi-weekly meeting with the internship advisor. Agency placements may include: law enforcement, courts, probation, parole, victim services, and correctional facilities including community-based programs. Students must fill out a field placement application and submit it to the program coordinator the semester prior to enrolling in the course. Prerequisite: Good academic standing. Students must successfully complete twelve (12) Criminal Justice course credits and receive permission from the Program Coordinator. (Formerly LAW 107)



## CJS\* 294 CONTEMPORARY ISSUES IN POLICING 3

Emphasis on special issues facing law enforcement personnel in today's changing society. Examines the police function, organization and administration; the demand for police services; the relationship of police to their environment; police tactics; and the outcome for which police strive. Focus on police accountability and their effectiveness to adapt to these issues. Topics will include: police stress, ethics, crisis intervention teams response when dealing with emotionally disturbed people, terrorism threat response and community-based policing. Prerequisite: CJS\* 120.

## CJS\* 298 SPECIAL TOPICS IN CRIMINAL JUSTICE 3

Analysis and evaluation of special topics in the general field of criminal justice. May be repeated-with different topics to fulfill an elective requirement.

## EARLY CHILDHOOD EDUCATION



## ECE\* 101 INTRODUCTION TO EARLY CHILDHOOD EDUCATION 3

The history and philosophy of early childhood and criteria for establishing and evaluating developmentally appropriate early childhood programs are considered. This course may require visits, observation and participation in an early childhood education setting. Co-requisite: ENG\* 095.

## ECE\* 103 CREATIVE EXPERIENCES /CHILDREN 3

The relationship of creative art to the total educational program of the young child is explored. Students will experiment with media such as paint, clay, and collage. This course may require visits, observation and participation in an early childhood education setting. This course is an elective. Prerequisite: ECE\* 101. ECE\*

## ECE\* 106 MUSIC AND MOVEMENT FOR CHILDREN 3

The problem-solving approach to movement education is emphasized. Students will learn the element of dance and music and be required to demonstrate their skill at using these elements to provide appropriate lessons to young children. Movement activities, songs, circle games and the rhythmic instruments will be reviewed. This course may require visits, observation and participation in an early childhood education setting. This course is an elective. Prerequisite: ECE\* 101.

## ECE\* 109 SCIENCE AND MATH FOR CHILDREN 3

This course is designed to help students explore a wide variety of science experiences suitable for use with young children. Science concepts are presented in relation to everyday objects and occurrences. Emphasis will be placed on the relationship between affective and cognitive learning. This course is an elective. Prerequisite: ECE\* 101.

## ECE\* 131 CHILDREN'S LITERATURE (crossed-listed as ENG 114) 3

This course is designed to provide an introduction to children's and young adult literature. This course presents a critical approach to literature for children and young adults- its history, elements, function and literary value. The course examines the literature through an evaluation and exploration of authors and genres; and trends and developments in children's literature. This course meets the Humanities elective for ECE majors or the ECE elective. Prerequisites: ECE\* 101 and ENG 102.

## ECE\* 141 INFANTS/TODDLERS GROWTH AND DEVELOPMENT 3

Students will be introduced to many philosophies of caring for infants and toddlers. They will review the growth and development of children during the first two years. Discipline, health, safety, nutrition, creating indoor and outdoor settings will be addressed. Students will also learn how to work with and appropriately care for infants and toddlers. Prerequisite: ECE\* 101.

## ECE\* 152 TECHNOLOGY INTEGRATION FOR THE CLASSROOM 3

This course introduces the use of technology to enhance teaching and learning in early and elementary learning environments. The course examines instructional strategies, technology concepts, adaptive/assistive technology for children with exceptionalities, assessment, current technology and ethical issues surrounding the use of technology in the classroom. This course presents methods to incorporate meaningful and developmentally appropriate technology into the classroom curriculum to address 21st century learning and 21st century students. This course is an elective.

## ECE\* 176 HEALTH, SAFETY, AND NUTRITION 3

The influence of parents and community on the growth and learning of young children is examined. Various aspects of effective communication with parents concerning health, safety and nutrition issues are discussed. Community resources that benefit young children are also addressed.

## ECE\* 180 CHILD DEVELOPMENT ASSOCIATE CREDENTIAL PREPARATION COURSE 3

This course is designed for childcare providers who are preparing for their Child Development Associate (CDA) credential awarded by the Council for Professional Recognition (in Washington, D.C.). The course will help students gain an understanding of the nationally-recognized CDA credential, and provide them with a foundation for developing the skills necessary for earning their CDA. This course will focus on the six CDA Competency Goals and thirteen Functional Areas, and will assist students in the preparation of required CDA resource file.

## ECE\* 181 CHILD DEVELOPMENT ASSOCIATE CREDENTIAL PREPARATION COURSE II 3

This fieldwork course is designed for childcare providers who are preparing for their Child Development Associate (CDA) credential bestowed by the Council for Professional Recognition (in Washington, D.C.) under its current requirements. The student will attend a weekly seminar, and complete a minimum 30 hours of fieldwork in a licensed early childhood setting. Course instructor will conduct on-site observation visits. Prerequisite: ECE\* 176 and ECE\* 180.

## ECE\* 190 EARLY CHILDHOOD EDUCATION BEHAVIOR MANAGEMENT 3

This course provides an integrated approach to classroom management. Emphasis is placed on helping early childhood educators meet the needs of the growing number of children with challenging behaviors. This course may require visits, observation and participation in an early childhood education setting. Prerequisite: ECE\* 101.

## ECE\* 206 ADMINISTRATION AND SUPERVISION OF EARLY CHILDHOOD PROGRAMS 3

This course examines the multi-dimensional role of the early childhood program director/administrator and the administrative styles, management tools and interpersonal skills that contribute to effective leadership. This course is an elective.

## ECE\* 210 OBSERVATION, PARTICIPATION AND SEMINAR 3

Emphasis is placed on techniques and strategies for assessing children's behavior accurately and objectively. Students visit, observe and participate in an early childhood education setting. Prerequisite: ECE\* 101.

## COURSE DESCRIPTIONS

### **ECE\* 215 THE EXCEPTIONAL LEARNER 3**

Emphasis is placed on how to identify, plan for, and work with children with various special educational needs in an inclusive setting. Adaptations, methods and techniques for including children with physical, mental, auditory, and social challenges will be explored. Techniques to stimulate the gifted will be reviewed as well. This course may require visits, observation and participation in an early childhood education setting. Prerequisite: ECE\* 101.

### **ECE\* 222 METHODS AND TECHNIQUES IN EARLY CHILDHOOD EDUCATION 3**

The relationship of development and curriculum are explored. Students plan, create, and present developmentally-appropriate learning activities to facilitate development of the whole child. This course may require visits, observation and participation in an early childhood education setting. Prerequisite: ECE\* 101.

### **ECE\* 225 ANTI-BIAS ISSUES IN EARLY CHILDHOOD EDUCATION 3**

This course is designed for educators in preparing themselves and young children (ages 0-8) to live, plan, and work in a society that is rapidly changing and becoming increasingly diverse. The challenge to educators is understanding multiculturalism by helping children to think about and appreciate human differences. This course may be used as an elective. Prerequisite: ECE\* 101.

### **ECE\* 231 EARLY LANGUAGE AND LITERACY DEVELOPMENT 3**

Language acquisition and age-level characteristics related to speech and language are discussed. Students explore the children's literature, early childhood language arts curriculum, including speaking, listening, pre-writing and pre-reading skills and methods and techniques that enhance speech and language development. This course may require visits, observation and participation in an early childhood education setting. Prerequisite: ECE\* 101.

### **ECE\* 241 METHODS AND TECHNIQUES FOR INFANTS/TODDLERS 3**

Students will be introduced to the concept of curriculum for infants and toddlers. Several curriculum models will be explored. Students will learn ways to interact with and stimulate children under age 2. Learning games, language activities, music, movement and dramatic play are some of the areas that will be studied. Developmentally-appropriate toys and books will be reviewed. This course may require visits, observation and participation in an early childhood education setting. Prerequisite: ECE\* 141 and ECE\* 101.

### **ECE\* 275 CHILD, FAMILY AND SCHOOL RELATIONS 3**

An in-depth look at the child, the family, and the relationship between the school and the family. An understanding of the young child and age appropriate guidance for her or him will be examined. An understanding of how to effectively communicate with families will be explored. Students will attempt to identify ways a school can develop a working relationship with today's families. This course may require visits, observation and participation in an early childhood education setting. Prerequisite: ECE\* 101.

### **ECE\* 276 INTRODUCTION TO SCHOOL AGE CARE 3**

This course will increase understanding of the developmental needs, strengths, and interests of school-age children. Students will meet with other providers to discuss job-related experiences, find solutions to the problems they encounter, and share the joys of providing school-age childcare. Prerequisite: ECE\* 101.

### **ECE\* 295 STUDENT TEACHING PRACTICUM 6**

Under supervision, students actively participate in a NAEYC accredited program and a developmentally-appropriate early childhood settings for a minimum of 200 student teaching hours. In addition, students enrolled in this course must participate in a seminar. Permission of the Coordinator of Early Childhood Education, background check and tuberculosis clearance, are required. The grading option for this course is pass/fail. Prerequisites: PSY 204 and ECE courses with a grade of C or above and Permission of ECE Coordinator or course instructor (Fall and Spring.)

### **ECE\* 295a STUDENT TEACHING PRACTICUM – Preschool+ 6**

Under supervision, students actively participate in developmentally appropriate practice in an early childhood (ages 3-8) setting for a minimum of two hundred hours of student teaching participation and a seminar. Prior to entering the classroom for preschool student teaching, students are required to and are responsible for completing a tuberculosis test and a criminal background check. The grading option for this course is pass/fail. Prerequisites: PSY 204 and ECE courses with a grade of C or above and Permission of ECE Coordinator or course instructor (Fall and Spring).

### **ECE\* 295b STUDENT TEACHING PRACTICUM – Infant/Toddler 6**

Under supervision, students actively participate in developmentally appropriate practice in an early childhood infant/toddler (ages 0-2) setting for a minimum of two hundred hours of student teaching participation and two hours of seminar. Prior to entering the classroom for student teaching, students are required to and responsible for completing a tuberculosis test and a criminal background check. The grading option for this course is pass/fail. Prerequisites: Completed PSY 204 and ECE courses including ECE 141 and ECE 241 with a grade of C or above and Permission of ECE Coordinator or course instructor (Fall and Spring).

### **ECE\* 299 INDEPENDENT STUDY IN EDUCATION 3**

This course provides experienced educators with the methods and techniques to facilitate learning for all students. Permission of the program Coordinator is required.

## COURSE DESCRIPTIONS

### ECONOMICS

**ECN\* 101 PRINCIPLES OF MACROECONOMICS 3**

— ON-CAMPUS AND ONLINE —

Basic survey course emphasizing Macroeconomics. Topics include the pricing system as an allocation model, the internal dynamic of the business cycle, the effects of capital deepening and technology on productivity and real wages, monetary theory and the effects of the Federal Reserve Board on bank reserves, and the international effects of domestic policies and programs. Prerequisite: MAT\* 095 or Math Placement Test.

**ECN\* 102 PRINCIPLES OF MICROECONOMICS 3**

— ON-CAMPUS AND ONLINE —

Basic survey course emphasizing Microeconomics. Topics include elasticity, productivity and cost relationships, pricing and employment of productivity and cost relationships, pricing and employment of productive inputs, and the microeconomic foundations of economic growth. A study of the structure, conduct, and performance of different markets. Prerequisite: MAT\* 095 or Math Placement Test.

**ECN\* 250 MONEY AND BANKING 3**

— ON-CAMPUS AND ONLINE —

Monetary and banking systems in relation to other parts of the economic system. Money theories and systems, commercial banking, the federal reserve system, lending agencies, and financial policies are also covered. Prerequisite: ECN\* 101 or permission of instructor.

### EDUCATIONAL TECHNOLOGY

**EDT\* 210 EDUCATIONAL TECHNOLOGY 1**

Systematic examination and application of software programs, applications, and hardware (computer, network, or internet) in the context of integrating technology into lesson planning. Emphasis is placed on the teacher as a researcher and multi-media communicator. Prerequisite: Enrollment in the Pathways to Teaching program, or permission of instructor.



### ENGLISH

**ENG\* 073 ACADEMIC READING No Credit**  
(3 lecture hours per week)

Academic Reading prepares students for the reading demands of college classes. Reading a variety of full-length texts, students become familiar with the demands of critical reading and practice interpretive strategies that will be required in further academic study.

**ENG\* 095 ESSENTIALS OF COLLEGE WRITING No Credit**  
3 hours of lecture per week and  
3 hours of lab per week

Essentials of College Writing prepares students for the writing demand of ENG\* 101 Composition and other credit level courses. Through a genre approach to writing instruction similar to ENG\* 101, ENG\* 095 students will analyze a variety of nonfiction texts in multiple genres and prepare writing projects according to rhetorical situations. Students will write with attention to purpose and audience, appropriate and varied organization, development using detailed evidence, and language, including grammar and sentence structure. Students will also learn the writing process and emphasis will be placed on the reading—writing connection. This course complements instruction in ENG\*073. Students will receive embedded support during writing studio hours. Prerequisites: Multiple placement measures including placement test scores, advising, high school records and a score of 3 on the Write-Placer.

**ENG\* 101P COMPOSITION—PLUS 3**  
3 hours of lecture per week and  
3 hours of lab per week

Study of writing and the writing process. Students analyze expository essays in multiple genres and prepare writing projects with attention to rhetorical situations for audience and purpose, organization according to genre key features, development using detailed description, attention to language and conventions, and with support from outside sources using MLA documentation. Students prepare revised writing in final portfolios complete with self-assessment letters. ENG 101 (or ENG 101P) is required for all degree programs; to be completed within the first 15 credits. This course introduces students to college level writing for academic inquiry about current social issues and may not include literary themes. Students in ENG 101P will receive embedded support through a required three-hour writing lab. Prerequisites: Qualifying score on the Placement Test; OR Completion of ENG\*095 with a passing grade lower than B-. Students who complete ENG\*095 with a grade of B- or higher are eligible for ENG\*101 but may opt for ENG\*101P to benefit from the lab component. In unusual situations, the department chair may grant a written waiver of one of the prerequisites to students as they exit ESL\*153A.

