

Goodwin College

A Four-Year Institution of Higher Education

**One Riverside Drive ❖ East Hartford, CT 06118
(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.**

2009 – 2010

Table of Contents

Goodwin College Calendar	3
Introduction.....	5
Admissions.....	11
Financial Aid.....	14
Tuition and Fees	17
Academic Regulations.....	19
General Policies	27
Suggestions and Grievances.....	29
Programs of Study	30
Department of General Education.....	34
Department of Business & Technology	35
Department of Health and Natural Sciences.....	40
Department of Social Science & Education.....	51
Department of Nursing.....	59
Continuing Education Programs	65
Course Descriptions.....	66
Continuing Education Course Descriptions.....	98
Goodwin College Board of Trustees.....	100
Goodwin College Faculty	103
Index.....	107

Goodwin College Calendar

September 2009—September 2010

Fall Semester 2009

Monday, August 31	Full-time faculty returns to campus
Tuesday, September 1	Day Orientation for new students
Wednesday, September 2	Evening Orientation for new students
Friday, September 4	Last day to DROP at no tuition
Tuesday, September 8	Fall semester begins
Tuesday, September 15	Last day to ADD a course
Tuesday, September 22	Last day to DROP a course
Monday, October 12	Columbus Day. No classes
Tuesday, October 13	Last day to WITHDRAW from first module course
Tuesday, October 27	First module ends
Wednesday, October 28	Second module begins
Wednesday, November 4	Last day to ADD a second module course
Wednesday, November 11	Veteran's Day. No classes
Thursday, November 12	Last day to DROP a second module course
Thurs-Sun, November 26-29	Thanksgiving weekend holiday. No classes
Monday, December 7	Last day to WITHDRAW from a 15 week or second module course
Sunday, December 20	Fall semester ends

Winter Break

December 21-January 10	Winter break for students
------------------------	---------------------------

Spring Semester 2010

Monday, January 4	Faculty returns to campus
Tuesday, January 5	Day Orientation for new students
Wednesday, January 6	Evening Orientation for new students
Friday, January 8	Last day to DROP at no tuition
Monday, January 11	Spring semester begins
Monday, January 18	Martin Luther King Jr. Day. No classes
Tuesday, January 19	Last day to ADD a course
Monday, January 25	Last day to DROP a course
Monday, February 15	Presidents' Day. No classes
Tuesday, February 16	Last day to WITHDRAW from first module course
Tuesday, March 2	First module ends
Wednesday, March 3	Second module begins
Wednesday, March 10	Last day to ADD a second module course
Wednesday, March 17	Last day to DROP a second module course
Fri-Sun, April 2-4	Good Friday and Easter weekend. No classes
Friday, April 9	Last day to WITHDRAW from a 15 week course or second module course
Sunday, April 25	Spring semester ends

Spring Break

April 26-May 9	Spring break for students
----------------	---------------------------

Summer Semester 2010

Monday, May 3	Faculty returns to campus
Tuesday, May 4	Day Orientation for new students
Wednesday, May 5	Evening Orientation for new students
Friday, May 7	Last day to DROP at no tuition
Monday, May 10	Summer semester begins
Monday, May 17	Last day to ADD a course
Monday, May 24	Last day to DROP a course
Monday, May 31	Memorial Day. No classes
Tuesday, June 15	Last day to WITHDRAW from first module course

4 Goodwin College

Tuesday, June 29	First module ends
Wednesday, June 30	Second module begins
Sat-Mon, July 3-5	Fourth of July weekend. No classes
Wednesday, July 7	Last day to ADD a second module course
Wednesday, July 14	Last day to DROP a second module course
Friday, August 6	Last day to WITHDRAW from a 15 week course or a second module course
Sunday, August 22	Summer semester ends
Summer Break	
August 23-September 6	Summer break for students

Introduction

Mission Statement

The mission of Goodwin College is to educate a culturally diverse student population in an environment that builds bridges between education, commerce and community. Our degree and certificate programs prepare students for professional careers while encouraging life-long learning and promoting civic responsibility. As a nurturing college community, we challenge students, administration, faculty, and staff to realize their academic, professional and personal potential.

