GOODWIN COLLEGE

A Two-Year Institution of Higher Education

745 Burnside Avenue ♦ East Hartford, CT 06108
(860) 528-4111
(800) 889-3282

Accredited by
The Board of Governors for Higher Education of the State of Connecticut,
and
The New England Association of Schools and Colleges, Inc.

2006 - 2007

Fall Semester 2006

Tuesday, September 5	Fall semester begins. Orientation for new students.
Wednesday, September 6	Classes begin (Day and Evening classes)
Monday, September 11	Last day to ADD a course
Friday, September 15	Last day to DROP a course
Monday, October 9	*Columbus Day—No Classes*
Friday, October 13	Last day to WITHDRAW from an 8-week course
Monday, October 22	Exam week for first 8-week module classes
Monday, October 30	Orientation for new students. No classes for second 8-week module courses. 16-weekclasses in session.
Tuesday, October 31	Day classes begin for second 8-week module courses
Monday, November 6	Last day to ADD an 8-week course
November 6 - 10	**Registration for Spring Semester**
Friday, November 10	Last Day to DROP a second 8-week module course
Friday, November 10	*Veteran's Day—(Observed) No classes, but the offices are open.*
November 23—26	*Thanksgiving Holiday. No classes*
Friday, December 8	Last day to WITHDRAW from a 16-week course or a second 8-week module course
Sunday, December 17	Exam week begins
Saturday, December 23	Last Day of Fall Semester
Sunday, December 24	Winter Break begins

Spring Semester 2007

Monday, January 8	Spring semester begins. Orientation for new students.
Tuesday, January 9	Classes begin (Day and Evening classes)
Monday, January 15	*Martin Luther King Day. No classes*
Tuesday, January 16	Last day to ADD a course
Friday, January 19	Last day to DROP a course
Friday, February 14	Last day to WITHDRAW from an 8-week course
Monday, February 19	*President's Day. No classes.*
Monday, February 26	Exam week for first 8-week module classes
Monday, March 5	Orientation for new students. No classes for second 8-week module courses. 16-week classes in session.
Tuesday, March 6	Day classes begin for second 8-week module courses
Monday, March 12	Last day to ADD an 8-week course
March 12 - 16	**Registration for Summer Semester**
Friday, March 16	Last Day to DROP a second 8-week module course
April 6 - 8	*Good Friday, Easter WeekendBreak. No classes*
Friday, April 13	Last day to WITHDRAW from a 16-week course or a second 8-week module course
Monday, April 23	Exam week begins
Sunday, April 29	Last Day of Spring Semester
Monday, April 30	Spring break begins

Summer Semester 2007

Monday, May 7	Summer semester begins. Orientation for new students.
Tuesday, May 8	Classes begin (Day and Evening classes)
Monday, May 14	Last day to ADD a course
Friday, May 18	Last day to DROP a course
Monday, May 28	*Memorial Day. No classes*
Friday June 15	Last day to WITHDRAW from an 8-week course
Monday, June 25	Exam week for first 8-week module classes
Monday July 2	Orientation for new students. No classes for second 8-week module courses. 16-week classes in session.
Tuesday, July 3	Day classes begin for second 8-week module courses
Wednesday, July 4	*Independence Day. No classes*
Monday, July 9	Last day to ADD an 8-week course
July 9 - 13	**Registration for Fall Semester**
Friday, July 13	Last Day to DROP a second 8-week module course
Friday, August 10	Last day to WITHDRAW from a 16-week course or a second 8-week module course
Monday, August 20	Exam week begins
Sunday, August 26	Last Day of Spring Semester
Monday, August 27	Summer break begins
Monday, September 3	*Labor Day. No classes*
Tuesday, September 4	Fall Semester begins

TABLE OF CONTENTS

MISSION STATEMENT

The mission of Goodwin College is to educate a culturally diverse student population in an environment that fosters the interdependence between education and enterprise. To this end, we offer a unique blend of collegiate degree and certificate programs that provides our students with opportunities toward life-long learning and that meets the needs of the marketplace. A general education component promotes critical thinking, personal development, and commitment to community involvement. A focused core component addresses the rapid growth of technology by offering programs that can adapt quickly to the changing priorities of business and industry. Together these components contribute to building a foundation for students to become responsible citizens and enhance their quality of life. At Goodwin College we are preparing tomorrow's leaders, one student at a time.

GOALS

Goodwin College is authorized to offer one and two-year certificate and diploma programs and two-year associate degree programs which qualify students for employment in various technical, medical, and business fields, and allow for transfer into four-year institutions of higher learning. To this end, Goodwin College subscribes to the following five goals:

1. To provide an environment that celebrates diverse cultures, beliefs, and opinions; challenges students to reach personal and academic potential; nurtures a sense of community among administration, staff, faculty and students.

2. To promote the study of the humanities and general education through their incorporation into all programs in order to increase appreciation and commitment of individuals toward community and society.

3. To continuously develop and refine methods to recruit and accept students who have the highest potential for success in our programs; to foster a high quality caring professional community that values a service-oriented teamwork approach toward the retention and personal achievement of every student.

4. To provide an education that blends specialized professional preparation with the critical thinking skills required by employers to ensure the employability of all of our graduates; to have our graduates recognized as organizational and community resources.

5. To identify career paths which offer competitive wages and career growth opportunities while meeting the needs of the community as well as provide a foundation for personal satisfaction and life long learning.

GENERAL INFORMATION

History

Goodwin College was founded in East Hartford, Connecticut in 1999. The institution that evolved into Goodwin College was founded in Hartford, Connecticut in 1962 for the purpose of preparing men and women for successful careers in the computer and business practice fields. It was known as Data Institute, a private career school. The main campus moved to East Hartford in 1983. Branch campuses of Data Institute were established in Waterbury in 1989 and Milford in 1993.

In June of 1999, Data Institute in East Hartford was licensed by the State of Connecticut Department of Higher Education to offer programs leading to an Associate in Science Degree. The name of the institution in East Hartford was officially changed to Goodwin College. The first associate's degree class entered in September 1999. Goodwin College received full accreditation by the Board of Governors for Higher Education in January 2001. The first Associate in Science degrees were conferred on January 22, 2001. In July 2004, the college became a non profit entity. Goodwin College is legally under the control of the Board of Trustees of Goodwin College, Inc., a 501(c) (3) not-for- profit corporation.

Goodwin College occupies a four-acre main campus at 745-763 Burnside Avenue in East Hartford, just two miles from downtown Hartford. The campus includes two historic buildings. The Administration Building (Olmsted House) houses the Corporate Offices, Admissions Office, and conference rooms. The remodeled Goodwin House contains our new collegiate library and offices. The final building is a 14,800 square foot Educational Center which includes 14 classrooms, a student lounge/cafeteria, the Academics Department, the Career Services Department, and the Financial Aid offices. A new Professional Development Center, and the home of the Office of Institutional Advancement, is located at 1137 Main Street in East Hartford. The Nursing and Hisotechnician programs are located in a newly remodeled building at 403 Main Street in East Hartford. All of Goodwin College is handicapped-accessible and located on a bus line.

Statistics show that we are a college community that includes racial and ethnic minorities, economically disadvantaged students, and undergraduates of traditional age as well as older students who work and are raising families. One of this College's greatest strengths is its ability to react quickly to changes in the marketplace and the needs of the community. This interdependence between education and enterprise contributes to building a strong foundation for students to pursue meaningful careers and advanced studies, to become responsible citizens, and to enhance their quality of life, as well as that of the community. Another strength is our culture of personal attention provided to each student. Students are challenged to reach their personal and academic potential through academic advising, a comprehensive orientation program, and academic support offered through the Learning Resource Center, along with a strong Career Services department that assists students in their transition to the workforce. A dedicated faculty, committed to excellence in teaching, allows for the individual attention so necessary to our students. Our faculty embraces change, pursues academic achievement and is passionate about teaching. But our greatest strength is not a thing - not our programs, our faculty, our facilities - but a culture of interconnectedness, service, and innovation in support of our mission.

OFFICE HOURS

The Admissions and Administrative Offices are open daily from 9:00 a.m. to 7:00 p.m. Monday through Thursday and from 9:00 a.m. to 5:00 p.m. on Friday, and Saturday 9:00 a.m. to 1:00 p.m.

FOR ALL OFFICES: **Toll free telephone - 1-800-889-3282**
Goodwin College-East Hartford
Direct Telephone Numbers:

General Information	(860) 528-4111
Directions to campus:	(860) 218-1241
Academics	(860) 727-6708
Accounting	(860) 727-6784
Financial Aid	(860) 727-6723
Institutional Advancement	(860) 291-9934
Nursing Department	(860) 727-6911
Direct Fax:	(860) 291-9550
Web Site:	www.goodwin.edu

OFF-CAMPUS INSTRUCTION

The Board of Trustees of Goodwin College believes it is important to make provisions that allow students from outside Hartford County

easier access to courses offered at Goodwin College. All off-campus instruction will meet the same high standards required of instruction on campus.

General Education courses are offered at the following locations:
   101 Pierpont Road, Suite B, Waterbury, CT
   1315 Dixwell Avenue, Suite B, Hamden, CT

ACCREDITATION & APPROVALS

ACCREDITATION STATEMENT

Goodwin College is accredited by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education.

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

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

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

<div align="center">

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

</div>

Programmatic Accreditation

Medical Assisting
Both the associate and certificate programs in Medical Assisting at Goodwin College are accredited by the Accrediting Bureau of Health Education Schools(ABHES), 7777 Leesburg Pike, Suite 314, North Falls Church, VA 22043, (703) 917-9503. ABHES is listed by the U.S. Department of Education as a nationally recognized accrediting agency under provisions of Chapter 33, Title 38, U.S. Code and subsequent legislation.

Both the associate and certificate programs in Medical Assisting at Goodwin College are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment (AAMAE). The address of CAAHEP is 35 E Wacker Drive, Suite 1970, Chicago, IL 60601-2208, (312) 553-9355.

Histotechnician Program
The Histotechnician Certificate Program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences. NAACLS is an independent nonprofit accrediting agency ensuring the quality and integrity of educational programs that prepare professionals to work in the laboratory. The address for NAACLS is 8410 W. Bryn Mawr Avenue, Suite 670, Chicago, Il 60631-3415, 773-714-8880. www.naacls.org.

Respiratory Care
The respiratory program has been granted a Letter of Review from the Committee on Accreditation for Respiratory Care (CoARC) and is in the process of seeking CAAHEP (Commission on Accreditation of Allied Health Education Programs) initial accreditation through CoARC. For more information write to CoARC 1248 Harwood Road Bedford, TX 76021-4244 or CAAHEP 1361 Park Street Clearwater, FL 33756.

Nursing

The program is in compliance with all of the accreditation standards of the National Leage of Nursing Accrediting Commission (NLNAC) and was awarded an initial, five (5) year accreditation in March 2006. National League for Nursing Accrediting Commission , 61 Broadway, New York, NY 10006 , (212) 363-5555.

VETERANS

The State Approving Agency, Connecticut State Department of Higher Education, has approved Goodwin College for the education and training of veterans and their qualified dependents under the provisions of Section 1775, Chapter 36, United States Code, Veterans Benefits. Please contact the Financial Aid office for further information.

STUDENT ACADEMIC SERVICES

Academic services offered at Goodwin College provide students with the support systems needed to assist them successfully through the college experience from orientation though graduation. The range of academic services available to students include: academic advising and program planning, orientation, tutoring services, library services, career and graduate services, student government, activities and clubs, and the Hartford Consortium Cross-Registration Program.

ACADEMIC ADVISING

Academic advisement plays a critical role in fulfilling the Mission of Goodwin College. The advisement process is a comprehensive program that fosters a continuous advisor/student relationship that begins with the admissions interview and continues throughout the time a student is at Goodwin College. Placement evaluations and school records help to build a student profile that is used to assist students through the process of course selection, program planning, degree requirements, and the exploration of a major. The Academic Advisors serve as retention counselors to help identify individual student problems that may affect school attendance and performance.

During the admissions process, all students are given the opportunity to meet with an Academic Advisor to discuss their plan of study. Each admitted student is assigned an Academic Advisor. Students are encouraged to meet with their Academic Advisor at any time to discuss personal or academic issues.

Students wishing to transfer credit from an accredited institution or be considered for an award of credit for experiential learning should meet with an Academic Advisor before registration. Students planning to transfer and continue their studies at a four-year institution are advised to meet with an Academic Advisor early in their program to discuss transfer requirements, admission requirements and course planning.

DEVELOPMENTAL EDUCATION

Goodwin College uses the Accuplacer Placement Test to evaluate a student's competency in reading, writing and mathematics. Based on these scores, students are place into appropriate course levels. For those students who need to increase their skills and competencies, Goodwin College offers three levels of developmental coursework in English and Mathematics. A college success course is offered to help students acquire college success skills such as time management, test-taking techniques, information literacy and use of other college resources. Health Sciences students may also enroll in a 100 level Introduction to Laboratory Sciences course to prepare them for college-level science courses.

Course numbers beginning with 0 are considered developmental. The credit earned is institutional credit only and cannot be used to fulfill any degree or collegiate certificate requirements. These courses count as credits earned but not as credits attempted for purposes of Satisfactory Academic Progress (SAP).

ORIENTATION

New student orientation is designed to provide students with the resources needed to be successful at Goodwin College. During orientation, students meet college administrators and are provided with valuable information about key campus services. They attend college success seminars and meet with their Department Chairs and Faculty.

STUDENT ACTIVITIES AND CLUBS

The institution takes pride in its mission by encouraging inclusiveness on campus. Students are encouraged to join existing student-run clubs or organizations or to volunteer during community events sponsored by non-profit agencies. As a non-residential campus,

the goals of the collective student clubs and organizations are (i) to facilitate cohesion and social interaction; (ii) to instill a sense of civic responsibility; and (iii) to help students to harness transferable leadership skills.

A wide range of activities is planned by the members of the various clubs, including fundraisers, speaker forums and outdoor events. Some activities or events are seasonal. The current list of active clubs include: the Book Club, Bowling Club, Golf Club, Medical Club, Multicultural Club, Reading Club, Stock Market Club, and the Student Council. Many groups plan weekly meetings while others plan monthly or semester events. Campus wide activities are open to any member of the Goodwin College community (students, staff, faculty and Administration).

THE LEARNING RESOURCE CENTER

The Learning Resource Center (LRC), located in the Academic Building, was developed in October, 2004. Its mission is to provide assistance to all students to enable them to develop needed study skills and to reinforce knowledge aimed at improving classroom performance.   Students are also helped to understand the cumulative effect of acquired skills and knowledge since this impacts their program completion and student retention.

The LRC is staffed by trained Peer Tutors who are continually encouraged to update their teaching skills and strategies through in-service training sessions. To date twenty-six (26) Peer Tutors have been trained and more than 450 students have been served. The Center is developing plans to offer some aspects of its Peer Tutor Training on-Line. The standards maintained by the LRC are consistent with those of the New England Peer Tutor Association (NEPTA), a regional organization in which it has membership. The Center is also committed to the principles of the national organization, College Reading and Learning Association (CRLA), which processes all applications for Certification / Re-certification. As a Resource Center, the LRC also encourages faculty to display copies of their professional development efforts (conference papers, journal articles and or texts authored by them).

COLLEGE TRANSFER ADVISING

Goodwin College has formal articulation agreements with many private and public colleges and universities in Connecticut. Credits earned at Goodwin College may be eligible for transfer to another accredited college or university. However, each receiving institution has special degree program requirements that will determine the specific transfer credit it will grant. Goodwin College does not promise or guarantee the transferability of any course, credits or credentials earned at this institution to any other educational institution. Students who plan to transfer are advised to check with the intended transfer institution concerning the number of transferable credits. It is the student's responsibility to seek advice early in the program.

LIBRARY SERVICES

The Goodwin Library is committed to excellence in service to the Goodwin Community. The Library provides access to print and electronic materials including books, journals, and audio resources. These materials support the educational programs for the faculty, staff and students of Goodwin College. The library also provides a small collection of popular books. The collection is catalogued and searchable with the online catalog that is part of the Connecticut Digital Library. The electronic databases and catalog are accessible on and off campus. Full services, including reference and interlibrary loan, are available every day.

CAREER SERVICES ASSISTANCE

A graduate's first position is extremely important in developing a successful career path. In addition to regular classes, Goodwin College takes great pride in offering Job Seeking Skills workshops to its students. These workshops include resume and cover letter writing, interview techniques, and employer/employee relations, essential components when pursuing a career in today's business world. The Director of Career Services works closely with graduates to assist with their job search and review of resumes. We strive to equate a student's interest and abilities with the most desirable job opportunities available upon graduation. Statistics prove that our graduates are well received in business and industry. Although every effort is made to assist graduates in securing employment, no guarantee or representation of placement is made or implied. Contact the Career Services office for further information.

EDUCATIONAL OPPORTUNITIES THROUGH THE HARTFORD CONSORTIUM

As a new member of the Hartford Consortium for Higher Education, an alliance of area colleges and universities, Goodwin College will participate in the Consortium's Cross-registration Program. Effective for the semester beginning January 2006, full-time undergraduates will be eligible to enroll in selected courses in languages, urban studies, women's studies, international studies and religious studies at other local campuses. The Cross-registration Program offers eligible students full credit at usually no extra charges. For more information, please contact the Registrar or call the Hartford Consortium at (860) 906-5038. You also may visit the Consortium website at www.hartnet.org/hche.   The other members of the Hartford Consortium are Capital Community College, Central Connecticut State

University, Hartford Seminary, Rensselaer at Hartford, Saint Joseph College, Trinity College, University of Hartford and University of Connecticut. The associate and affiliate members are Charter Oak State College, Saint Thomas Seminary and Connecticut Public Television and Radio.

COUNSELING SERVICES

Counseling and referral concerning personal problems are available through the offices of Academic Support Services.

HOUSING

Goodwin College does not have housing accommodations on campus. There are a variety of off-campus housing units available nearby.

CAMPUS SECURITY ACT INFORMATION

The Director of Facilities also serves as Goodwin College's contact person for purposes of The Campus Security Act. All verified cases of on-campus crime, as stipulated by The Act, are collected by the Director. The complete annual report is available in the Library and Academic Department to all current or prospective students and staff upon request.

SCHOOL CLOSINGS

Unscheduled school closings due to inclement weather or unforeseen circumstances will be announced on the following stations no later than 7:00 a.m. for day classes and 3:00 p.m. for evening classes.

WRCH	100.5 FM	Channel 3	WFSB-TV
WTIC	96.5 FM	Channel 30	WVIT-TV
WTIC-1080 AM	1080 AM	Channel 8	WTNH-TV
WZMX	93.7 FM		

Students may also access school closing information by calling **860-218-1240.**

ADMISSIONS

GENERAL ADMISSIONS POLICY

A personal interview with an admissions officer is required for all interested applicants. Goodwin College has an open enrollment policy. Acceptance into the College is based upon successful completion of the interview as well as the attainment of a high school diploma or a General Education Diploma. Admission into the College does not guarantee admission into programs with selective admission requirements. After acceptance into the College and successful completion of all prerequisites, students may apply to the selective admission programs.

Placement evaluations in reading comprehension, sentence skills, writing, mathematics, and algebra are administered to all incoming students enrolled in Degree or Collegiate Certificate programs prior to registration. Matriculating students entering with a Bachelor's Degree from another accredited institution are exempt from the placement evaluation. Transfer students meeting the program requirements for English and mathematics are also exempt from the placement evaluation.

Prospective students are encouraged to call the Admissions Office to schedule an appointment with an admission officer and visit the campus.

ADMISSIONS REQUIREMENTS

Degree and Certificate Students

Applicants to Goodwin College are required to:
1. Interview with an admission officer.
2. Complete an Application for Admission to the College. Admission to selective programs, such as Nursing, also requires the completion of a special application. Please see Selective Admission Programs below.
3. Submit proof of high school graduation or equivalent OR sign a Certification of Attainment of a high school diploma or equivalent.
4. Pay the $50 non-refundable application fee.
5. Arrange to take the Accuplacer placement evaluation prior to registration.

All applicants will be informed of their acceptance or rejection within two weeks of application.

Once accepted, students are required to:
1. Submit a $100 non-refundable tuition deposit before registering for classes. This is credited towards the cost of tuition.
2. Submit documentation of measles, mumps, and rubella immunization/immunity at time of registration, if required.
3. Submit official high school transcript and official college transcript(s) (if applicable).

TRANSFER STUDENTS

Students may transfer into Goodwin College for any term. In addition to following the above procedures for admissions, transfer students must submit official transcripts from all other colleges attended. Transcripts will be evaluated through the Academic Advising Center according to the College's transfer and award of credit policies stated below. Transcript evaluations, once completed, will be sent to the student.

Transfer of Collegiate Credit

Collegiate credit will be granted for credit courses completed at other accredited collegiate institutions in accordance with the following:
1. Collegiate 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 student is enrolled.
2. Collegiate credit shall be granted for credit courses completed with a "C" or better. Such credit courses shall be accepted for credit only, and letter grades assigned by other institutions shall not be recorded or included in the computation of student grade point averages.
3. All students are required to take a minimum of 25% of all coursework toward a credential at Goodwin College.
4. **The last 12 credits posted to a student's transcript must be taken at Goodwin College.** The complete policy on the transfer of credit into Goodwin College is available through the Academic Office.
5. Collegiate credit is assessed and unofficially transferred at the point of enrollment at Goodwin College. At the comple-

tion of a student's first semester at the College, all official transcripts must be on file. At this time, an official transfer of credit will be processed. **Once credit is officially transferred, no additional credit can be transferred into the College.**

6. Officially transferred credit will not be posted to the student's transcript until 12 credits have been completed at Goodwin College.

Credit Awarded for Experiential Learning

The Board of Trustees of Goodwin College believes that college-level learning occurs in many settings. These include courses offered by non-accredited colleges and non-collegiate institutions, and learning acquired through work and life experiences. The Board of Trustees supports the College's goal of awarding collegiate credit for demonstrated competence gained through non-traditional learning experiences, thus extending educational opportunities to a diverse student population. Accordingly, the Board of Trustees has adopted a policy for the assessment and award of credit for experiential learning. The assessment and award of credit for prior experiential learning is coordinated by the Academic Review Committee (ARC), under the direction of the Vice President of Administration and Academic Affairs. Collegiate credit may be awarded based on verification that the learning is equivalent in level and nature to the learning acquired in approved college courses and programs. Assessments are conducted on a course-by-course basis. Goodwin College also accepts the American Council On Education (ACE) credit recommendations in awarding college credit to adult learners. Other methods of assessment may include standardized tests such as CLEP and CEEP Advanced Placement tests, individualized tests and laboratory evaluations designed and administered by the college, and by portfolio review. Students may earn up to 50% of the credits required for a degree through experiential learning. **Credit awarded for experiential learning may not be transferable to other institutions of higher learning.**

Credit is not officially awarded or posted to the transcript until the student has successfully completed at least 12 credits at Goodwin College. Credits awarded are given the grade of EC and are not included in the calculation of the GPA. These credits will count both as credits attempted and as credits earned in determining satisfactory academic progress.

Credit by Examination

In certain cases, the College grants credit for the successful completion of a written examination prepared by the college faculty in subject areas not included in CLEP. To apply for credit by examination, students should make arrangements with the Academic Office. To apply for Credit by Examination, the student must be a matriculated student and must be registered at the College during the semester the exam is to be administered. Credits are awarded for any test grade of 85% or above. There is a fee for each test taken. No charge is assessed for the credits received.

Credit for Learning Acquired in Employment

A student who has completed one year of satisfactory full-time employment in a position directly related to the Associate in Science degree program in which he/she is enrolled may apply for up to four (4) college credits. These credits may be granted in lieu of a Cooperative Work Experience or internship after the student has completed 45 semester credit hours toward the degree. This process is coordinated through the department chairs. Due to specific certification requirements, this policy does not apply to students enrolled in the Associate in Science Degree program or diploma programs in Medical Assisting or Early Childhood Education.

SELECTIVE ADMISSIONS PROGRAMS

Goodwin College offers several programs that require a selective admission process. This policy is based on the limited number of places available each semester for each program.

Nursing Program

These admission requirements are in effect for students applying to the nursing program for the January 2007 cohort and later.

Only students admitted to the program may enroll in nursing courses. It is important to note that not all qualified candidates can be offered admission to the nursing program due to the limited number of places available. Prospective nursing applicants are strongly advised to attend a Nursing Information Seminar conducted by the college. Please call the Admissions Department for dates and times of upcoming sessions. Students may enter the College at any time to complete the prerequisites required for admission.

Admission is based upon completion of nursing prerequisites and other requirements. All requirements must be completed before enrolling in Nursing 100. Final selection is based on a Selection Point System as presented at the end of this section. Students may

apply to the nursing program three (3) times.

Nursing Admission Requirements

1. **Complete the application for admission into Goodwin College.**   Applicants to the nursing program must first meet the requirements for admission and be accepted into Goodwin College.

2. **Complete the Nursing Program Application.** An official High school transcript or proof of GED and official college transcripts must accompany this application.

3. **Take the National League of Nursing RN Pre-admission test.** This examination is administered at Goodwin College three times a year. The cost of the test is the responsibility of the applicant. Students must register to take the test at least one month prior to the testing date. Students may retake the Pre-Admission test only once. A minimum of four months must separate the two testing dates.

    Students must score at the 50th percentile or higher on the AD Composite portion of the National League for Nursing RN Pre-Admission test to be considered for admission.

4. **Earn a minimum GPA of 2.7 in the most recent course work (high school or college).** College GPA is based on a minimum of 12 completed credits.

5. **Complete the required College Placement Evaluations.** Applicants must qualify for ENG 101 in order to enter the nursing program. Any remedial courses required as indicated by the placement evaluation results must be completed before entering the nursing program.

6. **Complete the following prerequisite courses with a minimum grade of "C"**
    a. Intermediate Algebra – High school intermediate algebra and score above MATH 102 (Goodwin College) on College Placement Test or MATH 102 (Goodwin College) or equivalent.
    b. Chemistry – CHEM 101 (Goodwin College) or equivalent completed within the last five years.
    c. Biology – BIO 211, Anatomy & Physiology I, and BIO 212 Anatomy & Physiology II (Goodwin College) or equivalent completed within the last five years. General Biology (BIO 120 (Goodwin College) with a laboratory component, completed within the last 10 years, is the prerequisite for BIO 211. (Note: Applicants meeting all other requirements can be admitted conditionally without completing BIO 212. However, this course must be successfully completed prior to starting the first nursing course).

7. **Interview with the Director of Nursing.**

Algebra, biology and chemistry courses taken at other accredited colleges must be equivalent to Goodwin College courses to meet these admission requirements. Courses must have been completed with a grade of "C" or better.

Admitted students must submit a medical examination report by a physician which describes the student's physical and emotional health, two weeks prior to starting the program. All required immunizations, including the Hepatitis B vaccine series, must be completed before the start of the first Nursing course.

Students are required to become certified in Cardio-Pulmonary Resuscitation (Health Provider or Professional Rescuer), by the American Heart Association or the Red Cross before entering the Nursing program and must maintain certification throughout the nursing program. The cost related to obtaining and maintaining CPR certification is the responsibility of the student. Proof of certification must be submitted prior to the start of each spring semester.

Applicants will be notified of acceptance three (3) months prior to the start of the semester.

Nursing applicants who have satisfied all of the admission criteria will be selected according to the point system as specified below:

	Score		Score
Previous College Education		**Composite Score on NLN**	
15 - 30 credits	1	**Pre-Admission Test**	
Associate Degree (60 Credits)	2	**(Must have a composite score of >50% to qualify)**	
Bachelor's Degree	3	50 - 55%	1
Master's Degree	4	56 - 59%	2
		60 - 65%	3
Completion of Nursing Curriculum		66 - 70%	4
Requirements at Goodwin College or		71 - 75%	5
courses relevant to Nursing or		76 - 80%	6
transferable for a BSN		81 - 85%	7
1 - 2 courses	1	86 - 90%	8
3 - 4 courses	2	91 - 95%	9
5 - 6 courses	3	96 - 99%	10
7 - 8 courses	4		
9 - 10 courses	5		
11 - 13 courses	6	**Community Service**	
		15 - 29 hours	1
		30+ hours	2
GPA for last 12 college credits (Must be at least 2.7)			
2.7 - 3.0	1	**Interview**	
3.1 - 3.4	2	Presentation	4
3.5 - 3.8	3	Spontaneity	4
3.9 - 4.0	4	Content	4
(Rounded up)			
		Total possible points	**38**

Histotechnician Program

These admission requirements are in effect for students applying to the histotechnician program for the September 2006 cohort and later. Meeting minimum requirements does not guarantee admission into the program due to the limited number of places available.

Admission is based upon completion of histotechnician prerequisites and other requirements. All requirements must be completed or in progress at the time of application. If courses are in progress, acceptance will be conditional upon submission of an official transcript immediately upon completion.

Histotechnician Admission Requirements:

1. **Complete the application for admission into Goodwin College.** Applicants to the histotechnician program must first meet the requirements for admission and be accepted into Goodwin College.
2. **Complete the Histotechnician Program Application.** An official high school transcript or proof of GED and official college transcripts must accompany this application.   A signed attestation that applicant possesses the ability to perform the tasks as stated in the Essential Functions of a Histotechnician must also be included.
3. **Complete the required College Placement Evaluations.** Applicants must qualify for ENG 099 Reading/Writing Connection or provide proof of completion of college-level ENG 099 equivalent or higher and for MATH 101, Algebra I in order to enter the histotechnician program.
4. **Complete the following prerequisite courses:**
    a.   Chemistry – High School chemistry or college equivalent.
    b.   Biology – High school biology or college equivalent.
5.   **Interview with the Program Director.**

Biology and chemistry taken at Goodwin College must be completed with a "C-"or better.

Algebra, biology and chemistry courses taken in high school or at other accredited colleges must be equivalent to Goodwin College courses and completed with a "C" or better to meet these admission requirements.   Satisfactory scores on the CLEP examinations are also acceptable in meeting these requirements

Emergency Medical Technician/Paramedic Program

The specific admission requirements are outlined below. It is important to note that not all qualified candidates can be offered admission to the EMT/Paramedic program due to the limited number of places available.

EMT/Paramedic Admission Requirements:

1. **Complete the application for admission into Goodwin College.** Applicants to the nursing program must first meet the

requirements for admission and be accepted into Goodwin College.

2. **Complete the EMT-Paramedic Program Application.** Application must include the following:
   a. Copy of high school transcript. Upon acceptance, student must submit an official transcript for their record.
   b. Copy of college transcript(s). Upon acceptance, student must submit an official transcript for their record within first 16 weeks.
   c. Proof of EMT-B Certification.
   d. Proof of certification in Cardio-Pulmonary Resuscitation (CPR), Healthcare Provider or Professional Rescuer, by the American Heart Association or the Red Cross. Applicants will be considered without CPR documentation, however students must complete CPR certification prior to starting program.

3. **Hold a current EMT-B License.** This license must be maintained throughout the program.

4. **Complete the required College Placement Evaluations.** Applicants must qualify for ENG 099 and MATH 099.

5. **Interview with the Program Director.** Interview will be judged on applicant's academic experience, EMS experience, life experience, personal goals, and willingness to learn.

Respiratory Care Program

These admission requirements are in effect for students applying to the Respiratory Care program for the September 2006 cohort and later. Meeting minimum requirements does not guarantee admission into the program due to the limited number of places available. Admission is based upon completion of respiratory care prerequisites and other requirements. If courses are in progress, acceptance will be conditional upon submission of an official transcript immediately upon completion. All requirements must be completed before enrolling in RSP 112.

Respiratory Care Admission Requirements:

1. **Complete the application for admission into Goodwin College.** Applicants to the respiratory care program must first meet the requirements for admission and be accepted into Goodwin College.

2. **Complete the Respiratory Care Program Application.** This application must include an official high school transcript or General Equivalency Diploma and official college transcripts. A signed attestation that applicant possesses the ability to perform the tasks as stated in the Essential Functions of a Respiratory Therapist must also be included.

3. **Earn a minimum GPA of 2.5 in the most recent course work (high school or college).** College GPA is based on a minimum of 12 completed credits.

4. **Complete the required College placement evaluations.** Applicants must qualify for ENG 101, English Composition, and MATH 102, Intermediate Algebra. All remedial courses must be completed before entering the program.

5. **Complete the following prerequisite courses:**
   a. Chemistry – CHEM 101(Goodwin College) or equivalent completed within the last 10 years.
   b. Biology – BIO 211 Anatomy & Physiology I and BIO 212 Anatomy & Physiology II (Goodwin College) or equivalent, completed within five (5) years prior to entering program. General Biology with laboratory component, BIO 120 (Goodwin College) or equivalent, completed within 10 years, is the prerequisite for BIO 211. (NOTE: Applicants meeting all other requirements can be admitted conditionally without completing BIO 212 Anatomy & Physiology II. However, this must be successfully completed prior to starting the first respiratory course).

6. **Interview with the Program Director.**

Biology and chemistry taken at Goodwin College must be completed with a "C-"or better.

Biology and chemistry courses taken at other accredited colleges must be equivalent to Goodwin College courses to meet these admission requirements. Courses must have been completed with a "C" or higher. Satisfactory scores on the CLEP are also acceptable in meeting these requirements with the exception of Anatomy & Physiology I & II.

Admitted students must submit a medical examination report by a physician which describes the student's physical and emotional health, two weeks prior to starting program. All required immunizations, including the Hepatitis B vaccine series, must be completed before the start of the first clinical rotation.

IMMUNIZATION

Students born on or after January 1, 1957, must submit evidence of immunization against measles and rubella in compliance with Connecticut State Law Public Act 89-90. Under this bill, proof of immunization is not required if a student graduated from any Connecticut high school after 1998 and was not exempt from providing proof of immunization when enrolling in school because of reli-

gious or medical contraindication exceptions. Adequate immunization for measles consists of two doses of vaccine at appropriate intervals. At least one dose must have been administered after December 31, 1979. Students are also required to show proof of immunization for rubella (German Measles) with one dose of rubella vaccine administered after the student's first birthday. These health forms must be submitted before registration.

SECOND CHANCE PROGRAM

Goodwin College has a special program called "Second Chance" which allows students who have a poor academic record to refresh their GPA and work toward developing a more favorable academic record. Current students may request this program when transferring to another program of study. Returning students may request this program upon reenrollment to the College. Students enrolling under the "Second Chance" program will be on academic probation for the first semester.