## COURSE DESCRIPTIONS

### ENG\* 101 COMPOSITION

3

— ON-CAMPUS AND ONLINE —

Study of writing and the writing process. Students analyze expository essays in multiple genres and prepare writing projects with attention to rhetorical situations for audience and purpose, organization according to genre key features, development using detailed description, attention to language and conventions, and with support from outside sources using MLA documentation. Students prepare revised writing in final portfolios complete with self-assessment letters. Required for all degree programs; to be completed within the first 15 credits. This course introduces students to college level writing for academic inquiry about current social issues and may **not** include literary themes. Prerequisites: a) Qualifying score on Placement Test; OR Completion of ENG\*095 with a grade of B- or higher. Students who complete ENG\*095 with a grade of B- or higher are eligible for ENG\*101 but may opt for ENG\*101P to benefit from the lab component. In unusual situations, the department chair may grant a written waiver of one of the prerequisites to students as they exit ESL\*153A.

### ENG\* 102 LITERATURE AND COMPOSITION

3

— ON-CAMPUS AND ONLINE —

Study of Literature and the writing process necessary for responding critically to reading in written compositions. Students read multiple works of Literature in three literary genres: including fiction (short stories and/or novels), poetry, and drama. Students use secondary sources pertaining to the Literature (short pieces of literary criticism, book reviews, and/or author interviews, etc.) to read the Literature itself more deeply and write about it through a particular lens. Students prepare written Compositions about the Literature they read according to such approaches as reader's response, inter-textual analysis, basic literary criticism, or other appropriate methods, including rhetorical and evaluative analysis. Students learn common literary terms and apply them in writing. Students write with attention to audience and purpose, organization and development, language and conventions, and use MLA documentation. Though some sections of this course may be thematically focused, selections must represent a diversity of writers and literary traditions from American, British, and World Literature so that the reading is as diverse as the student population, so that the reading showcases variety in the English language, and so that the reading represents the breadth of human experience while expounding certain universals. This course introduces students to Literature, but it emphasizes writing about Literature in written compositions; it is a course in writing about reading, not creative writing. Prerequisite: ENG\* 101.

### ENG\* 114 CHILDREN'S LITERATURE (also listed as ECE 131)

3

This course is designed to provide an introduction to children's and young adult literature. This course presents a critical approach to literature for children and young adults- its history, elements, function and literary value. The course examines the literature through an evaluation and exploration of authors and genres; and trends and developments in children's literature. This course meets the art, English, music or humanities elective for majors. Prerequisite: ECE\* 101 and ENG\* 102.

### ENG\* 200 ADVANCED COMPOSITION

3

Study of writing and the writing process in a special topics Composition course focused on the Rhetorics of Ethnography. Borrowing methods from Anthropology and Sociology, students conduct research on subcultures within various field-sites in their communities to write a series of essays that culminate in a mini-ethnography, a final portfolio of their work, and a publishable piece made accessible to the public at large. Students prepare writing projects with attention to audience, purpose, organization, development, language, conventions, and support from outside sources using MLA or APA documentation. Students prepare revised writing in final portfolios complete with self-assessment essays. This course will not include literary themes or creative writing. Prerequisites: ENG 101\* & ENG\* 102 or permission of instructor or department chair.

### ENG\* 202 TECHNICAL WRITING

3

This course includes units on business and technical reports, business communication, and basic research techniques. Prerequisite: ENG\* 101 or consent of Humanities Department Chair.

### ENG\* 211 SHORT STORY

3

Exploration of the modern short story and the story-telling tradition, with some works read in translation. Students will read, discuss, and write about a variety of short stories by authors who have significantly influenced the short story form and/or whose short stories make noteworthy contributions in the genre's themes, craft, impact, etc. Prerequisite: ENG\* 102.

### ENG\* 213 POETRY

3

Close examination of 20th century British and American poetry. Prerequisite: ENG\* 102.

### ENG\* 220 STUDIES IN AMERICAN LITERATURE

3

Examination of the works and historical background of selected American writers. The course may focus on one or more major American authors or on a significant element of American literature (e.g. an era, topic, geographical location, or literary movement). Prerequisite: ENG\* 102.

### ENG\* 222 AMERICAN LITERATURE II

3

Study of selected readings in American Literature from the Civil War period to the contemporary period. Thematic approaches may be employed to emphasize historical, social and philosophic underpinnings of significant works of literature. Prerequisite: ENG\* 102.

### ENG\* 247 LATIN AMERICAN LITERATURE

3

Explores English translations of stories, novels, and poems by contemporary Latin American writers from South and Central America and the Spanish Caribbean. Focusing primarily upon late 20th century and early 21st Century works by the major contributors to what is called the Latin American literary Boom period, the course examines historical, cultural and literary elements in the works of a variety of Latin American writers. Prerequisite: ENG\* 102.



## ENG\* 248 LITERATURE OF THE CARIBBEAN 3

Exploration of the literature of the Caribbean from the nineteenth century to contemporary times. The course examines the history, politics, and culture that have helped shape the literature of the Caribbean and addresses such themes as colonialism, language, migration/immigration, identity, and spirituality. Prerequisite: ENG\* 102.

## ENG\* 251 AFRICAN-AMERICAN LITERATURE 3

— ON-CAMPUS AND ONLINE —

This course introduces the African-American literary tradition. Students will read selected background works from the 18th century through the Harlem Renaissance, but will concentrate mostly on works of fiction and poetry by contemporary American writers of African ancestry, including some of Caribbean background. Prerequisite: ENG\* 102.

## ENG\* 253 HISPANIC-AMERICAN LITERATURE 3

— ON-CAMPUS AND ONLINE —

This course will explore representative stories, novels, plays, and poems written in English by Hispanic Americans or Latinos/Latinas. Focusing primarily upon late 20th century and contemporary literary works by mainland Puerto Rican, Dominican-American, Cuban-American and Chicano/a writers, we will examine cultural and linguistic elements that make Latino literature a vital sub-genre of American Literature today. Prerequisite: ENG\* 102.

## ENG\* 260 STUDIES IN WOMEN'S LITERATURE 3

Examination of the works of women writers through representative short stories, novels, poetry and drama. The role of literature in reflecting and perpetuating cultural attitudes is considered. Prerequisite: ENG\* 102.

## ENG\* 278 CONTEMPORARY LITERATURE 3

An examination of contemporary literature in a variety of genres. Students will read, discuss, and write about literature by authors who have significantly influenced contemporary literature and analyze formal features/developments and historical contexts to inform their understanding of these literary works. Prerequisite: ENG\* 102.

## ENG\* 281 CREATIVE WRITING 3

— ON-CAMPUS AND ONLINE —

Seminar designed to encourage and refine students' poetic and narrative writing skills. Discussions of students' work will be accompanied by analyses of professionals' work and examinations of modern critical viewpoints. Prerequisite: ENG\* 102.

## ENGLISH-AS-A-SECOND-LANGUAGE

### ESL\* 013 WRITING AND READING I No Credit (3 semester hours)

ESL\* 013 is a mid-beginning course in writing and reading for non-native speakers of English. The emphasis is on sentence and paragraph development as a basis for understanding the conventions of the writing process. Students also practice and apply key reading strategies. Formerly listed as ENG 011, not open to students who have successfully completed ENG 011. Corequisite: ESL\* 017. Prerequisite: ESL placement examination.

### ESL\* 017 ORAL COMMUNICATIONS I No Credit (3 semester hours)

ESL\* 017 is a mid-beginning course for non-native speakers of English who need to develop interpersonal oral/aural communication skills. The emphasis is on applying essential grammatical structures and vocabulary in conversations about topics related to U.S. society and culture. Formerly listed as ENG 010, not open to students who have successfully completed ENG 010. Corequisite: ESL\* 013. Prerequisite: ESL placement examination.

### ESL\* 023 WRITING AND READING II No Credit (3 semester hours)

ESL\* 023 is a high-beginning/low-intermediate course for non-native speakers of English who need to develop their writing and reading skills. The focus is on organization and development of compositions as the foundation of the academic writing process. Students apply reading and writing strategies to their course work related to themes and topics from the readings assigned in ESL\* 027. Formerly listed as ENG 014, not open to students who have successfully completed ENG 014. Corequisite: ESL\* 027. Prerequisite: ESL placement examination or successful completion of ESL\* 013.

### ESL\* 027 ORAL COMMUNICATIONS II No Credit (3 semester hours)

ESL\* 027 is a high-beginning/low-intermediate course for non-native speakers of English who need to improve their oral/aural communication skills. Students apply new grammatical structures and vocabulary in discussions based on topics from assigned readings, including one popular novel and articles about U.S. culture and current events. Formerly listed as ENG 012, not open to students who have successfully completed ENG 012. Corequisite: ESL\* 023. Prerequisite: ESL placement examination or successful completion of ESL\* 017.

### ESL\* 131 INTEGRATED SKILLS III 3

This course develops fluency in the English language. Focuses on reading, writing, grammar, speaking, and listening comprehension on typical topics stressed in class, small groups, and individual practice. (This course may be taken concurrently with ESL\* 149) Prerequisite: Grade of C- or higher in ESL 027 and ESL 023, an appropriate placement testing score, or faculty recommendation.

### ESL\* 143 WRITING AND READING IV – HIGH INTERMEDIATE 3

A high-intermediate course in intensive writing skills for non-native speakers of English. Focus is on reading and writing for academic contexts with emphasis on the writing process, sentence structure and mechanics of effective writing within the framework of compositions. Formerly listed as ENG 016, not open to students who have successfully completed ENG 016. Corequisite: ESL\* 147A. Prerequisite: ESL placement examination or successful completion of ESL\* 023.

## COURSE DESCRIPTIONS

### ESL\* 147A ORAL COMMUNICATIONS – HIGH INTERMEDIATE 3

A high-intermediate course in oral communications skills for non-native speakers of English. Focus is on listening comprehension, vocabulary development and fluency within academic contexts with discussions based on the reading of full-length books. Formerly listed as ENG 015, not open to students who have successfully completed ENG 015. Corequisite: ESL\* 143. Prerequisite: ESL placement examination or successful completion of ESL\* 027.

### ESL\* 149 PRONUNCIATION WORKSHOP 3

This course focuses on American English pronunciation and its application to typical conversational, reading and writing activities. Topics of study include the following: consonant and vowel sounds of English; stress, rhythm and intonation patterns of words and phrases; patterns affecting speech such as deletions, insertions, and linking; and differences between spelling and speech. Students will practice listening and speaking exercises using a variety of techniques integrating them with conventional listening, speaking, reading and writing tasks. This repetition will facilitate the acquisition of concepts presented in all ESL courses. PREREQUISITES: Specified score in ESL placement test or successful completion of ESL Level 023 and 027. This course cannot be used to fulfill Humanities Elective Credit.

### ESL\* 153A WRITING AND READING – LOW ADVANCED 3

A low-advanced course in paragraph and essay writing for non-native speakers of English. Focus is on the writing process, editing techniques, and writing to an audience. Word-processing equipment is available as an aid to composing. Formerly listed as ENG 118, not open to students who have successfully completed ENG 118. Corequisite: ESL\* 157A. Prerequisite: ESL placement examination or successful completion of ESL\* 143.

### ESL\* 157A ORAL COMMUNICATIONS – LOW ADVANCED 3

A low-advanced course in the development of listening and speaking skills for non-native speakers of English. Students practice listening to formal and informal communications, participate in discussions and debates, and review grammar as needed. Formerly listed as ENG 117, not open to students who have successfully completed ENG 117. Corequisite: ESL\* 153A. Prerequisite: ESL placement examination or successful completion of ESL\* 147A.

### ESL\* 162 READING AND WRITING VI 6

An intermediate-advanced course that prepares ESL students for academic college classes by providing them further practice in developing critical writing and reading skills and strategies. This course emphasizes the skills needed to develop paragraphs into essays, and students will also read and discuss a variety of selected readings, apply techniques to enhance their comprehension of the content, and learn methods to expand their vocabulary. This course is recommended for ESL students who meet the prerequisites, plan to take other academic courses, and need further practice to develop their skills. Corequisite: ESL\* 185. Prerequisite: ESL placement examination or successful completion of ESL\* 153 and ESL\* 157.

### ESL\* 185 FUNDAMENTALS OF RESEARCH 1

This five-session seminar is designed to provide application of the requisite technology-oriented skills needed to carry out academic research at the college level and is linked to the ESL 162 Final Capstone Project. Corequisite: ESL\* 162. Prerequisite: ESL placement examination or successful completion of ESL\* 153 and ESL 157A. Students should already have basic computer skills such as using electronic mail (email), word processing (Microsoft Word), and searching the Internet.

## FOREIGN LANGUAGES – CHINESE

### CHI\* 101 ELEMENTARY CHINESE I 3

This course introduces students to the essentials of Modern Standard Mandarin Chinese. Instruction focuses on developing communicative competence in listening, speaking, reading and writing skills at the elementary level as well as an understanding of Chinese culture and society.

### CHI\* 102 ELEMENTARY CHINESE II 3

A continuation of Elementary Chinese I. This course is designed for students who have successfully completed Elementary Chinese I. Instruction continues to focus on the development of all four language skills (speaking, listening, reading and writing) in Chinese as well as an understanding of Chinese culture and society.

## FOREIGN LANGUAGES – SPANISH

### SPA\* 101 ELEMENTARY SPANISH I 3

— ON-CAMPUS AND ONLINE —

Introduction to the fundamentals of Spanish grammar, with emphasis on the development of listening, speaking, reading and writing skills. Designed for students with one year or less of satisfactory completion of high school Spanish. Not intended for native speakers of Spanish. Heritage speakers of Spanish may take SPA 107.