Purposes:

1. To create an educational environment that blends professional preparation with the development of critical thinking skills and an appreciation of the humanities, arts and sciences.
2. To educate students in an environment that celebrates diverse cultures, ages, experiences and opinions.
3. To develop and refine methods to recruit and retain students who have the potential for success in both selective and open enrollment academic programs.
4. To adapt our programs to the changing needs of our student body, the marketplace and society.
5. To enrich our local and global communities by forming collaborative relationships that create educational, economic and cultural benefits.
6. To assist our graduates with identifying and securing career and growth opportunities.

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. In January 2009 the main campus moved to its present location along the Connecticut River in East Hartford.

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 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. In December 2008, the College was licensed to grant baccalaureate degrees.

Goodwin College is located on Riverside Drive along the Connecticut River in East Hartford, CT. It is designed as a self-contained campus hub, providing all of the college's services in one location. The campus includes 39 technologically advanced classrooms, six state-of-the-art science labs, three computer labs, an 800-seat auditorium, a third-floor outdoor roof patio, two community rooms, a bookstore, a student lounge, a range of study areas, and a two-story library and media center with sweeping views of the Connecticut River. Deep-water docks on the river and expansive riverside grounds provide a scenic environment for students to study and socialize. The campus is easily accessible from several major highways, including I-91, I-84, and Route 2. 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 8:00 a.m. to 7:30 p.m. Monday through Thursday and from 8:00 a.m. to 5:00 p.m. on Friday, and Saturday 9:00 a.m. to 2:00 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
Library	(860) 727-6782
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 indicates 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 of the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the New England Association should be directed to the

administrative staff of the institution. Individuals may also contact:

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

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 for CAAHEP is 35 E. Wacker Drive, Suite 1970, Chicago, IL 60601-2208, (312) 553-9355.

Histologic Science Program

The Histologic Science 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 the National Accrediting Agency for Clinical Laboratory Sciences is 5600 N River Rd, Suite 720, Rosemont, IL 60018. Ph: 773.714.8880 Fax: 773.714.8886. Web: www.naacls.org.

Respiratory Care

The respiratory program has been granted Initial Accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon recommendation of the Committee on Accreditation for Respiratory Care (CoARC). For information write to: CAAHEP 1361 Park Street, Clearwater, FL 33756; or CoARC 1248 Harwood Road, Bedford, TX 76021.

Effective November 12, 2009 the Respiratory Care program will be accredited by the Commission on Accreditation for Respiratory Care (CoARC). For information write to: 1248 Harwood Road, Bedford, TX 76021-4244.

Nursing

The program is in compliance with all of the accreditation standards of the National League of Nursing Accrediting Commission (NLNAC) and was awarded an initial, five (5) year accreditation in March 2006. For more information contact National League for Nursing Accrediting

Commission, 3343 Peachtree Road, N.E., STE 500,
Atlanta, Georgia 30326, www.nlnac.org, (404) 975-5000.

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 to succeed in the college experience from orientation through graduation. The range of academic services available to students includes: academic advising and program planning, orientation, tutoring services, disability services, library services, career services, student government, activities and clubs, and the Hartford Consortium Cross-Registration Program.

Academic Advising and Counseling Center

Advising and counseling contributes to the success of each student. Therefore, the Academic Advising and Counseling Center exists to help you achieve your academic and career goals by fostering partnerships between you and faculty, and by providing you with accurate information regarding registration, academic planning and school policies. The Center serves as an information resource and referral center for all Goodwin College students throughout their college experience. For the office hours please call the center's main number: 860-913-2017.

Staff will assist you with:

- Academic Advising to provide assistance on academic matters such as designing an academic degree plan appropriate for your goals and developing strategies for academic success.
- Career Services to explore your career interests, values and goals to ensure meaningful course selection and educational program planning.
- Counseling Services designed to counsel you in regard to stress management, college life, mental illness (depression, anxiety, etc.), domestic violence, peer problems and substance abuse.

Academic Advising

Academic advisement plays a critical role in fulfilling the mission of Goodwin College. The advisement process 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 with the process of course selection and degree planning.