Under this program, students may request the calculation of a new cumulative GPA. All courses taken during the semesters for which the "Second Chance" option is evoked will remain on the transcript and will be marked with # sign. These courses will not be calculated into the new GPA. Only the credits attempted and the credits earned that count toward the new program of study or option will be used in the determination of the student's satisfactory academic progress standing.

This option is available only once to each student and cannot be applied for any completed degree or collegiate certificate program. In accordance with the College's policy on transfer grades, if the "Second Chance" program is approved, the student may still receive credit for all courses with a "C" or better taken during the semesters covered by the "Second Chance" program. A returning student must complete a minimum of 15 credits after returning under the "Second Chance" program to be eligible for a degree or certificate.

For additional information on the program, please contact the Assistant Dean/Registrar at (860) 727-6708.

NON-MATRICULATED STUDENTS

Applicants may enroll in single courses (non-matriculated status). Applicants interested in registering for individual courses are not required to hold a high school diploma or its equivalent. Applicants must, however, have the appropriate background to achieve success as determined in the interview process. Non-matriculated students may take up to 6 credits per semester.

READMISSION

Former Goodwin students who wish to reapply to Goodwin College must apply for readmmission through the Admissions Office.

FINANCIAL AID

The purpose of financial aid is to provide financial assistance to students who would otherwise be unable to attend college. A majority of financial aid, including aid funded through Federal and State agencies, is granted on the basis of need. A student's financial need is the difference between the total cost of one academic year (two semesters) of study at the College and the total resources available to the student and his/her family, if dependent.

The Goodwin College Financial Aid Office is dedicated to give each student personal attention to assist them to find the financial means to pay for their college education. A variety of financial aid is available to qualified individuals in the form of, grants, loans, part-time employment and scholarships. Some of these funds originate from federal and state agencies and some originate from local government and community based organizations. Scholarships and grants do not have to be repaid. Loans have to be paid back. Many loans are repaid after the student graduates or leaves the College.

SOURCES OF FEDERAL FINANCIAL AID

GRANTS

Federal Pell Grants (PELL) – Eligibility is based on financial need. Award amount is dependent upon qualification for federal funds. Only those students who have not earned a bachelor's degree are eligible. A Pell Grant is not a loan, so it does not have to be repaid.

Federal Supplemental Education Opportunity Grants (FSEOG) – Eligibility is based on exceptional need and it does not have to be repaid. Pell grant recipients have priority. Award amount is dependent upon qualification for federal funds. Only those students who have not earned a bachelor's degree are eligible.

LOANS

Federal Stafford Loans – Subsidized (need-based) or Unsubsidized (no need) Loan with a fixed interest rate as of July 1, 2006.   Interest is applied six months after the student terminates college studies. For Unsubsidized Loans, interest is applied the day the loan is disbursed. Students are responsible for the interest during their enrollment in school.

Federal PLUS Loan (Parent Loan) – Parents of dependent students may apply for this loan. Eligibility in not need-based and a good credit history is necessary. Repayment begins 60 days after disbursement of funds. Fixed interest rate as of July 1, 2006. Parents may borrow the cost of education minus other aid.

Additional Federal Unsubsidized Stafford Loan – Available to dependent students whose parents have been denied a PLUS loan. This is need-based. Interest and repayment terms are similar to the Federal Direct Unsubsidized Stafford Loans

EMPLOYMENT

Federal Work-Study Program (FWSP)
Federal Work-Study funds provide job opportunities for students to earn money while attending school. The amount of money awarded is based on need and the availability of funds.

SCHOLARSHIPS AND INSTITUTIONAL GRANTS

Institutional grants are awarded on the basis of financial need. Scholarships are awarded based on student's performance (or potential performance) in their program of study.

INSTITUTIONAL GRANTS

Institutional grants are awarded to students each academic year on the basis of need. Determination of need is based on the Estimated Family Contribution (EFC) as calculated on the Institutional Student Information Records (ISIR). The award amount is disbursed equally over the two semesters. To qualify, the student must be registered for 6 or more credits per semester. There is no formal applica-

tion process. Students automatically apply by completing the FAFSA form and submitting all required documentation. Students will be notified of amount of grant received upon receipt of Financial Aid Award Notice.

Students may reapply each academic year by completing a new FAFSA. Students in good standing (based on Satisfactory Academic Progress) will automatically be awarded a new grant for the second academic year based on the revised Estimated Family Contribution (EFC) as calculated on the Institutional Student Information Records (ISIR). Students will be notified of amount of grant upon receipt of Award Notice.

INSTITUTIONAL SCHOLARSHIPS

Dean's Scholarship
Awarded to continuing students entering a new academic year who have attained a 4.0 GPA for the prior academic year. There is no formal application process. Students completing at least 18 credits their first academic year will receive a $2000 award. Students completing at least 12 credits their first academic year will receive a $1000 award. The award amount will be disbursed equally over the next two semesters.

President's Scholarship
Awarded annually to graduates of Hartford area high schools who apply to Goodwin College. Applicants must be in their senior year, have a GPA of 2.8 and document 100 hours of community service. Two $2000 scholarships are available at each area high school. Students must apply by completing the scholarship application form and submitting it along with an application for admission to Goodwin College by August 1 of their senior year. Winners will be chosen by the Academic Review Committee. Recipients will be notified before the start of the fall semester.

Goodwin College Matching Scholarship Program
Whenever any full-time student receives a scholarship from any non-profit agency, service club, or similar private organization, Goodwin College will match the amount up to a maximum of $250.00. Goodwin College will award up to $20,000 per year in aggregate for this program. To apply for this scholarship, students are required to provide proof of the outside scholarship award to the Financial Aid office prior to the registration date for classes. Acceptance will be noted on the Financial Aid Award Notice.

Goodwin College Alumni Scholarship
The Alumni Scholarship is designed for Goodwin College graduates who have successfully completed one planned academic program and return to the College to enroll in another academic program. The scholarship is directed to graduates with a cumulative grade point average of 3.0. Students who meet the initial eligibility are awarded $1000.00, ($500 in each of the first two semesters) as long as the student maintains a 2.0 GPA and is attending on at least a half-time basis. There is no special application process. Scholarship award will be noted on the Financial Aid award notice. The Alumni Scholarship is funded by Goodwin College. The maximum number of scholarships that may be awarded is limited to 200 in any single academic year.

ALTERNATE LOAN PROGRAMS

Students needing to borrow additional funds to offset the cost of their education may do so through the following preferred lenders:
- SLM Financial Corporation
- TFC Credit Corporation
- Goodwin College Payment Plan

ADDITIONAL RESOURCES
- Community Scholarships
- Employer Tuition reimbursement

OTHER FUNDING SOURCES

Regional Workforce Development Board
This entity provides funding under the Workforce Investment Act. They are designed to assist dislocated workers in funding their education through contracts and custom-made programs.

Connecticut Bureau of Rehabilitation Services (BRS)/Workers Compensation Commission
These departments have provided direct and support funds for disabled students attending Goodwin College. Funds from this department have been received through their offices in Hartford, East Hartford, Manchester, Enfield, Middletown, Meriden, New Britain, Bristol, Willimantic, Waterbury and others.

Division of Workers Rehabilitation Services
This state agency provides funds for re-training for those individuals who were hurt on the job and cannot perform that job any more due to accident/illness.

Connecticut Department of Labor
This entity provides funding for students under the Trade Adjustment Act (TAA).

Job Connection, State Department of Income Maintenance
This program has provided childcare and transportation funds for eligible students during enrollment at Goodwin College. Goodwin College meets the institutional definition of an Approved Provider under the Workforce Involvement Act.

ELIGIBILITY FOR FINANCIAL AID

Students receiving financial aid must meet these eligibility requirements:
- Be enrolled in a degree or certificate program by having completed all the necessary admission steps.
- Be taking 6 or more credits per semester
- Be in good academic standing and making satisfactory academic progress. See page 21 for a complete explanation of Satisfactory Academic Progress.
- Be a citizen or eligible non-citizen of the United States or Trust Territories.
- Not be in default in the repayment of any educational loans or owe a refund on any Title IV grant program at any institution.
- Be registered with the Selective Service if you are a male. Any male born after January 1, 1960, must certify registration with the Selective Service before he can receive any Title IV funds. A signed statement to this effect is acceptable.

APPLYING FOR FINANCIAL AID

The Free Application for Federal Student Aid (FAFSA) is available on-line at www.FAFSA.ed.gov and in the Financial Aid Office. This application enables the student to apply for all sources of financial assistance awarded by the College as well as the Federal Pell Grant. A Financial Aid counselor will assist you in completing this form. Upon completion of the application procedures outlined below, the applicant will have applied for all sources of aid available through the Financial Aid Office. Please note that the FAFSA application must be submitted even when applying solely for a Federal Stafford Student Loan. Applications for Federal Stafford Student Loans (subsidized and unsubsidized) are available from the Financial Aid Office as well as from lending institutions.

The total financial aid application process may take several weeks to complete. Applicants should make every effort to complete the process as outlined below in a timely fashion to facilitate their official registration into individual classes.

To be considered, the applicant must complete the following steps:

- Complete the process for admission into a degree or certificate program at Goodwin College.
- Complete and submit the Free Application for Federal Student Aid (FAFSA).
- All Students: submit signed copy of the student's federal Income Tax Return (including all attachments and W2s, or if a tax return is not filed, a signed completed, Non-Filer Form with supporting documentation attached when required.
- Dependent Students Only: submit signed copy of the parent's federal Income Tax Return (including all attachments and W2s, or if a tax return is not filed, a signed completed, Non-Filer Form with supporting documentation attached.

NOTIFICATION OF AWARDS

Students are advised of grants and institutional scholarship amounts in award notices given to the student when processing is complete. These awards are based on information from the FAFSA application, which may be estimated and subject to change. Federal and State awards are not final until the information reported on the FAFSA application has been verified as accurate by the Financial Aid Office. The award notice is for one academic year (2 semesters) and outlines the types and amounts of aid offered. All new and revised award notices must be signed by the students. This notification represents the most equitable offer based upon the informa-

tion provided and the funds available to the College. The availability of funds from Federal and State programs is subject to federal and state appropriations and to changes in Federal and State legislation and regulations.

When their financial circumstances change, students are expected to notify the Financial Aid Office so that adjustments on the award package can be made. When outside awards are received, the student is required to notify the Financial Aid Office to assure that these awards are credited to the student and to adjust need-based aid when mandated by Federal and State law.

Any questions related to your financial aid at Goodwin College should be directed to the Financial Aid Office. The Financial Aid Office has extensive information on specific financial aid programs and federal and state regulations. **Before adding or dropping a course, transferring programs, withdrawing from a program or beginning a leave of absence, students must check with the Financial Aid office regarding any financial charges or penalties involved.**

Questions regarding procedure or awards should be directed to the Financial Aid Office, Goodwin College, 745 Burnside Avenue, East Hartford, Connecticut.

TAX CREDIT PROGRAMS

The Hope Scholarship may provide up to $3,000 towards your Goodwin College education. Eligible students can receive up to a $1,500 tax credit for each of the first two years of college.

The Lifelong Learning Program helps students pay tuition for upgrading job skills or career training. The Lifelong Learning tax credit is 20% of qualified tuition and fee expenses up to $10,000 per year, for a maximum credit of $2,000 per year.

For more information on these programs, consult your tax advisor or the IRS.

TUITION AND FEES

Tuition

Collegiate Programs

Full-time Students (12 – 18* credits per semester)	$6785/per semester
Three-quarter Time Students (9-11 credits per semester)	$4740/semester
Half-time Students (6-8 credits per semester)	$3315/semester
Students taking less than 6 credits per semester	$425 per credit

*Students taking over 18 credits in any semester will be charged $400 for each additional credit.

Skills Center (non-collegiate programs)

ESL	$8400

Fees

Application Fee	(non-refundable)
Degree & Certificate Programs	$50.00
ESL	$25.00
General Student Fee (Non-refundable once student begins classes)	$250/Academic Year
Withdrawal Fee	$75.00
Credit By Exam	$100/course $150/course with practical
Graduation Fee Assessed regardless of participation in graduation ceremonies. Must be paid by all graduates of the Associate in Science Degree programs.	$200
Portfolio Review Fee	$100/credit
Science Lab Fee	$250/course
Nursing Clinical Fee	$600/course
Official Transcript of Academic Work One free copy provided at graduation; thereafter, per copy	$10
Late Registration fee	$25
Late Payment fee	$50

This schedule of fees is comprehensive and is expected to prevail during the 2006-2007 year. The Board of Trustees of Goodwin College reserves the right, at any time, to authorize changes.

REFUND POLICY

INSTITUTIONAL REFUND POLICY

1. A registered student wishing to withdraw from school must submit a withdrawal request, in writing to the Registrar. The effective date of withdrawal is the date the request is received by the Registrar.

In counting calendar days, if the latest date for acceptance of a withdrawal falls on a Saturday or Sunday, the following Monday shall be the effective date. If the latest date for acceptance of withdrawal falls on a legal holiday, the next business date shall be the effective date.

2. For notice of withdrawal from school received prior to the first day of classes for that semester, a refund of 100 percent of total **tuition received (excluding fees & tuition deposit)** will be granted for both full-time and part-time students.

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

4. 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 for that semester.

5. For withdrawal from a course prior to the first day of the semester (includes mid-term or second module classes), 100% of the tuition for that course will be refunded.

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

Withdrawing from one or more classes after the end of the second week of the semester will not affect a student's enrollment status, tuition cost, or financial aid status for that semester, unless a student officially withdraws from school or takes an official leave of absence.

SINGLE COURSE/WORKSHOP REFUND POLICY

For all single courses and workshops, the college will retain 100% of the tuition once the student has attended class.

REFUND POLICY FOR STUDENTS PARTICIPATING IN FEDERAL TITLE IV STUDENT AID PROGRAMS

If a student participates in Title IV Financial Aid, the college will first calculate the Return to Title IV and then apply the Institutional Refund Policy. For those students not participating in Title IV Financial Aid, only the Institutional Refund Policy will apply.

RETURN OF TITLE IV FUNDS: The school must return any unearned portion of monies received under any of the Title IV programs. This calculation is based on the parameters set forth in section 668.22(e), (1) of the Higher Education Act of 1965, as amended. This is a proportional calculation based upon the student's date of withdrawal. Students will be notified of any balance owed to the college as a result of the refund calculations.

This is a synopsis of the Return to Title IV calculation and not the entire policy. The student may see the entire policy along with worksheets and examples in the Financial Aid Office's Policies and Procedures Manual. Students who withdraw and reenter are subject to all the regulations and policies in effect at the time of reentry.

ACADEMIC REGULATIONS

ACADEMIC PLACEMENT EVALIUATION

The purpose of placement evaluation is to ensure that the skills of incoming students are uniformly evaluated, that they are placed in courses appropriate to their academic preparation, and that courses and other academic and student support services which allow students to develop to their full potential are made available.

In order to achieve these goals, Goodwin College administers academic placement evaluation tests. These tests provide valuable information for assigning students to appropriate courses. Students entering with a Bachelor's Degree from an accredited institution are exempt from the placement evaluation. ESL applicants are not required to take the placement evaluation.

REGISTRATION

Currently enrolled students are given the opportunity to register early for the upcoming semester. Early registration permits continuing students to have first choice of courses and class times. Before students register for classes, they must be advised by a faculty member or academic advisor. Registration is not complete until all forms are completed and students have been cleared through Financial Aid and Accounting. Students who have not been cleared through Financial Aid and Accounting will have their registration delayed.

DEVELOPMENTAL COURSES

Course numbers beginning with a "0" are considered developmental courses. These are 3 semester-credit hour courses. Grades received for developmental courses are calculated in the student's GPA. They do not count as credits attempted, but will count as credits earned. Remedial courses may be eligible for financial aid, but do not qualify as credit earned toward an Associate Degree or Certificate. Normally, remedial courses may only be repeated once.

INDEPENDENT STUDY

Students who have successfully completed a number of courses in a given subject area may, with prior approval from the Department Chair, enroll in an independent study course. Up to 12 collegiate credits may be earned through independent study. In each independent study course, a contract, containing specific course objectives and procedures of the independent study project will be agreed upon and signed by the instructor, student, and academic advisor. Requirements may differ according to specific courses but all must meet the following minimum requirements:

  ◆ Student/instructor meeting once a month
  ◆ Final summary report of assigned project
  ◆ Final paper and/or examination

The contract and report become part of the student's permanent file.

INTERNSHIP/EXTERNSHIP REQUIREMENT

Students enrolled in programs requiring an externship or cooperative work experience must have a 2.0 cumulative grade point average before entering the externship.

ATTENDANCE & TARDINESS

Goodwin College believes that regular attendance in, and prompt arrival to, all classes optimizes each student's educational experience; therefore, students are encouraged to attend every class, to arrive on time, and to stay for the entire class period. The College does not administer a uniform system of attendance. Each instructor sets his or her own attendance and tardiness policies. These policies are given to the students on the first day of each class as part of the course syllabus.

COURSE WAIVER AND SUBSTITUTION

Under special circumstances, with permission from the Dean of Academic Affairs or the Academic Review Committee, students may receive a waiver for a specific course and substitute another course in its place.

CREDIT SYSTEM

Each course listed in this catalog is described in semester credit hours. A credit is a unit of academic achievement that is awarded upon successful completion of a course and not necessarily an indicator of transferability of credit. One semester credit hour is equal to a minimum of 15 classroom hours of lecture, 30 hours of lab time or 45 hours of externship/clinical experience.

Goodwin College offers 3 semesters in a calendar year beginning in January, May, and September. Each semester is 16 weeks in length. Two semesters constitute an academic year. Day and evening courses are either or 8 or 16 weeks in length.

STUDENT CLASSIFICATION

A full-time student is one who registers for 12 or more credits per semester. A three-quarter-time student is one who registers for 9 to 11 credits per semester. A half-time student is one who registers for 6-8 credits. Students taking less than 6 credits per semester are considered less than half time.

GRADING SYSTEM

Grades are an indication of the standard of academic work performed. Throughout their program of study, students will be continually apprised of their academic progress. Students' grades are provided at the end of each course. Requests for official transcripts must be made in writing, accompanied by a $10.00 clerical fee.

Goodwin College believes that regular attendance in, and prompt arrival to, all classes optimizes each student's educational experience; therefore, students are encouraged to attend every class, and to arrive on time.

Goodwin College uses the following academic grading system. The chart also describes the impact of each grade on a student's academic progress.

Grade	Quality Points	Explanation	Included in Credits Earned	Included in Credits Attempted
A (93-100)	4.0	Excellent	Yes	Yes
A- (90-92)	3.7	Excellent	Yes	Yes
B+ (87-89)	3.3	Good	Yes	Yes
B (83-86)	3.0	Good	Yes	Yes
B- (80-82)	2.7	Good	Yes	Yes
C+ (77-79)	2.3	Satisfactory	Yes	Yes
C (73-76)	2.0	Satisfactory	Yes	Yes
C- (70-72)	1.7	Below Average	Yes	Yes
D+ (67-69)	1.3	Poor	Yes	Yes
D (63-66)	1.0	Poor	Yes	Yes
D- (60-62)	0.7	Poor	Yes	Yes
F (below 60)	0.0	Fail	No	Yes

Grades appearing with an "R" in front of the grade indicate that the course has been repeated. Grades with a "DEV" indicate they are developmental courses.

Grades not used in the calculation of Grade Point Average:

Grade	Quality Points	Explanation	Included in Credits Earned	Included in Credits Attempted
P	N/A	Pass	Yes	Yes
TR	N/A	Transfer Credit	Yes	Yes
CBE	N/A	Credit by Examination	Yes	Yes
AU	N/A	Audit	No	No
W	N/A	Withdrawn	No	Yes
I	N/A	Incomplete	No	Yes
EC	N/A	Credit Awarded for Experiential Learning	Yes	Yes
EXT	N/A	Continuing Education Credit	No	No
AP	N/A	Advance Placement	Yes	Yes

Grade points are calculated by multiplying the number of points of each grade total by the total number of assigned credits to that course. The GPA is obtained by dividing the total number of grade points earned by the total number of credits attempted.

A student's transcript identifies two different Grade Point Averages (GPA). The first is the Semester GPA, which is based on the courses taken for that semester and the second is a Cumulative GPA (CGPA) that consists of all the courses a student has taken at the College and the grades received for those courses.

APPEAL OF GRADES

Grades are part of the student's permanent record. In rare instances, there can be situations in which course grades may need to be changed. These include computational errors, clerical errors, and the discovery of overlooked components in a student's body of work.

A student who believes that an error in grading has occurred may request a review by the instructor of record. If the instructor believes the change is justified, the instructor will initiate the grade change. If the instructor does not agree with the grade change, the student may appeal the decision to the Department Chair within 15 days of the grade posting. If this process results in agreement that the grade should be changed, the instructor will initiate the grade change. If the agreement is that a grade change is not justified, the Department Chair will notify the student in writing with a copy to the instructor. If the problem is still not resolved, the student may appeal the grade to the Academic Review Committee, the final arbitrator of all grievances.

ACADEMIC HONESTY

Goodwin College defines academic dishonesty as including, but not limited to providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation including papers, projects, and examinations (cheating); and presenting, as one's own, the ideas or words of another person or persons for academic evaluation without proper acknowledgement (plagiarism).

At Goodwin College, we value integrity as an essential component in our interactions with each other. We believe that the purpose of a college education is for students to learn to think critically and to express their own opinions using their own ideas. The concept of academic honesty in all intellectual pursuits is a value that is fundamental to academic life and scholarly practice.

Students at Goodwin College are obligated to uphold high standards of academic honesty in their scholarship and learning. It is expected that students take personal responsibility for their work and acknowledge the ideas of others. Academic honesty means doing one's own work and giving proper credit to others whose ideas and work they are utilizing. It is the responsibility of each student to become familiar with what constitutes academic dishonesty and plagiarism and to avoid all forms of cheating and plagiarism.

The entire Policy on Academic Misconduct is available through the office of the Dean of Academic Affairs.

SATISFACTORY ACADEMIC PROGRESS

All students must maintain satisfactory academic progress, achieve minimum academic standards, progress at a satisfactory rate toward program completion, and complete the program of study within the maximum time frame in order to remain enrolled at the College. Additionally, satisfactory academic progress must be maintained in order to remain eligible to continue receiving federal financial aid. Satisfactory academic progress is determined by measuring the students CGPA and the student's rate of progress toward completion of their academic program as outlined below.

The maximum timeframe is defined as 1.5 times the length of the program in semester hours attempted. Students must complete all requirements for graduation within the maximum time frame and have a CGPA of 2.0 or higher. This applies to all students, not just those receiving federal financial aid. For example, using the 150% maximum, students enrolled in a program that is 60 semester hours in length must complete the program with a CGPA of 2.0 by the time he or she has attempted 90 semester hours.

Students achieving these standards are considered to be in good academic standing (making satisfactory academic progress). Successful course completion standards at each evaluation point ensure that the student can successfully complete the program of study within the maximum number of credits attempted.

At the end of the second academic year (defined as the point at which a student has attempted 60 credits) a student must have a CGPA of at least 2.0 to be considered making satisfactory academic progress. Students who fail to earn a cumulative GPA of at least 2.0 at the end of the second academic year must be dismissed without benefit of probation, absent mitigating circumstances as explained below.

A 2.0 cumulative GPA and successful completion of all required courses are the minimum requirements for graduation in all degree and certificate programs.

Evaluation Points

A student's academic progress toward meeting graduation requirements is evaluated at the end of each semester. The student's cumulative grade point average, the number of credits attempted, and the number of credits earned is reviewed to determine satisfactory academic progress.

CGPA Requirements

Students must meet minimum CGPA requirements at specific points in order to be considered making satisfactory academic progress. These requirements are:

Number of Credits	Minimum CGPA Required
0 – 15 credits	1.8
16 – 30 credits	2.0
31 – graduation or maximum allowable credits reached	2.0

CGPA will be reviewed at the end of each semester to determine whether the student is making satisfactory academic progress. Once a student reaches a review point, they must maintain the minimum CGPA for that level until they meet the next level of review.

Rate of Completion Requirements

In addition to the CGPA requirements, a student must successfully complete at least 67% of the credits attempted in order to be considered to be making satisfactory academic progress. As with the determination of CGPA, the completion requirements will be reviewed at the end of each semester.

Academic Probation

At the end of each semester, each student's CGPA and rate of completion is reviewed to determine whether the student is meeting the above satisfactory academic progress requirements.

Students who do not achieve the necessary cumulative GPA or completion rate will be placed on Academic Probation. Students on academic probation are considered to be making satisfactory academic progress for purposes of financial aid. Eligibility for financial aid continues during this period.

Students on probation will be evaluated at the end of the next semester. Students who raise their CGPA and rate of completion at or above the minimums will be removed from probation and returned to regular status. If a student does not meet the minimum requirements at the time of evaluation, the student may be dismissed from school.

Students placed on Academic Probation will remain on Probation until they are determined to be making satisfactory academic progress or until it is determined that they must be dismissed due to inability to meet graduation requirements or because they have not obtained a CGPA of 2.0 at the end of the second academic year. Advisement letters will be sent to all students who have completed any semester with less than a 2.0 CGPA.

DISMISSAL

At the point it is determined that a student with a GPA less than 2.0 cannot achieve the minimum 2.0 CGPA needed for graduation, the student will be dismissed. At the point it is determined that a student cannot complete the required credits needed for graduation, within the maximum time frame, the student similarly must be dismissed. At this point a student is no longer eligible for financial aid. Students who are dismissed will be notified in writing by the Assistant Dean/Registrar.

STUDENT APPEAL PROCESS FOR MITIGATING CIRCUMSTANCES

In unusual circumstances, a student who is dismissed due to failure to maintain satisfactory academic progress may be allowed to remain as an enrolled student and retain eligibility for financial aid if the student provides documentation of unusual and/or mitigating circumstances, and the Academic Review Committee grants temporary reinstatement. Examples of such mitigating circumstances include, but are not limited to, death in the family, sickness of student or child, or other events outside the student's control that negatively impact academic performance.

A written appeal must be initiated by the student and must be received by the Dean of Academic Affairs within three business days of notification of the dismissal. The circumstances must be documented, and the student must demonstrate that they had an adverse impact on the student's satisfactory academic progress in the program. Furthermore, the student must demonstrate that such circumstances will not continue to adversely impact student performance. All appeals will be responded to within ten business days of receipt by the school.

When the College grants the student's appeal for mitigating circumstances, the student will be placed on Academic Probation for one academic year. The student will be considered making satisfactory academic progress for that period and will remain eligible for federal financial aid. If the student continues to not meet academic progress requirements, the student again will be dismissed.

If the student loses the appeal, he/she will not be reinstated and will be dismissed due to failure to maintain satisfactory academic progress and will no longer be eligible for financial aid.

EXTENDED ENROLLMENT STATUS

Students dismissed due to failure to maintain satisfactory academic progress can no longer continue as regular students. However, students may be allowed to continue in an extended enrollment status. During this period the student is not eligible for federal financial aid or VA benefits, but may continue to matriculate in an extended enrollment status and will be charged tuition at the rate published in the applicable catalog.

In order to qualify for Extended Enrollment Status the following will be discussed with the student and agreed to in writing:

1. The student is not eligible for federal financial aid or VA benefits while in an extended enrollment status. The institution will charge the student tuition during this period of enrollment. The student is responsible for all financial arrangements with the College.
2. The student must seek to correct academic deficiencies while in an extended enrollment status by repeating the course/s he/she has failed or by completing assignments for deficient classes to allow for a redetermination of grades. In no case can a student exceed 1.5 times the standard time frame in semester hours attempted and receive the original credential for which he/she enrolled.
3. Students exceeding the maximum time frame may receive a certificate of completion.

REINSTATEMENT FROM EXTENDED ENROLLMENT STATUS

A student may be reinstated as a regular student after failing to make satisfactory academic progress when at a minimum:
1. At least one semester of instruction has elapsed and the student has successfully retaken previously failed courses and/or successfully upgraded the skills applicable to his/her educational objective so that the recalculated CGPA and successful course completion percentage meet or exceed the minimum requirements, and
2. An evaluation conducted by the school determines that the student has the desire and the academic ability to progress satisfactorily in the program.

After reinstatement, the student is placed on academic probation for one semester.

ADDING A COURSE

Students who wish to add a 16-week course must do so during the first week of the semester. Students wishing to add an 8-week course must do so by the end of the first week of class. All "adds" require the approval of an academic advisor. Students "adding" a class must complete the appropriate form and return the signed form to the Registrar for processing. All students adding a course must see Financial Aid. An additional tuition charge may apply and a change in enrollment status for financial aid determination may occur.

DROPPING A COURSE

To drop a course prior to the start of classes or in the first two weeks of a course:

1. Complete an "Add/Drop Form" and return the signed form to the Registrar for processing.
2. Course will not appear on the student's transcript and will not count as credit hours attempted

Deadlines will be strictly enforced. A student's enrollment status for the semester will be determined on the first day of the third week of the semester and shall be considered final for that semester unless the students withdraws from school.

Students should check with the Financial Aid office to determine what financial penalty will be assessed as a result of withdrawing from a course.

WITHDRAWING FROM A COURSE

Students may withdraw from a course through the end of the 14th week of a 16-week course and through the end of the 6th week of an 8-week course.

To withdraw from a course:
1. Complete a Withdrawal form and return the signed form to the Registrar for processing.
2. A "W" will be assigned to the course and will appear on the transcript. The W will not be used in the calculation of the GPA, but will count as credits attempted.

Deadlines will be strictly enforced. Withdrawals are not permitted beyond the deadline. Students withdrawing from a 16-week course after the start of the 15th week or an 8-week course after the start of the 7th week will receive an earned grade.

Failure to attend class is not an appropriate method of either dropping or withdrawing from a course. Non-attendance does not cancel the financial obligation to pay fees and tuition incurred at the time of registration for classes. Students will remain liable for any outstanding payments of tuition and fees due the college.

For financial consequences of withdrawing from a course after the start of a semester, refer to the institutional refund policy. Students should check with the Financial Aid office to determine what financial penalty will be assessed as a result of withdrawing from a course.

COURSE INCOMPLETES

Satisfactory progress is computed for all courses taken for credit. An incomplete is a temporary grade assigned by the faculty member. Course incompletes are counted as credit hours attempted but not earned. If a student receives an "incomplete," he/she has two (2) weeks from the end of the course to complete all course requirements in order to receive a grade for that course. If requirements are not met within two (2) weeks, the incomplete will be converted to an "F". Academic standing will be recomputed after the "I" is replaced with a grade. In both cases the final grade will then be included in calculating the student's GPA and count as credits attempted.

COURSE REPEATS

Repeating a course can have an adverse impact on satisfactory academic progress. In addition to the standards set for minimum credits earned and grade point average in the evaluation of satisfactory academic progress, repeated courses will be counted as credit hours attempted when tracking the maximum time frame evaluation points.

Students are required to repeat any course in which they have received an "F", have not met program or major grade requirements, or from which they have withdrawn prior to completion. They may repeat a course only once without permission. Only with the permission of the Department Chair may the student take the course a third time. Students may also choose to repeat a course in an effort to raise their GPA to 2.0 or higher to qualify for graduate status or to improve their GPA.

In all cases, every course taken counts as credits attempted when tracking the maximum time frame for program completion. When a course is repeated, the new grade will be used in place of the original grade for the purposes of calculating the GPA. The old grade will remain on the transcript preceded by an "R" to indicate that the course was repeated.

PROGRAM TRANSFERS OR PROGRAM OPTION TRANSFERS

Students wishing to transfer from one academic program to another or change options within a program must see the Assistant Dean/Registrar to complete the necessary forms.

Students wishing to transfer to programs with selective admission requirements should meet with the Department Chair and complete the application process. Please refer to Selective Admission requirements.

WITHDRAWING FROM SCHOOL

Conditions may arise requiring the student to withdraw from the college. A student who wishes to withdraw from the college should:

1. Obtain the necessary withdrawal forms from the Registrar's office;
2. Complete an exit interview with the Assistant Dean/Registrar and complete all appropriate forms;
3. Meet with a Financial Aid officer to determine all financial obligations;
4. Return the completed forms to the Registrar.

The official withdrawal date is the date the student officially initiates the withdrawal process.

Official notification to the institution of a student's intent to withdraw must be made to the Assistant Dean/Registrar. This notice may be written or oral. Notification of intent to any other school officer is not recognized as an official notification of intent to withdraw.

If applicable, a revised tuition charge or refund will be calculated by the Office of the Controller. If a student who withdraws has received financial aid, he/she may be subject to the loss of some, or all, of the financial aid award. This may also result in the student having personal responsibility for repayment of financial assistance. Please refer to the Refund Policy.

A student who has voluntarily withdrawn must reapply to the College. Returning students must complete the program in effect for the current catalog.

LEAVE OF ABSENCE

A leave of absence (LOA) is a temporary interruption in a student's program of study. It is rarely granted and must meet strict conditions for approval. An LOA will only be granted for the following reasons:

1. Serious health condition of student
2. Jury duty
3. Military duty
4. Birth of a child
5. Placement of a child with student for adoption or foster care
6. Need to care for an immediate family member due to serious health condition or day care issue.

Leaves of absence cannot exceed 180 days in a twelve-month period. All requests must be submitted in writing to the Registrar's Office and include all required written documentation.   All requests for a Leave of Absence must be approved by the Assistant Dean/Registrar and signed by a Financial Aid officer. The entire Leave of Absence Policy, including all conditions for approval, may be obtained from the Office of the Dean.

Students who fail to return from an LOA will be withdrawn from the College as of the date the LOA began. A return to Title IV will be calculated, and the student will be responsible for all financial consequences and obligations.

COURSE AND PROGRAM CHANGES

Given the pace of change in technology, Goodwin College reserves the right to change curricula, schedules, prerequisites and requirements for all courses and programs in order to increase the employability of the student, provided this change does not affect the overall purpose of the program.

GRADUATION

The Board of Trustees of Goodwin College is authorized to confer Associate in Science degrees and award certificates to qualified candidates who have met all requirements. Students ready to graduate must complete an Application for Graduation and submit it to the Registrar's office for evaluation. A candidate for graduation will be evaluated under the catalog in effect at the time of admission. If the candidate changed programs, the catalog used shall be the one in effect at the time of the program change. Candidates who have not met all of the requirements for graduation will be notified by the Registrar's office.