### SPA\* 102 ELEMENTARY SPANISH II 3

— ON-CAMPUS AND ONLINE —

A continuation of Elementary Spanish I. Further development of basic oral and writing proficiency. Prerequisite: SPA\* 101 or equivalent, i.e., two years of satisfactory completion of high school Spanish. Not intended for native speakers of Spanish. Heritage speakers of Spanish may take SPA 107.

### SPA\* 107 SPANISH FOR SPANISH-SPEAKERS 3

Language for Heritage Speakers of Spanish I is for Heritage speakers of Spanish who have a familiarity with spoken Spanish but have little or no formal education in the reading or writing of the language. Designed to build upon students' existing listening and oral skills to further develop skills necessary for reading and writing. Students will enhance all skills through the reading of a variety of cultural topics and discussing and writing about relevant themes.

### SPA\* 109 SPANISH FOR MEDICAL PERSONNEL 3

Designed for medical personnel. Emphasis is placed on spoken Spanish in daily medical situations. Prerequisite: SPA\* 101 or equivalent.

### SPA\* 201 INTERMEDIATE SPANISH I 3

Introduction to advanced grammar and structure to further develop reading, writing and speaking skills. Prerequisite: SPA\* 102 or equivalent.

### SPA\* 202 INTERMEDIATE SPANISH II 3

Continuation of Intermediate Spanish I. Further development of oral and writing proficiency through readings and discussions. Prerequisite: SPA\* 201 or equivalent.

## GEOGRAPHY

**GEO\* 102 INTRODUCTION TO HUMAN GEOGRAPHY 3**

— ON-CAMPUS AND ONLINE —

Basic survey of spatial and causal relationships that exist between land and human activities on the land. Among the topics covered are people on the land, politics, religion, language, agriculture, folk culture, popular culture, industry, and the urban environment. World regional characteristics are also surveyed.

**GEO\* 111 WORLD REGIONAL GEOGRAPHY 3**

— ON-CAMPUS AND ONLINE —

A survey of the various regions of the world. Emphasis is placed on the geographic relationships that exist among the physical, social, economic, political and historical factors that distinguish certain regions of the world from others.

## HEALTH INFORMATION MANAGEMENT

**HIM\* 102 INTRODUCTION TO HEALTHCARE SYSTEMS 3**

— ON-CAMPUS AND ONLINE —

This course is an introduction to the health information management field. It focuses on healthcare delivery systems, legal and ethical issues in healthcare, compliance and regulatory requirements, healthcare data and its role in quality management, and information technology. Documentation guidelines for health records are presented. Data abstraction and how to analyze health records will be introduced to verify record completeness and accuracy for reimbursement and quality assurance.

**HIM\* 155 FUNDAMENTALS OF CLINICAL INFORMATICS AND ELECTRONIC MEDICAL RECORDS 3**

— ON-CAMPUS AND ONLINE —

This course looks at Clinical Informatics related to systems and processes for collecting and maintaining patient health information. It also offers knowledge of health information systems and records and also an introduction to the use of basic electronic medical record systems. An overview of health information systems, terminology, data management, and regulatory concepts is included. Hands-on learning will occur in the laboratory setting using systems designed for both ambulatory and acute care settings. Prerequisites: ENG\* 101, CSA 105. Pre- or co-requisite: MED\* 125.

**HIM\* 201 HEALTH INFORMATION MANAGEMENT PRINCIPLES 3**

This course explores the sources, definitions, collection and presentation of health information data. Topics will include healthcare data systems, statistics, research, tumor registry, birth and death certificates, utilization and review, risk management and quality assurance. Issues concerning management, retrieval, and retention of health records, and compliance and regulations will be discussed along with current trends in health information technology. Management and decision support systems will be explored.

**HIM\* 205 MEDICAL CODING 3**

This course covers ICD-9, ICD-10 CM, and ICD-10 PCS 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 ICD-9 and ICD-10, along with information on the Correct Coding Initiative (CCI), compliance and reimbursement issues. Prerequisite: HIM 102.

**HIM\* 212 ADVANCED MEDICAL CODING 3**

This course provides comprehensive training in accurately applying diagnosis and procedure coding experience in ICD-10, CPT, and HCPCS Level II coding, as well as in a variety of specialties including complex areas such as interventional radiology, injections, and infusions. Government regulations and changes in healthcare reporting will be addressed. Using case studies and exercises, students will learn the importance of documentation and compliance with government and coding guidelines. This course includes reimbursement techniques. Prerequisites: HIM\* 205, BIO\* 115, and MED\* 125.

**HIM\* 254 HEALTH INFORMATION MANAGEMENT (HIM) PRACTICUM 3**

In this practicum, students apply knowledge gained from previous courses in coding, ethics and billing in a workplace and by successfully navigating a state-of-the-art Electronic Health Record (EHR) system. The classroom component of this course focuses on key issues impacting the management of today's healthcare information systems and explores how those issues impact delivery of care. The HIM Practicum prepares students to enter information management positions within a healthcare setting. The goals of this course are to provide a solid foundation for applying managerial knowledge and to demonstrate the ability to express knowledge about information systems in the healthcare industry. Prerequisites: CSA\* 105, MED\* 112, HIM\* 102, HIM\* 201, and HIM\* 212.

## HISTORY

**HIS\* 101 WESTERN CIVILIZATION I 3**

— ON-CAMPUS AND ONLINE —

Ancient Egypt, the Near East, Classical Greece and Rome, and the Western world to 1660 are studied. Emphasis is placed on the contributions of these civilizations to the development of contemporary thought and institutions. Co-requisite: ENG\*101P.

**HIS\* 102 WESTERN CIVILIZATION II 3**

— ON-CAMPUS AND ONLINE —

Western Civilization from the seventeenth century to the present is surveyed. Stress is placed on the leading political, economic, and cultural movements in Europe as a basis for understanding contemporary events. Co-requisite: ENG\*101P.

**HIS\* 107 HISTORY OF PUERTO RICO 3**

This course will examine, from an interdisciplinary perspective, the historical formation of a colonial society we now call "Puerto Rican," by focusing both on the island and on the immigrant communities in the United States. The course will also examine how Puerto Ricans were constituted as colonial subjects under these vastly different imperial regimes. The course will explore historical events, such as movement from slave plantations to hinterland peasant communities; from small towns to modern, industrial cities in the island; and from colonial citizens in the island to immigrant, minority outsiders in inner city neighborhoods in the U.S.

**HIS\* 110 20TH CENTURY LATIN AMERICAN/ CARIBBEAN POLITICAL MOVEMENTS 3**

This course will provide a thorough historical overview of the most significant 20th century Latin American and Caribbean political movements within a specific historical context. The course will study each movement, political platforms, its leaders, its ideology and the socio-economic conditions of the country at the time.

## COURSE DESCRIPTIONS

### **HIS\* 121 WORLD CIVILIZATION I 3**

— ON-CAMPUS AND ONLINE —

A survey of the major ancient and classical civilizations, with emphasis on the foundations for a global economy, up to 1500.

### **HIS\* 122 WORLD CIVILIZATION II 3**

— ON-CAMPUS AND ONLINE —

A survey of the major civilizations of modern times, with emphasis on the development of a global economy, since 1500.

### **HIS\* 201 U.S. HISTORY I 3**

— ON-CAMPUS AND ONLINE —

Survey of the colonial and revolutionary eras, followed by an examination of basic nineteenth-century problems such as slavery, sectionalism, and the Civil War. Co-requisite: ENG\*101P.

### **HIS\* 202 U.S. HISTORY II 3**

— ON-CAMPUS AND ONLINE —

Institutions and forces at work in the United States since the Civil War, with emphasis on the historical background of contemporary political, social and economic problems. Co-requisite: ENG\*101P.

### **HIS\* 213 U.S. SINCE 1945 3**

The United States has gone through a period of rapid change since 1945. America became involved in the Cold War, the Vietnam War, Korea, and the Gulf and Iraq Wars. In the Sixties and Seventies, the civil rights and antiwar movements altered the social structure and consciousness of American society. The rise of terrorism in 2001 brought about major changes which are still underway. Through this course students will gain a better understanding of the political, military and social history of the United States since 1945. Students will learn how our society of today has been shaped by the events of this turbulent era.

### **HIS\* 216 AFRICAN AMERICAN HISTORY I 3**

— ON-CAMPUS AND ONLINE —

Black Americans: A review of their ancient African background, their enslavement, their contributions to Western civilization and America, and their struggles for freedom in North America up to the Civil War period.

### **HIS\* 217 AFRICAN AMERICAN HISTORY II 3**

— ON-CAMPUS AND ONLINE —

This course will examine the history of African Americans since the end of slavery in 1865. It will focus on the many ways in which African Americans have struggled to achieve freedom and equality in American society. The various meanings of freedom, segregation, migration patterns, urbanization, Black Nationalism, leadership protest strategies, and the Civil Rights Movement will be explored. The course will also examine how the search for civil rights and black pride has been and continues to be expressed in art, music, literature, and fashion.

### **HIS\* 226 THE U.S. CIVIL WAR 3**

It can truly be said that one cannot understand modern America without first understanding the American Civil War. A seminal moment in American history, the war would have profound implications for society, culture, politics, race relations and the economy. This course is designed to give students a better understanding of the causes and the political, military, and cultural history of the American Civil War, as well as its lasting consequences. Prerequisite: ENG\*101P.

### **HIS\* 256 THE ISLAMIC WORLD 3**

Students will be introduced to the physical, political, and cultural geography of those areas of the world that are predominantly Muslim. Students will learn about the basic tenets of Islam and the early history of the religion. The cultural achievements of the major Islamic dynasties and empires will also be examined. Finally, the students will analyze the issues facing the Islamic world today.

## HUMANITIES

### **HUM\* 195 HUMANITIES SEMINAR 3**

The Humanities is the study of what it means to be human. As a discipline, it explores the human experience as expressed in literature, history, philosophy, art history, music history, theater and film study, religion, and languages, and is concerned with such fundamental concepts as culture, identity, community, expression, rights, responsibilities, freedom, and empowerment. The Humanities Seminar provides an introduction to Humanistic inquiry through a thematic study determined by the individual instructor. Designed specifically for Hartford Heritage Learning Communities, the Humanities Seminar can also function as a stand-alone course. Co-requisite: English 101.

## HUMAN SERVICES

### **HSE\* 101 INTRODUCTION TO HUMAN SERVICES 3**

— ON-CAMPUS AND ONLINE —

A developmentally-based, experiential course designed to introduce pre-professionals and professionals to the basic concepts, theories, and skills used in human service counseling. Practical application of skills and role-playing will be emphasized. (Students enrolling in this course are required to conduct 25 hours of service learning. Please consult an academic advisor or program coordinator regarding service learning requirements.)

### **HSE\* 134 INTRODUCTION TO THE MENTAL HEALTH SYSTEM 3**

— ON-CAMPUS AND ONLINE —

An introduction to the range of services and careers available in working with people with serious mental illness. Multi-disciplinary nature of the field will be emphasized. Topics include treatment approaches, case management, psychosocial rehabilitation, public awareness, and consumer empowerment.

### **HSE\* 139 TOPICS IN MENTAL HEALTH 3**

Offers an opportunity to focus on particular topics in mental health services which are especially relevant to working in community settings. Emphasis on conceptual knowledge about hands-on skills in clinical management and specific administrative tasks in working with clients. Topics include dual diagnosis, relapse prevention, medications, and goal writing.

### **HSE\* 243 HUMAN SERVICES SKILLS AND METHODS 3**

— ON-CAMPUS AND ONLINE —

A comprehensive study of the skills required of Human Service Professionals, including interviewing, managing social service cases, analyzing relevant legal matters and community organization skills. The course focuses on gathering and assessing information and determining appropriate intervention methods. Case studies are used to illustrate typical problems and appropriate responses. (Students enrolling in this course are required to conduct 25 hours of service learning. Please consult an academic advisor or program coordinator regarding service learning requirements.)



## HSE\* 281 HUMAN SERVICES FIELDWORK I 3

This course is the capstone of the family and child studies degree program. It is designed to expose students to real-world professional experiences. The internship provides actual experience under professional standards, ethics, regulations and supervision in an agency chosen by the student with the approval of the college. Its focus is experiential learning accompanied by supervision and mentoring, provided by on-site personnel, as well as college based supervision. 120 hours of supervised field work in a cooperating human services agency.

## HSE\* 287 PRACTICUM IN MENTAL HEALTH 3

Practicum and field placement under the guidance and supervision of selected mental health agencies in the region. A process of experiential learning that integrates knowledge, skills and attitudes currently being taught in the classroom. Open only to students enrolled in the Mental Health Program. Prerequisite: Permission of the instructor.

## INTERDISCIPLINARY STUDIES

### IDS 105 COLLEGE SUCCESS COURSE 3

Required of all new students in the General Studies and Liberal Arts Programs and recommended for all new students in the college. College Success courses focus on essential academic skills. Embedded in the course are critical reading and thinking, library research/information literacy, and other skills, such as note-taking, time management, goal setting, and career and educational planning. IDS 105 counts as a 3-credit free elective in the Liberal Arts and other programs. This course is required to be taken by all General Studies students. Transfer students with 12 credits and 2.7 G.P.A. are exempt from this requirement.

### IDS 250 LIBERAL ARTS CAPSTONE 3

An interdisciplinary course focusing on a theme affecting cross sections of humanity. The course is designed to broaden students' perspectives beyond their own culture or discipline and to provide an opportunity for the integration of knowledge gained in General Education courses taken previously. The course will have a rigorous writing component and is required for all students graduating from the Liberal Arts Program (this requirement applies to students who enroll in the Fall of 2007 or later). Prerequisites: ENG\* 101, ENG 102. Students must be in their second year (i.e. 30+ credits) of the Liberal Arts and Sciences degree program to take this course.

## LIBRARY TECHNICAL ASSISTANT

### LIB\* 101 INTRODUCTION TO LIBRARY PUBLIC SERVICES 3

Course prepares the student to work in public service areas, including circulation, interlibrary loan, and reference service. Formerly listed as LTA 101, not open to students who have successfully completed LTA 101.