During the admissions process, all students are given the opportunity to meet with an Academic Advisor to begin designing a plan of study. All students are encouraged to continue meeting with their Academic Advisor throughout their college career. Students planning to transfer credit from an accredited institution or who wish to be considered for an award of credit for experiential learning should also meet with an Academic Advisor before registration to discuss options. In addition, students planning to continue their education by pursuing graduate studies should meet with an Academic Advisor to discuss transfer requirements, admission requirements and course planning. Advisors are available to:

- Register new and current students for courses;
- Advise students on course selection;
- Develop plans of study for selective admission programs;
- Add, drop and withdraw students from classes;
- Answer academic questions regarding courses and plans of study;
- Counsel students if they are having academic difficulties; and
- Serve as a support system for enrolled students.

To learn more, visit our website at:
www.goodwin.edu/academic_advising.asp.

Career Services

Career counselors at Goodwin College can help you to develop professionally as you continue on your journey toward your chosen career. The Mission of Career Services is to support and empower Goodwin College students in developing, evaluating and effectively implementing their career plans. To fulfill this mission, Career Services provides opportunities for you to become the best possible career-ready candidate that you can be.

Career development is a life-long process, so we encourage you to develop a relationship with a career counselor early in your academic career. Our counselors can assist you with every stage of the career planning process. We offer a variety of information and resources to help you achieve your career goals including:

- Individualized career counseling;
- Interest inventories and assessments to help relate your strengths to career objectives;
- Career workshops (resume and cover letters, interviewing practice, job-search skills);
- Information on internship opportunities;
- Job listings for off-campus employment;
- Recruitment activities including on-campus interviews; and
- Additional career planning and research resources.

Although every effort is made to assist graduates in securing employment, no guarantee or representation of placement is made or implied. More information about these resources can be found on the Career Services website at http://www.goodwin.edu/career_services.asp or call 860-727-6768.

Counseling Services

The Mission of Counseling Services is to provide you with opportunities for personal, emotional, and academic development and to help guide you towards successful completion of your college education. Additionally, in accordance with Goodwin College's mission, counseling services seeks to foster life-long learning and to promote civic responsibility. Our counselors will:

- Provide a safe and nurturing environment where you can identify and align your personal goals with your academic goals;
- Collaborate with faculty and staff to help you develop self-knowledge, strategies, and coping skills necessary to succeed personally, academically, and professionally; and
- Provide individual counseling for any issue including, but not limited to bereavement support, emotional difficulties, and domestic violence in the home.

Students who take advantage of these services will enjoy a one-on-one relationship with a counselor. Counselors also offer small group sessions and workshops on a variety of issues.

Referrals to the Counseling Center can be made by faculty, staff or self-referral. Every referral remains confidential. More information about these resources can be found on the Counseling Services website at http://www.goodwin.edu/counseling_services.asp or call 860-727-6716.

Foundational Pre-Collegiate Studies

Goodwin College uses the Accuplacer™ Placement Test to evaluate a student's competency in reading, writing and mathematics. Based on these scores, students are placed into appropriate course levels. For those students who need to increase their skills and competencies, Goodwin College offers three levels of foundational coursework in English and Mathematics. Foundational students must also enroll in a college experience course which is designed 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 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 foundational. The credit earned is institutional credit only and cannot be used to fulfill any degree or collegiate certificate requirements.

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 faculty and are provided with valuable information about key campus services. They also receive their schedules and books for their first semester and have a photo ID taken.

Student Organizations

The Office of the Assistant Dean of Student Services, in collaboration with faculty, staff and alumni, provides leadership and support to a broad array of student activities. As a non-residential campus, Goodwin ensures that its diverse student body has numerous opportunities for enhancing growth and development. This institution takes pride in its mission statement by encouraging inclusiveness on campus.

The goals of the student organizations are: (I) to ensure that the educational potential of the extra curriculum is realized; (II) to facilitate cohesion and social interaction; (III) to enable students to maximize their college experience; (IV) to instill a sense of civic responsibility; and (V) to help students to harness transferrable leadership skills.

The Student Council which meets monthly, serves to oversee or to provide general supervision of all student activities. It also provides a forum for the expression of student views and interests. Its officers provide official representation of the student body to the Board of Trustees, the Administration, faculty, staff and the broader community.