GRADUATION REQUIREMENTS

1. Official enrollment in a certificate or degree program.
2. Completion of the minimum number of semester credit hours for the degree or certificate program with an academic average of at least 2.0 within the maximum timeframe.
3. At least 25 percent of the graduation credit requirements must be granted by Goodwin College.
4. The last 12 credits posted to the transcript must have been granted by Goodwin College.
5. Satisfactory completion of all courses required in the student's program.
6. Fulfillment of all financial obligations to the College.

Students completing the required courses with a CGPA less than 2.0 or in greater than the Maximum Time Frame will not be considered as graduates and will only receive a certificate of completion.

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

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Dept of Education.

FERPA provides these rights:

(1) Parentshave the right to inspect and review the student's education records within 45 days of the day Goodwin College receives a request for access. These rights transfer to the student when he or she reaches the age of 18.

(2) Parents and students have the right to request that a school correct records which they believe to be inaccurate. They should write to the Dean of Academic Affairs, identify the part of the record they want changed, and specify why it is misleading.

If Goodwin College decides not to amend the record as requested by the student, the school will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment.

Generally, schools must have written permission from the parent or the eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose records, without consent, to school officials with legitimate educational interest. A school official is a person employed by the school in an administrative, supervisory, academic, or support staff position; a person or company with whom the school has contracted (such as an attorney, auditor, or collection agency); or a student serving in an official capacity, or assisting another school official in performing his/her tasks.

Schools may disclose without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. Schools must allow parents and students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and students annually of their rights under FERPA. The means of notification is included in a school bulletin.

Parents and students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Goodwin College to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-4605
(202) 260-3887

GENERAL POLICIES

The Board of Trustees and the Administration of Goodwin College are committed to provide educational opportunities to all who seek and can benefit from them. They recognize that an important part of providing opportunity is creating a welcoming environment in which all people are able to work and study together, regardless of their differences.

Goodwin College recognizes that it has an obligation to provide programs which promote pluralism and diversity and encourage the college community to respect and appreciate the value and dignity of every person and his/her right to an atmosphere not only free of harassment, hostility, and violence, but supportive of individual academic, personal, social, and professional growth.

Acts of racism or harassment directed against individuals or specific groups of individuals will not be tolerated and will be dealt with according to employee and student grievance and disciplinary procedures.

NONDISCRIMINATION POLICY

Goodwin College is an affirmative action/equal opportunity educator and employer, fully committed to the goal of providing equal opportunity and full participation in its educational programs, activities, and employment without discrimination because of race, color, religious creed, sex, age, national origin, political affiliation, marital status, veteran status, sexual orientation, physical disability, learning disability or mental retardation, past or present history of mental disorder, or any other consideration not directly and substantively related to effective performance. This policy implements Federal and State laws, regulations, and executive orders.

To file a discrimination complaint, or for inquiries concerning Goodwin College's Nondiscrimination Policy, Title IX and the Rehabilitation Act of 1973, and the Americans with Disabilities Act, contact Ann Clark, Vice President of Administration and Academic Affairs, Olmsted House, (860) 528-4111.

INTOLERANCE POLICY

The staff, faculty, student body and administration of Goodwin College form a multicultural community of individuals from diverse race, ethnic, and class backgrounds, national origins, religious and political beliefs, physical abilities, and sexual orientations. We believe that activities, programs, and everyday interactions are enriched by acceptance of one another in an environment of positive engagement and mutual respect.

AIDS AND OTHER COMMUNICABLE DISEASE POLICY

Any person who has been identified as having HIV or AIDS is treated in the same manner as any other student or employee. Goodwin College does not recognize HIV or AIDS status as a criterion for denial of admission or employment.

DRUG AND ALCOHOL POLICY

Goodwin College is dedicated to providing quality educational services to its students and a quality work environment for its employees. In keeping with this commitment, Goodwin College maintains a campus free from drug and alcohol abuse. The manufacture, possession, distribution or use of illegal drugs or alcohol is prohibited on campus. Any violation of this policy will warrant disciplinary actions up to and including dismissal and may result in local, state, and/or federal criminal charges.

The Drug Free Schools and Communities Act Amendment of 1989 (Public Law 101--226) requires that all institutions of higher education implement a program that prevents the use of illicit drugs and the abuse of alcohol by students and employees. Goodwin College's program is as follows:

A. Standards of Conduct: all students, faculty and staff members are prohibited from the unlawful possession, manufacture of, use or distribution of illicit drugs and alcohol on Goodwin College's campus, parking lots, or as part of any of the school's activities.
B. Legal Sanctions: all drugs are controlled by Federal Law. (Most drug offenses are prosecuted under state law, which may be more severe.)
    (1) Unlawful possession of all controlled drugs: First offense: Up to one-year imprisonment and/or fines up to $5,000. Second offense: Twice the imprisonment and fines for first offense.
    (2) Unlawful distribution or possession with intent to distribute:
        a. Narcotics (i.e. cocaine and the opiates) First offense: Up to 15 years imprisonment and/or fines up to $25,000, plus

three-year mandatory special parole. Second offense: Up to twice that of first offense.

  b. Amphetamines, Barbiturates, Hallucinogens (including marijuana) First offense: Up to five years imprisonment and/or fines up to $15,000 plus two-year mandatory special parole. Second offense: Up to twice that of first offense.

  (3) Unlawful distribution of all controlled drugs - by someone over 18 to someone under 21: First offense: Up to twice the fine and imprisonment otherwise authorized. Second offense: Up to three times the fine and imprisonment otherwise authorized.

Any questions concerning the legal sanctions under state law for unlawful use or distribution of illegal drugs or alcohol should be directed to U.S. Attorney, Kevin O'Connor, 450 Main Street, Hartford, CT, 860-947-1101.

A. <u>Health Risks</u>: Materials describing the health risks associated with the use of illicit drugs and the abuse of alcohol are kept in the library in separate special files marked Drugs/Alcohol/AIDS Information.

B. <u>Counseling</u>: Any student, faculty or staff member seeking drug or alcohol counseling, treatment or rehabilitation should speak to either the Assistant Dean of Academic Support Services/Student Life or the Vice President.   They will refer them to the proper agency. Each state has a single agency for the various drug abuse prevention, treatment and rehabilitation programs. In Connecticut this is the Connecticut Alcohol and Drug Council, Department of Mental Health, 90 Washington Street, Hartford, CT 06115.

C. <u>Violation of the Standards of Conduct</u>: Students and employees found using, possessing, manufacturing or distributing illicit drugs and/or alcohol will be given a written warning for a first offense. If a student or employee further abuses the standards of conduct, he/she can be terminated from Goodwin College for one year or permanently depending on a person's desire to obtain rehabilitation, etc.

If a student is convicted locally or within the state for the use, possession, manufacture, or distribution of illicit drugs or alcohol, he/she will be terminated from Goodwin College and will be held liable for his/her financial obligations to the school.

If an employee is found guilty by a local or state enforcement agency, employment will be terminated until such time the employee has completed the penalties and has indicated his/her commitment to be rehabilitated.

PERSONS WITH DISABILITIES POLICY

Goodwin College is committed to the goal of achieving equal educational opportunity for individuals with disabilities and actively seeks to develop and maintain reasonable accommodations for all students. Persons with disabilities are encouraged to apply for admission. Goodwin College is able to provide special facilities and services to disabled students through the Bureau of Rehabilitation Services. These services are available upon request from the Assistant Dean/Registrar.

Goodwin College is accessible to the handicapped. Handicapped parking is located in the front of the school in designated areas. A special ramp is located at the entrance to our Administration building. All classrooms, halls, and bathrooms on the first floor of the education building have been built to handicapped specifications.

SEXUAL HARRASSMENT POLICY

Students and employees have the right to study and work in an environment free of sexual harassment. Title VII of the 1964 Civil Rights Act as amended makes sexual harassment unlawful and further states that the employer is responsible for enforcing the law. Section 31-126 of the Connecticut State General Statutes characterizes sexual harassment as an unlawful labor practice.

Sexual harassment is defined as "any unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature." This includes verbal or nonverbal sexual innuendos, suggestive comments, threats, insults, and jokes about specific traits, sexual propositions, suggestive or insulting noises, obscene gestures, physical body contact, or coercing any sexual activity.

Complaints of sexual harassment should be directed to Ann Clark, Vice President, Administration Building, (860) 528-4111.

WEAPONS POLICY

Any weapon, or anything that is determined to be a weapon by the Dean of Academic Affairs or the Director of IT/Physical Resources, is not allowed anywhere on campus. Any such weapon will be confiscated and the violator will be subject to reprimand, probation, suspension, or dismissal.

SUGGESTIONS AND GRIEVANCES

We all experience times when questions or concerns arise which we must be able to discuss and have resolved. In any environment, whether school or business, it is important to know the person with whom we should speak and the procedure for obtaining resolution to our concerns.

Goodwin College treats its programs as a form of on-the-job training for our students. For that reason we ask that any complaint or suggestion regarding a class be discussed first with the instructor. If you are unable to satisfactorily address the problem, please make an appointment with the appropriate Department Chair. After that, appeals may be made, in writing, to the Academic Review Committee (ARC). All appeals should be sent to Ann Clark, Chair of the ARC. Decisions will be rendered in writing within two (2) weeks. If still aggrieved, students may request to appear in person at an ARC meeting.

STUDENTS RIGHT TO KNOW

Section 485 (a) of the Higher Education Act requires colleges that participate in any of the Title IV financial assistance programs to disclose information about completion rates to current and prospective students. Using the Fall 2002 cohort information, Goodwin College's completion rate is 75.0%.

PROGRAMS OF STUDY

The following section details the institution's academic programs of study that lead to an Associate in Science degree or Collegiate certificate. These programs of study are designed in a flexible manner to meet the needs of various prospective students. The accelerated format of three semesters within a calendar year allows students to achieve their goals of an expeditious entry into the workforce and the attainment of a degree or certificate.

GENERAL EDUCATION MISSION STATEMENT AND OBJECTIVES

The goal of general education at Goodwin College is to create competent, productive problem solvers who appreciate the vibrancy and diversity of our society, value personal mental and physical health, maintain inquiring minds, and embrace life-long learning. Cutting across all our programs and classes are writing requirements; these include research papers through which students become skilled, perceptive, analytical readers, and proficient writers adept at doing research and using inductive as well as deductive reasoning. Beyond the formal public speaking course required for degree students, all courses include goals to develop effective oral communicators and logical critical thinkers. Participation requirements include discussions, teamwork and communication experiences through which students gain respect for each other.

In courses in mathematics and the natural sciences, as well as in technical courses in certificate and professional degree programs, students are encouraged to develop inquiring minds by gaining facility in handling and appreciating basic principles and processes, logical thinking, and use of the scientific method. General education courses such as history, psychology or sociology, as well as courses in medical law and ethics and clinical procedures, as required in professional degree programs, prepare students to understand the relevance of the humanities and social sciences to contemporary local and world conditions. All courses at Goodwin College aim to encourage students to be dedicated to life-long learning and committed to making positive contributions to society by exploring their own talents, experiencing personal growth, and increasing their ability to be of value to their community.

Students in the associate degree programs must complete at least 21 credits in the following general education disciplines:

Mathematics – 3 credits	Physical or Natural Science – 3 credits
English – 6 credits*	Public Speaking – 3 credits
Humanities – 3 credits	Computer Literacy – 3 credits
Social Science – 3 credits	

Certificate program students may be required to meet certain levels of competency in math and/or English in accordance with requirements of the particular program selected.

Computer Literacy Requirement

As a student at Goodwin College and as an employee after you have completed your education, you will continually face situations where you will be called upon to demonstrate your competency with an increasing variety of computers and computer software. Since computers and their applications are so diverse and change so rapidly, no one is completely computer literate. However, the term "computer literacy" usually refers to basic skills of use to students and graduates, no matter what their field of study. Goodwin College is committed to providing its students with these basic computer competency skills. Therefore, all students at Goodwin College must demonstrate basic computer competency prior to graduation.

Students may fulfill this requirement in one of two ways:
1. Successfully complete with a C- or better, either CAP 100 Computer Literacy or CAP 110 Computer Applications.
2. Demonstrate existing computer competency through a skills certification credit by examination (CBE) test provided by the Department offering the approved course. Students fulfilling the requirement by exam will receive credit for CAP 110.

Regardless of the means used to satisfy the computer literacy requirement, all students must demonstrate:
1. Basic familiarity with computer hardware, operating systems, and file concepts;
2. Working knowledge of Microsoft Word and at least one other software application;
3. Working knowledge of the World Wide Web and electronic mail.

Students are encouraged to complete the computer literacy requirement early, preferably in the first semester.

*In order to keep degree requirements to a maximum of 72 credits, only 3 credits in English may be required in certain programs that are subject to specialty accreditation agency regulations.

ACADEMIC DEPARTMENTS
BUSINESS & TECHNOLOGY
ASSOCIATE IN SCIENCE IN BUSINESS STUDIES
ASSOCIATE IN SCIENCE IN COMPUTER SYSTEMS TECHNOLOGY
AND RELATED COLLEGIATE CERTIFICATES

Our Mission

To compete in a global economy, companies are redefining themselves as high-performance organizations. This type of organization demands exceptional quality, service, and innovation. To meet that demand, companies are hiring applicants who can successfully solve problems, make decisions, work with others, communicate clearly, use technology, manage themselves, and adapt to change. Our mission is to develop adults with the necessary knowledge, skills, and behaviors to enter the workforce, advance professionally, and further pursue their education.

Our Learning Environment

Our supportive, innovative, and interactive learning environment blends adult learning theory with hands-on practice in programs that encourage a mix of methods, including individualized learning plans, classroom, labs, peer-to-peer collaboration, independent study, one-on-one mentoring, personal coaching, portfolio reviews, real-world situations, externships, case studies, readings, and guest speakers. To promote accelerated program completion, you may receive college credit for prior experience. In addition, our faculty, each one a recognized professional, combine work experience and subject matter expertise to enable you to instantly place theory into practice, allowing you to see the results of your learning as you learn.

Learning Skills

Many companies view employees' learning skills as a key competency for maintaining a competitive edge. Being aware of this, our faculty, in each of their courses, encourage you to:

- assess your strengths and learning needs based on the above;
- set personal learning goals;
- access and use data from a variety of sources;
- connect new information to prior knowledge;
- transfer newly-acquired learning across various situations;
- monitor progress and, if necessary, modify your approach;
- judge the quality of your results; and,
- reflect on what you have learned and how you will apply it.

Our Programs

Our Associate in Science degrees, collegiate certificates, and continuing education programs serve as steppingstones for you to accept leadership positions in for-profit and non-profit businesses. Although you must fulfill core course and general education requirements for the program that you select, within that program, you may choose electives that differentiate your area of concentration. In each course, however, you have an opportunity to tailor objectives, content, and methods to fit your specific learning needs. If you are pursuing an advanced degree, you should be able to transfer your college credits to a number of local institutions.

In the Associate in Business Studies you may choose to concentrate in one of six highly marketable options. Each option gives you the competitive edge when applying for an entry-level position or when transferring credits for an advanced degree:

- Entrepreneurship
- Computerized Accounting
- Office Administration
- Medical Billing and Coding
- Medical Office Administration

BUSINESS STUDIES

COMPUTERIZED ACCOUNTING OPTION

ASSOCIATE IN SCIENCE AND RELATED COLLEGIATE CERTIFICATE

Associate in Science in Computerized Accounting
Whether you are interested in pursuing an accounting career or entering the job market, this unique program blends the required accounting, technology, and leadership skills for immediate success and career advancement. Throughout the program, you will learn how to use state-of-the-art accounting software packages; prepare financial statements, adjustments and closings, and trial balances; set up customer and vendor databases, including accounts receivable and payable; and keep informed of significant changes in the accounting profession, such as the Sarbanes-Oxley Act. In the capstone project, you will have the opportunity to integrate your technical skills with leadership skills such as problem solving, decision making, and project management as you evaluate the performance of a mock accounting department and make recommendations for improving financial operations. If you decide to look for a job after completing the program, you will have the right mix of skills that employers want. If you decide to transfer your credits to a local area college and university, you will already have the foundation on which to become a Certified Public Accountant, forensic accountant, auditor, manager, software developer, or credit and investment analyst.

Certificate in Computerized Accounting
The intensity of business competition has only enhanced the significant role that accounting professionals play in management decision making. To stay ahead of the continuous need for qualified entry-level accounting analysts in professional offices, high-tech industries, and government agencies, you will learn how to influence financial management decisions based on analysis of data provided through information systems. What distinguishes this program from similar programs elsewhere, however, is the emphasis on the development of skills that most employers want and most job applicants don't have: analyzing data, managing projects, solving problems, making decisions, working in teams, setting priorities, and presenting complex information.

Program Outcomes

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

1. Define business terminology.

2. Prepare General and Special Journals and General and Subsidiary Ledgers using double entry accounting, both manually and using accounting software

3. Prepare Trial Balance, Adjusting & Closing entries, Adjusted Trial Balance and Post-Closing Trial Balance

4. Prepare, read and analyze financial statements using financial ratios.

5. Prepare payroll manually and using accounting software.

6. Use computer applications including basic word processing, spreadsheets, internet and e-mail, and other software related to the field.

7. Interact effectively with others in business organizations, using appropriate behavior within the context of a business organization.

8. Use effective written and verbal communication skills that represent competence and professionalism in the field of business.

9. Perform mathematics consistent with education level and related to the field of business including applied business math

10. Demonstrate reading comprehension and library literacy.

11. Use a process of self-evaluation that fosters personal and professional growth and contributes to life long learning

Additionally, graduates of the Associate in Science will complete the comprehensive learning outcomes of the General Education components.

BUSINESS STUDIES

COMPUTERIZED ACCOUNTING OPTION

> *Placement evaluations will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are two 8-week modules per semester. The suggested sequencing for full-time students is shown below.*

Associate Degree

Course No.	Title	Credits
First semester		
CAP 100	Computer Literacy	3
ENG 101	English Composition	3
COM 101	Public Speaking	3
CAP 102	Microsoft Word	3
ACC 101	Introduction to Accounting	3
		15
Second semester		
CAP 110	Computer Applications	3
ACC 102	Payroll Accounting Procedures	3
ENG 102	Composition & Literature	3
	Cognate Elective[1]	3
ACC 103	Merchandise Accounting	3
		15
Third semester		
ACC 120	Practicum in Accounting	3
BUS 132	Budgeting & Planning	3
	Cognate Electives[1]	6
ACC 201	Accounting Software II	3
		15
Fourth semester		
PSY 120	Organizational Behavior	3
	Humanities Elective[4]	3
	Social Science Elective[2]	3
	Science Elective[3]	3
BUS 299	Cooperative Work Assignment	4
		16

Total Credits in Program   **61**

Collegiate Certificate

Course No.	Title	Credits
First semester		
CAP 100	Computer Literacy	3
ACC 101	Introduction to Accounting*	3
ENG 101	English Composition	3
CAP 102	Microsoft Word	3
ACC 102	Payroll Accounting Procedures*	3
		15
Second semester		
CAP 110	Computer Applications	3
ACC 103	Merchandise Accounting*	3
BUS 132	Budgeting & Planning	3
ACC 201	Accounting Software II	3
ACC 120	Practicum in Accounting*	3
		15

Total Credits in Program   **30**

*Students must have a C- or better in these courses to graduate from the program.

(1) Cognate electives chosen from the following: ACC 210, BUS 101, BUS 110, BUS 120, BUS 121, CAP 220. With the permission of an academic advisor, general education courses or business electives may be taken in place of cognate electives to fulfill credit requirements for graduation.

(2) Social Science elective chosen from the following: Economics, Geography, History, Political Science, Psychology, Sociology.

(3) Physical or Natural Science elective chosen from: Biology, Chemistry, Environmental Science, Geology, Physics.

(4) Humanities elective chosen from Art, Communication, Film, foreign languages, literature, music, philosophy, theater.

BUSINESS STUDIES

ENTREPRENEURSHIP/SMALL BUSINESS MANAGEMENT OPTION

ASSOCIATE IN SCIENCE AND COLLEGIATE CERTIFICATE

Entrepreneurs are people who would like to start and grow their own business. Their satisfaction comes from creating, advancing, and ultimately transforming an idea into a thriving business. Success demands knowledge of and experience in a number of factors, including initiating the start-up process, maintaining a competitive edge, gaining market share, making financial decisions, adapting to change, and developing products and services. In the United States, approximately 600,000 - 800,000 new businesses are started each year. These businesses form the basis of our economy. They allow their owners to work for themselves and to be self-sufficient. Many entrepreneurs build on their success by taking personal and financial risks to introduce new types of businesses based on current and projected needs.

The purpose of the Entrepreneurship/Small Business Program is to provide students with the general knowledge to launch, operate, and grow their own business or operate and grow an existing business. This program focuses on innovative, hands-on business practice and small business management. Foundation and advanced courses expose students to the principles of business development, including strategic planning, marketing, advertising, business law, accounting, and information systems.

The cornerstone of the program is the Portfolio, an organized folder that contains all of the documentation you need to start your own business. The Portfolio's primary document is your business plan, which you develop in class. As you progress, you gradually add to the Portfolio your marketing plan, funding proposals, financial projections, loan applications, and employer identification number; and, if applicable, your patent, trademark, and copyright filings. By graduation, the Portfolio has become your bridge to success.

Program Outcomes

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

1. Define business terminology.

2. Write a business plan.

3. Explain how to raise venture capital.

4. Choose the proper legal organization form for a particular business.

5. Identify the accounting and legal services that will be needed by a small business.

6. Articulate a profit-based perspective in working with businesses, customers, organizations, and communities.

7. Practice general management and administrative principles necessary for excellent service.

8. Identify the contribution of social, economic, and other forces that shape the business environment and provide goods and services based on an understanding of these trends.

9. Interact effectively with others in business organizations, using appropriate behavior within the context of a business organization.

10. Use computer applications including basic word processing, spreadsheets, internet and e-mail, and other software related to the field.

11. Use effective written and verbal communication skills that represent competence and professionalism in the field of business.

12. Perform mathematics related to the field of business, including applied math, budgeting, and other related tasks.

13. Use a process of self-evaluation that fosters personal and professional growth and contributes to life-long learning.

Additionally, graduates of the Associate in Science will complete the comprehensive learning outcomes of the General Education components.

BUSINESS STUDIES

ENTREPRENEURSHIP/SMALL BUSINESS MANAGEMENT OPTION

Placement evaluations will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are two 8-week modules per semester. The suggested sequencing for full-time students is shown below.

Associate Degree

Course No.	Title	Credits
First semester		
BUS 101	Introduction to Management	3
ACC 101	Introduction to Accounting	3
CAP 100	Computer Literacy	3
ENG 101	English Composition	3
MATH	Math 101 or higher	3
		15
Second semester		
BUS 130	Principles of Entrepreneurship	3
BUS 102	Principles of Marketing, Advertising & Public Relations	3
BUS 110	Business Law	3
ENG 102	Composition & Literature	3
CAP 110	Computer Applications	3
		15
Third semester		
	Directed Elective[1]	3
BUS 135	Customer Relations in a Multicultural World	3
BUS 132	Budgeting & Planning	3
COM 101	Public Speaking	3
	Social Science Elective[2]	3
		15
Fourth semester		
ACC 210	Financial Accounting Principles	3
BUS 210	Business Planning & Development	3
	Physical or Natural Science Elective[3]	3
	Humanities Elective[4]	3
BUS 299	Cooperative Work Assignment	4
		16

Total Credits in Program		**61**

Collegiate Certificate

Course No.	Title	Credits
First semester		
BUS 130	Principles of Entrepreneurship	3
ACC 101	Introduction to Accounting	3
CAP	Computer Literacy Elective	3
BUS 101	Introduction to Management	3
BUS 110	Business Law	3
		15
Second semester		
BUS 102	Principles of Marketing, Advertising, & Public Relations	3
BUS 135	Customer Relations in a Multicultural World	3
ACC 121	Budgeting & Planning	3
BUS 210	Business Planning & Development	3
	Open Elective	3
		15

Total credits in program	**30**

Students must place into ENG 101 or complete ENG 099 to qualify for graduation from the Certificate program.

(1) Must be chosen from ECN 101, ACC 102, ACC 201, or BUS 220.
(2) Social Science Elective chosen from the following: Economics, Geography, History, Political Science, Psychology, Sociology.
(3) Physical or Natural Science Elective chosen from: Biology, Chemistry, Environmental Science, Geology, Physics.
(4) Humanities elective chosen from Art, Communication, Film, foreign languages, literature, music, philosophy, theater.

BUSINESS STUDIES

MEDICAL BILLING AND CODING OPTION

ASSOCIATE IN SCIENCE AND COLLEGIATE CERTIFICATE

Medical Billing and Coding and its related occupations continue to be the fastest growing opportunities in health care. Positions are available in doctors' offices, hospitals, pharmacies, nursing homes, rehabilitation centers, insurance companies, accounting offices, legal offices, and consulting firms.   Many medical coders are self-employed.

Medical Billing is the practice of submitting claims to insurance companies or the United States government, specifically Medicare, in order to receive payment for services provided to patients by a medical doctor or other licensed health care provider.

A medical coder uses a classification system to assign code numbers and letters to each symptom, diagnosis, disease, procedure, and operation that appears in the patient's chart. These codes are used for insurance reimbursement, research, health planning analysis, and to make clinical decisions.

The objective of the degree and related certificate in the Medical Billing & Coding option is to provide students with a solid academic foundation and the critical skills necessary to pursue careers as both physician-based and in-patient coders. Additionally, students develop administrative skills and computer literacy using Microsoft Office Professional and have an opportunity to gain hands-on training by completing an optional internship in a hospital or physician's office setting.

Program Outcomes

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

1. Demonstrate the ability to successfully process medical insurance claims both manually and electronically.

2. Apply knowledge of the medical insurance industry by accurately entering co-payments, deductibles, coinsurance, and risk withholds.

3. Apply knowledge of the CMS-1450 and CMS 1500 to accurately complete forms.

4. Apply knowledge of medical terminology and anatomy to code medical procedures.

5. Demonstrate the ability to utilize all coding resources such as, CPT-4, ICD-9-CM, and HCPCS with efficiency and accuracy.

6. Demonstrate the ability to analyze all medical reports to properly identify all procedures and diagnoses.

7. Perform mathematical calculations, based upon medical benefits, to advise patients of possible balances before claim submission.

8. Demonstrate responsibility when working with patient confidentiality issues by adhering to HIPAA guidelines.

9. Understand and utilize insurance and medical terminology.

10. Apply knowledge of insurance fee schedules to accurately forecast revenue.

11. Apply knowledge of ICD-9-CM and CPT-4 coding to properly link codes for maximum reimbursement.

12. Demonstrate excellent coding skills by qualifying to take the certificated coding exam.

Additionally, graduates of the Associate in Science will complete the comprehensive learning outcomes of the General Education components.

BUSINESS STUDIES

MEDICAL BILLING AND CODING OPTION

Placement evaluations will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are two 8-week modules per semester. The suggested sequencing for full-time students is shown below.

Associate Degree

Course No.	Title	Credits
First semester		
MED 101	Medical Terminology	3
CAP	Computer Literacy Elective	3
ENG 101	English Composition	3
MATH	MATH 101 or higher	3
BIO 103	Human Anatomy & Physiology I	3
		15
Second semester		
MED 106	Medical Insurance	3
BUS 101	Introduction to Management	3
MCD 110	Introduction to Coding	3
BIO 104	Human Anatomy & Physiology II	3
	ENG 102 or higher	3
		15
Third semester		
MCD 111	Advanced Coding	3
MED 240	Health Information Management	3
ACC 101	Introduction to Accounting	3
MCD 211	Physician Billing & Coding	3
MCD 210	Hospital Billing & Coding	3
		15
Fourth semester		
PSY 112	Introduction to Psychology	3
COM 101	Public Speaking	3
MCD 220	Medical Coding Capstone	3
	Humanities Elective	3
	Open Elective	3
		15

Total Credits in the Program   60

Students have the option of completing a 3-credit elective internship (MCD 299) as part of their program.

Collegiate Certificate

Course No.	Title	Credits
First semester		
CAP	Computer Literacy Elective	3
MED 101	Medical Terminology	3
BIO 103	Human Anatomy & Physiology I	3
MCD 110	Introduction to Coding	3
MED 106	Medical Insurance	3
		15
Second semester		
MCD 111	Advanced Coding	3
BIO 104	Human Anatomy & Physiology II	3
MCD 210	Hospital Billing & Coding	3
MED 240	Health Information Management	3
	Open Elective	3
		15

Total Credits in the Program   30

Students must place into ENG 101 or complete ENG 099 to qualify for graduation from the Certificate program.

BUSINESS STUDIES

MEDICAL OFFICE ADMINISTRATION OPTION

ASSOCIATE IN SCIENCE AND COLLEGIATE CERTIFICATE

As one of the fastest growing occupations in the United States, the medical office administration profession offers excellent economic opportunities and personal satisfaction. As our population rises and technology advances, the need for high quality healthcare services becomes increasingly great. The medical office administration field is an instrumental part of this expansion.

Medical Administration is a multi-skilled allied health profession. Medical administrators work primarily in doctors' offices, hospitals, clinics, and government health organizations. Duties may include word processing, data entry, reception, database management, billing and coding, as well as interaction with vendors and patients.

This associate and related certificate option provides the student with a unique blend of courses needed to obtain the skills and knowledge necessary to gain entry-level positions in medical office administration. Students will learn Microsoft Office, as well as medical office management software. In addition to the computer skills, students will develop a solid medical background that includes medical terminology, anatomy and physiology, medial billing and coding, and medical insurance. The program includes classroom instruction, lab, and an optional internship, giving students both a traditional academic education and "real world" hands-on experience.

Program Outcomes

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

1. Demonstrate the ability to successfully process medical insurance claims both manually and electronically.

2. Apply knowledge of the medical insurance industry by accurately entering co-payments, deductibles, coinsurance, and risk withholds.

3. Apply knowledge of the CMS-1450 and CMS 1500 to accurately complete forms.

4. Apply knowledge of medical terminology and anatomy to code medical procedures.

5. Demonstrate the ability to utilize all coding resources such as, CPT-4, ICD-9-CM, and HCPCS with efficiency and accuracy.

6. Demonstrate the ability to analyze all medical reports to properly identify all procedures and diagnoses.

7. Perform mathematical calculations, based upon medical benefits, to advise patients of possible balances before claim submission.

8. Demonstrate responsibility when working with patient confidentiality issues by adhering to HIPAA guidelines.

9. Apply and utilize insurance and medical terminology.

10. Apply knowledge of insurance fee schedules to accurately forecast revenue.

11. Apply knowledge of ICD-9-CM and CPT-4 coding to properly link codes for maximum reimbursement.

12. Demonstrate excellent coding skills by qualifying to take the certificated coding exam.

Additionally, graduates of the Associate in Science will complete the comprehensive learning outcomes of the General Education components.

BUSINESS STUDIES

MEDICAL OFFICE ADMINISTRATION OPTION

Placement evaluations will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are two 8-week modules per semester. The suggested sequencing for full-time students is shown below.

Associate Degree

Course No.	Title	Credits
First semester		
CAP	Computer Literacy Elective	3
ENG 101	English Composition	3
MED 101	Medical Terminology	3
ACC 101	Introduction to Accounting	3
	Math 101 or higher	3
		15
Second semester		
CAP 102	Microsoft Word	3
ENG	ENG 102 or higher	3
CAP 110	Computer Applications	3
MED 102	Clinical Procedures I	3
COM 101	Public Speaking	3
		15
Third semester		
MED 106	Medical Insurance	3
	Science Elective	3
MCD 110	Introduction to Coding	3
MED 111	Medical Law & Ethics	3
MED 240	Health Information Management	3
		15
Fourth semester		
PSY 120	Organizational Behavior	3
BUS 101	Introduction to Management	3
	Social Science Elective	3
	Humanities Elective	3
	Open Elective	3
		15

Total Credits in the Program   **60**

Students have the option of completing a 3-credit elective internship (MCD 299) as part of their program.

Collegiate Certificate

Course No.	Title	Credits
First semester		
CAP	Computer Literacy Elective	3
MED 101	Medical Terminology	3
CAP 102	Microsoft Word	3
ACC 101	Introduction to Accounting	3
MCD 110	Introduction to Coding	3
		15
Second semester		
MED 111	Medical Law & Ethics	3
MED 106	Medical Insurance	3
CAP 110	Computer Applications	3
MED 240	Health Information Management	3
	Open Elective	3
		15

Total Credits in the Program   **30**

Students must place into ENG 101 or complete ENG 099 to qualify for graduation from the Certificate program.

BUSINESS STUDIES

OFFICE ADMINISTRATION OPTION
ASSOCIATE IN SCIENCE AND COLLEGIATE CERTIFICATE

To maintain a competive edge in today's global marketplace, many companies are becoming high performance organizations. As a result, companies are upgrading the skills required to perform entry-level administrative and supervisory responsibilities. This unique program, with a dual focus in business management and computer applications, is based on job qualifications identified by local area employers.

The program provides students with an advanced level of skills in using Microsoft Office, planning and organizing, working as part of a team, communicating across cultures, and coordinating operational tasks. The program emphasizes the development of the students' problem solving , decision making and project management skills. Students who graduate from this program will be qualified to work in companies across all industry sectors.

Program Outcomes

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

1. Define business termionology.

2. Apply knowledge of computer applications, including word processing, spreadsheets, presentation software, Internet and e-mail, and other software related to the field.

3. Apply basic management tasks, administrative procedures, and bookkeeping and organizational skills.

4. Perform mathematics consistent with education level and related to the field of business, including applied business math.

5. Interact effectively with others in business organizations, using appropriate behavior within the context of a business organization.

6. Demonstrate reading comprehension and library literacy.

7. Use effective written and verbal communication skills that represent competence and professionalism in the field of business.

8. Operate office equipment, properly handle office mail, manage records properly, research with and without technology and provide excellent customer service.

9. Use critical thinking to solve problems.

10. Use a process of self-evaluation that fosters personal and professional growth and contributes to life long learning

Additionally, graduates of the Associate in Science will complete the comprehensive learning outcomes of the General Education components.