### LIB\* 102 INTRODUCTION TO CATALOGING AND TECHNICAL SERVICES 3

Course prepares students to function as technical assistants in cataloging, acquisitions, processing, materials preservation and serials control. Emphasis on automation related to the Technical Services area. Formerly listed as LTA 102, not open to students who have successfully completed LTA 102.

### LIB\* 104 INTRODUCTION TO REFERENCE SERVICES 3

Course prepares students to work in a library's reference department, assisting patrons seeking information. An overview of online and print reference resources and reference interview techniques are included. Formerly listed as LTA 105, not open to students who have successfully completed LTA 105.

### LIB\* 202 SUPERVISED FIELD PLACEMENT 3

Supervised on the job experience in a public, academic, school or special library that will reinforce knowledge acquired in the classroom. Formerly listed as LTA 104. Not open to students who have successfully completed LTA 104. Students are required to attend seminars several times during the semester. Course offered in the Fall and Spring semesters only. Permission of the LTA program coordinator is required. Internship hours per week: 10 hours per week for 13 weeks, 130 hours. Prerequisites: Both LIB\*101, Introduction to Library Public Services and LIB\* 102, Introduction to Cataloging and Technical Services must be completed before enrolling.

## MATHEMATICS

Out-of-class learning support: The Math Center and the College Library contain media material to support students' mathematical studies. The Math Center also offers computer-based learning and tutorial services. In the Library, videotapes are available on topics ranging from arithmetic to calculus. A placement test must be taken in order to be placed in the appropriate course. See section on placement tests.

The design, review, and modification of mathematics courses offered at Capital Community College take into account Mathematics Reform principles such as those expressed by the American Mathematical Association of Two-Year Colleges in *Crossroads In Mathematics: Standards for Introductory College Mathematics Before Calculus*. Thus, course content and pedagogy may include Mathematics Reform concepts. A calculator is required for each course as indicated below.

### MAT\* 085 ELEMENTARY ALGEBRA AND PRE-ALGEBRA (6 semester hours: no credit)

This course addresses algebraic symbolism, properties of the real numbers, operations on algebraic expressions, solving linear equations and inequalities, operations on polynomials, laws of exponents, factoring, solving quadratic equations by factoring, graphing equations, finding equations of lines, applying algebra to geometry, introduction to metric system, converting between units of measure, and scientific notation. Students will apply course topics to model and solve real world problems in a participatory learning environment. Students are expected to complete computer-based assignments in a computer lab for two hours each week. This course requires the use of a scientific calculator.



## COURSE DESCRIPTIONS

### **MAT\* 088 FOUNDATIONS OF QUANTITATIVE REASONING** (6 semester hours: no credit)

Quantitative reasoning—the ability to critically examine, explore, analyze, and manipulate quantitative information—is an essential skill for academic and career success in the 21st century. In this course, students will explore real world situations and develop critically important numerical reasoning, proportional reasoning, algebraic reasoning, and statistical thinking abilities. Topics include mathematical problem solving, proportions, linear functions, mathematical modeling, descriptive statistics, and mathematics of personal finance. Prerequisite: Qualifying score on placement test.

### **MAT\* 092 STATWAY I** (4 semester hours: no credit)

Statway I is the first course in the two semester Statway course sequence. The Statway course sequence is recommended for students enrolled in degree programs that require no mathematics beyond freshman-level statistics. Both courses in the course sequence, Statway I and Statway II, must be taken to receive credit for college level statistics. Students will use mathematical and statistical tools to explore real life data in a participatory learning environment. Statway I topics include an introduction to data analysis, statistical studies, sampling, experimental design, descriptive statistics techniques, scatterplots, correlation and regression, modeling data with functions, linear and exponential functions, and probability. This course requires the use of statistical technology. Prerequisite: Qualifying score on placement test, co-requisite of ENG\* 073 or qualifying Score on Placement Test, or permission of Chair of Science and Mathematics Department.

### **MAT\* 095 ELEMENTARY ALGEBRA** (3 semester hours: no credit)

Elementary Algebra addresses algebraic symbolism, properties of the real numbers, operations on algebraic expressions, solving linear equations and inequalities, operations on polynomials, laws of exponents, factoring, solving quadratic equations by factoring, graphing equations, finding equations of lines, applying algebra to geometry, introduction to metric system, converting between units of measure, and scientific notation. This course requires use of a scientific calculator. Prerequisite: Qualifying score on Placement Test.

### **MAT\* 104 QUANTITATIVE REASONING: QUANTWAY I** 3

Quantitative reasoning—the ability to critically examine, explore, analyze, and manipulate quantitative information—is an essential skill for academic and career success in the 21st century. In this course, students will explore real world situations and develop critically important numerical reasoning, proportional reasoning, algebraic reasoning, and statistical thinking abilities. Topics include mathematical problem solving, proportions, linear and exponential functions, mathematical modeling, descriptive statistics, and mathematics of personal finance. This course requires the use of a graphing calculator. Prerequisite: Qualifying score on Placement Test.

### **MAT\* 122 STATWAY II** 4

Statway II is the second course in the two semester Statway course sequence. The Statway course sequence is recommended for students enrolled in degree programs that require no mathematics beyond freshman-level statistics. Both courses in the course sequence, Statway I and Statway II, must be taken to receive credit for college level statistics. Students will use mathematical and statistical tools to explore real life data in a participatory learning environment. Statway II topics include modeling data with functions, quadratic functions, discrete and continuous probability distributions, Central Limit Theorem, sampling distributions, confidence intervals, one-sample and two-sample hypothesis tests, Chi-Square Tests, and ANOVA. This course requires the use of statistical technology. Prerequisite: MAT\* 092.

### **MAT\* 137 INTERMEDIATE ALGEBRA** 3

— ON-CAMPUS AND ONLINE —

This course builds on the *Introductory Algebra* foundation, deepening the study of some topics, and introducing new ones. Topics include equations and inequalities, graphing, relations and functions, radicals and quadratics, and systems of equations. Real world applications of the listed topics will be highlighted. This course will include use of a graphing calculator. Prerequisite: MAT\* G085 with grade of C- or better, MAT\* G095 with grade of C- or better, MAT\* G104 with grade of C- or better, or qualifying score on Placement Test.

### **MAT\* 139 INTRODUCTORY AND INTERMEDIATE ALGEBRA COMBINED** (5 semester hours: 3 credits)

This course addresses algebraic symbolism, properties of the real numbers, operations on algebraic expressions, solving linear equations and inequalities, operations on polynomials, laws of exponents, factoring, solving quadratic equations by factoring, graphing equations, finding equations of lines, applying algebra to geometry, introduction to metric system, converting between units of measure, and scientific notation. Topics also include graphing functions, relations and functions, radicals and rational exponents, quadratics, and systems of equations. Real world applications of the listed topics will be highlighted. This course will include use of graphing calculator. MAT\* G139 combines the content of MAT\* G095 with MAT\* G137 into a one semester course. Prerequisite: MAT\* G085 with grade of C- or better, MAT\* G095 with grade of C- or better, or qualifying score on Placement Test.

### **MAT\* 167 PRINCIPLES OF STATISTICS** 3

— ON-CAMPUS AND ONLINE —

This course addresses descriptive statistics, inferential statistics, and probability. The descriptive methods include the concept of population versus sample, frequency distributions, measures of central tendency, and measures of dispersion. The inferential methods involve hypothesis testing, point and interval estimation, correlation and regression, and analysis of variance. Topics from probability include sample spaces, laws of probability, as well as discrete and continuous probability distributions. This course requires use of a graphing calculator with statistics capability. The course may require use of a computer-based statistics package. Prerequisite: MAT\* G137, MAT\* G139, MAT\* G184, MAT\* G104 with grade of C+ or better, or qualifying score on mathematics Placement Test.

### **MAT\* 172 COLLEGE ALGEBRA** 3

Course presents higher-level topics in algebra needed for success in pre-calculus and, ultimately, the calculus series. Topics include a review of linear, quadratic, and radical functions, systems of equations, matrix algebra, systems of linear and nonlinear inequalities, functions, inverse and composite functions, transformations of functions, laws of logarithms, exponential and logarithmic functions, and conic sections. Students will model and explore real world applications using the topics listed. This course requires the use of a graphing calculator (preferably TI-83+). Prerequisite: Grade of C- or better in MAT\* G137, grade of C- or better in MAT\* G139, grade of C- or better in MAT\* G184, or qualifying score on Placement Test.

### **MAT\* 184 TRIGONOMETRY WITH EMBEDDED ALGEBRA** 4

This course introduces trigonometry through a functional approach. Trigonometric functions are defined through the unit circle and then applied to triangulation problems. Topics include trigonometric identities, inverse trigonometric functions, oblique triangle trigonometry and the graphs of the trigonometric functions, vectors and the polar coordinate system. Linear, rational, and quadratic functions

will be explored in support of the learning of trigonometry. This course will require the use of a graphing calculator. Prerequisite: MAT\* 085, MAT\* 095, MAT\* 104, or a qualifying score on Placement Test.

## **MAT\* 186 PRE-CALCULUS 4**

Algebra, trigonometry, and analytic geometry are studied. Topical considerations include: composite functions, polynomial and rational functions, trigonometric functions, applications of trigonometry to right and oblique triangles, complex numbers, operations with vectors, polar coordinates, parametric equations, sequences, series, summation notation, binomial theorem. This course will require the use of a graphing calculator. Prerequisite: Grade of C- or better in MAT\* G172, or qualifying score on the placement test.

## **MAT\* 230 APPLIED CALCULUS 3**

Course in selected topics from calculus with applications in business, economics and social science. This course is intended for students pursuing degrees in social and behavioral sciences, business and management. Topics include linear and non-linear functions, limits, derivatives and integrals. This course requires the use of a graphing calculator (preferably TI-83+). Prerequisite: Grade of C- or better in MAT\* G137, grade of C- or better in MAT\*G139, grade of C- or better in MAT\* G184, or qualifying score on Placement Test.

## **MAT\* 254 CALCULUS I 4**

Course includes a study of limits and continuity, derivatives and their applications, definite integrals, applications of definite integrals to area and motion, and an introduction to differential equations. The concepts of calculus are applied to polynomial, rational, exponential, logarithmic, and trigonometric functions. This course requires a graphing calculator and may include use of a computer software package. Prerequisite: MAT\* G186, MAT\* G172 and MAT\*G184, or qualifying score on Placement Test.

## **MAT\* 256 CALCULUS II 4**

This course deals with constructing antiderivatives, techniques of integration, approximating definite integrals, applications of definite integrals, polar coordinates, parametric equations, indeterminate forms, improper integrals, sequences, infinite series, tests for convergence, Taylor series and differential equations. This course will require use of a graphing calculator and may include use of a computer software package. Prerequisite: MAT\* 254.

## **MAT\* 268 CALCULUS III 4**

Topics studied in this course include vectors, analytic geometry in 3-space, partial derivatives, gradients, direction and derivatives, multiple integrals, line and surface integrals, Greens and Stokes Theorems, and continued introduction to differential equations. This course will incorporate calculus reform elements such as the use of the graphing calculator or the computer, and writing assignment(s). Prerequisite: MAT\* 256.

# MEDICAL ASSISTING

## **MED\* 112 MEDICAL INSURANCE AND BILLING 3**

— ON-CAMPUS AND ONLINE —

The topics introduced in this course are ICD coding, CPT coding and health insurance. Also included are the banking, daily bookkeeping and accounting practices of medical offices. Prerequisites: MED\*170, BIO\*115, CSA\* 105, and MED\*125.

## **MED\* 114 ADMINISTRATIVE MEDICAL ASSISTING 4**

This course covers the theory, practice and techniques of fundamental medical office management and an overview of the profession of medical assisting and its role in providing quality health care. This include communication skills, office management, safety in the medical office environment, medical records management and schedule management. Professionalism, legal and ethical issues will be discussed.

Prerequisites: MED\* 170, BIO\*115, CSA\*105, and MED 125.

## **MED\* 125 MEDICAL TERMINOLOGY 3**

This course will afford students the opportunity to obtain knowledge and understanding of basic medical terminology as the language of the healthcare profession. The student learns basic medical word roots and combining forms, suffixes, prefixes and abbreviations. Correct spelling, forming singulars and plurals, understanding definitions and using terminology related to the human anatomy are important components of this course. This course is especially useful for health professionals and is a required course for students enrolled in the Medical Assisting Program. Formerly listed as BOT 180. Not open to students who have successfully completed BOT 180.

## **MED\* 131 CLINICAL MEDICAL ASSISTING 3**

Focus of this course is on the clinical skills commonly utilized in medical settings. Includes sterile techniques, vital signs and exam procedures, history taking, and chart documentation. Prerequisites: MED\* 170, BIO\* 115, CSA 105, and MED 125.

## **MED\* 141 LABORATORY PRINCIPLES FOR MEDICAL ASSISTING I 3**

An introduction to clinical laboratory equipment, testing and procedures commonly performed in medical settings. Course content includes documentation procedures, quality control, theory and norms of diagnostic tests. Student will demonstrate entry level competencies and testing consistent with OSHA standards and CLIA regulations. Prerequisites: MED\* 170, BIO\* 115, CSA\* 105 and MED\* 125

## **MED\* 170 MEDICAL LAW AND ETHICS 3**

This course will provide Health Careers students with knowledge of the complex legal/ethical issues raised by contemporary medical practice. A sound foundation in ethical theory and medical law is provided, with emphasis on practical importance. Relationships between health professionals and their clients, peers, and societal institutions are explored.

## **MED\* 219 COMPUTERIZED MEDICAL PRACTICE MANAGEMENT 3**

— ON-CAMPUS AND ONLINE —

This course will provide hands-on simulations of office practice duties, payments, claims, patient entries and the production of health care claims and patient billing statements. Prerequisites: MED\* 170, BIO\* 115, CSA\* 105, MED\* 250 and MED\* 125.