Students are encouraged to organize activities that provide leadership, leisure and fitness. The newly-designed campus has adequate space for students to engage in organized board-games, table games, formal dance instruction, debating and the guest-lecture series. Some of the special interest organizations are affiliated with departments. These include the Business Club, Health Science Club, International Film Club, Early Childhood Club and the Poetry/Book Club. Other special interest organizations include Habitat for Humanity, the community volunteer group and the Multicultural Organization. Student volunteers support sponsored activities organized by recognized community-based agencies such as FoodShare, CPTV and the American Red Cross.

The institution has a Beta Rho Delta Chapter of Phi Theta Kappa International Honor Society. It was developed to recognize and encourage high scholarship. A Faculty Advisor confers membership on selected students who meet the criteria for eligibility to this distinguished organization. The inductees are expected to maintain their academic performance and to contribute to the institution through service-learning activities.

The Learning Resource Center

The Learning Resource Center (LRC), located on the first floor, 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 also learn how their acquired skills and knowledge impact their program completion and continued enrollment.

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 fifty (50) Peer Tutors have been trained and more than 1,000 students have been served. As a means of providing assistance to students at the time when it is most needed, the LRC has also introduced the utilization of Peer Tutors in classrooms where foundational or pre-collegiate courses are taught. Students who use the center are either self-referred or are referred by their instructors. Students may request tutoring by contacting the Assistant Dean of Student Services (located in the Academic Office).

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 offers opportunities to all students by providing additional sessions in study and critical thinking skills as well as test-taking strategies.

eTutoring

Goodwin College offers eTutoring services through an agreement with the Connecticut Distance Learning Consortium (CTDLC). Students using the eTutoring platform may work with an eTutor in a live session or may submit a question or course assignment for an instructor to correct and/or provide feedback. eTutoring offers instruction, guidance and resources to help each student succeed. Specific information concerning eTutoring is available by contacting the Assistant Dean of Student Services (located in the Academic Office).

Students using the eTutoring platform may work with an eTutor in a live session or may submit a question or course assignment for an instructor to correct and/or provide feedback. eTutoring offers instruction, guidance and resources to help each student succeed.

Disability Resources

The Disability Resources Office assists students with disabilities in securing accommodations and services that will promote success and integration into the College. Goodwin College complies with the mandates created by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Students who

have a documented disability are strongly encouraged to contact the Assistant Dean/Registrar in advance of their enrollment so that accommodations are in place on the first day of matriculation. The Assistant Dean/Registrar (located in the Academic Office) will provide specific guidelines and policies to students who request this information.

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 credits that the institution will accept. It is the student's responsibility to seek advice early in the program.

Library Services

The Goodwin Library provides students with a broad selection of print and electronic resources that support the mission and purposes of the college. The new two-story library space includes open access to resources, private and open study areas, conference room, and computer work stations. The library staff provides students with an expanding selection of print and electronic resources that support the mission and goals of the college. The librarians also work closely with faculty in scheduling general, specialized and individual instruction to develop research and information literacy skills for students on the campus and in distance learning classes. The Goodwin Community may borrow additional resources from more than 300 libraries through participation in the ICONN Interlibrary Loan Service.

The library web page at <http://www.goodwin.edu/library/index.htm> allows both on and off campus access to the catalog and databases with abstract and full text sources from magazines, journals, and newspapers. Other resources on the library page include course-related web sites, faculty services, information literacy tutorials, and reference links.

The library is open seven days a week with professional reference service always available. The library subscribes to InfoAnytime connecting students to an online professional librarian 24 hours a day, seven days a week. The library staff includes Marilyn L. Nowlan, M.L.S., Director of Library Services, Christina Deptulski, M.L.S., Assistant Librarian, Alicia Cornelio, M.L.S., Assistant Librarian, and Tracy Schulz, Library Assistant.

Educational Opportunities Through the Hartford Consortium

As a member of the Hartford Consortium for Higher Education, an alliance of area colleges and universities, Goodwin College participates in the Consortium's Cross-registration Program. Full-time undergraduates are eligible to enroll in selected courses in environmental studies, 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.

Housing

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

Campus Security Act Information

The Vice President for Physical Facilities and Information Technology 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 Vice President. The complete annual report, available to all current or prospective students and staff upon request, is housed in the Library and the Academic Department.