BUSINESS STUDIES

OFFICE ADMINISTRATION OPTION

> *Placement evaluations will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are two 8-week modules per semester. The suggested sequencing for full-time students is shown below.*

Associate Degree

Course No.	Title	Credits
First semester		
CAP 100	Computer Literacy	3
ENG 101	English Composition	3
MATH	MATH 101 or Higher	3
BUS 101	Introduction to Management	3
ACC 101	Introduction to Accounting	3
		15
Second semester		
CAP 102	Microsoft Word	3
ENG 102	Composition & Literature	3
	Social Science Elective[2]	3
BUS 135	Customer Relations in a Multicultural World	3
COM 101	Public Speaking	3
		15
Third semester		
CAP 110	Computer Applications	3
BUS 132	Budgeting & Planning	3
BUS 110	Business Law	3
BUS 120	Administrative Office Procedures	3
	Science Elective[3]	3
		15
Fourth semester		
PSY 120	Organizational Behavior	3
	Unrestricted Elective	3
	Humanities Elective[4]	3
	Cognate Elective[1]	3
BUS 299	Cooperative Work Assignment	4
		16

Total Credits in Program   **61**

Collegiate Certificate

Course No.	Title	Credits
First semester		
CAP 100	Computer Literacy	3
ACC 101	Introduction to Accounting	3
CAP 102	Microsoft Word*	3
BUS 120	Administrative Office Procedures*	3
ENG 101	English Composition	3
		15
Second semester		
CAP 110	Computer Applications	3
MATH	MATH 101 or higher	3
BUS 132	Budgeting & Planning	3
BUS 135	Customer Relations in a Multicultural World	3
PSY 120	Organizational Behavior	3
		15

Total Credits in Program   **30**

*Students must have a C- or better in these courses in order to graduate from the program.

(1) Cognate electives chosen from the following: ACC 210, BUS 101, BUS 110, BUS 111, BUS 121, BUS 220, CAP 220. With the permission of an academic advisor, general education courses or business electives may be taken in place of cognate electives to fulfill credit requirements for graduation.
(2) Social Science elective chosen from the following: Economics, Geography, History, Political Science, Psychology, Sociology.
(3) Physical or Natural Science elective chosen from: Biology, Chemistry, Environmental Science, Geology, Physics.
(4) Humanities elective chosen from Art, Communication, Film, foreign languages, literature, music, philosophy, theater.

BUSINESS STUDIES

APPLIED ORGANIZATION AND LEADERSHIP SKILLS
COLLEGIATE CERTIFICATE

This certificate provides introductory courses to enable students to acquire the necessary skills to successfully enter the fields of management, customer service, communications, and/or to attain leadership roles within organizations in context with their professional and academic objectives. The certificate program will provide the knowledge, skill, and attitudes necessary for entry-level positions in these fields or to complement experience already acquired on the job.

Program Outcomes

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

1. Understand the organizational environment in context and its relationship to the role leadership plays at varying levels within organizations.
2. Understand the principles of professional communications including creative and critical thinking, and apply these to organizations and personal situations so as to be effective communicators, individually and in groups.
3. Obtain basic skills related to the creation and distribution of professional documents and publications such as memos, letters, manuals, and electronic communications.
4. Understand the importance of synergy in all functions of organizations, leadership, and communications.
5. Know the importance of satisfying consumer and customer needs and the central role of marketing in the process.
6. Acquire entry level skills in the area of computer based technology and information literacy.

Collegiate Certificate

> *Placement evaluations will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are two 8-week modules per semester. The suggested sequencing for full-time students is shown below.*

Course No.	Title	Credits
First semester		
CAP	Computer Literacy Elective	3
BUS 103	Writing for the Business Professional	3
BUS 298A	Capstone/Cooperative Work Experience (Externship) Semester 1	2
BUS 297A	Seminar in Professional Application	1
		9
Second semester		
BUS 101	Introduction to Management	3
BUS 135	Customer Relations In a Multi-Cultural World	3
BUS 298B	Capstone/Cooperative Work Experience (Externship) Semester 2	2
BUS 297B	Seminar in Professional Application	1
		9

Course No.	Title	Credits
Third semester		
BUS 102	Principles of Marketing, Advertising & Public Relations	3
PSY 120	Organizational Behavior	3
BUS 298C	Capstone/Cooperative Work Experience (Externship) Semester 3	2
BUS 297C	Seminar in Professional Application	1
		9

BUSINESS STUDIES

APPLIED ORGANIZATION AND LEADERSHIP SKILLS IN HEALTHCARE

COLLEGIATE CERTIFICATE

This certificate provides introductory courses to enable students to acquire the necessary skills to advance in the field of management, customer service, communications, and/or to attain leadership roles within a healthcare organization in context with their professional and academic objectives. The certificate program will provide the knowledge, skills, and attitudes necessary for entry-level positions in these fields or to complement experience already acquired on the job.

Program Outcomes

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

1. Understand the organization of the healthcare industry.
2. Understand the principles of professional communication, including creative and critical thinking, and apply these to healthcare organizations and personal situations so as to be effective communicators, individually and in groups.
3. Understand ethical and legal requirements when dealing with patient communications.
4. Obtain basic skills related to the creation and distribution of professional documents and publications such as memos, letters, manuals, and electronic communications.
5. Know the importance of satisfying patients and their families needs.
6. Acquire entry-level skills in the area of computer-based technology and information literacy.
7. Understand basic medical terminology in order to understand written and oral communication between health professionals and patients.
8. Understand other outcomes depending on courses chosen as electives.

Collegiate Certificate

Placement evaluations will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are two 8-week modules per semester. The suggested sequencing for full-time students is shown below.

Course No. *First semester*	Title	Credits
CAP	Computer Literacy Elective	3
HCS 101	Introduction Healthcare	3
HCS 298A	Capstone/Co-op Semester 1	2
HCS 297A	Seminar in Professional Application	1
		9

Course No. *Second semester*	Title	Credits
	Medical Terminology Elective	3
	English/Writing Elective	3
HCS 298B	Capstone/Co-op Semester 2	2
HCS 297B	Seminar in Professional Application	1
		9

Course No. *Third semester*	Title	Credits
BUS 135	Customer Relations In a Multi-Cultural World	3
PSY 120	Organizational Behavior	3
HCS 298C	Capstone/Co-op Semester 3	2
HCS 297C	Seminar in Professional Application	1
		9

Students are required to complete First Aid and CPR certification prior to the completion of AHC 297A.

COMPUTER SYSTEMS TECHNOLOGY

ASSOCIATE IN SCIENCE AND COLLEGIATE CERTIFICATE

The Computer Systems Technology program is derived from the mission of Goodwin College. It has as its focus the education of students in the fields of computer systems technology and the general education core, as found in the College's definition of an educated person. It provides an atmosphere whereby its diverse student population can grow intellectually by promoting critical thinking, personal development, and community involvement. The Computer Systems Technology program provides a technical education foundation upon which students may continue to build their professional careers.

The degree program and corresponding collegiate certificate are designed to provide students with a wide selection in technical education courses and the skills associated with computer systems technology. The degree program incorporates a general education core found throughout the College's associate degree programs. Graduates will be able to assemble, install, support, maintain, and manage network client and server computers. The program develops the students' ability to effectively use intrusion detection software to prevent cyber crime and cyber attacks. Students will also learn how to protect sensitive data from unauthorized access; configure firewall devices and software to audit server penetration from various attack techniques. Computer systems technology is a dynamic and fluid industry. In keeping with the integration of academics and industry employment needs, students are taught the most current technologies in the areas of robotics, web design, and command line.

The technical courses give plenty of hands-on experience to develop the skills and self confidence needed to begin a career as a technology professional. The general education courses provide the opportunity to develop the ability to think critically, examine values, embrace diversity, expand cultural and intellectual interests, and communicate effectively.

Program Outcomes

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

1. Identify all components in the computer, motherboard, processors, and I/O devices.

2. Recognize and use error codes needed in troubleshooting.

3. Understand integration of hardware components with various operating systems.

4. Configure office application to meet needs and expectations of the clients.

5. Integrate the various applications with each other, with the Internet and optimize their use through the Scripting and Visual Basic programs.

6. Create a website utilizing student generated backgrounds, proper tags, and FrontPage.

7. Interface effectively in search engines and obtain domain names.

8. Respond to a Request for Proposal (RFP), and design a complete networking package.

9. Assist in the procurement of the materials required for a network.

10. Install a complete LAN or WAN, as described in the response to the RFP.

11. Program a robot to perform specific tasks through the basic2 stamp using Visual Basic.

12. Use the command line technology to both troubleshoot and automate the operating system and networks.

Additionally, graduates of the Associate in Science will complete the comprehensive learning outcomes of the General Education components.

COMPUTER SYSTEMS TECHNOLOGY

> *Placement evaluations will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are two 8-week modules per semester. The suggested sequencing for full-time students is shown below.*

Associate Degree

Course No.	Title	Credits
First semester		
MATH	MATH 101 or Higher	3
CST 100	Digital Electronics	2
CST 101	Desktop Operating Systems	3
ENG 101	English Composition	3
CST 102	Computer Applications	3
CST 103	Computer Assembly and A+ Preparation	3
		17
Second semester		
ENG 102	Composition & Literature	3
CST 110	Command Line Technology	3
CST 120	Network Topology	2
CST 112	Website Design and Maintenance	3
CST 111	Visual Basic Programming	3
		14
Third semester		
	Social Science Elective[1]	3
CST 115	Automation and Robotics	3
CST 121	Network Operating Systems	3
COM 101	Public Speaking	3
CST 201	Network Security & Administration	3
		15
Fourth semester		
	Physical or Natural Science Elective[2]	3
CST 202	Network Defense, Monitoring, & Communications	3
CST 203	Network Information & Security	3
CST 204	Firewalls, Intrusions and VPNs	3
CST 210	Securing a Windows Network	3
	Humanities Elective[3]	3
		18

Total Credits in Program   **64**

Collegiate Certificate

Course No.	Class Name	Credit Hours
First semester		
CST 100	Digital Electronics	2
MATH	Math 101 or higher	3
CST 101	Desktop Operating Systems	3
CST 102	Computer Applications	3
		11
Second semester		
CST 103	Computer Assembly and A+ Preparation	3
CST 115	Automation & Robotics	3
CST 112	Website Design & Maintenance	3
CST 111	Visual Basic Programming	3
		12
Third semester		
CST 120	Network Topology	2
CST 121	Network Operating Systems	3
CST 201	Network Security & Administration	3
CST 110	Command Line Technology	3
		11

Total Credits in Program   **34**

(1) Social Science Elective chosen from the following: Economics, Geography, History, Political Science, Psychology, Sociology

(2) Physical or Natural Science Elective chosen from: Biology, Chemistry, Environmental Science, Geology, Physics.

(3) Humanities Elective chosen from Art, Communication, Film, Foreign languages, Literature, Music, Philosophy, Theater

ACADEMIC DEPARTMENTS

HEALTH SCIENCES

ASSOCIATE IN SCIENCE IN HEALTH SCIENCE
ASSOCIATE IN SCIENCE IN MEDICAL ASSISTING
ASSOCIATE IN SCIENCE IN RESPIRATORY CARE
COLLEGIATE CERTIFICATE IN MEDICAL ASSISTING
COLLEGIATE CERTIFICATE IN EMT-PARAMEDIC
COLLEGIATE CERTIFICATE IN HISTOTECHNICIAN

Mission
The mission of the Health Science department is to train compassionate health professionals in the fields of Respiratory Care, Medical Assisting, Paramedic Studies, Histology and Health Sciences. In addition, the department also assists in training students enrolled in the Business Studies programs with focuses in Medical Billing and Coding and Medical Office Administration. Graduates will possess a unique set of skills and knowledge that will allow them to obtain entry-level positions in their chosen fields, advance in a current position and lay the foundation for advanced learning throughout their careers. Those completing an Associate degree will be prepared to transfer into a four-year degree program.

ASSOCIATE IN SCIENCE

HEALTH SCIENCE

Associate in Science in Health Science
Recognizing that common program objectives can be achieved in a variety of ways, this program is designed to allow students the flexibility to plan a course of study that best suits their educational and professional needs through four available areas of emphasis: pre-professional, general interest, associate degree completion and transfer to a four-year institution to pursue a baccalaureate degree. Students work closely with an academic advisor in order to determine their individual professional goals and develop a plan of study to meet those goals.

General Interest Option - Students pursing a general degree in Health Sciences are provided with the opportunity to explore various careers and aspects of health care. This track in intended to serve students who have not yet decided on a specific healthcare profession but are interested in pursuing a career in healthcare.

Associate Degree Completion Option - There are numerous careers in healthcare that allow individuals to earn a professional certificate or licensure but do not have a track for completion of a degree. Individuals who have already obtained a nationally recognized certification or license can be awarded collegiate credit and work towards the completion of an associate degree. Additionally students completing certificate program requirements in Medical Billing & Coding and Histotechnician may apply them towards completion of this associate degree.

Transfer Option - This track allows students to complete the degree program with the intention of pursuing a bachelor's program in Health Sciences or a related field.

Pre-professional Option - This track allows students interested in pursuing professional careers, such as nursing or respiratory care, to complete all of their general education and science prerequisites before transferring to these programs.

HEALTH SCIENCE

The curriculum consists of the College's 18-credit general education core, a 9-12 credit Health Science core, a minimum of 9 credits in the social and physical sciences and a minimum of 15 credits in a healthcare area of emphasis. Credit may be awarded for professional licensure, certification or registry. This credit will be applied toward credit needed in the area of emphasis. A minimum of 60 credits is needed for degree completion.

Program Outcomes

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

1. Demonstrate effective written and verbal communication skills that represent competence and professionalism in the healthcare field.
2. Practice within the ethical, legal and regulatory framework of the healthcare industry.
3. Identify and analyze bioethical issues facing healthcare practitioners and the healthcare environment.
4. Identify and describe the different roles of health professionals.
5. Discuss the overall organization of the healthcare delivery system.
6. Demonstrate accurate problem-solving abilities when working as a health professional.
7. Appreciate and embrace diversity, differing belief and value systems, as well as appreciate individual opinions.
8. Develop self-directed and engaged learning skills needed for independent and life-long learning.
9. Successfully enter specific health care fields or areas of study.
10. Effectively use information technology to participate in learning activities.

Associate Degree

> *Placement evaluations will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are two 8-week modules per semester. The suggested sequencing for full-time students is shown below.*

General Education Core

MATH	Math 101 or higher	3
PSY 112	Introduction to Psychology	3
COM 101	Public Speaking	3
CAP	Computer Literacy Elective	3
	Humanities Elective *	3
ENG 101	English Composition	3

Minimum of 3 credits

ENG 102	Composition and Literature	3
ENG 210	Grant Writing and Business Communication	3
ENG 220	Writing for Health Professionals	3
ENG 230	Professional and Technical Writing	3

Health Sciences Core - Minimum of 9 credits

HCS 100	CPR for the Health Professional	1
HCS 101	Introduction to Healthcare	3
HCS 110	Medicine and Society	3
HCS 120	Health and Wellness	3
HCS 210	Ethical and Legal Issues in Healthcare	3
HCS 240	Introduction to Alternative and Complimentary Medicine	3

Social Science Core – Minimum of 3 credits

PSY 115	Child Development	3
PSY 120	Organizational Behavior	3
PSY 121	Child and Adolescent Development	3
PSY 212	Lifespan Development	3
SOC 101	Introduction to Sociology	3
SOC 110	Contemporary Social Problems	3

Science Elective – Minimum of 6 credits

BIO 100	General Biology	4
BIO 101	Human Biology	3
BIO 103	Human Anatomy & Physiology I	3
BIO 104	Human Anatomy & Physiology II	3
BIO 210	Anatomy & Physiology I	4
BIO 211	Anatomy & Physiology II	4
BIO 240	Microbiology	4
CHEM 100	Introduction to Chemistry	4
CHEM 101	Chemistry	4
RSP 110	Cardiopulmonary Anatomy & Physiology	3
PHY 110	Medical Physics	3
SCI 101	Introduction to Lab Sciences	3

Elective Courses – 21 credits from the courses offered by the Department of Health Sciences or from those listed above. The Department Chair may accept additional courses based upon review if the student can demonstrate the relevance of the coursework to the degree.

Students opting for the General Interest and Transfer emphasis choose electives based on individual goals and needs.

Students opting for the Associate Degree Completion emphasis may be awarded credit for licensure, certification, or registry in healthcare profession. This credit can be applied to the elective credit requirement.

Total Credits in Program (minimum)   60

*With permission of the Department Chair, HCS 210 – Ethical and Legal Issues in

MEDICAL ASSISTING

ASSOCIATE IN SCIENCE AND COLLEGIATE CERTIFICATE

The Medical Assistant is a respected multi-skilled allied health professional taking on diverse duties in medical offices, clinics and health centers. The varied skills offered by the program provide the opportunity to work either in the front medical office, or in a hands-on clinical environment.

The Associate in Science and related certificate program will prepare and assist students in acquiring the basic knowledge and skills necessary to be hired into an entry-level position as a Medical Assistant. This program develops the student's knowledge base and skills by providing a theoretical foundation and by developing the student's ability to perform clinical as well as office and administrative procedures. Courses combine lectures, laboratory sessions, medical office simulations and assignments to provide students with the knowledge and skills needed to be an effective member of the health care team. Hands-on practice, along with clinical and work experience is gained during a supervised internship component.

Graduates of both the Associate and certificate programs are eligible to sit immediately upon graduation for the Certified Medical Assistant (CMA) examination given by the American Association of Medical Assistants (AAMA) and for the Registered Medical Assistant (RMA) examination administered by the American Medical Technologists. (AMT). Graduates may also apply for registration as Registered Medical Assistant (RMA) through the American Registry of Medical Assistants (ARMA).

Medical Assisting students will be required to receive the Hepatitis B inoculation series or sign a waiver of inoculation during the program. Students will be required to have a Physical Exam on file before the start of their second semester.

Some courses in the degree and related certificate programs require a C- or better to fulfill the prerequisite course requirements and graduation requirements. Please reference the prerequisites found in the course description of this catalog.

Program Outcomes

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

1. Provide students with the clinical and administrative skills needed to function as a Medical Assistant;

2. Develop an understanding of medical terminology, anatomy and physiology of the human body, as well as the disease processes that can alter these functions;

3. Enable students to appreciate and embrace diversity, differing belief and value systems, as well as appreciate individual opinions;

4. Provide students with the knowledge and skills needed to advance within the healthcare system;

5. Practice within the ethical, legal and regulatory frameworks of the Medical Assisting;

6. Utilize computer literacy skills in order to obtain medical information;

7. Effectively engage in written and oral communication between patients and other health professionals;

8. Obtain medical histories, explain medical procedures, prepare patients for examination or procedures, and assist the physician with the examination or procedure;

9. Collect and prepare laboratory specimens, as well as perform basic laboratory testing;

10. Perform phlebotomy and other invasive specimen collection techniques;

11. Perform electrocardiograms and respiratory testing;

12. Utilize computer applications for correspondence, managing patient accounts and billing procedures;

13. Organizing a physician's office, including patient appointments, billing and bookkeeping;

14. Perform coding and submitting insurance forms.

Additionally, graduates of the Associate in Science will complete the comprehensive learning outcomes of the General Education components.

MEDICAL ASSISTING

Associate Degree

Course No. *First semester*	Title	Credits
CAP	Computer Literacy Elective	3
ENG 101	English Composition	3
MED 101	Medical Terminology	3
BIO 103	Human Anatomy & Physiology I	3
MATH	MATH 101 or higher	3
		15

Second semester		
MED 102	Clinical Procedures I	3
ENG	ENG 102 or higher	3
BIO 104	Human Anatomy & Physiology II	3
MCD 110	Introduction to Coding	3
MED 112	Clinical Procedures II	3
		15

Third semester		
MED 111	Medical Law & Ethics	3
MED 122	Laboratory Procedures I	3
MED 106	Medical Insurance	3
COM 101	Public Speaking	3
MED 132	Laboratory Procedures II	3
		15

Fourth semester		
PSY 112	Introduction to Psychology	3
MED 240	Health Information Management	3
MED 212	Pharmacology	3
MED 299	Medical Assisting Internship	3
	Humanities Elective	3
		15

Total Credits in the Program   **60**

Collegiate Certificate

Course No. *First semester*	Title	Credits
CAP	Computer Literacy Elective	3
MED 101	Medical Terminology	3
BIO 103	Human Anatomy & Physiology I	3
MED 102	Clinical Procedures I	3
MCD 110	Introduction to Coding	3
		15

Second semester		
MED 112	Clinical Procedures II	3
MED 111	Medical Law & Ethics	3
BIO 104	Human Anatomy & Physiology II	3
MED 122	Laboratory Procedures I	3
PSY 112	Introduction to Psychology	3
		15

Third semester		
MED 132	Laboratory Procedures II	3
MED 106	Medical Insurance	3
MED 240	Health Information Management	3
MED 212	Pharmacology	3
MED 299	Medical Assisting Internship	3
		15

Total Credits in the Program   **45**

Students must place into ENG 101 or complete ENG 099 to qualify for graduation from the Certificate program.

RESPIRATORY CARE

ASSOCIATE IN SCIENCE

The objective of the Respiratory Care Associate Degree Program is to prepare graduates who are qualified and eligible to take the entry-level examination and the advanced practitioner level examination for Respiratory Care Practitioners given by the National Board of Respiratory Care and to assume entry-level positions as competent respiratory care practitioners. Upon completion of the program and licensure, graduates will have the necessary skills and knowledge to secure employment as registry-eligible respiratory care practitioners. Graduates may choose to pursue a baccalaureate degree in respiratory care.

Program Outcomes

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

1. Demonstrate proficiency as a respiratory care practitioner, as described by the National Board of Respiratory Care and the Committee on Accreditation for Respiratory Care.
2. Assist physicians in diagnosis, management, and treatment of patients affected by cardiopulmonary disorders.
3. Demonstrate the ability to apply and evaluate information relevant to his/her role as a respiratory care practitioner.
4. Demonstrate technical proficiency in all skills necessary to fulfill the role as a respiratory care practitioner.
5. Demonstrate professional behaviors consistent with employer expectations for a respiratory care practitioner.
6. Demonstrate basic competencies in alternate care sites (i.e. homecare, rehabilitation centers, and long-term mechanical ventilator centers).

Associate Degree

> Placement evaluations will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are two 8-week modules per semester. The suggested sequencing for full-time students is shown below.

Course No.	Title	Credits
First semester		
ENG 101	English Composition	3
RSP 110	Cardiopulmonary Anatomy & Physiology	3
RSP 112	Principles of Respiratory Care	4
PSY 110	Medical Physics	3
		13
Second semester		
CAP	Computer Literacy Elective	3
MATH 102	Intermediate Algebra	3
RSP 120	Applied Pharmacology	3
RSP 122	Diagnostic & Therapeutic Principles	3
RSP 151	Clinical Practicum I	1
		13
Third Semester		
COM 101	Public Speaking	3
PSY 112	Introduction to Psychology	3
RSP 130	Advanced Principles of Ventilation Therapy	3
RSP152	Clinical Practicum II	3
HUM	Humanities Elective*	3
		15

Fourth semester		
BIO 210	Microbiology	4
RSP 231	Cardio-Pulmonary Pathophysiology I	3
RSP 251	Advanced Clinical Practicum I	2
RSP 210	Diagnostic Respiratory Care	3
		12
Fifth semester		
RSP 232	Cardiopulmonary Pathophysiology II	2
RSP 252	Advanced Clinical Practicum II	4
RSP 241	Perinatal and Pediatric Respiratory Care	3
		9

BIO 211 & 212 Anatomy & Physiology I & II (8 credits) must be completed before entering RSP 112. These 8 credits are included in the 68 credits needed to complete this program.

Total Credits in Program　　　**70**

* Humanities elective chosen from Art, Humanities, Film, Foreign Language, Music, Philosophy, Theater

EMT - PARAMEDIC

COLLEGIATE CERTIFICATE

The primary objective of the Paramedic certificate program is to prepare students to take the state licensure exam. Technicians will learn to perform a comprehensive evaluation of the patient's condition and apply life-saving care, if necessary. The students will be exposed to a wide variety of victim situations, including direct patient care in local hospitals and on emergency vehicles. This program follows the National Standard Paramedic Curriculum utilizing state of the art technology for a perfect blend of classroom, laboratory, clinical and field education. Upon successful completion, graduates will be eligible to take the state licensure examination given by the Department of Transportation for the State of Connecticut. Once graduates have passed the state exam, they can pursue entry-level positions in ambulance, rescue or aeromedical care; hospital emergency rooms, or fire departments.

Graduates of this program can apply these credits toward an Associate degree in Health Science. Qualifying students will enter as a second year student. Please contact the program director for further information.

Program Outcomes

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

1. Sit for the state examination for licensure.
2. Perform all of the duties included in the Paramedic program, after successfully completing State of Connecticut/National certification exam.
3. Demonstrate knowledge of the legal aspects of emergency medical service.
4. Prepare for and deal with disasters, including those involving hazardous materials.
5. Demonstrate effective interpersonal skills with supervisors, peers and the public.
6. Explain the complexity of emergency medical service.
7. Recognize and act upon individual needs for continuing education as a function of growth and maintenance of professional competence.

Collegiate Certificate

> Placement evaluations will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are two 8-week modules per semester. The suggested sequencing for full-time students is shown below.

Course No. *First semester*	Title	Credits
EMT-P 101	Paramedic I*	4
EMT-P 110	Hospital Clinical I	2
BIO 103	Human Anatomy & Physiology I	3
		9

Course No. *Second semester*	Title	Credits
EMT-P 102	Paramedic II	4
EMT-P 120	Hospital Clinical II	2
BIO 104	Human Anatomy & Physiology II	3
		9

Course No. *Third semester*	Title	Credits
EMT-P 103	Paramedic III	4
EMT-P 130	Hospital Clinical III	2
		6

Course No. *Fourth semester*	Title	Credits
EMT-P 201	Paramedic IV	4
EMT-P 210	Field Internship	2
		6

Total Credits in Program — **30**

*Students must test into Math 099 or higher and English 099 or higher before being enrolling into EMT-P 101.

HISTOTECHNICIAN

COLLEGIATE CERTIFICATE

The primary objective of the Histotechnician certificate program is the education of students to become competent Histotechnicians who not only have a thorough understanding of theory but who can also utilize such information in a laboratory situation, sometimes relying on her/his own judgment. Qualified by academic and applied science education, Histotechnicians provide service and research in histotechnology and related areas. Upon successful completion, graduates will be able to pursue entry-level positions in hospital laboratories, industrial medical clinic laboratories, research laboratories and State laboratories. Graduates of this program will be eligible to take the national examination given by the American Society of Clinical Pathology (ASCP), which leads to certification as a Histotechnician (HT).

Program Outcomes

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

1. Receive and accession tissue specimens.
2. Prepare tissue specimens for microscopic examinations, including all routine procedures.
3. Assist with gross examination and frozen section procedures in histopathology.
4. Identify tissue structures and their staining characteristics.
5. Perform preventive and corrective maintenance of equipment and instruments or refer to appropriate sources for repairs.
6. Recognize factors that affect procedures and results, and take appropriate action within predetermined limits when corrections are indicated.
7. Perform and monitor quality control within predetermined limits.

8. Apply principles of safety.
9. Demonstrate professional conduct and interpersonal communication skills with patients, laboratory personnel, other health care professionals, and with the public.
10. Exercise principles of management, safety, and supervision.
11. Recognize the responsibilities of other laboratory and healthcare professionals and interact with them with respect for their jobs and patient care.
12. Recognize and act upon individual needs for continuing education as a function of growth and maintenance of professional competence.

Additionally, graduates will complete the comprehensive learning outcomes of the General Education components.

Collegiate Certificate

Placement evaluations will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are two 8-week modules per semester. The suggested sequencing for full-time students is shown below.

Course No. First semester	Title	Credits
HLT 101	Introduction to Histology	2
MED 101	Medical Terminology	3
BIO 103	Human Anatomy & Physiology I	3
HLT 110	Histology Techniques	3
HLT 112	Histology Laboratory I	3
HLT 111	Basic Staining & Fixation	4
		18

Course No. Second semester	Title	Credits
MATH	Math 101 or higher	3
HLT 210	Staining II	3
HLT 211	Histology Laboratory II	2
BIO 104	Human Anatomy & Physiology II	3
MED 111	Medical Law & Ethics	3
		14

Course No. Third semester	Title	Credits
HLT 290	Histology Clinical Experience	7
HLT 230	Histology Capstone & Seminar	3
		10

Total Credits in Program		**42**

ACADEMIC DEPARTMENT

HUMAN SERVICES & FAMILY STUDIES
ASSOCIATE IN SCIENCE IN EARLY CHILDHOOD EDUCATION
AND RELATED CERTIFICATES
ASSOCIATE IN SCIENCE IN HUMAN SERVICES
AND RELATED CERTIFICATES
ASSOCIATE IN SCIENCE IN HOMELAND SECURITY

Mission

The mission of the Human Services Department is aligned to the mission of Goodwin College to offer programs that provide a focused core component with a general education component that promotes critical thinking, personal development, and commitment to community involvement. It focuses on preparing students to perform effectively in human services careers and/or to enable them to transfer to a baccalaureate program in human services, early childhood education, or other related fields.

Associate in Science in Early Childhood Education

The objective of the Associate in Science in Early Childhood Education and the related 30-credit certificate program is to provide students a solid academic foundation and hands-on experience in the field of early childhood education. The focus in early childhood education provides students with the necessary skills and practical experience needed to work in early childhood settings.

The Associate program is geared towards students seeking entry- to mid-level opportunities in childcare and early learning settings including childcare centers, School Readiness programs, public school pre-Kindergarten, nursery school, and other various private/public not-for-profit organizations. Professional and foundation courses provide necessary training and skills development to utilize principles of child development, curriculum planning, observation and assessment in the classroom, and theory of early childhood education.

The CDA certificate program meets all the requirements to allow graduates to apply to the Council For Professional Recognition for the Child Development Associate (CDA). Graduates of the certificate program may transfer up to 12 credits into the Associate or certificate programs.

Associate in Science in Human Services

Students enrolled in the Associate in Science in Human Services may choose their concentration from the following options:
- Non-profit Management
- Paraprofessional
- Youth Development

The concentration in Youth Development focuses on the development of critical skills needed to work in organizations serving youth. The objective of the Non-profit Management concentration is to train competent individuals to manage programs and services in non-profit organizations. The Paraprofessional option concentrates on the instructional roles and responsibilities of paraprofessionals, student observation and recording, behavior management, and providing special education and related services to children with disabilities and to gifted children.

The program is geared towards students already employed who need to obtain advanced training and education and to students seeking entry-level opportunities in a variety of settings including social service organizations, community health centers, faith-based organizations, private/public not-for-profit organizations, public and private schools, day-care centers and home-care situations.

The following pages list the objectives of each option, the summary of requirements and the suggested sequencing of courses for a full-time program.

EARLY CHILDHOOD EDUCATION

ASSOCIATE IN SCIENCE AND COLLEGIATE CERTIFICATE

The objective of the Associate of Science in Early Childhood Education and the related 30-credit certificate program is to provide students a solid academic foundation and hands on experience in the field of early childhood education. Professional and foundation courses provide necessary training and skills development to utilize principles of child development, curriculum planning, observation and assessment in the classroom, and theory of early childhood education. The general education courses provide the opportunity to develop the ability to think critically, embrace diversity, expand cultural and intellectual interests, and communicate effectively. Following completion, students will have the necessary skills and knowledge to become gainfully employed in an entry to mid-level position in the field of early childhood education and/or to transfer to a baccalaureate program.

The objective of the Child Development Associate (CDA) certificate program is to provide students with the necessary qualifications to apply for the national CDA credential. The candidate that receives a CDA, is able to demonstrate competence in areas such as children's social, emotional, and intellectual growth and the ability to work well with parents and co-workers in an effort to deliver high quality childcare to young children.

The CDA track at Goodwin College is an intense 18-credit 2 semester program consisting of classroom hours as well as hours spent in an early learning setting. Student's current places of employment can be used as fieldwork experience for the CDA if approved by the program director. Fieldwork placements are available through the college for those not currently in the workforce.

Program Outcomes

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

1. Show an understanding of and commitment to the values of early childhood education professionals.

2. Demonstrate a commitment to life-long learning for themselves and those whom they serve.

3. Exemplify competence as skilled providers in the field of early childhood education.

4. Utilize critical thinking skills to assess children's needs, possible interventions, and community resources in a comprehensive fashion while taking into consideration individual, family, and/or community values, practices, and beliefs.

5. Demonstrate knowledge of curriculum planning and evaluation necessary to be effective with young children.

6. Utilize the process of observation and assessment techniques and strategies as applied to teacher and classroom practices.

7. Serve as a positive role model within early childhood education settings and the community.

8. Utilize a process of self-evaluation that fosters personal and professional growth and contributes to life-long learning.

9. Demonstrate effective written and verbal communication skills that represent competence and professionalism in the field of early childhood education.

10. Apply knowledge of computer applications including basic word processing, spreadsheets, internet and e-mail, and other software related to the field.

11. Perform mathematics related to the field of study including applied business mathematics, budgeting, and other related skills.

Additionally, graduates of the Associate in Science will complete the comprehensive learning outcomes of the General Education components.

EARLY CHILDHOOD EDUCATION

Placement evaluations will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are two 8-week modules per semester. The suggested sequencing for full-time students is shown below.

Associate Degree

Course No.	Title	Credits
First semester		
ENG 101	English Composition	3
ECE 101	Introduction to Early Childhood Education	3
PSY 112	Introduction to Psychology	3
CAP	Computer Literacy Elective	3
ECE 102	Health, Safety, and Nutrition for Early Childhood Programs	3
		16
Second semester		
COM 101	Public Speaking	3
ECE 231	Early Language & Literacy Development	3
ECE 110	Creativity and Young Children	3
PSY 115	Child Development	3
	Elective	3-6
		15-18
Third semester		
ENG 102	Composition & Literature **OR**	
ENG 201	Introduction to Literature	3
ECE 120	Math & Science for Children	3
ECE 210	Observation and Assessment in Early Childhood Classroom	3
ECE 201	The Exceptional Child and Learner	3
SCI	Science Elective[2]	3-4
		15-16
Fourth semester		
MATH	Math 101 or higher	3
ECE 250	Student Teaching	6
PSY 220	The Social & Emotional Child	3
ECE 220	Multicultural Aspects of Early Childhood **OR** Humanities Elective[1]	3
		15

Total Credits in Program   **61-65**

(1) Humanities elective chosen from Art, Humanities, Film, Foreign Language, Music, Philosophy, Theater

(2) Physical or Natural Science Elective chosen from Biology, Chemistry, Environmental Science, Physics.