## COURSE DESCRIPTIONS

### MED\* 241 LABORATORY PRINCIPLES FOR MEDICAL ASSISTING II 3

This course will give students a basic knowledge of serology and medical microbiology procedures. In addition, students will expand their current skills in hematology, urinalysis and phlebotomy. Point-of-care testing concepts, procedures and documentation will also be covered. Prerequisites: MED\* 141, MED\* 170, BIO\* 115, CSA 105, and MED 125.

### MED\* 250 PRINCIPLES OF PHARMACOLOGY 3

This course focuses on the principles and practices governing usage, dispensing, and storage of commonly prescribed medications, with emphasis on actions of pharmaceuticals on major body systems.

Prerequisites: MED\* 170, BIO\* 115, CSA\* 105, and MED\* 125.

### MED\* 280 MEDICAL ASSISTING EXTERNSHIP 4

This course will provide the student with a daytime-only work experience in a physician's office, clinic, or other approved site under the supervision and control of the college. Work experience hours are offered Monday through Friday in order to provide adequate oversight by a designated site supervisor and college personnel. Weekly seminars are conducted to review the work experience, prepare for a national credentialing exam offered by the AAMA and/or the AMT and future employment. Prerequisites: Enrollment in Medical Assisting Program; approval of program coordinator; Red Cross/American Heart Association certification in Cardiopulmonary Resuscitation (CPR) and First Aid; successful completion of all required coursework within the degree program. Students must have a 2.0 overall QPA and a grade of C or better in the following courses: MED\* 112, MED\* 114, MED\* 125, MED\* 131, MED\* 141, MED\* 170, MED\* 219, MED\* 241, MED\* 250.

## MUSIC

### MUS\* 101 MUSIC HISTORY & APPRECIATION I 3

— ON-CAMPUS AND ONLINE —

A foundation for intelligent and appreciative listening through knowledge of the characteristics, media, and structure of music, major choral and instrumental works, musical styles, interpretation, and the principles of aesthetics. Lectures, discussion, recordings, and attendance at live performances are employed. Prerequisite: eligibility for ENG\*101 or co-requisite of ENG\*101P or ESL\*162.

### MUS\* 103 HISTORY OF AMERICAN MUSIC 3

Development of native American idioms in folk, popular, jazz, classical, and electronic music. Lectures, discussions, recordings, and attendance at live performances are employed. Prerequisite: eligibility for ENG\*101 or co-requisite of ENG\*101P or ESL\*162.

### MUS\* 104 WORLD MUSIC 3

— ON-CAMPUS AND ONLINE —

A foundation for intelligent and appreciative listening and understanding through knowledge of the characteristics, media, and structure of various global music traditions. Indigenous folk, popular and classical practices and traditions will be studied. Vocal and instrumental music, musical styles, interpretation and the principles of aesthetics will also be studied. Lectures, discussions, recordings, and attendance at live performances are employed. Prerequisite: eligibility for ENG\*101 or co-requisite of ENG\*101P or ESL\*162.

### MUS\* 105 INTRODUCTION TO MUSIC BUSINESS 3

A comprehensive introduction to the music business covering all aspects of the industry, its history and current trends including recording, publishing, artist management, music merchandising, live performance, touring, music organizations and radio. Included in this course will be various guest speakers representing various aspects of the music business. Attendance at and analysis of local live performances and their promotion is encouraged.

### MUS\* 115 MUSIC THEORY I 3

An examination of the fundamental elements of music: pitch, rhythm, and harmony, which are used to create, compose, arrange, and perform, music, will be the major focus of this class. Music symbols, nomenclature, scales, key signatures, and chords will be presented, as will an introduction to aural skills and music composition. Prerequisite: eligibility for ENG\* 101.

### MUS\* 116 MUSIC THEORY II 3

This course is a continuation of MUS 115 – Music Theory I. Diatonic triads and seventh chords and all of their inversions, voice-leading, four-part chorale style writing, species counterpoint, and diatonic and chromatic harmony will be studied. Aural training will be emphasized. Prerequisites: Passing of MUS 115 – Music Theory I with a C- or better, or approval of the instructor.





## MUS\* 136 HISTORY OF HIP HOP MUSIC AND CULTURE 3

— ON-CAMPUS AND ONLINE —

A foundation for an informed and appreciative understanding of the music/literary characteristics of Hip Hop/Rap, as well as the significant cultural, social and commercial impact this art form has had internationally over the past forty years.

## MUS\* 137 HISTORY & APPRECIATION OF JAZZ 3

Traces the development and evolution of jazz music. Studies the practices, history, and development of all periods of jazz. Lectures, discussions, recordings, and attendance at live performances are employed. Prerequisite: eligibility for ENG\*101 or co-requisite of ENG\*101P or ESL\*162.

## MUS\* 150 CLASS PIANO I 3

This course is a study in basic keyboard techniques and sight-reading. Included in this class are clef, staff, pitch, rhythm, meter, dynamic articulations, and tempi identification. Students will practice and learn beginning piano literature and technical exercises. Students will compose basic melodies and bass lines, and will harmonize these melodies and bass lines using simple chords.

## MUS\* 151 CLASS PIANO II 3

This course is a continuation of Class Piano I. It leads students to progress beyond the skills and lessons acquired in Piano Class I. Students will focus on performance of beginning and intermediate piano literature. Students will sight read beginning and intermediate piano literature, perform etudes and exercises for the piano appropriate to this level, and participate in one public recital.

## MUS\* 171 CHORUS I 3

Study of vocal production, technique, and interpretation, with application through study and performance of various types of choral music. Participation in general college chorale public performance. Open to all students by audition. Not open to students who have successfully completed MUS 103.

## MUS\* 172 CHORUS II 3

In this continuation of MUS\* 171, musical and singing skills will be reviewed and polished. Various forms of choral music will be studied and performed. Vocal production and basic musicianship will be discussed. Not open to students who have successfully completed MUS 104. Prerequisite: MUS\* 171.

## MUS\* 194 INSTRUMENTAL ENSEMBLE 3

Performance of varying instrumental genres, styles, and practices. Weekly/bi-weekly rehearsals and performances will be conducted throughout the semester. Open to all students who demonstrate proficiency on a given instrument. No audition to enroll.

## MUS\* 205 SURVEY OF RECORDING INDUSTRY 3

This course will examine the history of the recording industry as well as its organization and structure. Students will learn about legal issues pertinent to the recording industry, commercial marketing, and significant people of the recording industry. Prerequisite: A final grade of C- or better in Introduction to Music Business (MUS 105).

## MUS\* 218 ELECTRONIC MUSIC COMPOSITION/AUDIO TECHNOLOGY I 3

This course is an introduction to the art and techniques of electronic music and audio production/creation. Students will learn the history, elements, and tools of electronic music. Students will also learn about relevant acoustics theory, analog and digital audio principles, sound sampling, electronic synthesis of sound, MIDI, and audio for multimedia and the World Wide Web. Finally, students will become familiar with a variety of the latest sound-generating music software.

## MUS\* 225 ARTS & ENTERTAINMENT MANAGEMENT 3

This course provides practical, current and professional instruction in how to successfully manage an arts and entertainment organization. Using place-based modules, this course presents topics in organizational structure, managing artists and the hypothetical creation of a non-profit or other business venture. Prerequisite: ENG\* 101 or permission from the Music Program Coordinator.

## MUS\* 230 MUSIC FOR FILM, TV AND OTHER MEDIA 3

A practical course that focuses on music composition as it relates to digital studio creation for the express purpose of composing for sundry media genres to include, but not limited to film, television, commercials, documentaries, and video games music scores.

## MUS\* 237 PRINCIPLES OF SOUND RECORDING 3

An in-depth presentation of the techniques and methodologies used in studio and live recording. Students will learn sound recording techniques in the audio/recording studio. Students will complete field work resulting in the recording, editing and mastering of a live or studio project. Student will learn two-track and multi-track recording, studio acoustics and design, analog and digital mixing consoles, microphone placement techniques, signal processors, studio session procedures, and familiarization of the latest sound-generating music software. Prerequisite: MUS\* 218.

## MUS\* 295 PRACTICUM PROJECT/INTERNSHIP 3

Practical, general workplace training supported by an individualized learning plan developed by the employer, students, and Music Industry faculty advisor. After creating this plan with their faculty advisor, students will explore a career in the music business over the course of at least three-month internship. This Practicum Project will be a demonstration of all music industry knowledge learning in the previous semesters. Prerequisite: Approval of faculty advisor.

## MUS\* 299 SPECIAL TOPICS IN MUSIC 3

A seminar, whose contents are redefined each semester, exploring a special musical area through listening, reading, analysis, performance, discussion, and observation. Topics might include music theater, orchestration, arranging, electronic music, and special performance ensembles. Not open to students who have successfully completed MUS 299.

# COURSE DESCRIPTIONS

## NURSING

### **NUR\*101 INTRODUCTION TO NURSING PRACTICE 8**

The student will focus on concepts basic to nursing practice. Emphasis is placed on application of the nursing process, communication skills, and nursing practice procedure acquisition. Clinical and laboratory experiences offer opportunities to integrate theoretical principles and demonstrate caring and competence in beginning professional role development.

Classroom: 60 hours

Clinical: 180 hours (90 hours laboratory, 90 hours clinical)

Pre-requisite Courses: BIO\*211: Anatomy & Physiology I; BIO\*212: Anatomy & Physiology II; ENG\*101: English Composition

Co-requisite Courses: BIO\*235: Microbiology; PSY\*111 General Psychology

### **NUR\*102 FAMILY HEALTH NURSING 8**

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 peri-operative period and the client experiencing orthopedic and simple genito-urinary 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.

Classroom: 60 hours

Clinical: 180 hours (18 hours laboratory, 162 hours clinical)

Pre-requisite Courses: NUR\*101: Introduction to Nursing Practice; BIO\*235: Microbiology; PSY\* 111: General Psychology

Co-requisite Courses: NUR\*103: Pharmacology for families Across the Life Span; PSY\*201: Life Span; SOC\* 101: Principles of Sociology

### **NUR\*103 PHARMACOLOGY FOR FAMILIES ACROSS THE LIFESPAN 1**

#### **— ON-CAMPUS AND ONLINE HYBRID —**

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.

Classroom: 15 hours

Pre-requisite Courses: NUR\*101: Introduction to Nursing Practice; BIO\*235: Microbiology; PSY 111: General Psychology

Co-requisite Courses: NUR\*102: Family Health Nursing; PSY\*201: Life Span; SOC\* 101: Principles of Sociology

### **NUR\*130 LPN TO RN TRANSITION I 1**

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.

Clinical: 90 hours (Clinical and laboratory hour distribution is at the discretion of the college attended.)

Pre-requisite Courses: Charter Oak State College NUR 190: LPN to RN Articulation Bridge

### **NUR\* 130 LPN TO RN TRANSITION II 16 (Transfer Only)**

This course represents a mechanism to award credit equivalent to the first year of the CT-CCNP to the LPN who has successfully completed the CT League for Nursing Articulation Plan for LPN to RN.

Upon successful completion of:

1. Charter Oak State College NUR 190: LPN to RN Articulation Bridge Course;
2. NUR\*132;
3. BIO\*235: Microbiology;
4. PSY 111: General Psychology;
5. PSY\*201: Life Span;
6. SOC\* 101: Principles of Sociology;

the LPN is awarded these credits as NUR\*130 which is equivalent to NUR\*101, NUR\*102 and NUR\*103. Following this award, the LPN student may enter NUR\*201 and NUR\*202

### **NUR\*201 NURSING CARE OF INDIVIDUALS AND FAMILIES I 9**

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.

Classroom: 60 hours

Clinical: 225 hours (22 hours laboratory, 203 hours clinical)

Pre-requisite Courses: NUR\*102: Family Health Nursing and NUR\*103: Pharmacology for families Across the Life Span, (or for LPN Articulation NUR\*131); PSY\*201: Life Span; SOC\* 101: Principles of Sociology; BIO\*211: Anatomy & Physiology I; BIO\*212: Anatomy & Physiology II; ENG\*101: English Composition

Co-requisite Courses: NUR\*202: Pharmacology for Individuals and Families with Intermediate Health Care Needs; ENG\*102: English Composition & Literature.

### **NUR\*202 PHARMACOLOGY FOR INDIVIDUALS AND FAMILIES WITH INTERMEDIATE HEALTH CARE NEEDS 1**

#### **— ON-CAMPUS AND ONLINE HYBRID —**

The student will focus on 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.

Classroom: 15 hours

Pre-requisite Courses: NUR\*102: Family Health Nursing, NUR\*103: Pharmacology for Families Across the Life Span, (or for LPN Articulation NUR\*131); PSY\*201: Life Span; SOC\* 101: Principles of Sociology; BIO\*211: Anatomy & Physiology I; BIO\*212: Anatomy & Physiology II; ENG\*101: English Composition

Co-requisite Courses: NUR\*201: Nursing Care of Individuals and Families I; ENG\*102: English Composition & Literature

## **NUR\*203 NURSING CARE OF INDIVIDUALS AND FAMILIES II 8**

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. An observational experience with a visiting nurse agency, a dialysis unit and/or a cancer center will be provided.

Classroom: 45 hours

Clinical: 225 hours

Pre-requisite Courses: NUR\*201: Nursing Care of Individuals and Families I; NUR\*202 Pharmacology for Individuals and Families with Intermediate Health Care Needs; ENG \*102: English Composition & Literature

Co-requisite Courses: NUR\*204: Pharmacology for Individuals, Families and Groups with Complex Health Care Needs; NUR\*205: Nursing Management and Trends; Elective: Humanities or Fine Arts

## **NUR\*204 PHARMACOLOGY FOR INDIVIDUALS, FAMILIES AND GROUPS WITH COMPLEX HEALTH CARE NEEDS 1**

— ON-CAMPUS AND ONLINE HYBRID —

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.