Collegiate Certificate

CDA Certificate Program

This program meets all the requirements to allow graduates to apply to the Council For Professional Recognition for the Child Development Associate (CDA).

Course No.	Title	Credits
First semester		
ECE 101	Introduction to Early Childhood	3
ECE 140	Practicum I	6
		9
Second semester		
ECE 102	Health, Safety, and Nutrition for early Childhood Programs	3
ECE 141	Practicum II	6
		9

Total Credits in Program   **18**

Students can transfer 12 credits (ECE 101, ECE 102 and one Practicum) into either the certificate or associate program.

Early Childhood Education Certificate

Course No.	Title	Credits
1st Semester		
ECE 101	Introduction to Early Childhood Education	3
ENG 101	English Composition	3
PSY 112	Introduction to Psychology	3
CAP	Computer Literacy Elective	3
		12
Second semester		
ECE 102	Health, Safety, and Nutrition for Early Childhood Programs	3
ECE 110	Creativity and Young Children	3
PSY 115	Child Development	3
ECE 201	The Exceptional Child and Learner	3
	Practicum or Electives	6
		18

Total Credit in Program   **30**

Students can transfer all 30 credits into the Associate in Early Childhood Education.

Students entering with the CDA credential from a CDA training program will be awarded 9 credits (ECE 102 and one Practicum) towards the cer-

HUMAN SERVICES

ASSOCIATE IN SCIENCE AND COLLEGIATE CERTIFICATE

The field of Human Services includes a broad range of activities that involve working with people around basic human needs, quality of life, and issues of human growth and development.   Human services professionals work on the individual, group, community, and organizational level and may work in private fee-for-service, nonprofit, or governmental agencies and educational settings. Populations served through human services organizations include youth, older adults, people with mental illness or developmental or physical disabilities, and "at risk" populations such as abused and neglected children, women in abusive relationships, or those who need assistance meeting basic human needs such as food and shelter. Below is a listing of potential career options for students completing the Associates in Science in Human Services.

Career Options

- Basic needs (food, housing, employment)
- Child protective services
- Positive youth development
- Educational support services
- Support for people with special physical and developmental needs
- Mental health services
- Counseling

- Criminal justice settings
- Case management services
- Emergency and disaster services
- Geriatric settings
- Independent living
- Recreational services
- Health promotion

Students completing an Associate in Science in Human Services may choose to continue their studies in a range of baccalaureate programs including Human Services, Social Work, Criminal Justice, Recreation Therapy, Psychology, Education, etc.

Program Outcomes

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

1. Show an understanding of and commitment to the values of human service professionals.

2. Demonstrate a commitment to life-long learning for themselves and those they serve.

3. Exemplify competence as skilled entry-level providers in the field of human service.

4. Utilize critical thinking skills to assess needs, interventions, and resources in a comprehensive fashion while taking into account individual, family, and/or community values, practices, and beliefs.

5. Demonstrate knowledge of basic case management and counseling strategies/skills necessary to be effective with individuals, families, and communities.

6. Identify the contribution of social, political, economic, and other forces that shape human services environment and provide comprehensive services based on an understanding of these forces.

7. Serve as a positive role model within human services settings and the community.

8. Utilize a process of self-evaluation that fosters personal and professional growth and contributes to life-long learning.

9. Understand and articulate an asset-based perspective in working with individuals, families, organizations, and communities.

10. Practice general management and administrative principles necessary for administration of quality programmatic services in human services.

11. Demonstrate effective written and verbal communication skills that represent competence and professionalism in the field of human services.

12. Apply knowledge of computer applications including basic word processing, spreadsheets, internet and e-mail, and other software related to the field

13. Perform mathematics related to the field of study including applied business mathematics, budgeting, and other related skills.

Additionally, graduates of the Associate in Science will complete the comprehensive learning outcomes of the General Education components.

HUMAN SERVICES

Placement evaluations will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are two 8-week modules per semester. The suggested sequencing for full-time students is shown below.

Associate Degree

Course No.	Title	Credits
First semester		
ENG 101	English Composition	3
HSE 101	Introduction to Human Services	3
COM 101	Public Speaking	3
CAP	Computer Literacy Elective	3
PSY 112	Introduction to Psychology	3
		15

Second semester		
PSY 212	Lifespan Development	3
SOC 101	Introduction to Sociology	3
HSE 105	Community Organization & Advocacy	3
ENG 102	Composition & Literature **OR**	
ENG 210	Grant Writing and Business Communication	3
MATH	Math 101 or higher	3

		15
Third semester		
PSY 201	Group Dynamics	3
SOC 201	Multicultural Issues	3
HSE 201	Counseling and Case Management	3
	Elective[1]	3
	Elective[1]	3
		15

Fourth semester		
HSE 210	Topics & Research in Human Services	3
PSY 120	Organizational Behavior	3
	Humanities Elective[2]	3
	Physical or Natural Science Elective[3]	3
HSE 299	Human Service Internship	4
		16

Total Credits in Program		**61**

(1) Electives chosen from HSE, PSY, SOC, BUS, ECE, or EDU

(2) Humanities elective chosen from Art, Humanities, Film, Foreign Language, Music, Philosophy, Theater

(3) Physical or Natural Science Elective chosen from Biology, Chemistry, Environmental

HUMAN SERVICES

NONPROFIT MANAGEMENT OPTION

ASSOCIATE IN SCIENCE AND COLLEGIATE CERTIFICATE

Students pursuing an Associate in Science in Human Services may choose to concentrate their studies in the field of Nonprofit Management. The range of nonprofit organizations includes those which provide basic human needs such as food and shelter and medical care; as well as treatment, educational and arts settings. Nonprofit organizations account for approximately 10% of employment in the United States and are the primary mechanism by which the basic human needs of traditionally underserved and disempowered populations such as the poor, immigrants, and those with mental and physical disabilities are met. Nonprofit managers must be well-versed in a range of areas, including financial and human resources management, grantwriting, working effectively with client populations, working with nonprofit boards, and maintaining standards of ethical practice. The nonprofit manager must also be able to work on the individual, group, and community level in order to be effective. This option prepares students to oversee the many aspects of responsibility of a nonprofit manager.

Some examples of nonprofit organizations include:

- Women's shelters
- Homeless shelters
- Emergency response organizations
- Afterschool programs

- Community mental health agencies
- Community arts organizations
- Community health care providers
- Advocacy organizations

Students who are completing the Associate in Science in Human Services with an Option in Nonprofit Management may choose to continue their studies in a range of baccalaureate programs including Human Services, Social Work, Psychology, Management, etc.

Program Outcomes

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

1. Show an understanding of and commitment to the values of human service professionals.

2. Demonstrate a commitment to life-long learning for themselves and those they serve.

3. Exemplify competence as skilled entry-level providers in the field of human service.

4. Identify the contribution of social, political, economic, and other forces that shape human services environment and provide comprehensive services based on an understanding of these forces.

5. Serve as a positive role model within human services settings and the community.

6. Utilize a process of self-evaluation that fosters personal and professional growth and contributes to life-long learning.

7. Practice general management and administrative principles necessary for administration of quality programmatic services in human services.

8. Research for and complete proposals for federal, state, and foundation grant offerings.

9. Utilize sound marketing and advertising principles in the day-to-day operation of non-profit organizations.

10. Demonstrate effective written and verbal communication skills that represent competence and professionalism in the field of human services.

11. Apply knowledge of computer applications including basic word processing, spreadsheets, internet and e-mail, and other software related to the field

12. Perform mathematics related to the field of study including applied business mathematics, budgeting, and other related skills.

Additionally, graduates of the Associate in Science will complete the comprehensive learning outcomes of the General Education components.

HUMAN SERVICES

NONPROFIT MANAGEMENT OPTION

> *Placement evaluations will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are two 8-week modules per semester. The suggested sequencing for full-time students is shown below.*

Associate Degree

Course No.	Title	Credits
First semester		
ENG 101	English Composition	3
HSR 101	Introduction to Human Services	3
HSR 121	Topics in Nonprofit Management	3
CAP	Computer Literacy Elective	3
PSY 112	Introduction to Psychology	3
		15
Second semester		
ENG 210	Grant Writing and Business Communications	3
SOC 101	Introduction to Sociology	3
COM 101	Public Speaking	3
ENG 102	Composition & Literature	3
MATH	Math 101 or higher	3
		15
Third semester		
SOC 201	Multicultural Issues	3
PSY 120	Organizational Behavior	3
BUS 132	Budgeting and Planning	3
	Elective[1]	3
	Elective[1]	3
		15
Fourth semester		
HSR 210	Topics & Research in Youth Development	3
PSY 212	Lifespan Development	3
	Humanities Elective[2]	3
	Physical or Natural Science Elective[3]	3
HSR 299	Human Service Internship	4
		16

Total Credits in Program   **61**

(1) Electives chosen from HSR, PSY, SOC, BUS, ECE or EDU
(2) Humanities elective chosen from Art, Humanities, Film, Foreign Language, Music, Philosophy, Theater
(3) Physical or Natural Science Elective chosen from: Biology, Chemistry, Environmental Science, Physics

Collegiate Certificate

Course No.	Title	Credits
First semester		
HSR 101	Introduction to Human Services	3
HSR 121	Topics in Non Profit Management	3
ENG 101	English Composition	3
CAP	Computer Literacy Elective	3
SOC 201	Multicultural Issues	3
		15
Second semester		
PSY 120	Organizational Behavior	3
PSY 122	Group Dynamics	3
BUS 132	Budgeting and Planning	3
ENG 210	Grant Writing and Business Communication	3
	Elective*	3
		15

Total Credits in Program   **30**

*Select from, ACC 101-Introduction to Accounting, BUS 101-Introduction to Management, BUS 102- Principles of Marketing, Advertising and Public Relations, BUS 110-Business Law, COM 101–Public Speaking ENG 101-English Composition, HSR 105-Community Organization and Advocacy, or HSR 210-Topics & Research in Human Services.

HUMAN SERVICES

PARAPROFESSIONAL OPTION
ASSOCIATE IN SCIENCE AND COLLEGIATE CERTIFICATE

Paraprofessionals fill a variety of roles within the public school system. They work individually or with small groups of students in order to support ongoing instruction in the classroom. The students with whom they work may have a range of special needs including physical impairments, learning disabilities, or difficulty with informational processing or behavioral issues. Paraprofessionals may also work as parent liaisons and as translators for students and their families. In order to work effectively, paraprofessionals must be trained in a range of areas including behavior management, instructional strategies, techniques for working with special education students, and educational strategies for teaching math and reading. This program is designed to meet the training requirements of paraprofessionals which are now required due to the federal legislation of "No Child Left Behind".

Students who are completing the Associate in Science in Human Services with an Option in Paraprofessional may choose to continue their studies in a range of baccalaureate programs including Education, Special Education, Social Work, Psychology, etc.

Program Outcomes

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

1. Show an understanding of and commitment to the values of human service professionals.

2. Demonstrate a commitment to life-long learning for themselves and those they serve.

3. Exemplify competence as a skilled entry-level paraprofessional.

4. Utilize critical thinking skills to assess needs, interventions, and resources in a comprehensive fashion while taking into account individual, family, and/or community values, practices, and beliefs.

5. Identify the contribution of social, political, economic, and other forces that shape human services environment and provide comprehensive services based on an understanding of these forces.

6. Serve as a positive role model within human services settings and the community.

7. Apply principles of psychology, sociology, mathematics, and natural sciences towards personal and career situations.

8. Demonstrate effective written and verbal communication skills that represent competence and professionalism in the field of human services.

9. Apply theoretical and methodological approaches to the development of the whole child.

10. Identify and respond appropriately to childhood conditions regarding health, safety, and nutrition.

11. Organize and deliver activities that are developmentally appropriate and that encompass aesthetics and creativity.

12. Perform a wide variety of tasks that are part of the normal routine of a childcare employee.

13. Adapt methods and materials to provide developmentally appropriate activities for multi-age children and young children with special needs.

14. Comply with the variety of legal and organizational rules, regulations, and procedures associated with the provision of early childhood education services including proper report and document preparation.

Additionally, graduates of the Associate in Science will complete the comprehensive learning outcomes of the General Education components.

HUMAN SERVICES

PARAPROFESSIONAL OPTION

> *Placement evaluations will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are two 8-week modules per semester. The suggested sequencing for full-time students is shown below.*

Associate Degree

Course No.	Title	Credits
First semester		
ENG 101	English Composition	3
HSR 101	Introduction to Human Services	3
PAR 101	Paraprofessional Training I	3
CAP	Computer Literacy Elective	3
PSY 112	Introduction to Psychology	3
		15
Second semester		
ECE 201	The Exceptional Child and Learner	3
SOC 110	Contemporary Social Problems	3
PSY 121	Child and Adolescent Development	3
ENG 102	Composition & Literature	3
PAR 102	Paraprofessional Training II	3
		15
Third semester		
EDU 122	Instructional Skills and Strategies	3
BUS 135	Customer Relations in a Multicultural World	3
PSY 120	Organizational Behavior	3
	Math 101 or higher	3
PAR 210	Behavior Management and Supervision	3
		15
Fourth semester		
COM 101	Public Speaking	3
	Directed Elective	3
	Humanities Elective[1]	3
	Science Elective[2]	3
HSR 299	Human Service Cooperative Work Experience	4
		16

Total Credits in Program   **61**

(1) Humanities elective chosen from Art, Humanities, Film, Foreign Language, Music, Philosophy, Theater
(2) Physical or Natural Science Elective chosen from Biology, Chemistry, Environmental Science, Physics.

Collegiate Certificate

Course No.	Title	Credits
First semester		
HSR 101	Introduction to Human Services	3
CAP	Computer Literacy Elective	3
PAR 101	Paraprofessional Training I	3
PAR 102	Paraprofessional Training II	3
PSY 112	Introduction to Psychology	3
		15
Second semester		
ENG 101	English Composition	3
PSY 121	Child and Adolescent Development	3
EDU 122	Instructional Skills and Strategies	3
PAR 210	Behavior Management and Supervision	3
ECE 201	The Exceptional Child and Learner	3
		15

Total Credits in Program   **30**

HUMAN SERVICES

YOUTH DEVELOPMENT OPTION
ASSOCIATE IN SCIENCE AND COLLEGIATE CERTIFICATE

The option in Youth Development prepares students to work with youth in after-school programs, recreation centers, counseling, and treatment settings. Youth Development entails a wide range of activities including guiding youth to develop their individual strengths and talents, build social skills, set educational and career goals, make positive, healthy choices, as well as making appropriate referrals as necessary. A Youth Development approach is a holistic one that looks at the physical, mental, social, educational, and spiritual needs of youth. It also looks at youth within the context of their families, schools, communities, and society in order to determine how to best assist youth in achieving positive outcomes. Youth Development utilizes an empowerment model, meaning that youth are encouraged to develop their own solutions and build on their own strengths in order to accomplish their life objectives.

In addition to the general course of study in Human Services, students choosing to concentrate their studies in the Youth Development Option will learn skills and strategies for working with youth effectively. They will also learn the history and relevant theories in the field of Youth Development. Possible work settings include nonprofit organizations, after-school programs, government agencies or fee-for-service agencies. Students who are completing the Associate in Science in Human Services with an Option in Youth Development may choose to continue their studies in a range of baccalaureate programs including Human Services, Social Work, Criminal Justice, Recreation Therapy, Psychology, Education, etc.

Program Outcomes

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

1. Show an understanding of and commitment to the values of human service professionals.

2. Demonstrate a commitment to life-long learning for themselves and those they serve.

3. Exemplify competence as skilled entry-level providers in the field of human service.

4. Utilize critical thinking skills to assess needs, interventions, and resources in a comprehensive fashion while taking into account individual, family, and/or community values, practices, and beliefs.

5. Demonstrate knowledge of basic case management and counseling strategies/skills necessary to be effective with youth, families, and communities.

6. Identify the contribution of social, political, economic, and other forces that shape human services environment and provide comprehensive services based on an understanding of these forces.

7. Serve as a positive role model within human services settings and the community.

8. Utilize a process of self-evaluation that fosters personal and professional growth and contributes to life-long learning.

9. Understand and articulate an asset-based perspective in working with youth, families, organizations, and communities.

10. Practice general management and administrative principles necessary for administration of quality programmatic services in human services.

11. Demonstrate effective written and verbal communication skills that represent competence and professionalism in the field of human services.

12. Apply knowledge of computer applications including basic word processing, spreadsheets, internet and e-mail, and other software related to the field.

13. Perform mathematics related to the field of study including applied business mathematics, budgeting, and other related skills.

Additionally, graduates of the Associate in Science will complete the comprehensive learning outcomes of the General Education components.

HUMAN SERVICES
YOUTH DEVELOPMENT OPTION

Placement evaluations will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are two 8-week modules per semester. The suggested sequencing for full-time students is shown below.

Associate Degree

Course No.	Title	Credits
First semester		
ENG 101	English Composition	3
HSR 101	Introduction to Human Services	3
HSR 110	Youth Development Practice	3
CAP	Computer Literacy Elective	3
PSY 112	Introduction to Psychology	3
		15
Second semester		
HSR 111	Youth Development Connections	3
SOC 101	Introduction to Sociology	3
HSR 105	Community Organization & Advocacy	3
ENG 102	Composition & Literature **OR**	
ENG 210	Grant Writing and	
	Business Communication	3
MATH	Math 101 or higher	3
		15
Third semester		
SOC 201	Multicultural Issues	3
HSR 201	Counseling and Case Management	3
COM 101	Public Speaking	3
	Elective[1]	3
	Elective[1]	3
		15
Fourth semester		
HSR 210	Topics & Research in Human Services	3
PSY 121	Lifespan Development	3
	Humanities Elective[2]	3
	Physical or Natural Science Elective[3]	3
HSR 299	Human Service Internship	4
		16

Total Credits in Program   **61**

(1) Electives chosen from PSY,SOC,BUS, ECE or EDU
(2) Humanities elective chosen from Art, Humanities, Film, Foreign Language, Music, Philosophy, Theater
(3) Physical or Natural Science Elective chosen from Biology, Chemistry, Environmental Science, Physics.

Collegiate Certificate

Course No.	Title	Credits
First semester		
CAP	Computer Literacy Elective	3
HSR 101	Introduction to Human Services	3
HSR 110	Youth Development Practice	3
HSR 105	Community Organization & Advocacy	3
HSR 111	Youth Development Connections	3
		15
Second semester		
HSR 201	Counseling & Case Management	3
HSR 210	Topics & Research in Human Services	3
	Elective*	3
	Elective*	3
HSR 299	Human Services Internship	4
		16

Total Credits in Program   **31**

*Students will be directed to choose from BUS 135, ENG 101, HSR 120, PSY 112, PSY 120, PSY 121, PSY 122, SOC 110.

Students must place into ENG 101 or complete ENG 099 to qualify for graduation from the Certificate program.

HUMAN SERVICES

GREATER HARTFORD YOUTH DEVELOPMENT PRACTITIONER PROGRAM

Youth Development is a philosophy where adults engage youth as co-creators of their futures. It seeks to ensure the well being of all children and adolescents and to help prepare them for adulthood and the responsibilities of being parents, workers, and citizens. Youth workers provide the conditions for young people to reach their highest human potential. The YDPA Youth Certificate program is designed to provide educational and credentialing opportunitties for people who work in the field of Youth Development.

Courses are taught at four-week intervals, a student may enter at any interval.

Program Outcomes

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

- Enhance the practical competencies of front-line youth workers to more positively impact the youth they serve.
- Link practical aspects of youth development work to underlying theories in a systematic approach
- Provide a venue for placing topical youth issues in an academic context.
- To share best practices in Youth Development among professionals representing diverse agencies and systems.

The 18 credits received for the YDPA Youth Practice certificate program are "institutional credits" only.

Students successfully completing the YDPA program may apply for an award of credit towards completion of the Associate in Science in Human Services, Youth Development option, or the Youth Development Certificate program. Up to 12 credits may be awarded towards credit fulfillment of these programs

Certificate

> *Placement evaluations will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are two 8-week modules per semester. The suggested sequencing for full-time students is shown below.*

Course No. *First semester*	Title	Credits
YDP 101	Principles in Youth Development	2
YDP 102	Youth Empowerment	2
YDP 103	Program Development and Management	3
YDP 104	Legal and Ethical Issues in Working with Youth	2
		9

Course No. *Second semester*	Title	Credits
YDP 105	Effective Communications with Youth & Families	2
YDP 106	Cultural Competencies	2
YDP 107	Case Management and Linking Youth to Community Resources	3
YDP 108	Educational and Career Development with Youth	2
		9

Total Credits in Program   **18**

HOMELAND SECURITY

ASSOCIATE IN SCIENCE

The Homeland Security program will provide students with the necessary skills and academic knowledge to gain entry-level positions in various law enforcement, fire service, and industrial security enterprises. This program will also give an understanding of a wide range of topics: they may include but are not limited to aspects of emergency planning and security measures, principles and procedures of safety and threat assessment.

There are career opportunities in all sectors of the community, such as police and security agencies or departments. These career opportunities may also be in areas such as public safety, government agency, diplomatic security, and border patrol. Ultimately other opportunities include employment with government agencies such as the Central Intelligence Agency (CIA), Defense Intelligence Agency (DIA), Federal Bureau of Investigation (FBI), Drug Enforcement Agency (DEA), Immigrations and Naturalization Service (INS), and the Federal Emergency Management Agency (FEMA).

Program Outcomes

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

1. Provide the students with knowledge and skills of the Homeland Security fields of concentration, including impact upon local communities and society, and organizational structure and operations.
2. The students with gain an understanding of contemporary issues affecting both regional and local community security.
3. Present a basic understanding of operational requirements, social and economic impact, and legislative consequences of Homeland Security.

4. Emphasize to students the processes necessary for successful implementation of Homeland Security programs.
5. Examine the ethics and responsibilities of professionals in the Homeland Security management related fields.
6. Prepare students for further academic pursuits and careers in public and private sectors.

Additionally, graduates will complete the comprehensive learning outcomes of the General Education components.

Associate Degree

Placement evaluations will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are two 8-week modules per semester. The suggested sequencing for full-time students is shown below.

Course No.	Title	Credits
First semester		
ENG 101	English Composition	3
PSY 112	Introduction to Psychology	3
CAP	Computer Literacy Elective*	3
HSM 101	Introduction to Homeland Security	3
HSM 105	Contemporary Ethical Perspectives	3
		15
Second semester		
HSM 140	Investigative Report Writing	3
	MATH 101 or higher	3
HSM 102	Introduction to Weapons of Mass Destruction	3
HSM 103	Emergency Response: Planning, Preparedness and Testing for Terrorism Concepts	3
	Restricted Elective**	3
		15

Course No.	Title	Credits
Third semester		
COM 101	Public Speaking	3
HSM 104	Domestic and International Terrorism	3
	Restricted Elective**	3
	Restricted Elective**	3
	Open Elective	3
		15
Fourth semester		
	Science Elective	3
HSM 210	Research Project	3
HSM 290	Internship	3
	Restricted Elective**	3
	Restricted Elective**	3
		15

Total Credits in Program		**60**

*CAP elective chosen from the following: CAP 100, CAP 102, CAP 105, CAP 110, CAP 111 or CAP 220.

**Restricted elective chosen from the following: BUS 101, HRS 101, HSM 110, HSM 111, HSM 120, HSM 130, HSM 210, HSM 220, HSM 230, and PSY 120.

ACADEMIC DEPARTMENT

NURSING

ASSOCIATE IN SCIENCE

Mission

The Mission of the Nursing Program is derived from the mission of Goodwin College. It has as its focus the educational preparation of students to become Nurses. It provides an atmosphere whereby its diverse student population can grow intellectually by promoting critical thinking, personal development, and community involvement, as well as competencies in clinical skills. The Nursing program provides a technical educational foundation upon which students of nursing may continue to build their professional careers.

Program Description

The Goodwin College Associate Degree in Nursing (ADN) Program consists of class work and clinical practice in a variety of health-care facilities, which will provide nursing graduates with the skills to function effectively in today's healthcare industry. It includes the opportunity for personal growth through the inclusion of liberal arts and science courses. The general education courses are supportive to the nursing courses.

This program is an organized program of studies that combines general education courses from the biological, social and behavioral sciences and the humanities, with courses in the theory and practice of nursing. The program develops the student in the process of nursing, promotes critical thinking, fosters the development of moral and ethical professional behaviors, and promotes continued self-development and personal and professional growth.

The program is designed as a progression of courses of increasing complexity that build upon one another. Therefore, the courses should be taken in the prescribed sequence. A minimum grade of "C" is required in all nursing and science courses. Courses can only be repeated once. Students whose clinical attendance and/or performance are deemed unsatisfactory by the faculty may be subject to withdrawal from the nursing program. Sixty-eight (68) semester credit hours are required for graduation from the nursing program. Sixty credits in the ADRN program, plus eight credits for Anatomy & Physiology I & II.

After successfully completing and graduating from the nursing program, graduates receive an Associate in Science degree in Nursing and are eligible to take the NCLEX-RN, the registered nurse licensure examination. Graduates must pass the NCLEX-RN in order to work as a registered nurse. Once a graduate passes this exam, he/she is prepared to assume an entry-level position in a variety of structured healthcare settings, such as acute care (hospitals), provider offices, clinics, community health centers, long-term care facilities, and other healthcare settings.

The Connecticut Articulation Model

The Connecticut Articulation Model, developed by the Connecticut League for Nursing (CNL), provides the mechanism for licensed practical nurses (LPNs) and registered nurses (RNs) to continue their education.

LPNs who currently hold a CT license and are accepted into the Goodwin College nursing program may take a 3-credit "Bridge" course developed by the CLN and administered through Charter Oak College via distance learning. This is followed by a 1-credit course at Goodwin College to validate clinical and other skills. The LPN who successfully completes both these courses is awarded 12 credits and will begin the nursing courses with Nursing 200.

For more information on the Connecticut Articulation Program and how it is implemented at Goodwin College, please contact the Nursing Department.

NURSING

Program Outcomes

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

1. Practice within the ethical, legal and regulatory frameworks of nursing and the professional standards of nursing practice;

2. Demonstrate accountability for nursing care given by self and/or delegated to others;

3. Utilize critical thinking to assess client status, needs, responses and resources in a comprehensive fashion while considering the client's values, customs and culture;

4. Utilize therapeutic and professional communication skills and channels when interacting with clients and families to achieve positive client outcomes and communicate essential information throughout the nursing process;

5. Plan and implement client care that is accurate and safe in diverse healthcare settings and utilize information technology to support the planning and provision of client care;

6. Perform nursing skills competently and in ways that protect and promote the dignity of the client and maintain client physical and psychological safety;

7. Identify the contribution of social, political, economic, and other forces on the healthcare environment and client care, and provide comprehensive care based on an understanding of these forces;

8. Serve as a positive role model for the nursing profession within healthcare settings and the community at large;

9. Collaborate with clients and families and other members of the healthcare team and work cooperatively with others to achieve client and institutional goals;

10. Effectively and efficiently manage client care by coordinating the implementation of individualized client care plans, facilitating the continuity of client care across various healthcare settings, delegating and supervising aspects of client care provided by assistive personnel, and adapting client care to changing settings and systems;

11. Utilize a process of self-evaluation that fosters personal and professional growth and contributes to life-long learning.

Additionally, graduates will complete the comprehensive learning outcomes of the General Education components.

Associate Degree

> *Placement evaluations will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are two 8-week modules per semester. The suggested sequencing for full-time students is shown below.*

Course No.	Title	Credits
First semester		
CAP	Computer Literacy Elective	3
ENG 101	English Composition	3
NUR 100	Nursing Skill Development	6
		12
Second semester		
PSY 112	Introduction to Psychology	3
BIO 235	Microbiology	4
NUR 110	Adults & Wellness Continuum I	6
		13
Third semester		
SOC 101	Introduction to Sociology	3
PSY 212	Lifespan Development	3
NUR 200	Adults & Wellness Continuum II	7
		14

Course No.	Title	Credits
Fourth semester		
COM 101	Public Speaking	3
NUR 210	Families & Wellness Continuum Across the Lifespan	7
		11
Fifth semester		
	Humanities Elective*	3
NUR 220	Integration of Nursing Skills: Adults with Complex Health Problems	9
		12

BIO 211 & 212 Anatomy & Physiology I & II (8 credits) must be completed before entering Nursing 100. These 8 credits are included in the 70 credits needed to complete this program.

Total Credits in Program	**68**

*Humanities Elective chosen from Art, Communication, Film, Foreign languages, Literature, Music, Philosophy, Theater.

CONTINUING EDUCATION PROGRAMS

ENGLISH AS A SECOND LANGUAGE
COLLEGIATE CERTIFICATE

The objective of the stand-alone ESL program is to enhance the English-language proficiency of individuals who have pre-existing vocational knowledge, training, or skill, but cannot use that knowledge, training, or skill because of their English speaking deficiency.

All ESL students will take the CASAS appraisal test during orientation to determine the entry level of ESL instruction. ESL courses are sequenced and delivered in four levels consisting of four courses each. The four courses of each level are taken concurrently. Students are placed in levels according to their scores on the CASAS Survey Achievement Pre-test.

If a student enters the program at Level 2, 3, or 4, he/she will receive Advanced Placement credit for the lower level courses.

Students completing Level 2, 3, or 4 are administered the CASAS Survey Achievement Post-test as an exit examination to measure competency.

The 48 credits received for the ESL Certificate program are "institutional credits" only. They cannot be transferred or applied to a degree program at the college.

Program Sequence of Courses

Course No.	Title	Credits	Course No.	Title	Credits
Level 1			**Level 3**		
ESL 110	Beginning English I	3	ESL 130	Intermediate English I	3
ESL 111	English Vocabulary Studies I	3	ESL 131	Reading Skills and Strategies I	3
ESL 112	English Conversation Practice I	3	ESL 132	Oral Communication Techniques I	3
ESL 113	ESL Survival Skills I	3	ESL 133	English Writing I	3
Level 2			**Level 4**		
ESL 120	Beginning English II	3	ESL 140	Intermediate English II	3
ESL 121	English Vocabulary Studies II	3	ESL 141	Reading Skills and Strategies II	3
ESL 122	English Conversation Practice II	3	ESL 142	Oral Communication Techniques II	3
ESL 123	ESL Survival Skills II	3	ESL 143	English Writing II	3

Total: 48 credits; 16 courses; 32 Weeks – Day Classes; 52 Weeks – Evening Classes

Day Schedule:
Monday through Thursday between the hours of 8:00 a.m. – 2:30 p.m.

Evening Schedule:
Monday, Wednesday and Thursday, between 5:30 p.m. – 10:15 p.m.

The course numbering system has two parts that identify both the program area and the level of difficulty of the course. For example:

XXX - 000
XXX are the letters of the course specialty such as CAP for office Computer Applications, MED for medical science, CST for computer systems, etc.
000 are the numbers of the course -- courses beginning with the digit "0" are developmental courses. These are for institutional credit only and do not count towards the credit requirement for a degree. Courses beginning with the digit "1" are credit courses at the introductory level, and courses beginning with the digit "2" are advanced level courses.

ACC 101 - Introduction to Accounting
3 credits (PREREQUISITE: NONE)
This course is an introduction to accounting using the double-entry system with journals, ledgers, worksheets, and financial statements. Students will learn to journalize transactions, post to the general ledger, prepare financial statements and prepare the closing process.

ACC 102 - Payroll Accounting Procedures
3 credits (PREREQUISITE: ACC 101 –COMPUTERIZED ACCOUNTING MAJORS MUST HAVE A C- OR BETTER IN ACC101)
This course is a study of payroll accounting procedures. Students will learn to account for payroll by preparing payroll registers, employee's earnings records, identifying mandatory and voluntary payroll deductions and employer payroll taxes, and preparing appropriate journal entries.

ACC 103 - Merchandise Accounting
3 credits (PREREQUISITE: ACC 102- COMPUTERIZED ACCOUNTING MAJORS MUST HAVE A C- OR BETTER IN ACC102)
This course is an in-depth study of merchandise accounting. Students will learn to cost inventory using FIFO, LIFO, and Average Costs methods. Students will learn to calculate cost of goods sold, ending inventory, and gross margin and be able to prepare appropriate journal entries and financial statements.

ACC 120 - Practicum in Accounting
3 credits (PREREQUISITE: ACC 103- COMPUTERIZED ACCOUNTING MAJORS MUST HAVE A C- OR BETTER IN ACC103)
This course uses a generic practice set after instruction on the accounting cycle is completed. Students are required to complete two months of transactions and the year-end work for Northern Micro, a merchandising business organized as a sole proprietorship.

ACC 121 - Budgeting and Planning
3 credits (PREREQUISITE: CAP 100)
Budgeting, a major part of the business planning, is the primary accounting management practice for monitoring current and projected costs, revenues, and expenses. Given the budgetary data, management produces and analyzes vital information on running a successful business and uses the information to make further decisions. This course describes the various types of budgets you'll encounter; overviews the steps of the budget process; introduces you to Quickbooks, the most commonly used automated budgeting tool; and gives you an opportunity to practice using the tool in support of company goals.

ACC 201 - Accounting Software II
3 credits (PREREQUISITE: ACC 103- COMPUTERIZED ACCOUNTING MAJORS MUST HAVE A C- OR BETTER IN ACC103)
Students will use the Peachtree Accounting for Windows software to establish accounts for service businesses, merchandising businesses, nonprofit businesses, and manufacturing businesses. Software applications include cash receipts, cash disbursements, job costing, payroll setup, budgets, reports, and business analysis.

ACC 210 - Financial Accounting Principles
3 credits (PREREQUISITE: PERMISSION OF INSTRUCTOR)
This course is designed to further the study of accounting principles. Accounting for accounts receivable, long-term assets, partnerships, and corporations will be covered. Students will be assigned a project involving analysis of an annual report of a corporation.

ASD 100 - Study Skills for College Success
1 credit (PREREQUISITES: ALL STUDENTS IN DEVELOPMENTAL LEVEL ENGLISH AND MATH COURSES ARE REQUIRED TO TAKE THIS COURSE.)
This course is designed to strengthen students' motivation and provide necessary study skills for subsequent college success. This course provides discussion and learning activities, which explore some of the most critical areas of student success. These issues include motivation, attitude, self-esteem, stress, time management, learning styles, and types of thinking. This course also explores techniques in reading, studying, listening, note taking, memory, problem solving, and test taking. Included are topics in library research and computer literacy. This course does not count towards associate degree requirements.

BIO 101 - Human Biology
3 credits (PREREQUISITE: ENG 099)
This course provides an overview of the organ systems of the human body and basic concepts of cell biology and structure, including the study of anatomical and physiological interrelationships; organization of cells, tissues and body systems; and structure and function of muscular, skeletal, endocrine, lymphatic, digestive, respiratory, urinary, nervous and reproductive systems. The course covers examples of diseases of each body system as well as the relationship of nutrition and metabolism to the digestive system.

BIO 103 - Human Anatomy and Physiology I

3 credits (PREREQUISITE: MED 101)
This course is a study of the human body and its biological organization specifically designed for students entering the Medical Assisting, Medical Billing and Coding, Histology and EMT/Paramedic fields. Structure and function of cells, tissues, organs and body systems will be examined. Students will learn the anatomical directions and positions of the body. The structure and physiology, including an overview of the related disease processes, of the following systems will be covered: integumentary, skeletal, and muscular. *This course does not fulfill the requirements for the Nursing and Respiratory Care programs.*

BIO 104 - Human Anatomy and Physiology II

3 credits (PREREQUISITE: BIO 103)
This course expands upon the knowledge acquired in Human Anatomy and Physiology I, BIO 103. Students will explore the structure and function of the nervous, blood, circulatory, lymphatic, respiratory, digestive, urinary and reproductive systems. An overview of growth and development will also be covered. Examples of disease of each of the body systems will be discussed. *This course does not fulfill the requirement for the Nursing or Respiratory CareProgram.*

BIO 120 - General Biology

4 credits (PREREQUISITE: ENG 099)
This course introduces basic principles of biology. Lecture topics include: the chemical basis of life, cellular organization and function, physiological regulation, genes and the basis of heredity, and evolution. Students will also examine organismal diversity, including the characteristics of viruses and bacteria, as well as the characteristics and relationships among organisms comprising the animal kingdom. The laboratory portion of this course will meet for 3 hours per week in which students will perform experiments, make observations, interpret findings, and explore techniques. Students will explore the diversity and complexity of cells, discuss issues related to biology, and perform scientific investigations to understand the mechanisms of inheritance and how cells use energy. Students will learn to find and evaluate information related to biology, evaluate the quality of that information and communicate the information to peers and instructor.

BIO 211 - Anatomy & Physiology I

4 credits (PREREQUISITES: BIO 120 or DEPARTMENTAL PERMISSION and CHEM 101)
This course is a comprehensive study of the structure and function of the human body. Emphasis is on the chemical, anatomical and physiological principles of cells and tissues of the human body as well as the integumentary, muscular, skeletal, and nervous system. Laboratory sessions are coordinated with the lectures and emphasize experimentation and application of the lecture content. Experiments are supplemented by microscopic analysis of selected slides and review of anatomical models. *Formerly listed as BIO 110.*

BIO 212 - Anatomy & Physiology II

4 credits (PREREQUISITE: BIO 211)
This course is a comprehensive study of the structure and function of the human body. Emphasis is on the anatomy and physiology of the nervous, sensory, endocrine, cardiovascular, respiratory, immune, lymphatic, gastrointestinal, renal, and reproductive systems, as well as blood chemistry and the embryology of the human body. Discussion will also include the diseases of these systems. Laboratory sessions are coordinated with the lectures and emphasize experimentation and application of the lecture content. Experiments are supplemented by the dissection of the fetal pig, microscopic analysis of selected slides, and review of anatomical models. *Formerly listed as BIO 111.*

BIO 235 - Microbiology

4 credits (PREREQUISITE: BIO 212)
This course explores the role of microorganisms in disease and health. Coverage includes the structure, function, growth and transmission of viruses, bacteria, fungi, protozoans, and helminths as well as vectors of pathogenic agents. Laboratory activities include study of the growth, detection, and analysis of various microbial and parasitic organisms. *Formerly listed as BIO 210.*

BUS 101 - Introduction to Management

3 credits (PREREQUISITE: NONE)
This course provides an introduction to the basic principles of management and its relationship to customer expectations. An overview of major topics and concepts including planning and decision making, organization, staffing and leading, Information Systems, and ethics and social responsibility will be covered.

BUS 102 - Principles of Marketing, Advertising, and Public Relations

3 credits (PREREQUISITE: NONE)
This course provides a basic understanding of marketing concepts, strategies, applications, and methods with emphasis on advertising and sales promotion in the domestic markets. Attention is given to promotional areas such as direct marketing, publicity, public relations, and personal selling. This course focuses on the application of management principles and practices to the effective development of public relations and advertising plans, programs, and campaigns.

BUS 103 - Introduction to Business & Technical Writing

3 credits (PREREQUISITE: NONE)
The objective of this course is for students' to learn real-world English skills to apply these principles to on-the-job communications. Students will learn and practice correct sentence structure, grammar, and punctuation, as well as correct and current formats and styles for common office and professional documents. Students will learn about conventional courtesies in the workplace, develop an awareness of diversity and the importance of good workplace communication practices.

BUS 110 - Business Law

3 credits (PREREQUISITE: NONE)
This course is designed to introduce the legal and regulatory environment in which businesses must operate. The rule of law, laws regarding property, public and private as well as civil and criminal law will be covered. State laws regarding incorporation, licensing, tax and regulatory filings and legal recourses to public acts will be discussed. Federal and State employment and labor laws will also be an important part of this course.

BUS 120 - Administrative Office Procedures

3 credits (PREREQUISITE: CAP 101)
This course presents the opportunity for students to apply previously acquired secretarial skills to the multitude of tasks and responsibilities encountered by the administrative assistant in the modern office. Topics include: prioritizing, preparing specialized business documents, records management, electronic technology, and telephone procedures. The importance of making informed decisions and working productively with others is stressed.

BUS 121 - Personal Finance

3 credits (PREREQUISITE: NONE)
This course presents an analysis of the many financial situations and decisions confronting an individual. Topics include cost of credit, budgeting, individual tax preparation, financial planning, and checking account maintenance.

BUS 130 - Principles of Entrepreneurship

3 credits (PREREQUISITE: NONE)
This course provides a practical approach to the entrepreneurial process and the skills for starting a small business. The course will include a discussion of the entrepreneur's acquisition of capital and management, marketing and financial decisions. The course will also include discussion of family and personal issues, support systems and time management.

BUS 132 - QuickBooks: Applications in Budgeting and Planning

3 credits (PREREQUISITE: C- OR BETTER IN ACC 101)
This course provides an overview of QuickBooks accounting software. The course will cover the major points of using the QuickBooks accounting software. The focus of the course will be to use the planning and budgeting tools QuickBooks has to offer. This course will include budget set-up and forecasting, and using budgeted financial statements to plan for analysis. Comparing budgeted vs. actual using QuickBooks reporting mechanisms will also be covered. Use of these tools in analysis and planning will be stressed.

BUS 135 - Customer Relations in a Multicultural World

3 credits (PREREQUISITE: NONE)
This course takes an in-depth look at working with individuals, organizations, and communities that have varying forms of language and value systems. Students will examine personal cultural competencies, values, and communication approaches that are required for quality customer service. Strategies to understand and meet the customer's needs across cultures are discussed and analyzed.

BUS 210 - Business Planning & Development

3 credits (PREREQUISITE: PERMISSION OF INSTRUCTOR)
This course covers the aspects of creating a successful business plan. The foundations for each section of the business plan developed in this class will be enhanced through the knowledge gained in other courses. This class will provide an understanding of how all the pieces; the marketing plan, the financial plan, and organizational plans - integrate into the overall business plan. The plan created will provide a practical description of the future direction of the business.

BUS 220 - Professional and Technical Communications

3 credits (PREREQUISITE: ENG 101 OR PERMISSION OF INSTRUCTOR)
This course introduces students to the tools and techniques for writing and presenting professional and technical information. The emphasis is on how to apply these tools and techniques to on-the-job communications. The course covers sentence structure, grammar, and punctuation, as well as formats and styles for common office and professional documents. The course also covers conventional courtesies in the workplace, diversity awareness, and the importance of adapting communication mediums and messages to differing audience needs.

BUS 297 - Seminar in Professional Application

3 credits
This one credit course is designed to incorporate site visits, group discussion, and/or individual consultation between the faculty members and the student(s). The goal of the Seminar in Professional Application is to provide students with the forum to discuss and to reflect upon topics within the program of study and the application in the workplace.

BUS 298 - Capstone/Cooperative Work Experience (Externship)

6 credits
The Capstone/Cooperative Work Experience course is designed for students already employed in their field of interest, or who are actively engaged in regular employment. The Capstone / Cooperative Work Assignment course follows over three semesters of classroom instruction. Students apply the accumulating knowledge and skills acquired in their field of study to career related experience. It gives the student the opportunity to put his/her class knowledge to practical use and to practice and enhance acquired skills. It enhances the students' valuable employment experience, increasing their marketability. The Capstone component includes reflective essays, portfolio entries, and situational analysis as outlined in the individualized course outline.

BUS 289 - Independent Study

2-3 credits (PREREQUISITE: DEPARTMENTAL PERMISSION)
This course enables students to conduct an in-depth study/project within their major field of study.

BUS 299 - Cooperative Work Assignment

4 credits (PREREQUISITE: COMPLETION OF ALL REQUIRED COURSES)
During a 180-hour cooperative assignment students are provided with hands-on training and career related experience. This course provides extensive on-site experience which utilizes previously studied subjects and related skills. It gives the student the opportunity to put his/her class knowledge to practical use and to practice and enhance acquired skills. It provides the student with valuable employment experience, increasing their marketability.

CAP 100 - Computer Literacy

3 credits (PREREQUISITE: NONE)
This course is designed to introduce students to the basics of the computer and the Microsoft Office software program, completing projects in Word, Excel and PowerPoint. Students will learn about the world-wide web and how to search the Internet. The course will also introduce the correct "touch" keyboarding techniques using the alphabetic keys.

CAP 102 - Microsoft Word

3 credits (PREREQUISITE: CAP 100)
This course continues and builds upon the concepts learned in CAP 100. Topics covered include using proofing tools; working with tabs, envelopes, labels and tables; and keyboarding. This course will also include using the mail merge process to create form letters, envelopes, labels and catalogs. A discussion of using Outline view and how to create an outline will also be an important part of this course.

CAP 105 - Internet Applications

2 credits (PREREQUISITE: NONE)
This course will present the various features of Internet access and use of the World Wide Web. Topics include: connecting to the Internet, accessing the Internet, using e-mail, browsing the Internet and the dynamics of using search engines. Students will learn how to use the WEB for research of computer related topics and topics of individual academic preferences.

CAP 110 - Computer Applications

3 credits (PREREQUISITE: CAP 100 OR DEPARTMENTAL PERMISSION)
This course is a continuation of CAP 100. Students will continue their study of Excel. A review of formulas, charting and formatting will be done. Organization of worksheets, copying and moving, renaming, inserting and deleting worksheets, using absolute, relative and mixed cell references, creating and using named ranges, freezing and unfreezing rows and columns and working with charts will be covered. Microsoft Access will also be introduced into this course. Students will learn to create and edit a database table in both the design window and the Table Wizard and to design and create basic forms and reports and create and run Queries through the Select Query Window. Students will also have the opportunity to learn advanced Microsoft Word skills.

CAP 220 - Presentation Software

2 credits (PREREQUISITE: CAP 112)
This course teaches the concepts of desktop publishing utilizing the Microsoft Publisher 3.0 program. The student will be able to integrate text with graphics, and will use text and pictures as building blocks to create any page design in any configuration desired.

CAP 289 - Independent Study

2 credits (PREREQUISITE: DEPARTMENTAL PERMISSION)

CHEM 101 - Chemistry

4 credits (PREREQUISITE: MATH 101 AND ENG 099 WITH A "C" OR BETTER.)
This course is a survey study of chemistry. Emphasis is on the aspects of General, Organic, and Biological Chemistry. These concepts will include interactions of matter and energy, nuclear radiation, measurement, chemical reactions, solutions, gas laws, acid and bases, as well as general concepts of organic chemistry, and the four major organic compound groups essential for life (Lipids, Carbohydrates, Proteins, and Nucleic Acids). Laboratory sessions are coordinated with the lectures and emphasize experimentation and application of the lecture content.

COM 101 - Public Speaking

3 credits (PREREQUISITE: NONE)
This course is designed to develop students' speaking and listening skills so that they may become more effective communicators. Public speaking presentation skills, organization, delivery, and adaptation to the audience are emphasized. Interviewing and group discussion techniques are included.

CST 100 - Digital Electronics

2 credits (PREREQUISITE: NONE)
The student is introduced to Boolean algebra, Binary math, Logic Circuits, and their basic concepts as they apply to computer systems. Students will learn component identification, Digital integrated circuits, the use of a Digital Multi-Meter, Binary math, TTL Logic, Gates, and basics of Digital circuit analysis and troubleshooting. The knowledge gained from this course will be applicable to programming, Networking, and hardware troubleshooting and design.

CST 101 - Desktop Operating Systems

3 credits (PREREQUISITE: NONE)
The student will learn how to use the various computer operating systems in use today. This course presents detailed information about each of the Windows operation systems. At the completion of this course the student will be able to both install and troubleshoot Windows 98, Windows NT, Windows 2000 and Windows XP.

CST 102 - Computer Applications

3 credits (PREREQUISITE: CST 101)
The student will acquire the knowledge required to effectively utilize the complex computer applications widely used in business today. Students will learn Microsoft Office Suite XP, including Word, Excel, Access, and PowerPoint. This course is designed to prepare the student to take the core MOS certification examinations.

CST 103 - Computer Assembly and A+ Preparation

3 credits (PREREQUISITE: CST 100 & CST 102)
This A+ preparation class will prepare the student in the studies and skills necessary to pass the A+ certification test. Areas of study include how to assemble a computer system from start to finish including CMOS set up and installation of an operating system. The course was designed specifically to teach the student about the various kinds of hardware devices that make up a typical desktop computer. The material will include discussions about IDE/SCSI Hard drives, Floppy drives, CGA, VGA Video cards, Motherboards, Processors, Memory, Cache, IO Slots, IO Controller cards, Sound cards, Tape drive, CD ROM drives and other type adapters.

CST 110 - Command Line Technology

3 credits (PREREQUISITE: NONE)
This course introduces the use of the "Command Line" to facilitate troubleshooting, maintenance, and control of the Windows Networking Environment. Students will create batch files and generate script files used for installation and backups in the network environment.

CST 111 - Visual Basic Programming

3 credits (PREREQUISITE: CST 101)
This course will teach students the fundamentals of Visual Basic programming. Student will learn how the Visual Basic interface works, the structure of programs, naming conventions, forms, text boxes, image boxes, controls, and common dialog boxes. The students will utilize their skills in programming to create various applications and database interfaces. Students will create Server/Client

programs to enable communication over the Internet that can be expanded to control any type of electronic device across the World Wide Web. Student will write programs that will interface with motorized assemblies capable of controlling such things as video cameras and remote devices over the Internet.

CST 112 - Website Design and Maintenance
3 credits (PREREQUISITE: CST 101)
Student will learn the concepts of Web Browsers and hypertext used to display information on the Internet. Students will learn how to create web pages that contain backgrounds, pictures, tables, frames, hyperlinks, sounds and video objects by utilizing the proper tags that makeup the Hypertext Markup Language (HTML). Through hands-on projects, students will learn the process of acquiring a Domain Name, Registering with Search Engines and Search Engine Optimization.

CST 115 - Automation and Robotics
3 credits (PREREQUISITE: CST 101, CST 111)
Students will be introduced to Ohm's Law, and the basic principles of electronic components used in Automation and Robotics. Specialized electronic components; photo sensors, servos and motors are presented to the student in a hands-on format to complete the understanding of Automation and Robotics as used in industry today. Students will acquire knowledge of the "Basic 2 stamp" and writing routines to accomplish simple Robotic tasks.

CST 120 - Network Topology
2 credits (PREREQUISITE CST 104)
This course will teach students about the hardware used in the cabling of Network computers. It will include discussions of Ethernet, Star and Wireless (WIFI) networks as well as the various types of cables, connectors, hubs, concentrators and interface cards. Students will acquire a working knowledge of the common network Protocols. Students will install and configure the hardware to successfully build a peer-to-peer network in both the Command Line and Windows environment.

CST 121 - Network Operating Systems
3 credits (PREREQUISITE: CST 120)
This course is specifically designed to teach students all aspects of the Windows Networking environment including versions of Windows 2000 Server/Professional, Windows XP, and Windows 2003 Server. The material covers both peer-to-peer, server/client and Web Services. This course also covers the operation and installation of applications over the network. The student will learn about Windows Networking environment, the Windows.Net framework and how it is used to develop Web Services.

CST 201 - Network Security and Administration
3 credits (PREREQUISITE: CST 121)
This course will teach students how to manage a network and perform all of the administration duties. The material presented in this course covers Windows 2000 server/professional, Window XP, and Windows 2003 server. Students will learn how manage both current and new users on the network, map drives and directories, setup sharing access levels and manage the security functions for these operating systems. Firewalls and Enhanced Security software will be presented to instruct the student in how to protect businesses from information thieves, Hackers, and Crackers.

CST 202 - Network Defense, Monitoring & Communication
3 credits (PREREQUISITE: CST 110, CST 111, CST 201)
This course will teach students about Network defense and security. Included are: Anti-Virus tools, security policies, password management, risk analysis, network communication vulnerabilities, enhancing security with cabling and network hardware, understanding different types of firewalls, packet filtering and NAT, setting up and securing a virtual private network, and understanding hacker exploits.

CST 203 - Network Information and Security
3 credits (PREREQUISITE: CST 110, CST 111, CST 201)
The main goal of this course is to provide students with a fundamental understanding of network security principles and implementation. The technologies used and principles involved in creating a secure computer networking environment will be covered. Students will learn about the authentication of, the types of attacks, and malicious code that may be used against a network as well as the threats and countermeasures for e-mail, Web applications, remote access, and file and print services. A variety of security topologies will be discussed as well as technologies and concepts used for providing secure communications channels, secure internetworking devices, and network medium. Further, students will learn about intrusion detection systems, firewalls, and physical security concepts. In addition, security policies, disaster recovery, and computer forensics are covered. Aside from learning the technologies involved in security, students will be introduced to the daily tasks involved with managing and troubleshooting those technologies. A variety of hands-on and case project assignments will reinforce the concepts read in each chapter.

CST 204 - Firewalls, Intrusions & VPNS
3 credits (PREREQUISITE: CST 110, CST 111, CST 201)
This course provides a comprehensive overview of building and maintaining firewalls in a business environment. It is designed for the student and network administrator who will need to learn the basics of network firewall security. It covers basic installation techniques, discusses how to make an intelligent choice of firewall technology, and presents basic firewall troubleshooting. Specific topics covered include: planning/design, security, configuration, packet filtering, proxy servers, authentication, encryption, and VPNs.

CST 210 - Securing a Windows Network
3 credits (PREREQUISITE: CST 110, CST 111, CST 201)
This course details the security aspect of Windows 2000 communications both internally and externally. Students will learn to use integrated Windows security features such as IP Security, Security Templates, and Certified Services as well as how to create a Virtual Private Network connection through Routing and Remote Access Services and other secure connections with a Windows 2000 Server over the Internet. After working

through the curriculum, students will be able to design and implement secure Windows 2000 communications throughout the enterprise and protect the network effectively from hackers and viruses. Specific topic coverage includes: Windows 2000 Security, Windows Updates; Certificate Services; Encrypting File System; IP Security; Wireless Networks; Internet Authentication; Remote Access and VPNs; Auditing and the Event Logs; and Incident Response techniques.

CST 289 - Independent Study

2-4 credits (PREREQUISITE: DEPART-MENTAL PERMISSION)

This course enables students to conduct an in-depth study/project within their major field of study.

CST 299 - Cooperative Work Experience

4 credits (PREREQUISITE: COMPLE-TION OF REQUIRED COURSES)

During a 180 hour cooperative assignment, students are provided with hands-on training and career-related experience. This course provides an extensive on-site experience which utilizes previously studied subjects and related skills. It gives the student the opportunity to put his/her class knowledge to practical use and to practice and enhance acquired skills. It provides students with valuable employment experience, thus increasing their marketability.

ECE 101 - Introduction to Early Childhood Education

3 credits (PREREQUISITE: NONE)

This course is designed to acquaint students with the field of early childhood education. Students will be introduced to the history and philosophy of early childhood educators and programs that have laid the foundation of early childhood education and curriculum development. Students will have an understanding of social and psychological factors that influence a child overall. This course will introduce students in ways to develop an understanding of what goes into the daily running of an effective classroom. It emphasizes practical information that can be used in working with young children. It will help the student become aware of what a teacher does and the importance of accountability. Students will learn how

to observe children and write goals and objectives. They will also learn ways that are effective in working with other early childhood professionals in the day to day running of an effective program. Students will study the family and understand the importance of making connections to family members. Modern development, research, administration, curriculum, and trends in early childhood education will be covered.

ECE 102 - Health, Safety and Nutrition for Early Childhood Programs

3 credits (PREREQUISITE: NONE)

This course introduces students to the licensing and NAEYC requirements for creating healthy and safe environments. This course provides guidelines for establishing safe environments, room arrangement, accident prevention procedures, and sanitation guidelines. Students will examine the liability issues in childcare. This course provides objectives for developing health policies, controlling disease, establishing proper nutrition, and responding to children's special health concerns. This course will examine legal and state guidelines governing licensed childcare programs. Students will explore ways to incorporate cooking activities into curriculum and create warm friendly settings for positive mealtime experiences. *Formerly listed as Methods, Materials & Management in Early Childhood Education.*

ECE 110 - Creativity and Young Children

3 credits (PREREQUISITE: ECE101 or Departmental Permission)

This course is designed for students to become aware of the importance of creativity in the early childhood classroom and be able to design and implement activities in the classroom to foster this development. Students will review theories of early childhood education and determine how these theories relate to creativity development. Students will explore music and movement, art, sand and water, blocks, dramatic play, and more as they plan developmentally appropriate activities for young children.

ECE 120 - Math and Science for Young Children

3 credits (PREREQUISITE: ECE101 or Departmental Permission)

This course is designed for students to develop an understanding of early math and science concepts. Students will explore and develop materials that can be used throughout the early childhood environment. Students will become familiar with the CT. Framework and the goals and objectives related to early math and science development. Students will design developmentally appropriate math and science explorations for young children. Students will also explore developmentally appropriate materials and literature for young children that foster early math and science skills and discuss the importance of the teacher as facilitator.

ECE 140 - Early Childhood Practicum I

6 credits (PREREQUISITE or COREQ-UISITE: ECE 101 or ECE 102)

This course serves as a practical field experience that is based on the theories and learning outcomes associated with the overall Early Childhood curricula. Students will engage in project-based learning within an actual early childhood classroom that allows further exploration of professional work associated in early childhood. The course will integrate experiential learning, supervision, and reflection as students engage in defined projects within the work setting. This course will provide opportunities to practice early childhood theories, strategies, and techniques under the supervision of early childhood teachers, directors, and the instructor. It will also provide students the opportunity to return to the classroom in a seminar to discuss and evaluate their experiences. This class will enable students to learn effective methods of working in an early childhood setting. *Formerly listed as EDE 210. Not open to students who have complete ECE 210.*

ECE 141 - Early Childhood Practicum II

6 credits (PREREQUISITE: ECE 140)

This course serves as a continuation of the practical field experience learned in Early Childhood Practicum I. Students will continue to engage in project-based learning within an actual early childhood classroom that allows further exploration of professional work associated with early childhood. The course will again inte-

grate experiential learning, supervision, and reflection as students engage in defined projects within the work setting. This course will provide opportunities to practice early childhood theories, strategies, and techniques under the supervision of early childhood teachers, directors, and the instructor. It will enable students to learn effective methods of working in an early childhood setting. Students will be required to attend three seminars to discuss and evaluate their experiences.

ECE 201 - The Exceptional Child and Learner

3 credits (PREREQUISITE: ECE 101 and Departmental Permission)
This course focuses on working with exceptional students, including children who are gifted and talented and those who require special education. Students will learn methods for identifying, planning for and working effectively with such children in a regular classroom. Students will become familiar with various materials and how to adapt materials so that they are effective with working with the exceptional learner. *Formerly listed as EDU 121. Not open to students who have completed EDU 121.*

ECE 210 - Observation and Assessment in the Early Childhood Classroom

3 credits (PREREQUISITE: ECE 101 or Departmental Permission)
This course is designed for students to develop an understanding of the process and importance of observation and assessment of classroom environments, young children, and of teacher performance. Students will learn how to take appropriate observation notes and explore a variety of methods for collecting and analyzing this data. Students will learn how to create individual portfolios for young children and explore how to use the information contained in these portfolios for individual and group curriculum planning. Students will visit programs and use observation tools presented in class to assess the quality of the assigned early childhood environment. Students will practice using information to develop appropriate action plans and next steps as part of the evaluation process. Four 4-hour visits are required.

ECE 220 - Multicultural Aspects of Early Childhood

3 credits (PREREQUISITE: ENG 101 and Departmental Permission)
This course introduces multicultural theory as it relates to the early childhood classroom. Students will explore various pioneers in this field including Sonia Nieto and James Banks. Students will create activities that encourage acceptance and promote an anti-bias climate in the classroom. Students will explore programs that have implemented various anti-bias approaches in their classrooms.

ECE 231 - Early Language and Literacy Development

3 credits (PREREQUISITE: ECE 101)
This course introduces students to the language and literacy development of children from birth-age 8. Students will examine the importance of adult interaction as a way to facilitate children's early literacy skills consisting of reading, writing, speaking, and listening. Students will also explore the various components of language: oral, written, and nonverbal. Students will learn how to plan purposeful literacy activities in the classroom where children are active participants in their learning.

ECE 250 - Student Teaching

6 credits (PREREQUISITE: ECE 101 and Departmental Permission)
Students will participate in 225 hours of training at an approved NAEYC accredited site. Students will work closely with the mentoring teacher and assume appropriate responsibilities. In addition to the 225-hour training, students are required to attend a 3-hour per week seminar. The 225 hours and attendance at the seminars are required in order for completion of this course.

ECN 101 - Introduction to Economics

3 credits (PREREQUISITE: NONE)
This course covers a broad range of macroeconomic topics in the American and Global Economies. Topics focus on aggregate economic activity, including gross national and domestic product and national income, price levels and inflation, supply and demand, employment and unemployment, domestic savings and investment, fiscal and monetary policy, and international trade.

EDU 122 - Instructional Skills and Strategies

3 credits (PREREQUISITE: NONE)
This course will demonstrate to students how the art and science of teaching come together in an effective classroom. Students will learn the methodology of instructional techniques, including observation, evaluation, and reporting skills. Students will be introduced to the elements of teaching, including educational goals and objectives, the components of an effective lesson plan, how to manage small and large group instruction and the techniques for observing and recording students' performance. This course provides guidelines for establishing safe environments, room arrangement, accident prevention procedures, and sanitation guidelines. Students will examine the liability issues associated with childcare. This course will provide objectives for developing health policies, controlling disease, establishing proper nutrition, and responding to children's special health concerns. Emphasis is placed on writing objectives, activities goals, program goals, lesson plans, and creating thematic ideas. This class will provide an up-to-date review of teacher planning, teaching methods, and assessments.

EMT-P 101 - Paramedic I

4 credits (PREREQUISITE: NONE, COREQUISITE: BIO 103)
This course introduces students to the world of advanced life support (ALS) emergency medical services (EMS), as well as provides the students with a more comprehensive view of EMS systems and careers. This course covers most of the national standard curriculum's "Preparatory" module and some of the "Operations" module. Additionally, this course introduces students to some advanced life support skills and seeks to lay the foundations required for students to develop advanced operational and clinical decision-making skills. A laboratory component provides students with an opportunity to practice and develop required competencies.

EMT-P 102 - Paramedic II

4 credits (PREREQUISITE: EMT 101, COREQUISITE: BIO 104)
This course instructs students in the proper techniques for advanced patient assessment. After completing the

assessment portion, students are introduced to advanced trauma care, reviewing concepts related to traumatic injury patterns, and paramedic trauma procedures. The course challenges students to refine their operational and clinical decision-making skills with an emphasis on clinical decision-making in trauma settings. The course covers the "Patient Assessment" and "Trauma" modules of the paramedic national curriculum, as well as one component of the "Special Considerations" module. A laboratory component provides students with an opportunity to practice and develop required competencies.

EMT-P 103 - Paramedic III
4 credits (PREREQUISITE: EMT 102)
This course teaches students advanced pre-hospital care for medical emergencies. With a particular emphasis on assessments, recognition, and life-saving interventions for acute medical disorders, students will apply learned concepts and be challenged to refine their operational and clinical decision-making skills, with an emphasis on clinical decision-making in medical settings. This course covers the "Medical" module of the national standard curriculum. A laboratory component provides students with an opportunity to practice and develop required competencies.

EMT-P 110, 120, 130- Clinical I, II, III
2 credits each (COREQUISITES: EMT 101, EMT 102, EMT 103)
The hospital clinicals are opportunities for students to apply what they are learning in their classroom and laboratory in a controlled clinical environment. The clinical courses provide a vital link between the classroom and real-world patients. Students work under the direct supervision of assigned clinical preceptors in a variety of settings, but primarily in the emergency department. Clinical experiences are taken concurrently with paramedic classroom work during respective semesters of the program. Students are required to spend 8 hours per week in the clinical setting.

EMT-P 201 - Paramedic IV
4 credits (PREREQUISITE: EMT 103, COREQUISITE: EMT 210)
This course is designed to refine the skills and knowledge of the advanced paramedic student. The course covers spe-cial situations and special populations the paramedic faces in the field. The course is designed to run concurrently with EMT 210-Field Internship, allowing students to take advantage of the opportunity to integrate their field experience with the classroom. This course covers the "Special Considerations" and portions of the "Operations" modules of the paramedic national standard curriculum. A laboratory component provides students with an opportunity to practice and develop required competencies.

EMT-P 210 - Field Internship
2 credits (COEREQUISITE: EMT 201)
This field internship provides students an opportunity to practice as entry-level paramedics under the direct supervision of approved field mentors. This course provides the opportunity for students to practice their skills and application of learned knowledge, while allowing for twice-weekly opportunities to share their experience with course faculty and peers, allowing for guided reflection, modification during practice and vicarious learning from peers.

ENG 088 - Reading Dynamics
3 credits (PREREQUISITE: PLACE-MENT EVALUATION SCORE)
This course is designed to enhance students' competence in reading, writing and speaking and to prepare them for various types of college assignments. Emphasis is on developing reading skills and building vocabulary. Students analyze a variety of readings through class discussions and written responses. The goal of this course is to provide enriched opportunities to improve reading comprehension, vocabulary, and sentence building skills. This course does not count towards credit requirements for associate degree programs.

ENG 089 - Fundamentals of Reading and Writing
3 Credits (PREREQUISITE: PLACE-MENT EVALUATION OR "C" OR BET-TER IN ENG 088)
This course introduces and reviews basic grammar rules and promotes sentence-building skills. This course focuses on developing reading comprehension and vocabulary building, and emphasizes the development of sentence structure and style. The goal of this course is to engage students in mastering grammar concepts and developing interpretive reading and writing skills. This course does not count towards credit requirements for associate degree programs.

ENG 099 - Reading/Writing Connection
3 credits (PREREQUISITE: PLACE-MENT EVALUATION OR "C" OR BET-TER IN ENG 089)
This course briefly reviews grammar concepts and sentence-building skills. The course is designed to develop students' language skills used in reading, writing, and interpretation. The course focuses on the writing and editing process to create strong paragraphs. Varied reading samples are used for class discussion and written response. The goal of this course is to prepare students for college level composition courses and beyond. This course does not count towards credit requirements for associate degree programs.

ENG 101 - English Composition
3 credits (PREREQUISITE: PLACE-MENT EVALUATION OR "C" OR BET-TER IN ENG 099)
This course is designed to develop clear and effective college-level writing. Emphasis is on the composing process, from topic selection to proofreading of final drafts. Organization of ideas, effective sentence and paragraph structure, and grammar and usage will be the focus of this course. There is a research paper required for this course.

ENG 102 - Composition & Literature
3 credits (PREREQUISITE: ENG 101)
This course provides additional composition skill building; students are required to write extensively on topics related to various genres of literature. The course focuses on learning how to read, interpret, and critically analyze literature. Students are expected to explain and support their ideas in writing. A research paper is required for this course.

ENG 201 - Introduction to Literature
3 credits (PREREQUISITE: ENG 101)
This course focuses on four main genres of literature - fiction, poetry, drama, and essays. Selections for reading and analysis will highlight major literary archetypes and universal themes, including the literature of the Greeks, Shakespeare and contemporary authors. Students are expected to articulate their responses in

class discussions as well as in written assignments.

ENG 210 - Grant Writing and Business Communication

3 credits (PREREQUISITE: ENG 101)
This course is designed to provide students with a general introduction to the field of grant writing. Instruction will provide information on types of grants, common requirements of grant applications, and elements of a grant application. Students will learn to convey grant needs, assess resources, design a management plan, develop a budget, and conduct evaluation. Examples of common grant applications and letters of inquiry are studied to examine best practices. Other topics will include aspects of business communication including introductory letters, written contracts, formal reports and common correspondences.

ENG 220 - Writing for Health Professionals

3 credits (PREREQUISITE: ENG 101)
This course examines basic writing skills. Students will learn descriptive writing and writing as a communication skill. Students will also learn how to compile, organize and logically present scientific and health information using citation and references. Training in the use of computer searches (search engines, the web, accessing library resources at the College) for locating data and content to develop a paper will also be discussed in this course.

ESL 110 - Beginning English I

3 credits (PREREQUISITE: NONE)
This course presents the basic grammar structures needed to help students understand, speak, read, and write basic English required for meaningful communication and interaction.

ESL 111 - English Vocabulary Studies I

3 credits (PREREQUISITE: NONE)
This course is designed to develop students' reading literacy by introducing readings of gradually increasing length and complexity while using a carefully controlled vocabulary and grammatical structure. The stories, which are written for and about adults, depict the lives, work, problems, and hopes of ordinary people.

ESL 112 - English Conversation Practice I

3 credits (PREREQUISITE: NONE)
This course creates situations that enable students to gain confidence in their oral development by sharing ideas while discussing stimulating topics. A variety of conversation techniques such as: classroom discussion, individual response, large group and small group interaction will be used while discussing real life situations.