Classroom: 15 hours

Pre-requisite Courses: NUR\*201: Nursing Care of Individuals and Families I; NUR\*202: Pharmacology for Individuals and Families with Intermediate Health Care Needs; ENG \*102: English Composition & Literature

Co-requisite Courses: NUR\*203: Nursing Care of Individuals and Families II; NUR\*205: Nursing Management and Trends; Elective: Humanities or Fine Arts

## **NUR\*205 NURSING MANAGEMENT AND TRENDS 2**

— ON-CAMPUS AND ONLINE HYBRID —

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.

Classroom: 30 hours

Pre-requisite Courses: NUR\*201: Nursing Care of Individuals and Families I; NUR\*202: Pharmacology for Individuals and Families with Intermediate Health Care Needs; ENG \*102: English Composition & Literature

Co-requisite Courses: NUR\*203: Nursing Care of Individuals and Families II; NUR\*204: Pharmacology for Individuals, Families and Groups with Complex Health Care Needs; Elective: Humanities or Fine Arts

## **PARAMEDIC**

A student who successfully completes all course requirements is eligible to sit for the National Registry Exam, a requirement for obtaining a Paramedic license from the State of Connecticut.

### **EMT\* 100 EMERGENCY MEDICAL TECHNICIAN – BASIC (EMT-B) 6**

This course includes classroom and clinical experiences and provides students the opportunity to develop the knowledge and skills required for EMT-Basic National Certification. Emphasis is placed on patient assessment, clinical signs and symptoms, pathophysiology and prehospital care of patients. Areas of instruction include CPR, airway essentials, patient assessment, assessment and care of medical patients and trauma patients, emergency care of infants and children, emergency operations and advanced airway. Clinical rotation in the emergency room is required.

### **PMD\* 111 PARAMEDIC I 8**

This course introduces the student to the role and responsibilities of the EMT-P. The student is provided with the fundamental knowledge and skills necessary to provide advanced life support to individuals, of all ages, who require pre-hospital cardio-pulmonary care. Concepts of pharmacology are introduced and are integrated into the discussion of each human system. Clinical and laboratory experiences are selected utilizing a major acute care health center in order to provide the student with opportunity to practice skills related to the emergency medical care of these patients. The clinical laboratory experiences are in the Intensive Care and Coronary Care Units, Intravenous Therapy, Emergency Department and Operating Room. Six (6) hours of class lecture and eight (8) hours of laboratory per week. Prerequisite: admission to the EMT-Paramedic Certificate or Paramedic Studies Degree Program.

### **PMD\* 112 PARAMEDIC II 8**

Building on concepts presented in EMT 111 and EMT 116, this course is designed to provide the student with knowledge concerning the pathophysiology and management of pre-hospital advanced life support for patients presenting problems associated with selected body systems. Concepts of pharmacology, shock, cardiology, legal issues and trends are integrated into the discussion of the units planned in this course. Also included are principles of telemetry, and communication emphasizing the role and responsibilities of the paramedic. Clinical Laboratory experiences are provided in an acute health care setting on medical, surgical, obstetric, gynecologic, neonatal and pediatric and emergency units. Advanced Cardiac Life Support is included in this semester. Six (6) hours of class lecture and eight (8) hours of laboratory per week. Prerequisites: EMT\* 111 and EMT\* 116.

### **PMD\* 115 PARAMEDIC III 7**

Building on concepts presented in EMT 112 and EMT 117, this course is designed to provide the student with knowledge concerning the pathophysiology and management of pre-hospital advanced life support for patients presenting problems associated with selected body systems. Concepts of pharmacology, shock, trauma, legal issues and trends are integrated into the discussion of the units planned in this course. Also included are principles of telemetry, and communication emphasizing the role and responsibilities of the paramedic. Clinical Laboratory experiences are provided in an acute health care setting on medical, surgical, obstetric, gynecologic, neonatal and pediatric and emergency units. Pediatric Advanced Cardiac Life Support is included in this semester. Six (6) hours of class lecture and eight (8) hours of laboratory per week.

### **PMD\* 116 ANATOMY & PHYSIOLOGY FOR EMERGENCY CARE I 2**

The course will focus on basic concepts of human anatomy and physiology. Content will review cardiopulmonary systems with emphasis on homeostasis as well as disease process manifestation. This course is designed for the health care provider involved with emergency medical services.

## COURSE DESCRIPTIONS

### **PMD\* 117 ANATOMY & PHYSIOLOGY FOR EMERGENCY CARE II 2**

This course is a continuation of EMT\* 116. It discusses additional body systems as it relates to anatomy and physiology, with an additional emphasis on clinical and health-related topics. Disease process and patient manifestations will be discussed as they relate to patient care in the emergency medical services arena. Prerequisite: EMT 116.

### **PMD\* 211 PARAMEDIC INTERNSHIP 7**

Utilizing concepts presented in EMT 111, EMT 112, EMT 115, EMT 116, and EMT 117, this course is designed to allow the student to develop skills necessary to provide advanced life support to individuals of all ages requiring pre-hospital interventions. It affords the student the opportunity to demonstrate proficiency in delivering pre-hospital care through the use of assigned preceptors by utilizing acute health care settings and mobile intensive care units. Pre-Hospital Trauma Life Support course is part of the course of study as well as lecture, clinical rotations, and field experience are included. Six (6) lecture hours and forty (40) laboratory/clinical hours per week. Prerequisites: EMT\* 115.

## **PARAMEDIC – EMERGENCY MANAGEMENT RESPONSE**

### **EMR\* 101 PRINCIPLES OF EMERGENCY MANAGEMENT AND HOMELAND SECURITY 3**

— ON-CAMPUS AND ONLINE —

This course addresses the principles and practices of emergency management and the influence of homeland security, including the different emergency support functions on the various branches and levels of government. It examines the origins and history of emergency management including the planning, response, politics and collaborative relationships of disaster response.

### **EMR\* 102 LOCAL INTEGRATED EMERGENCY MANAGEMENT AND HOMELAND SECURITY PLANNING 3**

— ON-CAMPUS AND ONLINE —

This course is designed to enhance the knowledge and planning skills of elected officials, city managers, and emergency officials in fire, police, emergency management, public health, emergency medical services, and private sector security officials. Participants will develop skill in the integration of local, regional and state planning initiatives as well as the use of the National Incident Management System (NIMS), incident command systems (ICS), multi-agency coordination centers and homeland security guidance.

### **EMR\* 103 SELECTED TOPICS IN EMERGENCY MANAGEMENT AND HOMELAND SECURITY 3**

— ON-CAMPUS AND ONLINE —

This course will enhance the knowledge, skills and decision-making abilities of elected officials and emergency management professionals from the public and private sectors. The course is designed to increase the participant's capabilities to analyze the influence of continuing homeland security initiatives on emergency management preparedness. Current topics (six or seven) will be selected from such areas as the Constitution, presidential power, Department of Homeland Security issues, state homeland security initiatives, immigration, regionalization, National Guard and Department of Defense roles, public health issues, the National Response Plan, intelligence issues, border security, cyber security, terrorism, critical infrastructure, Homeland Security Presidential Directives, and medical response issues.

## **PARAMEDIC – EMERGENCY MEDICAL SERVICES INSTRUCTOR EDUCATION**

### **EMS\* 101 EMERGENCY MEDICAL SERVICE EDUCATION I 3**

With special emphasis on vocational/technical training, this course is an investigation of Malcom Knowles' theory of education and is one part of a three-part series devoted to the learning techniques of adult students. It will focus on ways they process information, retain, and utilize new concepts and strategies. Specific techniques will be employed that identify theories associated with cognitive, psychomotor and affective domains of learning. General theories and concepts of education will be presented, with an emphasis placed on the allied health professions. There is a computer-based component to this course and students will need access to a computer and e-mail. Corequisite: EMS\* 102 and EMS\* 103. Formerly listed as EMS 101, not open to students who have successfully completed EMS 101. Prerequisite: Current certification as an EMS provider.

### **EMS\* 102 EMERGENCY MEDICAL SERVICE EDUCATION II 3**

— ON-CAMPUS AND ONLINE HYBRID —

This course presents the methods of instruction, such as lecture, group process, scenario presentation, that may be utilized in the classroom as well as in the laboratory/clinical setting. Curriculum development, lesson plans, measurable objectives and the use of various tools and resources will be developed and practiced. Methods of instruction, student motivation, elements of reliability and validity will be presented in such a way as to develop effective teaching styles for all types of adult learners. This course will allow the participant to develop and practice specific teaching strategies. There is a computer-based component to this course and students will need access to a computer and e-mail. Corequisite: EMS\* 101 and EMS\* 103. Formerly listed as EMS 102, not open to students who have successfully completed EMS 102. Prerequisite: Current certification as an EMS provider.

### **EMS\* 103 EMERGENCY MEDICAL SERVICE EDUCATION III 3**

This course focuses on the administrative and evaluative processes relevant to the classroom and vocational setting. Issues, such as classroom and student discipline, instructor and student accountability, and testing reliability/validity, will be presented. Also, legal aspects of instruction, quality assurance and ways to implement theory that involve regulatory process, will be studied. Evaluation tools that provide positive student feedback, relative to student performance in both the classroom and the clinical setting will be developed and critiqued. There is a computer-based component to this course and students will need access to a computer and e-mail. Corequisite: EMS\* 101 and EMS\* 102. Formerly listed as EMS 103, not open to students who have successfully completed EMS 103. Prerequisite: Current certification as an EMS provider.

## **PHILOSOPHY**

### **PHL\* 101 INTRODUCTION TO PHILOSOPHY 3**

— ON-CAMPUS AND ONLINE —

This course will introduce students to the major fields within Greco-Roman philosophical tradition. They will study ideas, theories and personalities of philosophy through the biographies and writings of leading thinkers. They will learn how the theories of classical philosophers can help them resolve moral, political, practical and spiritual questions that confront humans in day-to-day life. Students will develop their own philosophical perspective on modern social, political and religious issues through their contemporary application of the theories learned. Prerequisite: Eligibility for ENG\* 101.



## PHL\* 111 ETHICS 3

— ON-CAMPUS AND ONLINE —

Introduction to the major ethical systems in Western philosophy and to current moral language, moral decision, and selected contemporary problems in ethics. Prerequisite: Eligibility for ENG\* 101.

## PHL\* 131 LOGIC 3

Introduction to deductive and inductive reasoning based upon exercises in class. The course stresses traditional Aristotelian logic. It also briefly introduces mathematical logic.

## PHL\* 140 EXISTENTIALISM 3

This course introduces the student to some major existentialist themes, some renowned existentialists and their basic writings, with special emphasis on Kierkegaard, Nietzsche, Rilke, Heidegger, Sartre, de Beauvoir, Buber, and Marcel.

## PHL\* 150 PHILOSOPHY OF RELIGION 3

This course is concerned with critically examining fundamental questions pertaining to religious belief. Topics to include the existence of God, religious experience, life after death, the problem of evil, and science and religion. Through a variety of readings of classical and contemporary authors, the course will examine the meaning, coherence, and justification of religious belief as it manifests itself in the major world religions. The course will also examine the challenges posed to religious belief by atheism and agnosticism. The course thereby provides an opportunity to reflect critically on the nature of religious belief and unbelief and their significance for human life. Prerequisite: Eligibility for ENG 101.

## PHL\* 199 SPECIAL TOPICS IN PHILOSOPHY 3

A seminar that explores a special philosophical area or topic through readings and analyses. Such topics might include Aristotelian ethics, mysticism and philosophy in Meister Eckhart, or the problem of death in Sartre, Heidegger, and Rilke.

## PHOTOGRAPHY

## COM\* 150 BASIC PHOTOGRAPHY 3

Introduction to the fundamental operations of light, camera, and film utilizing black and white materials and available light situations. Photographic techniques are explored through lecture, demonstration, and class assignments. Students photograph, process, and print their own work. Emphasis is placed on acquiring creative and technical skills necessary for proper camera and darkroom operation. Students must bring their own 35mm cameras with manual exposure controls.

## COM\* 151 INTERMEDIATE PHOTOGRAPHY 3

An extension of Basic Photography where students will expand into more advanced, experimental, and individual work in 35mm black and white photography. Students will explore various-speed B&W films, infrared and high contrast films, push-processing, and toning. Course will conclude with an introduction to digital photography. Prerequisite: VCOM 105.

## COM\* 158 INTRODUCTION TO DIGITAL PHOTOGRAPHY 3

An introduction to digital photography that builds on the fundamental principles of light, exposure, color, and composition. Students will learn about the transition from capturing images on film to acquiring images with digital scanners and cameras; computer-based imaging hardware and software; camera handling and creative controls; file formats and management; image editing and manipulation; and, electronic options. Students must own a 4 mega pixel (or greater) digital camera with manual, aperture priority and/or shutter priority exposure modes.

## PHYSICAL SCIENCES – EARTH SCIENCE

### EAS\* 102 EARTH SCIENCE 3

Elements of geology, oceanography, meteorology, and astronomy. Emphasis is placed on current environmental issues. Formerly listed as SCI 115, not open to students who have successfully completed SCI 115. Prerequisite: MAT\* 095 or permission of the Department Chair.

## PHYSICAL SCIENCES – PHYSICS

### PHY\* 121 GENERAL PHYSICS I 4

This course addresses fundamental principles and properties related to mechanics, matter, heat and sound. Topics include kinematics, forces and Newton's Laws of Motion, dynamics of uniform circular motion, work and energy, momentum, elasticity, fluids, temperature and heat, kinetic theory of gases, thermodynamics, waves and sound. Course includes three hours of classroom instruction and three hours of laboratory each week. Prerequisite: Grade of C- or better in MAT\* G137, grade of C- or better in MAT\* G139, grade of C- or better in MAT\* G184, or eligibility for MAT\* G172 via qualifying score on mathematics placement test.

### PHY\* 122 GENERAL PHYSICS II 4

A continuation of General Physics I, this course deals with electricity, magnetism, light, and modern physics. Topics include: electric forces and fields, electric potential, electrical circuits, magnetic forces and fields, electromagnetic induction, AC circuits, electromagnetic waves, optics, interference phenomena, special relativity, particles and waves, and the nature of the atom. Three hours of classroom instruction and three hours of laboratory weekly. Prerequisite: PHY\* 121.