ESL 113 - ESL Survival Skills I

3 credits (PREREQUISITE: NONE)
This course emphasizes the vocabulary and survival skills needed for adult learners to aid in their acclimation to American culture. Vocabulary for adult life-skill competencies such as the calendar, body parts, clothing, weather, and health will be explored in every day situations.

ESL 120 - Beginning English II

3 credits (PREREQUISITE: ESL 110, ESL 111, ESL 112, AND ESL 113 OR APPROPRIATE SCORE ON PLACEMENT EVALUATION)
This course will instruct students in the formal rules of basic English grammar, as well as give them opportunities to apply those formal rules to practical situations. The future and past progressive tenses will be studied. Students will be introduced to the comparative and superlative forms of adjectives. They will also become familiar with the uses of can, may, should, have to, and must.

ESL 121 - English Vocabulary Studies II

3 credits (PREREQUISITE: ESL 110, ESL 111, ESL 112, AND ESL 113 OR APPROPRIATE SCORE ON PLACEMENT EVALUATION)
This course is designed to develop students' reading literacy by introducing readings of gradually increasing length and complexity while using a carefully controlled vocabulary and grammatical structure. The stories, which are written for and about adults, depict the lives, problems, and hopes of ordinary people.

ESL 122 - English Conversation Practice II

3 credits (PREREQUISITE: ESL 110, ESL 111, ESL 112, AND ESL 113 OR APPROPRIATE SCORE ON PLACEMENT EVALUATION)
This course creates opportunities for students to continue the development of speaking and listening skills that will aid in social and academic success. Students will gain confidence in their oral development by sharing ideas while discussing stimulating topics. A variety of conversation techniques such as: classroom discussion, individual response, large group and small group interaction will be used while discussing real life situations.

ESL 123 - ESL Survival Skills II

3 credits (PREREQUISITE: ESL 110, ESL 111, ESL 112, AND ESL 113 OR APPROPRIATE SCORE ON PLACEMENT EVALUATION)
This course emphasizes the vocabulary and survival skills needed for adult learners to aid in their acclimation to American culture. Adult life-skill competencies such as family, food, social services, and various occupations will be explored in everyday situations.

ESL 130 - Intermediate English I

3 credits (PREREQUISITE: ESL 120, ESL 121, ESL 122, AND ESL 123 OR APPROPRIATE SCORE ON PLACEMENT EVALUATION)
This course is designed to develop the grammar structures needed in order to speak, read, and write English accurately, meaningfully, and appropriately at a high beginner level. Grammatical structures will be introduced and practiced through conversations, readings, role plays, listening exercises, and interaction activities as well as structured practice exercises.

ESL 131 - Reading Skills and Strategies I

3 credits (PREREQUISITE: ESL 120, ESL 121, ESL 122, AND ESL 123 OR APPROPRIATE SCORE ON PLACEMENT EVALUATION)
This course is designed to introduce students to reading passages on stimulating topics in order to reinforce comprehension, expand vocabulary, and develop critical thinking skills. The stories include a variety of moods, settings, and charac-

ters that portray real people in typical situations.

ESL 132 - Oral Communication Techniques I

3 credits (PREREQUISITE: ESL 120, ESL 121, ESL 122, AND ESL 123 OR APPROPRIATE SCORE ON PLACEMENT EVALUATION)
This course helps students build confidence by successfully communicating and participating in meaningful discussions, seminars, and presentations. Students will become familiar with work-related vocabulary as they participate in a variety of oral activities such as interviewing, following directions, and responding to comments and telephone situations.

ESL 133 - English Writing I

3 credits (PREREQUISITE: ESL 120, ESL 121, ESL 122, AND ESL 123 OR APPROPRIATE SCORE ON PLACEMENT EVALUATION)
This course acquaints students with the process of writing basic sentences using proper spelling, grammar, punctuation, and structure. Students will be exposed to the beginning process of combining sentences into simple paragraphs.

ESL 140 - Intermediate English II

3 credits (PREREQUISITE: ESL 130, ESL 131, ESL 132, AND ESL 133 OR APPROPRIATE SCORE ON PLACEMENT EVALUATION)
This course is designed to aid students in achieving grammatical correctness and building effective communication skills. Students will learn to refine and apply the mechanics of English grammar needed to succeed in American society.

ESL 141 - Reading Skills and Strategies II

3 credits (PREREQUISITE: ESL 130, ESL 131, ESL 132, AND ESL 133 OR APPROPRIATE SCORE ON PLACEMENT EVALUATION)
This course introduces students to reading passages on stimulating topics in order to reinforce comprehension, expand vocabulary, and develop critical thinking skills as well as provide real life situations that aid in the acclimation to American culture.

ESL 142 - Oral Communication Techniques II

3 credits (PREREQUISITE: ESL 130, ESL 131, ESL 132, AND ESL 133 OR APPROPRIATE SCORE ON PLACEMENT EVALUATION)
This course prepares students to build confidence in public speaking. By studying various forms of speech making, students will become familiar with writing and presenting talks in front of an audience.

ESL 143 - English Writing II

3 credits (PREREQUISITE: ESL 130, ESL 131, ESL 132, AND ESL 133 OR APPROPRIATE SCORE ON PLACEMENT EVALUATION)
This course further develops students' skills in paragraph writing. Students will review paragraphs to identify spelling and punctuation errors. Students will progress to writing multi-paragraph essays with a clear introduction and development of ideas.

HCS 100 - CPR for the Health Professional

1 credit (PREREQUISITE: NONE)
The BLS Healthcare Provider Course teaches CPR skills for helping victims of all ages including doing ventilation with a barrier device, a bag-mask device, and oxygen. Students also learn how to use an automated external defibrillator (AED). Finally, students will learn how to provide relief of foreign-body airway obstruction (FBAO). It's intended for participants who provide heath care to patients in a wide variety of settings, including in-hospital and out-of-hospital. This course is appropriate for certified or non-certified, licensed or non-licensed healthcare professionals.

HCS 101 - Introduction to Healthcare

3 credit (PREREQUISITE: NONE)
This course introduces concepts that are fundamental to all healthcare occupations. Topics will include the structure of the healthcare system and current trends in healthcare. A variety of healthcare careers, including qualifications, educational requirements and personal characteristics will also be discussed. Finally, communication with patients and other professionals, lifestyle choices and ethical-legal issues will also be emphasized.

HCS 110 - Medicine and Society

3 credit (PREREQUISITE: NONE)
This course focuses on individual, community and institutional health care needs and issues from both the bio-medical and socio-cultural points of view. It explores issues regarding health care insurance, the uninsured and underserved, managed care and changes in healthcare marketplace, and provides an overview of major diseases, including epidemics, chronic and acute illness. Discussion of the role of health promotion and prevention will also be explored.

HCS 120 - Health and Wellness

3 credit (PREREQUISITE: NONE)
This introductory course covers health and wellness models. It includes healthy life style goals, such as diet, nutrition, weight control and exercise. Additionally, risk factors to poor health such as alcohol, illegal drugs, drug abuse, and smoking will be discussed. The course also covers mental health issues and the special needs of this patient population, along with patient education techniques.

HCS 210 - Ethical and Legal Issues in Healthcare

3 credit (PREREQUISITE: NONE)
The course explores various ethical and legal issues faced by healthcare practitioners. The course provides the student with the framework for identifying ethical dilemmas in the professional setting, as well as the skills and resources for addressing them. Topics include basic principles of health care ethics, confidentiality, management of health care information, allocation of scarce resources, and autonomy versus paternalism.

HCS 240 - Introduction to Alternative and Complementary Medicine

3 credit (PREREQUISITE: NONE)
This course will examine the theory, philosophy and applications of complementary and alternative medicine within today's health care system. Students will learn about the many alternatives to traditional Western or allopathic medicine, and how these various models, systems and therapies impact on the delivery of health care in the United States. Students will become aware of the vast array of resources available and the type of training involved in license/certification.

HCS 297 - Seminar in Professional Application
3 credits
This one credit course is designed to incorporate site visits, group discussion, and/or individual consultation between the faculty members and the student(s). The goal of the Seminar in Professional Application is to provide students with the forum to discuss and to reflect upon topics within the program of study and the application in the workplace.

HCS 298 - Capstone/Cooperative Work Experience (Externship)
6 credits
The Capstone/Cooperative Work Experience course is designed for students already employed in their field of interest, or who are actively engaged in regular employment. The Capstone/Cooperative Work Assignment course follows over three semesters of classroom instruction. Students apply the accumulating knowledge and skills acquired in their field of study to career related experience. It gives the student the opportunity to put his/her class knowledge to practical use and to practice and enhance acquired skills.

HIS 101 - Contemporary Issues in American History
3 credits (PREREQUISITE: NONE)
This course provides a study of America's political, social, intellectual, and diplomatic history from 1914 to the present. Topics cover WWI, the New Deal, WWII, Vietnam, race relations, social and political conflicts and economics of the 20th century. This course provides study of recent presidential administrations and 21st Century national and international issues, including the impact of a global economy on contemporary America.

HLT 101 - Introduction to Histology
2 credits (PREREQUISITE: NONE)
Principles and practices of quality management, laboratory safety, professional conduct and laboratory information systems are outlined. This course orients the student to procedures, policies and manuals. Laboratory instruction will include explanation and demonstration of regulatory agencies, glassware, solution preparation, troubleshooting, quality control and safety procedures as well as precautions given in the laboratory setting.

Care and use of a microscope, tissue identification to include artifacts, pigments and minerals will be presented.

HLT 110 - Histologic Techniques
3 credits (PREREQUISITE: HLT 101)
This course includes a detailed description of methods employed in sectioning of tissue, bone decalcification, mounting media, embedded in the following media: paraffin, celloidin, and plastic. It runs concurrently with HLT 112.

HLT 111 - Basic Staining & Fixation
4 credits (PREREQUISITE: HLT 101)
This course describes theoretical and practical aspects of routine nuclear and cytoplasmic stains. Quality control of routine staining is also involved. Students are taught principles and concepts, which closely coincide with the laboratory content taught in the student lab. Detailed analysis of use and methods employed in fixation, Topics include primary fixatives, modifiers, mixtures, factors, artifacts, compatible staining procedures, methods and instruments employed in fixation of tissue specimens.

HLT 112 - Histology Laboratory I
3 credits (PREREQUISITE: HLT 101, COREQUISITE: HLT 110)
Throughout this laboratory experience the student acquires a working knowledge of instrumentation, supplies, processing schedules, paraffin embedding of tissue, paraffin sectioning techniques, routine staining, mounting techniques, and troubleshooting.

HLT 210 - Staining II
3 credits (PREREQUISITE: HLT 111)
This staining course closely coincides with anatomy topics. Subject matter covers staining of: carbohydrates, microorganisms, nerve tissue, lipids, special cells, microincineration, eye techniques, hematopathology as well as primary reagents or dyes, mechanisms of actions and source of error in staining and appropriate corrections.

HLT 211 - Histology Laboratory II
2 credits (PREREQUISITE: HLT 112, COREQUISITE HLT 210)
Throughout this laboratory experience the student acquires a working knowledge of sectioning biopsies, levels, serial and step sections. This course is offered concurrently with staining II lectures,

hands on application of dyes, and microscopic evaluations.

HLT 230 - Histology Capstone & Seminar
3 credits (COREQUISITE: HLT 290)
Concurrent with HLT 290, principles and methodologies for all major areas commonly practiced in a modern histopathology laboratory are presented and performed. A seminar detailing the students progression at the clinical site and summation project and portfolio will be presented by the students.

HLT 290 - Histology Clinical Experience
7 credits (PREREQUISITE: HLT 211)
Students master the procedures and hone their technical skills at a clinical site under the supervision of an experienced technician. Clinical significance of laboratory procedures in diagnosis and treatment is applied. Students perform various routine duties (coverslipping, sectioning, staining, decalcification, and gross tissue handling, etc). This practical experience combined with techniques acquired in the student lab enables the student to become accustomed to applying histologic procedures to a scheduled arrangement of duties with established deadlines.

HSM 101 - Introduction to Homeland Security
3 credits (PREREQUISITE: NONE)
This course provides a general introduction to the field of Homeland Security. In addition to an examination of the events leading up to and occurring on 9/11, the effectiveness of the system and theories related to the topic are presented. Special emphasis is placed on the role of the U. S. Department of Homeland Security.

HSM 102 - Introduction to Weapons of Mass Destruction (WMD)
3 credits (PREREQUISITE: NONE)
This course will provide a study of WMD to include the definition, the identification, the analysis, the threats (international and domestic) and a review of risk assessment issues. There will be a general recognition of chemical, biological, radiological, nuclear, and explosive agents, and defensive considerations and control issues associated with crimi-

nal incidents. This course explores the different types, feature and limitations of commercially available detection instruments for Weapons of Mass Destruction chemicals and materials. This course also covers decontamination options and requirements for victims and responders to a WMD incident. Hospital and personnel resources will be some of the main topics reviewed and discussed for activity, responsibility and requirements.

HSM 103 - Emergency Response: Planning, Preparedness and Testing for Terrorism Concepts

3 credits (PREREQUISITE: NONE)
This course addresses the special needs of responders to incidents, which may have been caused by terrorist action. The student will learn definitions of terrorism, a history of terrorism agents utilized by terrorist, suspicious circumstances, self-protection at potential terrorist scenes, crime scene considerations, and specialized incident command issues.

HSM 104 - Domestic and International Terrorism

3 credits (PREREQUISITE: NONE)
This course introduces students to various aspects of international terrorism. Included will be the basic principles of terrorist investigation, Federal and state terrorism laws, prosecution of international terrorists, domestic security threats, malicious religious extremists, drug cartels, and the motivational factors and tactics that drive these organizations.

HSM 105 - Contemporary Ethical Perspectives

3 credits (PREREQUISITE: NONE)
This course will examine ethics and professional responsibility. Due to the power given to those in the criminal justice system, society has come to expect a higher standard of behavior and responsibility from those individuals. This course will discuss and examine how the work environment and a sense of ethics and professional responsibility can mutually exist.

HSM 110 - Introduction to Criminal Justice and the Law

3 credits (PREREQUISITE: NONE)
This course provides a general introduction to the Criminal Justice system and the career opportunities that exist in this field. In addition, students will be presented with an overview of the history, purposes, and effectiveness of Federal and State criminal law, and the various aspects of criminal justice. Topics include identification of the elements of a crime and an examination of specific types of crimes and their assigned penalties.

HSM 111 - Contemporary Issues in Crime and Prevention

3 credits (PREREQUISITES: HSM 110)
This course will examine the cause and effect relationship between contemporary problems in our society and how they relate to crime and prevention. Issues such as substance abuse, domestic violence, DNA testing, the Civil Liberties Union and the widespread use of the Internet will be discussed in their relation to the criminal justice system.

HSM 120 - First Responder Training

3 credits (PREREQUISITE: NONE)
Students will be introduced to the knowledge and skills necessary to function as a trained First Responder and identify and manage the most common types of injuries and illnesses encountered in the pre-hospital setting. Students will also be exposed to concepts of responding to fire, hazmat, and evacuation operations and be given an overview in the incident command system.

HSM 130 - Introduction to Information Management & Security

3 credits (PREREQUISITE: NONE)
This course offers an introduction to information systems used within the national security system. A framework is provided for understanding the needs, types, capabilities and applications of management information systems. An overview of existing security information systems is presented with implications for the future requirements. This course will provide an overview of computer crime and the procedures forensic computing specialists, law enforcement investigators, and prosecutors must invoke to prosecute computer criminals successfully such as recognition, identification, individualization, and evaluation of physical evidence such as hairs, fibers, chemicals, narcotics, blood, semen, glass, soil, fingerprints, documents, firearms and tool marks. Finally, the impact of science and technology upon security agencies and how information management systems will prepare for the latest challenges will also be analyzed and discussed. *There may be laboratory fees associated with this course.*

HSM 140 - Investigative Report Writing

3 credits (PREREQUISITE: ENG 101)
This course will examine the techniques and formats for writing investigation reports and communications relating to incidents. Students will learn to apply basic research techniques in preparing reports for various agencies. This course is designed to enhance the writing techniques of students with attention to unity, organization, clarity, and support.

HSM 210 - Public Safety Response to Terrorism

3 credits (PREREQUISITE: HSM 102)
This course is designed to teach effective, consistent, and practical procedures necessary in surveying and sampling for biological incidents. These procedures will teach consistent, protocol-driven processes that will guide responders and investigators (law enforcement/criminal justice, public health, and animal health) as they manage the event. The procedures demonstrate rationale designs based on fundamental understanding of the biology of the agents and their persistence in the environment, coupled with sound forensic practices that are consistent with established law enforcement investigative processes.

HSM 220 - Incident Management & Unified Command

3 credits (PREREQUISITE: HSM103)
This course is designed to illustrate how effective coordination, integration, communications and planning among local, state and federal response agencies are critical to effective response to mass-casualty, Weapons of Mass Destruction (WMD) or terrorist incidents. This course will focus on the special challenges faced by senior level incident managers in dealing with a WMD or terrorist incident. In addition, basic medical and law enforcement terminology will be discussed.

HSM 230 - Cyber Crime: Identity Theft and Internet Vulnerabilities

3 credits (PREREQUISITE: HSM 130 OR DEPARTMENTAL PERMISSION)
This course will introduce and discuss the

fastest growing crime - theft of a person's identity, the techniques and various ways criminals use to steal personal information. Prevention and ways to protect one's identity will be discussed. This course will also focus on the theories and techniques for tracking attackers across the Internet and gaining forensic information from computer systems. This course includes case studies of Internet-based computer crimes and addresses limits of forensic techniques.

HSM 235 - Research Project
3 credits (PREREQUISITE: ENG 101 AND DEPARTMENTAL PERMISSION)
This course will require the student to identity an acceptable topic in homeland security or a topic related to the chosen concentration, to conduct extensive research involving the identified thesis and result in a validated conclusion. With the instructor's approval, students may work individually or in small groups toward completion and presentation of the project.

HSM 290 - Internship
3 credits (PREREQUISITE: DEPARTMENTAL PERMISSION)
This course provides a supervised internship of at least 135 hours in order to gain practical field placement experience in the homeland security area including law enforcement, corrections, public/private sector safety or security or protective services environments. Transportation to internship sites is the responsibility of the student.

HSR 101 - Introduction to Human Services
3 credits (PREREQUISITE: NONE)
This course provides a comprehensive introduction to the knowledge and skills required in the field of human services. Topics include human services in United States, historical perspectives in human services, and careers in human services, social policy, and contemporary issues in human services. Students will understand the various methods and theories of intervention with an emphasis on diversity of target populations. Learning outcomes will explore attitudes, values, and skills necessary to be effective as a human service professional.

HSR 105 - Community Organization and Advocacy
3 credits (PREREQUISITES: NONE)
This course focuses on the practice of advocacy in human services. Students will learn key principles, strategies, and hands-on skills that are commonly used in advocacy in multiple settings. The course highlights strategies and tactics involved in advocacy and challenges and dilemmas organizers face in the field. Emphasis will be in agency, legislative, legal, and community advocacy. Students will have an opportunity to design and execute an advocacy strategy within their interests.

HSR 110 - Youth Development Practice
3 credits (PREREQUISITES: NONE)
This course provides students with the framework and principles of youth development as well as a discussion of the history of the field of youth work and its status as a profession. Students will learn how to apply a holistic, assets-based approach to working with young people using a variety of models. This course will also examine the legal and ethical issues facing youth development workers, including maintaining a code of professional ethics, and developing a balance between professional boundaries and personal rapport. Issues of confidentiality, agency protocol and mandated reporting laws will also be addressed.

HSR 111 - Youth Development Connections
3 credits (PREREQUISITES: NONE)
This course will teach methods of communication as a foundation for establishing a positive relationship with youth and families. Through self-exploration and class sharing, students will become more aware of the role of culture in working effectively with youth and will learn ways of integrating a cultural framework into youth programs. The course will also describe a comprehensive approach to case management that takes a holistic view of youth. Students will learn the fundamentals of assessment, referral and follow-up and will explore a range of resources, services and systems that are available to help support the youth and families with whom they work.

HSR 120 - Studies in Alcohol and Drug Abuse
3 credits (PREREQUISITE: NONE)
This course helps students explore the causes and consequences of addiction as they relate to individual, family, community, and society. Topics will include drug classifications, physiological and psychological effects of alcohol and other drugs, treatment, education and prevention. Students will learn to explore practical approaches and skills in working with individual involved in drug abuse. The use of guest speakers and analysis of common treatment modalities will provide a further exploration of alcohol and drug use.

HSR 121 - Topics in Non-profit Management
3 credits (PREREQUISITE: BUS 101)
This course explores management practices evident in non-profit organizations. Topics will include organizational planning, decision-making, fundamentals of organizing, managing employees, and leadership development among other key concepts. Students will study management perspectives and emerging developments facing the contemporary manager in non-profit organizations. The course will utilize case studies to bridge theoretical perspectives with practical management strategies.

HSR 201 - Counseling and Case Management
3 credits (PREREQUISITE: PSY 112 OR PERMISSION OF DEPARTMENT HEAD)
This course provides an overview of principles and practices involved in counseling and case management. Students will learn basic skills in becoming an effective counselor/case manager and explore various practical strategies in working with diverse populations. Students will develop listening, interviewing, empathy, assessment, goal setting, and intervention skills commonly practiced in counseling and case management.

HSR 210 - Topics & Research in Human Services
3 credits (PREREQUISITE: HSR 110, 111 and Accuplacer placement into English 101 or successful completion of English 099 with a "C" or better)
By exploring several major research ini-

tiatives, which have shaped the field of youth development, students will discover the central role of research in the field. Students will learn basic research skills, which will be applied in their own unique research project. A written research paper, which describes the research project and its results will be a requirement of the course.

HSR 299 - Human Services Cooperative Work Experience

4 credits (PREREQUISITE: COMPLETION OF ALL REQUIRED COURSES OR DEPARTMENTAL PERMISSION)
This course serves as a practical field experience that is based on the theories and learning outcomes associated within the overall Human Services curricula. Students will engage in project-based learning within an actual work environment that allows further exploration of professional work associated in human services. The course will integrate experiential learning, supervision, and reflection as students engage in defined projects within an array of work settings available in the field of human services.

HUM 100 - Introduction to the Humanities

3 credits (PREREQUISITE: NONE)
This course provides a multi-disciplinary introduction to a global perspective on the arts and humanities. Emphasis is placed on the interaction of art, poetry, literature, philosophy, music, and dance with the social issues of all cultures.

HUM 101 - Music History and Appreciation

3 credits (PREREQUISITE: NONE)
This course exposes students to the development of classical orchestral music, vocal music, and ballet; it moves on to modern dance, musical theater, jazz, hip-hop, and performance art. Recordings, visual presentations, lectures and discussions are used as students, exposed to a wide variety of music forms, develop their own critical judgment and tastes in music and evaluate the impact of music on culture and their own lives.

HUM 102 - Art History and Appreciation

3 credits (PREREQUISITE: NONE)
This course introduces students to the arts, especially painting, sculpture, and architecture, from antiquity to the present. It is designed to help students develop their own aesthetic and humanist values, understand the elements and principles of design, and appreciate the arts.

HUM 201 - Creative Thinking and Creative Behavior

3 credits (PREREQUISITE: NONE)
Students will learn skills for increasing their creative behavior, especially in problem solving. Emphasis is placed on past and current research in the field. Mini-lectures, discussions, exercises and activities are carried out in various formats. Individual work, teamwork, and whole class involvement are used to present material and concepts.

MATH 088 - Essential Skills for Mathematics

3 credits (PREREQUISITE: PLACEMENT EVALUATION SCORE)
This course is designed to assist students in mastering the basic skills of arithmetic. Students will use practical problems to enrich their level of proficiency of basic mathematical operations with whole and decimal numbers. Topics will include: estimation, reasonableness, and an introduction to fractions. The goal of this course is to improve students' number sense and prepare them for success in MATH 089 and MATH 099. This course does not count towards credit requirements for associate degree programs.

MATH 089 - Concepts and Principals of Mathematics

3 credits (PREREQUISITE: PLACEMENT EVALUATION SCORE)
This course provides a review of the fundamentals of mathematical operations and theorems. Topics include decimal numbers, fractions, percents, ratio, rates, proportions, and basic concepts of geometry. The interpretation and analysis of graphs along with an introduction to integers and the number line are also included. The goal of this course is to provide students with the skills necessary to begin the study of algebra. This course does not count towards credit requirements for associate degree programs.

MATH 099 - Pre-Algebra

3 credits (PREREQUISITE: PLACEMENT EVALUATION SCORE OR "C" OR BETTER IN MATH 089)
This course provides students with a comprehensive foundation in pre-algebra concepts. Topics include signed numbers, algebraic expression, first-degree equations (one variable), polynomials, solving and graphing linear equations and determining slope. The interpretation, analysis, and creation of charts are included. Descriptive statistics including mean, median, and mode are introduced. Integration of basic mathematical operations and geometry concepts are included in real world problem solving. This course does not count towards credit requirements for associate degree programs.

MATH 101 - Algebra I

3 credits (PREREQUISITE: PLACEMENT EVALUATION SCORE OR COMPLETION OF MATH 099 WITH A "C" OR BETTER)
This course provides students with a comprehensive understanding of linear graphs as well as linear inequalities and equations. It also includes an introduction to functions, solving literal equations, factoring techniques, equations with rational expressions, radicals and roots. This course fulfills the math requirement for the associate degree programs.

MATH 102 - Algebra II

3 credits (PREREQUISITE: PLACEMENT SCORE OR COMPLETION OF MATH 101 WITH A "C" OR BETTER.)
This course continues the algebraic skills covered in Math 101 and provides mathematical skills needed for higher math and science courses. The course covers in-depth exploration of factoring, rational numbers and radicals in the solving of equations. It includes the study of quadratics and functions. This course fulfills the algebra pre-requisite for the Nursing Program.

MATH 103 - Contemporary Mathematics

3 credits (PREREQUISITE: PLACEMENT EVALUATION OR COMPLETION OF MATH 099 WITH A "C" OR BETTER)
This course stresses specific areas of mathematics that have application in real-world situations. Students learn to apply techniques from arithmetic, algebra, and geometry to solving problems in everyday situations. Topics include managing money, interest, installment buying, cred-

it cards, inflation, buying a car or home, sets, probability, contests, statistics, surveys, and the influence of these topics in our lives.

MATH 123 - Mathematics for Science and Technology

3 credits (PREREQUISITE: PLACEMENT EVALUATION OR COMPLETION OF MATH 099 WITH A "C" OR BETTER) This course stresses the basic mathematical concepts required for a technological career. Topics include the solution of first- and second-degree equations, systems of equations, logarithms, elementary geometry, statistics and trigonometry. A scientific calculator is required for this course.

MCD 110 - Introduction to Coding

3 credits (COREQUISITE: MED 101) This course is an introduction to the International Classification of Disease, 9th Edition, Clinical Modification (ICD-9-CM). Students will learn to accurately utilize diagnostic codes for diseases, accidents, and injuries. Students will also gain an appreciation of the relationship between coding and financial reimbursement.

MCD 111 - Advanced Coding

3 Credits (COREQUISITE: MED 101) This course provides an introduction to Current Procedural Terminology 4th Revision, (CPT®-4), enabling the student to numerically code physician services, treatments, and procedures. The student will become familiar with all aspects of Evaluation and Management, and Anesthesia coding. Healthcare Common Procedure Coding System (HCPCS) and modifiers will also be discussed.

MCD 210 - Hospital Billing and Coding

3 credits (PREREQUISITE: C- or better in MED 106, MCD 111) In this course the student will be able to apply their knowledge of the insurance reimbursement process to inpatient coding. The student will be introduced to the Medicare fee schedule; learn how to interpret insurance contracts; calculate usual, customary and reasonable (UCR) fees and how to accurately code hospital procedures from volume 3 of the International Classification of Disease, 9th Edition, Clinical Modification (ICD-9-

CM) book. Practical application for filing hospital claims on the UB-92 (CMS-1450) billing form will also be discussed. Claim processing for the physician's practice using the CMS-1500 form will be introduced.

MCD 211 - Physician Billing and Coding

3 credits (PREREQUISITE: C- or better in MCD 111) This course is designed to further increase the student's knowledge of the insurance reimbursement process. Students will utilize ICD-9-CM, CPT-4 and HCPCS to properly complete all outpatient claims utilizing both the CMS-1500 and electronic submission. There will be a strong emphasis on proficiency, accuracy and speed.

MCD 220 - Medical Coding Capstone

3 credits (PREREQUISITE: C- or better in MED 106 and MCD 211) This course is designed as a detailed review in preparation for the certification exam for physician services. The emphasis will be on coding for all outpatient services utilizing operative notes and physician documentation. Practice exams will be given to increase coding proficiency, accuracy and speed.

MCD 299 - Medical Billing and Coding Internship

3 credits Students may elect to enroll in this 3 credit internship with permission of the department chair. Students will gain hands-on training in a billing and coding environment. This course provides students with the opportunity to utilize previously studied subjects and related skills. This opportunity provides the student with valuable employment experience and increased marketability.

MED 101 - Medical Terminology

3 credits (PREREQUISITE: NONE) This course teaches medical terminology through the presentation of root words, prefixes and suffixes. Correct spelling and pronunciation of these terms is stressed throughout. Introduction to common medical abbreviations, symbols and body systems will also be presented.

MED 102 - Clinical Procedures I

3 credits (PREREQUISITE: NONE)

This course is designed to introduce the student to basic medical procedures. During this course the student gains an understanding of the cycle of infection, the principles of medical asepsis, and the importance of Universal Precautions. The student will be taught how to create and maintain a medical record, including requirements for documenting in a medical record. The student will learn to accurately obtain and record vital signs, common mensurations, and patient information. The proper documentation in the medical record of these measurements will also be emphasized. Lastly, the student will learn to assist the physician with both an adult and pediatric history and physical exam, as well as establishing and maintaining the examination room.

MED 106 - Medical Insurance

3 credits (PREREQUISITE: NONE) This course will introduce students to insurance terminology, types of insurance, and the eligibility and benefit structure of the insurance plan. The student will then utilize this knowledge to analyze and calculate patient medical insurance benefits for a variety of insurance types. Topics discussed include the Health Insurance Portability and Accountability Act (HIPAA), Medicare compliance issues, billing forms and applications.

MED 111 - Medical Law & Ethics

3 credits (PREREQUISITE: NONE) This course addresses medical ethics, medical practice acts, legal responsibilities of the health professional, professional liability and the civic duties of the health professional. The class makes use of the Internet, newspapers and other publications for the discussion of current events related to medical law and ethics.

MED 112 - Clinical Procedures II

3 credits (PREREQUISITE: MED 102) This course is designed to teach the student about various medical specialties and procedures. Students also expanded their knowledge of infection control through learning about different methods of sanitization, disinfection and sterilization. Students also learn various minor office procedure techniques. In addition, students are introduced to various first aid procedures. Finally, students learn about Obstetrics and Gynecology, Ophthalmology, and Otolaryngology.

MED 122 - Laboratory Procedures I
3 credits (PREREQUISITE: MED 102)
This course is designed to fully acquaint the student to the Clinical Laboratory. The curriculum will focus on laboratory safety and skills. Occupational Safety and Health Administration (OSHA) and CLIA Clinical Laboratory Improvement Amendments (CLIA) regulations will be introduced. Guidelines for handling, transporting and recording of lab specimens will be reviewed. The analysis of urine and its significance in total patient care will be theorized and applied. The student will learn and apply the theory of venipuncture and the various methods of performance. An overview of Hematology will complete the curriculum.

MED 132 - Laboratory Procedures II
3 credits (PREREQUISITE: MED 102 & MED 122)
This course is designed to further the medical assistant's experience in the Clinical Laboratory. The curriculum includes serology, chemistry and microbiology. Prevention and control of infectious disease will also be reviewed. In addition, students will become familiar with Electrocardiography and Radiology. In the field of Electrocardiography, the structure and function of the heart, electrocardiograph standardization, lead placement, reduction of artifact and holter monitoring will be covered. The student will have exposure to the practice of Radiology, x-rays, the use of contrast media, x-ray precautions and an introduction to diagnostic imaging. Students will also have the opportunity to explore colon procedures and male reproductive health. The laboratory component of the course will include mononucleosis testing, blood typing, the use of a compound microscope, and throat culturing.

MED 212 - Pharmacology
3 credits (PREREQUISITE: PLACE-MENT EVALUATION score or completion of Math 089 with a C or better)
Students will gain an understanding of drug sources, legislation relating to drugs, and drug references. Forms of drugs, drug classification and actions, and schedules of controlled drugs will also be covered. The medication order, identifying commonly prescribed medications, and basic principles for the administration of medications will be empha-

sized. The laboratory component of the course provides practical application of the student's knowledge. Basic mathematical skills necessary for the safe preparation and administration of medications to adult and pediatric patients will be reviewed.

MED 240 - Health Information
Management for the Medical Office
3 credits (PREREQUISITE: CAP 100)
This course is a medical billing simulation where students will be able to utilize their insurance knowledge, medical terminology, and computer skills to successfully manage a mock medical practice. Students will have the opportunity to complete all aspects of the billing process from registration to filing of the insurance claim. Explanation of benefits will be generated and reimbursements will be applied to the appropriate simulated accounts. Medical office procedures, including scheduling appointments, accounting, mail processing, and confidentiality regulations are also covered.

MED 289 - Independent Study
2-4 credits (PREREQUISITE: DEPART-MENTAL PERMISSION)
This course enables students to conduct an in-depth study/project within their major field of study.

MED 299 - Medical Assisting
Internship
3 credits (PREREQUISITE: DEPART-MENTAL PERMISSION)
The Medical Assisting Internship course is the culminating course of the Medical Assisting Program. During a 180-hour internship students are provided with hands-on training and career-related experience. This course provides an extensive on-site experience in a physician's office, clinic, or other appropriate health care setting that allows the medical assisting student to utilize previously studied subjects and related skills. It gives the student the opportunity to put his/her class knowledge to practical use and to practice and enhance acquired skills. It provides students with valuable employment experience, increasing their marketability.

NUR 100 - Nursing Skill Development
6 credits (PREREQUISITE: BIO 111)
This initial course provides the student

with the fundamental skills for nursing practice. Concepts focus on human beings and their responses to the environment. The continuum of wellness is introduced in Nursing 100. Foundational concepts related to the nursing process are identified and defined. Special emphasis is placed on the development of basic communication skills, client physical and psychosocial assessment and specific nursing skills related to nursing interventions. Clinical experiences are provided in the nursing skills laboratory and in non-acute client care settings.

NUR 110 - Adults and the Wellness
Continuum I
6 credits (PREREQUISITE: NUR 100 & BIO 210)
This course provides the student with experiences in the care of adults with alterations in health status related to basic physical and psychological function. Emphasis is on care of adults with health problems related to nutrition, fluid and electrolyte balance, oxygenation, elimination, cardiac function and surgical procedures. Nutrition, pharmacotherapy, client teaching and ethico-legal issues are integrated throughout the course. Clinical experiences are provided in the nursing skills laboratory and in acute care settings.

NUR 200 - Adults and the Wellness
Continuum II
7 credits (PREREQUISITES: NUR 110)
This course provides students with experiences in the care of adults with alterations in health status related to sensorimotor, musculo-skeletal, protective, endocrine, renal and reproductive function. Blood disorders, including human immunodeficiency disease, and burns will also be covered. The focus is on care of adults experiencing disruptions in health status associated with both acute and chronic health conditions. Students learn to apply the nursing process to maintain wellness levels, restore clients to previous levels of wellness and prevent further alterations in health status. Nutrition, pharmacotherapy, client teaching and ethico-legal issues are integrated throughout the course. Clinical experiences are provided in the nursing skills laboratory and in acute and chronic care settings.

NUR 210 - Families and the Wellness Continuum Across the Lifespan

7 credits (PREREQUISITE: NUR 200)
This course introduces the student to the concept of family-centered care across the lifespan. It focuses on care of child-bearing, childrearing and aging families. Physiological, psychosocial and spiritual dimensions of developmental stages of clients and families are explored and community-based resources are emphasized. Students learn to use the nursing process to promote and maintain health, prevent alterations in health care status and restore clients to previous levels of wellness. Nutrition, pharmacotherapy, client teaching and ethico-legal issues are integrated throughout the course. Clinical experiences are provided within acute, non-acute and long-term care settings.

NUR 220 - Integration of Nursing Practice: Adults with Complex Health Problems

9 credits (PREREQUISITE: NUR 210)
This culminating nursing course provides students with experiences designed to promote the integration of nursing methods in the care of adults experiencing complex alterations in physical and psychological health function. Students use the nursing process to promote restoration and rehabilitation and assist clients in achieving optimal levels of wellness. Emphasis is on care of clients with alterations in health related to neurological health, sepsis, cancer, multi-system failure, mental health and trauma. Nursing responsibilities in bio-terrorism and emergency preparedness are included. All nursing skills, including application of therapeutic and pharmacological modalities, psychomotor skills, teaching and communication are included and critical thinking and ethico-legal considerations are integrated. Clinical experiences provide opportunity for establishing priorities, decision-making, achieving increasing independence and care management in the provision of client care and are provided in acute, in-patient medical-surgical, psychiatric and rehabilitation settings.

PAR 101 - Paraprofessional Training I

3 credits (PREREQUISITE: NONE)
This course defines the roles and responsibilities of paraprofessionals in providing instruction and as a partner on the educational team. Managerial duties and aspects are emphasized. The ethical and legal issues important to the profession will be covered. Students will learn relevant laws and regulations related to special education and confidentiality. The No Child Left Behind Act of 2002 and the 1997 Amendments to the Individuals with Disabilities Act will be covered.

PAR 102 - Paraprofessional Training II

3 credits (PREREQUISITE: PAR 101)
This course is a continuation of PAR 101, Paraprofessional Training I. Students will learn the paraprofessional's role and responsibilities related to the support of student instruction in a learner-centered environment. Specific attention will be given to the instructional roles in reading, writing and mathematics and the accommodations and differentiated instruction for children with special needs. This course includes the development and presentation of a portfolio that includes: resume, standards-based self-assessment of proficiency areas with artifacts, action plan and documentation, and reflection journaling.

PAR 210 - Behavior Management and Supervision

3 credits (PREREQUISITE: PAR 102)
Management of student behavior is a major concern of teachers and paraeducators because of its importance in establishing a positive learning environment. Students will learn how to develop both academic and behavioral skills essential to effective learning. This course addresses the goals of behavior management; planning, and the roles of paraeducators in carrying out behavior management; strategies which assist in managing students and promoting positive behavior; and ethical considerations related to classroom management.

PHIL 103 - Ethical & Legal Issues

3 credits (PREREQUISITE: NONE)
This course addresses both ethical theory and contemporary practical issues that confront students today. It is a comprehensive introduction to ethics that contains a balanced collection of readings and essays on contemporary issues such as euthanasia, abortion, sexual morality, equality, economic justice, environmental ethics, and ethical issues in science and technology.

PHY 110 - Medical Physics

3 credits
This course introduces students to the basic principles of respiratory care physics. Topics include work, energy, fluid dynamics, the mechanics of ventilation, and Starling's Law. Dimensional analysis, the kinetic theory of matter, the gas laws, associated chemical laws, and temperature scales will also be explored.

PSC 101 - Introduction to Political Science

3 credits (PREREQUISITE: NONE)
This course is an introduction to political science. It is designed to acquaint students with a basic understanding of the principles and methods used in analyzing the social sciences with specific references to politics and government. This course includes the examination of fundamental concepts, governmental structures and institutions, and contemporary political issues.

PSY 112 - Introduction to Psychology

3 credits (PREREQUISITE: NONE)
This course introduces the fundamental concepts of psychology, including physiological psychology, neuropsychological principles, sensation and perception, cognition, learning, child and adult development, social psychology, personality, and abnormal psychology. The course focuses on promoting interest in, and understanding of, human behavior, including relating the diverse aspects of psychology to common experiences and to problem solving.

PSY 115 - Child Development

3 credits (PREREQUISITE: PSY 112)
This course examines the significant developmental issues occurring in children as they progress from infancy through eight years of age. The physical, cognitive, and socio-emotional processes are explored as they relate to human development of the child.

PSY 120 - Organizational Behavior

3 credits (PREREQUISITE: NONE)
This course provides theoretical and practical knowledge for understanding motivation, leadership, managerial decision-making, group processes and conflict resolution within the context of organizational design and culture. Complexities of human interactions are

examined, including individual and group behavior and human relations skills needed to succeed in social and work environments. Topics include communications, ethics, personal and organizational values and attitudes, social structures, and customs and taboos.

PSY 121 - Child and Adolescent Development
3 credits (PREREQUISITE: NONE)
This course integrates psychological and sociological framework as an approach to understand youth and adolescent development. Students will analyze factors impacting physiological, emotional, and cognitive dimensions of development. A study of environmental factors influencing personality, behavior, attitudes, values, and beliefs will add to the examination of and adolescent development.

PSY 122 - Understanding and Influencing Group Dynamics
3 credits (PREREQUISITES: NONE)
This course will introduce students to the principles of group dynamics. Students will learn techniques for setting group goals, creating safe environments, managing groups effectively and encouraging the formation of group identity. The application of social construction theory as a means of developing positive group norms will also be explored.

PSY 201 - Group Dynamics
3 credits (PREREQUISITE: PSY 112)
This course provides overview of current developments, research, and the theoretical basis of group behavior. Included are stages of group development; structure, power, and leadership roles and styles; group tasks and group maintenance; pressures for conformity and deviance; impact of individual member behavior on group dynamics; and roles, intra-group conflict, group problem solving and decision making. Expectations and assumptions about groups are examined. The course includes interpersonal and small group interactions where students may gain insight into themselves and their impact on others.

PSY 210 - Psychology of Learning
3 credits (PREREQUISITE: PSY 112)
This course is a study of human behavior in learning situations. Topics include development and learning, individual differences, conditions for learning, and dynamics of achieving learning outcomes. Special emphasis is placed on working with individuals in a variety of educational and agency settings.

PSY 212 - Life-Span Development
3 credits (PREREQUISITE: PSY 112)
This course presents the basic theories and concepts used in the study of the human lifespan development, including physical, cognitive, personality and social development from conception through death. The cultural nature of human development and relevant socio-emotional processes are examined; emphasis is on understanding human development from personal, theoretical and professional perspectives.

PSY 220 - The Social & Emotional Child
3 credits (PREREQUISITE: PSY 115, ECE 101 and Departmental Permission)
This course is designed for students to gain knowledge and understanding of social-emotional development in young children, ages birth-age 8. Students will explore attachment theory as it relates to children's development and examine how children develop socially throughout early childhood. Creating supportive environments, building relationships, facilitating transitions, and identifying children's feelings will be examined during this course.

RSP 110 - Cardiopulmonary Anatomy & Physiology
3 credits (PREREQUISITE: BIO 111)
An in-depth study of the anatomy and physiology of the pulmonary and cardiac system. Topics include but are not limited to: the circulatory system, applied physiology and physical principles of the respiratory system and gas exchange.

RSP 112 - Principles of Respiratory Care
4 credits (PREREQUISITE: BIO 111 and MATH 101)
This course introduces students to basic principles of clinical respiratory care. Topics include but are not limited to: medical gas therapy, patient assessment, OSHA and infection control standards, oxygen therapy, aerosol therapy, humidification, bronchial hygiene therapy, hyperinflation therapy, ethics and professionalism, and medical documentation. This course includes a skills practice lab.

RSP 120 - Pharmacology
3 credits (PREREQUISITE: BIO 111 & RSP 112)
This course includes the study of the composition, dosage, modes of action, indications and contraindications for and effects of medication administered to patients treated in the field of respiratory care. Emphasis is placed on drugs prescribed for the cardiopulmonary, renal, and neurological system.

RSP 122 - Diagnostic and Therapeutic Principles
3 credits (PREREQUISITE: RSP 112, COREQUISITE: RSP 151)
The theory and administration of respiratory care procedures, airway management, monitoring devices, and clinical assessment of the respiratory patient.

RSP 130 - Advanced Principles of Ventilator Therapy
3 credits (PREREQUISITE: RSP 122, COREQUISITE: RSP 152)
A study of mechanical ventilators used in respiratory care with an in-depth explanation of function and application. Indications, hazards, and complications of mechanical ventilation, and weaning will be emphasized.

RSP 151 - Clinical Practicum I
1 credit (PREREQUISITE: RSP 110 and RSP 112, COREQUISITE: RSP122)
Supervised clinical application of principles learned in the classroom. Students will be scheduled for clinical rotations at various health care facilities. Topics include: medical gas therapy, patient assessment, aerosolized medication delivery, documentation, and chart research.

RSP 152 - Clinical Practicum II
3 credits (PREREQUISITE: RSP 151, COREQUISITE: RSP 130)
Supervised clinical application of principles learned in the classroom. Students will be scheduled for clinical rotations at various health care facilities. Topics include bronchial hygiene techniques, bi-level positive pressure breathing and radiographic and laboratory assessment of the respiratory patient.

RSP 210 - Diagnostic Respiratory Care
3 credits (PREREQUISITE: RSP 130, COREQUISITE: 251)
A study of pulmonary and cardiac assessment, critical care monitoring and fluid and electrolyte balance as it relates to cardiopulmonary medicine. Topics include: EKG rhythm interpretation, central venous pressure monitoring, pulmonary artery pressure monitoring, and intra-cranial pressure monitoring.

RSP 231 - Cardiopulmonary Pathophysiology I
3 credits (PREREQUISITE: RSP 122 and RSP 151)
This course focuses on the etiology, pathophysiology, clinical manifestations, diagnosis, and treatment of cardiopulmonary abnormalities and diseases of the adult patient.

RSP 232 - Cardiopulmonary Pathophysiology II
2 credits (PREREQUISITE: RSP 231)
This course focuses on the etiology, pathophysiology, clinical manifestations, diagnosis, and treatment of cardiopulmonary abnormalities and diseases of the adult, pediatric and newborn patient.

RSP 241 - Perinatal and Pediatric Respiratory Care
3 credits (PREREQUISITE: RSP 210, COREQUISITE RSP 252)
A comprehensive study of the respiratory care modalities used in the care of pediatric and neonatal patients. Topics include but are not limited to: diagnostic and therapeutic procedures, embryology, cardiopulmonary pathopysiology, ventilator management, and critical care techniques.

RSP 251 - Advanced Clinical Practicum I
2 credits (PREREQUISITE: RSP 152, COREQUISITE: RSP 210)
Supervised clinical application of the principles of continuous mechanical ventilation in adult critical care. Students will be scheduled for clinical rotations at various health care facilities.

RSP 252 - Advanced Clinical Practicum II
4 credits (PREREQUISITE: RSP 251, COREQUISITE: RSP 241)
Supervised clinical application of the principles of continuous mechanical ventilation as well as critical care monitoring in adult, pediatric, and neonatal critical care. Students will be scheduled for clinical rotations at various health care facilities.

SCI 101 - Introduction to Lab Sciences
3 credits (PREREQUISITE: NONE)
An introduction to the fundamental principles of biology and chemistry. Introduces the cellular and chemical basis of life, involving cell structure and function. The course will also introduce the student to important concepts, theories and laws of inorganic, organic and biochemistry. The course is designed to include the chemical concepts that are important to understanding biological and physical processes. This course is intended for students with little or no science background.

SCI 102 - Environmental Science
3 credits (PREREQUISITE: NONE)
This course provides students with knowledge of the earth's resources, including water, air, soil, minerals and energy. The focus is on exploration of renewable and non-renewable resources, human use and misuse of these resources, and the impact of emerging global changes on environmental conditions. Principles of ecology, biodiversity, conservation, pollution, sustainability and human development are studied, and issues of environmental policy and planning are examined.

SOC 101 - Introduction to Sociology
3 credits (PREREQUISITE: NONE)
This course examines the theoretical perspectives in sociology. The focus is on sociological origins, history, research, and issues of culture and diversity in the US. Topics include socialization and human nature; macro-sociological and micro-sociological perspectives of social structure, class, status, stereotypes, groups, norms and deviance; impact of technology; impact of mass media; social inequality; gender; marriage; and family and social change. Students are challenged to think critically in solving social problems.

SOC 110 - Contemporary Social Problems
3 credits (PREREQUISITE: NONE)
This course examines contemporary social problems and their implications for human services from an historical, sociological, political and economic perspective. The focus is on development of critical thinking skills; topics include poverty, educational underachievement, crime and violence, and emerging problems of under-resourced communities. Study includes the impact of race, ethnicity, and gender as variables in contemporary social problems.

SOC 201 - Multicultural Issues
3 credits (PREREQUISITE: SOC 101)
This course focuses on heightening awareness of and appreciation for diversity. It examines political, religious, sexual and cultural identities as well as life style differences, problems of race, nationality, regions and language patterns. Students will use open discussions, scholarly readings, and personal experience to consider dilemmas in intergroup relations. The course examines myths concerning group differences, assumptions regarding ethnicity and culture of the economically deprived, senior citizens and children, and political and social oppression of minorities and their status in the U.S. hierarchy.

SPAN 101 - Spanish I
3 credits (PREREQUISITE: NONE)
This course introduces students to spoken and written Spanish. Emphasis is placed on the practice of aural comprehension as well as oral communication in Spanish. In addition, much of the course focuses on gaining awareness and appreciation of Hispanic culture.

SPAN 102 - Spanish II
3 credits (PREREQUISITE: C- OR BETTER IN LAN 101 OR PROFICIENCY EXAM)
This course continues to expand students' understanding and practice of spoken and written Spanish. Emphasis is on building progressively complex grammar and conversational skills. Hispanic literature and culture are presented with increasingly advanced scope and depth.

SPAN 103 - Spanish for Health Care Professionals
3 credits (PREREQUISITE: NONE)
This course focuses on teaching Spanish to students entering or currently in the medical field. Emphasis is on terminology, phrases and information relevant to

the medical work environment. The course includes intensive study and practice of communication skills required in "real world" medical work situations.

YDP 101 - Principles of Youth Development

2 credits (PREREQUISITE: NONE)
This course provides the student with the framework and principles of youth development as a professional field of practice. Using an assets-based and holistic approach, students will learn to build on the positive skills and capacities young people possess in order to facilitate their growth, nurture their talents, improve their self-esteem, and encourage and develop their leadership abilities. The history of youth work will be discussed, including the paradigm shift from rehabilitation to prevention and positive youth development. Students will explore different areas of youth work, including the commonalities and differences amongst them. The course will also provide an overview of research trends that guide practice in the field.

YDP 102 - Legal and Ethical Issues in Working with Youth

1 credit (PREREQUISITE: NONE)
This course will examine the legal and ethical issues facing Youth Development workers. Students will explore the relationship between their personal ethics and a professional ethical code of conduct. The necessity of establishing a balance between professional boundaries and personal rapport will be discussed, as well as the importance and difficulty in maintaining these boundaries over the course of a developing relationship. Students will also explore the role of agency policy in the conduct of their work with youth, issues of confidentiality, and mandated reporting laws. Selected topics will include risk and working with youth offenders and issues regarding protective services.

YDP 103 - Youth Empowerment

1 credit (PREREQUISITE: NONE)
This course will explore the concept of youth empowerment as the primary tool of youth development. This approach views youth as a resource in developing youth programs rather than a population to be served. As young people become empowered through youth programs,

they develop the skills, abilities and confidence that will lead them to success in adulthood. Using an assets-based, holistic approach, students will learn to build on the positive skills and capacities that young people possess in order to facilitate their growth, nurture their talents, improve their self-esteem, and encourage and develop their leadership abilities. Students will explore the role of youth in program design, implementation and assessment, as advisory board members, volunteer and paid staff. Students will learn how to engage youth in responsible decision-making and as active partners and resources in program development.

YDP 104 - Case Management and Linking Youth to Community Resources

2 credits (PREREQUISITE: NONE)
This course will describe a comprehensive approach to case management that takes a holistic view of youth. Students will learn the fundamentals of assessment, referral and follow-up in the case management relationship. Issues of communication, confidentiality, and boundary setting will also be discussed. Using a hands-on approach, students will learn about the range of resources and services that are available in the community to help support the youth and families with whom they work. Students will also learn about major systems in both the public and private sectors that provide services and resources for youth. One of these systems, a web-based data management system for youth in Hartford known as Hartford Connects, will be demonstrated as part of the course. Hartford Connects is emerging as a national model for a systems approach to case management and youth support.

YDP 201 - Effective Communication with Youth and Families

1 credit (PREREQUISITE: NONE)
Effective communication is the foundation of establishing a positive relationship with youth. This course will teach methods of communicating directly and positively and ways of accurately interpreting the communication of others. Issues of verbal and non-verbal communication, body language, and the influence of cultures on communication styles will be discussed. As youth exist in the context of families,

communication with parents and guardians will also be discussed; particularly strategies for involving families in positive ways without betraying trust or jeopardizing relationships with youth.

YDP 202 - Program Development and Management

2 credits (PREREQUISITE: NONE)
This course will focus on the practical skills needed to develop and manage a youth program. Topics to be covered include planning, recruitment and retention, setting and meeting program goals, fulfilling grant requirements and measuring outcomes. There will be a strong emphasis on process aspects of managing effective youth programs, including relationship building activities, "groundrules", maintaining a "safe space" for youth, creating opportunities for parental involvement, and youth ownership issues.

YDP 203 - Cultural Competence

2 credits (PREREQUISITE: NONE)
Students will explore different cultures, including ethnic, regional, generational, and different "sub-cultures" that can exist within a youth population. The course will also include a self-exploration component, where students will reflect on the impact of culture(s) in their own worldviews, work styles and communication patterns. There will be opportunities for students to learn from each others' experiences in order to become more alert to the role of culture in working effectively with youth. Students will also learn ways of integrating a cultural framework into program planning, development and implementation.

YDP 204 - Educational and Career Development with Youth

2 credits (PREREQUISITE: NONE)
This course will outline an approach for working with youth around educational and career development. Students will learn principles of goal setting and future planning with youth. Tools and strategies for moving young people toward their goals will be discussed, with a focus on college readiness and employability skills.

GOODWIN COLLEGE STAFF

ADMINISTRATION

Mark E. Scheinberg, President
B.A., Vassar College

Ann B. Clark, Vice President
B.A., University of Connecticut
M.B.A., Rensselaer Polytechnic Institute

Judith D. Zimmerman, Dean of Academic Affairs
B.S., M.S., Southern Connecticut State University

Janet L. Jefford, Director of Curriculum Planning &
Accreditation
B.A., Seton Hill College

Sharon N. Daddona, Director of Finance & Business Services
A.S., Manchester Community College

Daniel Noonan, Director of Enrollment Services

Bryant L. Harrell, Director of Information Services & Physical
Resources

Todd J. Andrews, Director of Institutional Advancement
A.S., Manchester Community College
B.A., Eastern Connecticut State University

William N. Mangini, Director of Financial Aid
B.A., M.A., Central Connecitcut State University

Guy LaBella, Director of Alumni Relations

Marilyn L. Nowlan, Director of Library Services,
Assistant Professor in English
B.A., Marycrest College
M.S., Northern Illinois State University
M.L.S., Southern Connecticut State University

Barbara J. Brooks, Director of Career Services

Ann Zajchowski, Assistant to the President
B.A., Elms College
M.A., Fairfield University

Holly B. Greene, Executive Assistant

ENROLLMENT SERVICES

Timothy Gilmore, Assistant Director of Enrollment
B.A., Central Connecticut State University

Nicholas Lentino, Assistant Director of Enrollment
B.A., Providence College

Nicole DePaola, Admissions Officer
B.A., Central Connecticut State University

Guy S. LaBella, Admissions Officer
Director of Alumni Relations

Claudia Lange, Admissions Officer

Renee Riley, Admissions Officer
B.S., Bay Path College

Ryan Rose, Admissions Officer
B.A., Eastern Connecticut State University

Daniel Williamson, Admissions Officer
B.A., Westfield State College

Jennifer Vamvakus, Admissions Officer
B.A., Franklin Pierce College

Brenda Munoz, Community Outreach
B.A., Central Connecticut State University

Ardella Jordan, Department Coordinator

Marlene Harris, Administrative Assistant

Grace S. Beck, Evening Receptionist

FINANCE

Barbara Mason, Accounting Manager
M.Ed., Cambridge College

Michelle Furrow, Accounting Office Manager
B.S., Post University

Kimberly Campbell, Accounting Officer
A.S., Goodwin College

Matt Chmielewski, Auditor
B.S., University of Maine

Fran Lagano, Accounting/Collections Officer

A.S., Roberts College

Nancy Li, Accounting Officer
A.S., Goodwin College

Elaine Yarbrough, Accounting Officer
Business Certificate, Westover Community College

Ronald Rivera, Accounting Officer
Computerized Accounting Certificate, Goodwin College

Jessica Crescimano-Greenleaf, Student Loan Advisor
A.S., Middlesex Community Technical College

FINANCIAL AID

Patricia C. Hickey, Associate Director of Financial Aid

Maria Cruz, Senior Financial Aid Officer
Diploma, Data Institute Business School

Eleni Beka, Financial Aid Officer
A.S., Goodwin College

Georgeta Moarcas, Financial Aid Officer
A.S., Goodwin College

Diane Witmore, Financial Aid Officer
B.S., University of Connecticut

Andrea Young, Financial Aid Officer
B.S., Central Connecticut State University

INSTITUTIONAL ADVANCEMENT

Sonya Richmond, Development Coordinator
B.S., Central Connecticut State University

Kara Simmers, Communications Coordinator
B.A., M.A., University of Pennsylvania

INFORMATION TECHNOLOGY & FACILITIES

Richard Claing, Network Administrator
B.S.E.E., University of Hartford;
M.B.A., Rensselaer Polytechnic Institute

David Ehler, Database Manager
B.S., University of Wisconsin
Ph.D., Purdue University

Michael Knighton, IT Technician
A.S., Goodwin College

Sandy Pearce, Web Master & Programmer
A.S., Goodwin College

James Nargi, Facilities Manager

Vincent Morrone, Facilities

STUDENT SERVICES

Denise Schwabe, Assistant Dean/Registrar
B.S., University of Maine

Joy C. Butler, Assistant Dean of Academic Support
Services/Student Life
B.S., University of the West Indies;
M.S.W., Boston College

Mary G. Henderson, Assistant to the Dean of Academic Affairs
A.S., Goodwin College

Simona J. Burgio, Coordinator of Records and Registration
Diploma, Data Institute Business School

Jill Brown, Academic Advisor
B.S.W., Western New England College;
M.S.W., University of Connecticut

Elizabeth Cenci, Administrative Assistant
B.A., St. Anselm College

Karen Cushman, Evening Coordinator
B.S., Central Connecticut State University

Sheila Brooks, Academic Advisor
B.S., Eastern Michigan University,
M.S., Albertus Magnus College

Lindsay Daigle, Academic Advisor
B.A., University of Connecticut,
M.A. University of Connecticut

Rose Mary O'Connell, Academic Advisor
R.N. Misericordia College;
B.S.N., Hunter College; M.S., University of Hartford

Frank C. Ruotolo, Academic Advisor
B.S., Johnson & Wales University

Ivy G. Kimble, Administrative Assistant
A.S., Goodwin College

Tracy Schulz, Library Assistant
B.S., University of New Haven;
M.S., Central Connecticut State University

GOODWIN COLLEGE FACULTY

FACULTY

Lori L. Blake, Program Director and Assistant Professor of Early Childhood. (B.S., University of Connecticut; M.S., Central Connecticut State University)

Janice F. Costello, Director and Assistant Professor of Nursing. (R.N., Hartford Hospital School of Nursing; B.S.N., M.S.N., University of Hartford)

Martha F. Czernicki, Assistant Professor of English. (B.A., Hobart & William Smith Colleges; M.A., Trinity College)

Lois Daniels, Assistant Professor of Nursing. (B.S.N., State University of New York at Buffalo; M.S.N., Yale School of Nursing; C.N.M., Yale School of Nursing)

Vinod Dhar, Assistant Professor of Science. (B.S., Kashmir University; M.S. Kumaon University; M.Phil., and Ph.D., Kashmir University)

Paula Dowd, Program Director and Assistant Professor of Health Sciences. (B.S., University of Connecticut; M.A., Hartford Graduate Center)

Zoe Durkin, Program Director and Assistant Professor of Histology. (A.S., Centenary College; B.S., University of Pennsylvania; M.Ed., Cambridge College)

Roger Ellsbury, Assistant Professor of Developmental Education. (B.A., M.A., University of Connecticut; C.A.G.S./6th Year Certificate, Saint Joseph College)

Peter Embriano, Assistant Professor of Science. (B.S., New York University; M.S., New York Medical Science)

Alma Farnsworth, Program Director and Associate Professor of Developmental Education. (B.A., Eastern Connecticut State University; M.A., University of Connecticut)

Tracey Jackson, Program Director and Assistant Professor of Respiratory Care. (B.S., University of Hartford; M.Ed., Cambridge College)

Edward Kobylanski, Assistant Professor of Nursing. (A.D., St. Vincent's College; B.S., Daemen College; M.S.N., University of Hartford)

Elizabeth A. Lane, Assistant Professor of English. (B.A., M.Ed., American International College)

Cynthia McHale-Hendricks, Assistant Professor of English. (B.A., Albertus Magnus College; M.A., Trinity College)

Ira Mozille, Program Director and Assistant Professor of Business and Technology (B.S., State University of New York at Albany; M.S., Vermont College of Norwich University)

Nancy E. Peer, Assistant Professor of Nursing. (B.S.N., Saint Joseph College; M.S.N., University of Hartford)

Debra A. Rajaniemi, Assistant Professor of Science. (B.S., University of Texas; M.S., University of Connecticut)

Kimberly A. Reese, Assistant Professor of Science. (B.S., Southern Connecticut State University; M.S., Quinnipiac University)

Michael P. Rotondo, Associate Professor of Business. (B.S., Central Connecticut State University; M.B.A., University of Hartford)

Salvatore Secondo, Instructor of Science. (B.S., M.S., Central Connecticut State University)

Elaine Simms-Walton, Assistant Professor of Nursing. (B.S.N., City College of the City University of New York; M.S.N., University of Hartford)

Geraldine A. Simpson, Chair of General Education and Assistant Professor of English. (B.S., State University of New York Oswego; M.S., University of Hartford; M.S.W., University of Connecticut)

Sandra Ward, Program Director and Assistant Professor of Human Services. (B.A., Trinity College; M.A., Temple University; M.S.W., University of Connecticut)

Tammy Webb, Assistant Professor of Psychology. (B.S., M.A., American International College)

Danielle S. Wilken, Chair and Associate Professor of Health Sciences. (B.S., M.S., State University of New York at Stony Brook)

Wendy F. Zamora, Assistant Professor of Nursing. (B.S., Texas Christian University; B.S.N., University of Southern Maine; M.S.N., University of Phoenix)

ADJUNCT FACULTY

Diana Aldrete, Instructor of Humanities. (B.A., University of Wisconsin, M.A., Marquette University)

Michael C. Amico, Instructor of Psychology. (B.S., Salem State College; M.A., Antioch New England Graduate School)

Robert P. Bagioni, Instructor of Science. (B.S., Central Connecticut State University; M.A., St. Joseph College)

Jody F. Benton, Instructor of Nursing. (A.D.N., Greater Hartford Community College; B.S.N., Florida Atlantic University; M.S.N., Barry University)

Jill M. Brown, Instructor of Sociology. (B.S.W., Western New England College; M.S.W., University of Connecticut)

Andrea L. Carey, Clinical Instructor of Nursing. (B.S., Russell Sage College; B.S.N., University of Massachusetts; M.S.N., University of Vermont)

Lisa Chaderjian, Clinical Instructor of Nursing. (B.S., American International College; M.S.N., University of Connecticut)

Louise H. Chapman, Instructor of Science. (B.A., Albertus Magnus College; M.S., Central Connecticut State University)

Carole Codianni, Clinical Instructor of Nursing. (B.S., University of Connecticut; M.S., Pace University)

Nancy E. Cronin, Clinical Instructor of Nursing. (B.S.N., Boston College; M.S.N. University of Colorado)

Donald DeFronzo, Instructor of English. (B.A., Fairfield University, M.A., University of Connecticut)

Donato T. DiGenova, Instructor of Science. (B.M.E., Stevens Institute of Technology; M.S., Rensselaer Polytechnic Institute; M.S.E., University of Connecticut)

Lorraine Egan, Instructor of English. (B.A., University of Connecticut; M.A., University of Chicago)

Linda Ellsbury, Instructor of Humanities, Psychology and Sociology. (B.A., University of Connecticut; 5th Year Certificate, Central Connecticut State University)

Deborah Finnegan, Clinical Instructor of Nursing. (B.S., St. Joseph College School of Nursing; M.S.N., University of Connecticut)

Frederick C. FitzGerald, Assistant Professor of Mathematics. (B.S.Ed., Westfield State Teachers College; Ed.M., Boston University)

Mark Glover, Instructor of Business. (B.S., Eastern Connecticut State University, M.S., Rensselear Polytechnic Institute)

Karen J. Gregory, Assistant Professor of Allied Health. (B.S.N., St. Anselm College; M.S.N., Boston College)

Paul Hill, Instructor of Psychology. (B.S., State University of New York at Cortland; M.A., Western Carolina University)

Bonni L. Horwitz, Clinical Instructor of Nursing. (B.S.N., Central Connecticut State University; M.S.N., Quinnipiac College)

Shannon Jackson, Instructor of Psychology. (B.A., Chapman University; M.A., M.S.Ed., Southern Illinois University Edwardsville)

Charles Kinard, Instructor of Human Services. (B.A., Hampton University, M.S.W., University of Connecticut)

Serena K. Kuremety, Instructor of Science. (B.S., Rochester Institute of Technology; D.P.M., Ohio College of Podiatric Medicine)

Paul J. LaRocca, Instructor of Humanities. (B.A., M.A., Trinity College; J.D., Cornell University)

Kavita Leone, Instructor of Social Science. (B.S., Central Connecticut State University, M.S. Capella University)

Dawn M. Leghorn, Instructor of Mathematics. (B.A., M.S., Central Connecticut State University)

Ann M. LeMaster, Instructor of Science. (B.A., Ph.D., University of Kentucky)

James Markham, Instructor of Science. (B.S., University of Hartford, M.S., Quinnipiac University)

Gerald A. Mateya, Instructor of Mathematics. (B.S., Eastern Connecticut State University; M.A., Loyola College)

Michele McKelvey, Clinical Instructor of Nursing. (B.S.N., St. Joseph College; M.S.N., University of Hartford)

Sandra T. Micalizzi, Clinical Instructor of Nursing. (B.S.N. Western Connecticut State University; M.S.N., Southern Connecticut State University)

Barbara A. Morey, Instructor of Nursing. (R.N., Saint Francis Hospital School of Nursing; B.S.N., Central Connecticut State University; M.S.N. University of Hartford)

Carrie A. Rametta, Clinical Instructor of Nursing. (A.D.N., Quinnipiac College; B.S.N., Central Connecticut State University; M.S.N., University of Hartford)

Marcia Scanlon, Clinical Instructor of Nursing. (B.S.N., University of Massachusetts; M.S.N. St. Joseph College; APRN [Family Health] St. Joseph College)

Diane Tarricone, Instructor of Psychology. (B.S., Rhode Island College; M.S., Springfield College; Ph.D., University of Connecticut)

Teresa C. Twomey, Clinical Instructor of Nursing. (B.S.N., The Catholic University of America; M.S.N., University of Hartford)

Fred White, Instructor of Business. (B.S., Adelphi University, B.S., Dickinson College J.D., Western New England School of Law)

Debra Wingate-Jenkins, Clinical Instructor of Nursing. (B.S., Southern Connecitcut State University; M.S.N., Fairfield University)

CONTINUING EDUCATION FACULTY

Full- Time Faculty

Alina Ciscel, Program Director and Instructor of English as a Second Language. (B.A., State University of Moldova; M.A., University of South Carolina)

Susannah Landis, Instructor of English as a Second Language. (B.S., Lesley College)

Mary Ellen Rund, Instructor of English as a Second Language. (B.A., Saint Joseph College.)

Linda Fellows, Instructor of English as a Second Language. (B.A., Millikin University; M.A., St. Joseph College)

Part-Time Faculty

Katie S. Cappalla, Instructor of English as a Second Language. (B.A., Dickinson College)

Barbara J. Charley, Instructor of English as a Second Language. (B.S., M.S., Southern Connecticut State University)

Christina J. Deptulski, Instructor of English as a Second Language. (B.S., B.A., Southern Connecticut State University; M.S., Central Connecticut State University)

Ellen Ma, Instructor of English as a Second Language. (B.A., Brandon University)