## POLITICAL SCIENCE

### POL\* 101 INTRODUCTION TO POLITICAL SCIENCE 3

General survey of the field of political science, with emphasis on politics, political systems, and political behavior. Analysis of institutions and processes involved in the making of public policy is included.

### POL\* 103 INTRODUCTION TO INTERNATIONAL RELATIONS 3

The course will cover the major concepts and theories of the field of International Relations as well as significant issues in contemporary world politics. After completing the course, students will be prepared for more advanced courses in International Relations, World Politics, American Government, Latin American and Caribbean Politics and other Political Science fields. Students will have the ability to grasp the problems and events occupying the world stage.

### POL\* 110 THE PRESIDENCY 3

This is an interdisciplinary course in which emphasis will be placed on both the historical foundations of the American Presidency as well as its theoretical and modern political dynamics. Prerequisite: ENG\*101P.

### POL\* 111 AMERICAN GOVERNMENT 3

— ON-CAMPUS AND ONLINE —

Study of the United States' national government, including the Constitution, Congress, the presidency, the judiciary, administrative agencies, and political parties, with particular attention to their evolution, organization, and functions.

## COURSE DESCRIPTIONS

### **POL\* 112 STATE AND LOCAL GOVERNMENT 3**

Explanation of the structure and workings of local governments in the United States. Emphasis is placed on the efforts of state and local governments to cope with contemporary social, economic, and political problems.

### **POL\* 293 CONNECTICUT LEGISLATIVE INTERNSHIP 6**

This course involves an internship with the Connecticut State Assembly. Interns will work at the state capitol and legislative office building two days a week assisting state legislators and learning the intricate workings of state government. Formerly listed as POL\* 291, POL\* 292. Not open to students who have successfully completed POL\* 291, POL\* 292. Prerequisites: ENG\*101P and permission of instructor.

## PSYCHOLOGY

### **PSY\* 104 PSYCHOLOGY OF ADJUSTMENT 3**

Theoretical basis of interpersonal communication, including focus on the self concept and defensiveness, and elements of clear verbal messages. Other units cover the perception process, connotative and denotative language, nonverbal communication, active listening, facilitative and debilitative emotional expressions, characteristics of relational communication, and conflict resolution. Formerly listed as PSY 120 or SOC 220, not open for credit to students who have successfully completed PSY 120 and/or SOC 220.

### **PSY\* 105 GROUP DYNAMICS 3**

Theoretical basis of group behavior, including focus on the distinction between content and process variables. Task and maintenance functions of group members are explored. Other topics include concepts of group membership, conformity and deviancy pressures, styles of leadership, and group problem solving and decision making. Formerly listed as PSY 130 or SOC 221, not open for credit to students who have successfully completed PSY 130 and/or SOC 221. (Students enrolling in this course are required to conduct 25 hours of service learning. Please consult an academic advisor or program coordinator regarding service learning requirements.)

### **PSY\* 111 GENERAL PSYCHOLOGY I 3**

— ON-CAMPUS AND ONLINE —

Introduction to the basic concepts and methods of psychology. Primary emphasis is placed on the scientific study of human behavior. Topics include: basic physiological processes underlying behavior; states of consciousness; learning and memory; and stress, health, and adjustment.

### **PSY\* 112 GENERAL PSYCHOLOGY II 3**

A continuation of PSY\*111, PSY\*112 includes the following topics: sensation and perception; language, thought, and intelligence; developmental psychology; personality theory and measurement; abnormal behavior; methods of therapy; motivation and emotion; and social psychology.

### **PSY\* 201 LIFESPAN DEVELOPMENT 3**

— ON-CAMPUS AND ONLINE —

This course will provide an overview and introduction to the study of development through the lifespan. Genetic and environmental influences on the biological, cognitive, and social aspects of development from conception to death will be examined. Students will gain an understanding and appreciation for the complexities of development by investigating prominent theories, research studies, issues of diversity, and global perspectives within lifespan development. Prerequisite: PSY\* 111.

### **PSY\* 204 CHILD AND ADOLESCENT DEVELOPMENT 3**

— ON-CAMPUS AND ONLINE —

Development of the child from conception through adolescence, with focus on physical, cognitive, social and emotional growth. Both hereditary and environmental influences are considered. Formerly listed as PSY 232, not open to students who have successfully completed PSY 232. Prerequisite: PSY\* 111 recommended. Co-requisite: ENG\*101P.

### **PSY\* 208 PSYCHOLOGY OF ADULT DEVELOPMENT AND AGING 3**

A study of behavior dynamics and developmental processes from young adulthood through old age. The physical, cognitive, and psychosocial aspects of aging are studied. Formerly listed as PSY 233, not open to students who have successfully completed PSY 233. Prerequisite: PSY\* 111 recommended. Co-requisite: ENG\*101P.

### **PSY\* 210 DYING AND DEATH 3**

Study of dying, death, and bereavement in American society. Topics include the social meaning of death, the dying process, a developmental approach to understanding death attitudes, and the funeral as an expression of bereavement. A unit on personal coping focuses on personal death awareness, children and dying, and the hospice approach. Formerly listed as PSY 250, not open to students who have successfully completed PSY 250. Prerequisite: PSY\* 111.

### **PSY\* 240 SOCIAL PSYCHOLOGY 3**

Behavior of the individual as it is determined by social situations. Topics covered include attitude formation and change, social perception and attribution, social power and influence, human aggression, and pro-social behavior. Formerly listed as PSY 252, not open to students who have successfully completed PSY 252. Prerequisite: PSY\* 111.

### **PSY\* 243 THEORIES OF PERSONALITY 3**

A systematic presentation of the major systems and theories of personality. Focus is on psychoanalytic and ego psychology perspectives, as well as social learning, cognitive developmental, humanistic, and person situational theories. Formerly listed as PSY 255, not open to students who have successfully completed PSY 255. Prerequisite: PSY\* 111.

### **PSY\* 245 ABNORMAL PSYCHOLOGY 3**

— ON-CAMPUS AND ONLINE —

In-depth study of abnormal behavior. Topics include theoretical perspectives of abnormality, classification systems (DSM-5), and the prevalent groups of disorders: anxiety, personality, schizophrenic, mood, psychoactive substance, and developmental. Stress and psychophysiological symptoms are discussed, as are maladaptive behaviors of childhood and adolescence, and brain disorders and aging. Formerly listed as PSY 260, not open to students who have successfully completed PSY 260. Prerequisite: PSY\* 111.

### **PSY\* 247 INDUSTRY AND ORGANIZATIONAL PSYCHOLOGY 3**

— ON-CAMPUS AND ONLINE —

A comprehensive study that introduces the student to the applications of psychology in the work place. The three main topic areas to be covered: organizational psychology, human factors psychology, and personnel psychology. Formerly listed as PSY 247, not open to students who have successfully completed PSY 247. Prerequisite: PSY\* 111 recommended.

**PSY\* 248 PSYCHOLOGY OF LIFE / CAREER PLANNING 3**

Career development theories and their application to career choices of the independent student are explored. Emphasis is placed on methods of career research, decision-making, interviewing, and résumé writing skills. Formerly listed as PSY 248, not open to students who have successfully completed PSY 248.

**PSY\*250 PSYCHOLOGICAL ASPECTS OF HUMAN SEXUALITY 3**

This course is designed to provide students with an overview of the range of human sexuality and gender variations. The focus will be on current information, attitudes and the role of sexuality as a positive enriching force in life. The distinction will be made between sexuality and gender differences. Sexuality and gender variations will be examined in the light of biological origins, psychological determinants, social factors and cross-cultural beliefs and attitudes. A combination of didactic presentation and experiential learning will be utilized to examine the current research of the field.

**PSY\* 253 MULTICULTURAL ISSUES IN PSYCHOLOGY 3**

— ON-CAMPUS AND ONLINE —

This course is designed to provide students with an understanding of diversity issues and invite a healthy dialogue on multicultural topics. Emphasis will be placed on the relations between different groups and the impact on the individual members of the group. The course will assist in developing awareness, particularly for those interested in working in multicultural settings, of the varying needs of a pluralistic society. Lectures will be structured to permit open discussion and critical reflection grounded in both personal experience and scholarly readings. Formerly listed as PSY 253, not open to students who have successfully completed PSY 253; not open for credit to students who have successfully passed PSY\* 253. Prerequisite: PSY\* 111 recommended.

**PSY\* 256 PSYCHOLOGY OF MEN AND WOMEN 3**

Study of the similarities and contrasts in behavior between men and women. Emphasis on the development and influence of gender roles from the perspectives of biology, anthropology, psychology, and sociology. Topics include interpersonal power, family roles, language and communication, and educational and career issues. Formerly PSY 256, not open for credit to students who have successfully completed PSY 256. Formerly listed as PSY 257, not open to students who have successfully completed PSY 257. Prerequisite: PSY\* 111.

**PSY\* 270 PSYCHOLOGY OF TRAUMA 3**

This course is designed to introduce students to the psychology of trauma. The course will explore psychological trauma from a variety of viewpoints. Presentations will be based on theories and applications emanating from the growing field of traumatic stress with an emphasis on interpersonal trauma at the individual, familial, and communal levels. Students will learn about responses to a variety of trauma including childhood trauma, adult sexual assault, domestic violence, natural- and human-caused disasters.

**RADIOLOGIC TECHNOLOGY****RAD\* 101 RADIOGRAPHY SEMINAR I 6**

This course provides an information related to Exposure Principles I, ethics, medical terminology, basic radiation protection, density, contrast, distortion, detail, grids, computerized radiography, digital radiography (Patient Care and Image Acquisition and Technical Evaluation), and positioning I (Procedures). Positioning and relative anatomy of the chest, abdomen, upper extremity and lower extremity are taught. Prerequisite: Acceptance into the program.

**RAD\* 102 RADIOGRAPHY SEMINAR II 4**

This course provides information related to exposure principles II (Equipment Operation), radiographic chemistry, radiographic machine and circuitry and Positioning II. Positioning and relative anatomy, pelvic girdle, ribs, upper torso, and C/T/L spine are discussed. Prerequisites: RAD 101 and RAD 190.

**RAD\* 103 RADIOGRAPHY SEMINAR III 3**

This course runs the first six weeks of the summer session. It provides information that includes radiographic pathology and Positioning III (Procedures). Positioning and relative anatomy of the upper and lower gastrointestinal systems, hepatobiliary system and urinary system are studied. Students will be assigned to the clinical site one day each week and class three days each week. Prerequisites: RAD 102 and RAD 191.

**RAD\* 190 RADIOGRAPHY CLINICAL I 2**

The student will be assigned to the clinical sites two days each week (Tuesday and Thursday). Positioning of the chest, abdomen, upper and lower extremities will be reinforced by labs and hands-on experience. Clinical evaluations on the student's progress will be prepared by the clinical instructors, technologists and reviewed by the program coordinator. Four clinical competency examinations are required. Prerequisite: Acceptance into the program.

**RAD\* 191 RADIOGRAPHY CLINICAL II 2**

The student will be assigned to the clinical site two days each week. Positioning of the upper torso, pelvic girdle, ribs and spine will be reinforced by hands-on experience. Clinical evaluations on the student's progress will be reviewed. Eight clinical competencies are required. Prerequisites: RAD 101 and RAD 190.

**RAD\* 192 RADIOGRAPHY CLINICAL III 3**

The course continues the second six weeks of the summer session. The student will be assigned to the clinical site five days each week. Positioning of the systems will be reinforced by hands-on experience. Clinical evaluations on the students progress will be reviewed. Twelve clinical competencies will be required. Prerequisites: RAD 190, RAD 191.

**RAD\* 201 RADIOGRAPHY SEMINAR IV 3**

This course provides information regarding exposure principles IV (Patient Care and Equipment Operation and Quality Assurance). Positioning and anatomy of the skull and facial bones are discussed (Procedures). Prerequisite: RAD 192.

## COURSE DESCRIPTIONS

### **RAD\* 202 RADIOGRAPHY SEMINAR V**

**4**

This course provides students with numerous mock registry review exams and review information. Theoretical information regarding special procedure areas, i.e., Ultrasound, Nuclear Medicine, CT, MRI, Digital/Computerized Imaging, Invasive Cardiology, Mammography, Radiation Therapy, etc., will be presented. Prerequisite: RAD 201.

### **RAD\* 222 RADIOBIOLOGY & PROTECTION**

**3**

Introduction to ionizing radiation regarding history, monitoring safe conditions for the patient and technologist, and a basic understanding of radiation safety standards and regulations (Safety). Information regarding patient protection, short and long term effects of radiation and radiation protection are presented. Prerequisites: RAD 101 and RAD 190.

### **RAD\* 288 RADIOGRAPHY CLINICAL IV**

**3**

The student will be assigned to the clinical site three days each week. Positioning of the skull, sinuses, facial bones, and mastoids will be reinforced by hands on experience. Clinical evaluations on the student's progress will be reviewed. Thirteen clinical competencies will be required. Prerequisite: RAD 192.

### **RAD\* 289 RADIOGRAPHY CLINICAL V**

**3**

The students will be assigned to the clinical site three days each week. Fifteen clinical competencies are required. Fifty-two total clinical competencies are required prior to the completion of the program. Further information regarding clinical competency requirements can be found at the following ARRT "Radiography" website: <https://www.arrt.org/arrt-reference-documents/clinical-competency-requirements> Prerequisite: RAD 288.

## SCIENCE

### **SCI 200 FORENSIC SCIENCE**

**3**

— ON-CAMPUS AND ONLINE —

This course introduces a student to methods and techniques for the evaluation of physical evidence. Topics that will be surveyed include the recognition, identification, individualization, and evaluation of physical evidence such as hairs, fibers, DNA, blood, semen, glass, soil, fingerprints, documents, firearms, arson, tool marks, and toxicology. Prerequisite: MAT 094 or MAT 095

## SOCIOLOGY

### **SOC\* 101 PRINCIPLES OF SOCIOLOGY**

**3**

— ON-CAMPUS AND ONLINE —

Sociology is the scientific study of human social interaction. This class will cover the basic sociological concepts and perspectives as they apply to topics such as culture, society, social control, deviance, major social institutions, groups, and social interactions. Formerly listed as SOC 201, not open to students who have successfully completed SOC 201. Co-requisite of ENG\* 101P.

### **SOC\*107 SOCIAL MEDIA IN CONTEMPORARY SOCIETY**

**3**

An introduction to using social media effectively in the professional environment. Students will analyze contemporary social media and design messages in order to communicate effectively with a variety of audiences. Emphasis is placed on the roles that social media play in shaping identity and public discourse. Prerequisite: Eligibility for ENG\*101P or permission of instructor.

**NOTE:** This course is cross-listed as COM\*113. Students cannot take both COM\*113 and SOC\*107 for credit.

### **SOC\* 109 SOCIOLOGY OF WOMEN**

**3**

This course will examine the impact of oppression, sexism, and sex discrimination, as they exist in a patriarchal and capitalist society, while tracing the intersections of class, race, gender, and sexuality. The course will cover the following areas: slavery and the 19th century women's movement; globalization and its effects on women nationally and internationally; fat-oppression; women across cultures; economic justice and class issues; sexual violence and sexual harassment; women and spirituality; women, power, and activism. Formerly listed as SOC 109, not open to students who have successfully completed SOC 109.

### **SOC\* 117 MINORITIES IN THE U.S.**

**3**

Attention is paid to the history, social conditions, and ideology of prominent minority groups in order to better understand the dynamics of contemporary inter-group relations. Formerly listed as SOC 232, not open to students who have successfully completed SOC 232.

### **SOC\* 201 CONTEMPORARY SOCIAL ISSUES**

**3**

— ON-CAMPUS AND ONLINE —

Systematic analysis of selected social problems that pertain to contemporary United States of America social structure, with emphasis upon sociological concepts and theories. Race relations, urbanization, crime, population, drug abuse, poverty, educational problems and the welfare state will be examined in depth. Formerly listed as SOC 202, not open to students who have successfully completed SOC 202. Prerequisite: SOC\* 101. (Students enrolling in this course are required to conduct 25 hours of service learning. Please consult an academic advisor or program coordinator regarding service learning requirements.)

### **SOC\* 210 SOCIOLOGY OF THE FAMILY**

**3**

— ON-CAMPUS AND ONLINE —

Development of the family as an institution with emphasis on patterns and problems of family relationships. Cultural variations in the United States family and urban family problems are examined. Formerly listed as SOC 236, not open to students who have successfully completed SOC 236. Prerequisite: SOC\* 101.

### **SOC\* 216 HEALTH AND AGING**

**3**

A consideration of the normal physical and psychosocial changes that occur with aging, with an emphasis on how to maintain optimal health. Health care policies and support programs will also be examined. Formerly listed as SOC 205, not open to students who have successfully completed SOC 205. Prerequisite: SOC\* 101.

### **SOC\* 217 INTRODUCTION TO GERONTOLOGY**

**3**

A multidisciplinary course that introduces the student to issues associated with the aging process. Topics considered include: demographics, the biological basis of aging, health status, behavioral and social sciences issues and the cultural aspects of aging. Formerly listed as SOC 207, not open to students who have successfully completed SOC 207. Prerequisite: SOC\* 101.



## SOC\* 235 INTRODUCTION TO SOCIAL WELFARE 3

— ON-CAMPUS AND ONLINE —

This course will introduce students to services and techniques used in providing social services. Emphasis will be placed on the historical development of social services, public and private agencies as social work providers, and research of services provided to individuals in need. Myths and factors about social welfare will be discussed as well as resources and solutions will also be examined. Students will study the relationship between helping efforts and the political and economic structures of society as they relate to social welfare policy. Formerly listed as SOC 230, not open to students who have successfully completed SOC 203. (Students enrolling in this course are required to conduct 25 hours of service learning. Please consult an academic advisor or program coordinator regarding service learning requirements.)

## SOC\*261 SCHOOL AND COMMUNITY 3

This course will be considered the capstone course for the Social Services Degree-Community Change Studies Option. The course is designed to provide students with the opportunity to integrate their academic course work, field study and original research. Students will work closely with a community-based organization to complete a project that is defined as important to the organization. Students are expected to conduct a 150-hours, semester-long supervised field experience in a Hartford community agency. (Students enrolling in this course are required to conduct 25 hours of service learning. Please consult an academic advisor or program coordinator regarding service learning requirements.)

## SOC\* 274 SOCIETY, FAMILY AND THE LAW 3

The goal of this introductory course is to provide a framework for thinking about legal and public policy issues affecting families and juveniles. Topics covered will include the meaning of family and how the law looks at different kinds of families, federal and state laws governing marriage, co-habitation, child custody, alimony, the rights of children and their parents in the school setting, the juvenile justice system, and the right of the state to intervene in the family to protect children. Emphasis will be on law as it is constantly evolving in relation to wider political and social trends. There will be guest speakers, such as attorneys who work with juveniles in the court setting, and social workers involved in child abuse cases. Formerly listed as SOC 274, not open to students who have successfully completed SOC 274.

## SOC\* 285 COMMUNITY ORGANIZATION 3

— ON-CAMPUS AND ONLINE —

A critical analysis and evaluation of the social needs of the community and organizational effort by both governmental and private organizations to meet these needs are examined in depth. This course meets the service learning requirement for the social services degree program. Formerly listed as SOC 153, not open to students who have successfully completed SOC 153. (Students enrolling in this course are required to conduct 25 hours of service learning. Please consult an academic advisor or program coordinator regarding service learning requirements.)

## SOC\* HONORS SEMINAR IN SOCIOLOGY \*

Intended for social service students who want the opportunity to research a sociology topic. Formerly listed as SOC 274, not open to students who have successfully completed SOC 274. Prerequisite: Program Coordinator approval. \* The topic, hours and credits must be arranged with the Program Coordinator and approved by the Academic Dean.

## THEATRE

### THR\* 101 INTRODUCTION TO THEATRE 3

This course will cover readings within the context of several theatrical traditions, an introduction to theatre practice and performance techniques, and will showcase class work.

### THR\*102 THEATRE HISTORY 3

A survey of the history of theatre from the Greek and Roman Theatre to the present, including Western and non-Western theatre. The course examines significant developments in theatre history and situates the practice of drama within the aesthetic, cultural, political, and ethical dimensions of humankind. Prerequisites: Eligibility for ENG\*101

### THR\* 110 ACTING I 3

As the first step in acting, students will focus on developing the fundamental tools of an actor, including the development of imagination; creative interpretation; characterization; script analysis; improvisation; voice and movement. The course combines individual and group exercises and assignments. Prerequisites: ENG 073 or eligibility for ENG 10.

### THR\*112 VOICE AND DICTION 3

A study of basic theories and exercises to teach the fundamentals of voice and diction for theatre. Emphasis will be on relaxation and preparation, proper breathing techniques, correct vowel formation, knowledge of different resonators, power of projection, word association, and linking one's voice to character development. No prerequisites.

### THR\* 120 STAGECRAFT I 3

A survey of the various components of stagecraft and production techniques, Students will learn about the underpinnings or theatrical productions and gain an overview or the skills required in set, lighting, costumes, makeup, and sound design. Lectures will be combined with studio activities.

### THR\* 210 ACTING II 3

A continuation of THR\* 110 intensifying the development of the fundamental tools of the actor. Students will gain knowledge of advanced techniques of script analysis and character development. This course combines individual and group exercises and assignments. Prerequisite: THR\* 110.



## BOARD OF REGENTS POLICIES

### NONDISCRIMINATION POLICY

In compliance with the Board of Regents for Higher Education's policies, the College will not discriminate against any person on the grounds of race, color, religious creed, age, gender, gender identity or expression, national origin, marital status, ancestry present or past history of mental disorder, learning disability or physical disability, veteran status, sexual orientation, genetic information or criminal record. Further the Board of Regents will not discriminate against any person on the grounds of political beliefs. At Capital Community College, the following individuals have been designated to handle inquiries regarding the nondiscrimination policies: Rita Kelley, Affirmative Action Officer and Title IX Coordinator (860-906-5133) and Josephine Agnello-Veley Director of Human Resources (860-906-5002).

### SEXUAL MISCONDUCT

The College is committed to creating a community that is safe and supportive of people of all genders and sexual identities. Sexual misconduct including sexual harassment, sexual assault and intimate partner violence is unacceptable, and will not be tolerated by the College. The College strongly encourages the reporting of sexual misconduct. All complaints will be dealt with swiftly, thoroughly investigated and appropriate action taken.

Additionally, the College can provide those who report sexual misconduct with supportive options including referral to agencies that provide medical attention, counseling, legal services, advocacy, referrals and general information regarding sexual assault. For further information contact Josephine Agnello-Veley, Affirmative Action Officer and Title IX Coordinator, 860-906-5002, and/or refer to the student handbook. College resources available also include Sabrina Adams-Roberts, Lead Counselor, at 860-906-5343 and the Public Safety Division at 860-906-5076. Community resources available to students on a 24-hour basis include the following:

INFO line (24 hr. service) – 211;

Sexual Assault (CONNSACS) (24 hr.) – 1-888-999-5545 en Espanol 1-888-568-8332.

### PEOPLE WITH DISABILITIES

The Connecticut Board of Regents for Higher Education is committed to the goal of achieving equal educational opportunity and full participation for people with disabilities in all of the colleges under its jurisdiction. To that end, a statement of policy is put forth to affirm our commitment to ensure that no qualified person be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity on any college campus under the jurisdiction of the Connecticut Board of Regents for Higher Education.

### POLICY ON RACISM AND ACTS OF INTOLERANCE

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.

### HOUSING

The College does not sponsor or provide resident housing accommodations for its students.

### SMOKING

Capital Community College is a smoke-free College. No smoking is permitted anywhere on campus.

### POLICY ON AIDS AND OTHER COMMUNICABLE DISEASES

The Connecticut Board of Regents for Higher Education is committed to providing a safe and healthy educational environment, safeguard the rights of individuals, and comply with state and federal anti-discrimination laws and regulations. Sound and compassionate legal, ethical, moral, and educational principles require that students and employees with AIDS, HIV infection, and other communicable diseases be accorded the same rights and assume the same responsibilities as all other members of the college community. It is recognized that the best method of allaying fears and promoting understanding is education: the dissemination of information based on fact and current scientific knowledge.

### ANTI-PLAGIARISM DETECTION SOFTWARE

SafeAssign, TurnItIn or other anti-plagiarism detection software products may be used in some courses.

Anti-plagiarism detection software products assist faculty and students in preventing and detecting plagiarism. Professors may utilize such software in order to check the originality of the academic work students submit in a course by comparing submitted papers to those contained in its database consisting of submitted papers and other sources. Anti-plagiarism detection software returns an "originality report" for each submission. The report is limited in scope to merely identifying passages that are not original to the author of the submitted work and which may include correctly cited quotations and information. Professors and students must carefully review such reports. No adverse action may be taken by a professor with respect to a student solely on the basis of an originality report which indicates the potential for plagiarism.

You may be asked to submit your academic papers and other creative work containing personally identifiable information for originality reporting. By doing so, your work along with personally identifiable information will be retained in the product database and may be subsequently reported out containing your personally identifiable information not only to your professor, but also to professors of other universities and colleges within Connecticut State Colleges and Universities (CSCU) as part of subsequent originality reports.

You may decline to submit your work for originality reporting. If so, you must be provided an alternative method in which to submit your work. However, your professor, after removing your personally identifying information, may nonetheless submit limited portions of your academic work for originality reporting.

### OTHER POLICIES

For more information on, and to read in their entirety, policies such as student conduct, review of academic standing, weapons or disturbances on campus, grievance procedures, campus safety, campus sex crimes prevention act, and drug-free environment, please refer to the Student Handbook, which can be obtained in the Office of the Dean of Student Services on the 2nd floor of the College, or to the Board of Regents' Web site, [www.ct.edu](http://www.ct.edu).

# FERPA – The Family Educational Rights and Privacy Act

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

- 1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.** Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- 2. The right to request amendment of an education record that the student believes is inaccurate.** Students may ask an appropriate College official to amend a record that they believe is inaccurate. The student should write to the College official, clearly identify the part of the record he or she wants changed, and specify why he/she believes it is inaccurate. The College will notify the student of the decision. If the College decides not to amend the record as requested by the student, the College will advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

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

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

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

- To comply with a judicial order or a lawfully issued subpoena;
- To appropriate parties in a health or safety emergency;
- To officials of another school, upon request, in which the student seeks or intends to enroll;
- In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid;
- To certain officials of the U.S. Department of Education, the Comptroller General, to state and local educational authorities, in connection with certain state or federally supported education programs;
- To accrediting organizations to carry out their functions;
- To organizations conducting certain studies for or on behalf of the College;
- The results of an institutional disciplinary proceeding against the alleged perpetrator of a crime of violence to the alleged victim of that crime with respect to that crime.
- Directory information as defined in the policy of the Board of Regents.

- 4. The right to refuse to permit the College to release directory information about the student, except to school officials with a legitimate educational interest and others as indicated in paragraph 3 above.** To do so, a student exercising this right must notify the Office of Registrar in writing in Room 207. 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:

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

## Directory Information

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

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

# DIRECTORY

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### CCC FINANCIAL STATEMENTS

Access to the College's financial statements is available through the Dean of Administration's Office: 860-906-5051.

### ABOUT THIS CATALOG

This Capital 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. Photos: Tony Bacewicz.

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This catalog is also available on the College's website: [www.capitalcc.edu](http://www.capitalcc.edu)

The cover photo shows students who participated in an Integrated Solutions Laboratory Experience (ISLE) internship that was made possible by the support of CTNext, the CT NASA Space Grant Consortium, Capital Community College, the University of Hartford and the University of Saint Joseph.





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