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

Students may also access school closing information by calling 860-218-1240 or by checking the College student intranet website (<http://myweb.student.goodwin.edu>).

Admissions

General Admission 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.

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

Admission Requirement

Applicants to Goodwin College are required to:

1. Interview with an admission officer.
2. Complete an Application for Admission to the College.
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).

Selective Admission Programs

The following programs have selective admission requirements:

1. Bachelor of Science in Nursing (RN-BSN Completion Program)
2. Associate in Science in Nursing
3. Associate in Science in Respiratory Care
4. Histologic Science Certificate Program
5. Paramedic Certificate Program

Admission to these programs requires the completion of a special application as well as fulfilling all the requirements for admission as listed in the catalog. Please reference the individual program pages for complete admission requirements.

Transfer Students

Students may transfer into Goodwin College for any term. In addition to the following admission procedures and before completing their first semester, transfer students are strongly encouraged to have all official transcripts sent to the Transfer Coordinator, Goodwin College, One Riverside Drive, East Hartford, CT 06118. Upon receipt of the official transcripts, the Transfer Coordinator will evaluate the transcripts and send a copy of the official evaluation to the student. Transcripts are evaluated according to the College's transfer and award of credit policies stated below.

Transfer of Collegiate Credit

Transfer of Credit

Collegiate credit may be granted for credit courses successfully completed at other accredited collegiate institutions in accordance with the following policies:

1. The student's Academic Advisor in consultation with the Department Chair or Program Director determines whether transferred courses and experiential credit satisfy Goodwin College degree requirements.
2. Only courses completed with grades of "C" or higher may be eligible for transfer.
3. Officially transferred credit will not be posted to the student's transcript until 12 credits have been completed at Goodwin College.
4. Once a student is matriculated at Goodwin College, no additional credits earned at other institutions will be transferred.

5. Credits earned at international institutions may be considered for transfer. It is the student's responsibility to have his/her international transcript evaluated by an evaluation service that is a member of the National Association of Credential Evaluation Services (NACES) and to have an official copy of the results sent to Goodwin College for evaluation and assessment of credit.
6. Credits awarded are given the grade of TR 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.
7. Residency requirement: All students are required to take a minimum of 25% of all coursework toward a credential at Goodwin College. Students should consult the catalog pages that pertain to their major for any additional degree requirements. The last 12 credits posted to a student's transcript must be taken at Goodwin College.

Credit for Lifelong Learning

The Board of Trustees believes that college-level learning occurs in many settings. Accordingly, the College adopted a policy for the assessment and awarding of credit for experiential learning. Collegiate credit may be awarded based on verification that the non-traditional learning is equivalent in level and nature to the learning acquired in approved college courses and programs. Assessments serve to match a student's learning from work, volunteer and other significant life experiences to specific college courses and as such are done 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. The college evaluates performance on standardized tests such as the College Level Examination Program (CLEP) and CEEP Advanced Placement tests, individualized tests and laboratory evaluations designed and administered by the College, some coursework earned at specific non-collegiate programs evaluated by the College, and portfolio review. The college also welcomes the opportunity to evaluate its students' military experience. The college offers some course specific Credit-by-Examinations (CBEs) prepared by the faculty. There is an assessment fee; however, no charge is assessed for the credits awarded.

A student may elect to have their experiential learning assessed by any of these methods, only if the student is registered at the College during the semester the assessment is completed. No more than 50% of the credits required for a degree or certificate shall be awarded for prior experiential learning.

Credit awarded for experiential learning may not be transferable to other institutions of higher learning.

As with transfer credit, experiential 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 count both as credits attempted and as credits earned in determining satisfactory academic progress.

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 religious 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 in 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 invoked will remain on the transcript and will be marked with a # 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 a single course in a non-matriculated status. Non-matriculated students may take up to 12 credits.

Readmission

Former Goodwin students who wish to reapply to Goodwin College must apply for readmission 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, if dependent, to his/her family.

The Goodwin College Financial Aid Office is dedicated to giving students the personal attention needed to help them 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 Financial Aid

Grants

Connecticut Independent College Student Grant Program (CCICS) - This grant is available to Connecticut resident undergraduate students enrolled in a degree granting program. The student must be registered for 6 or more credits per semester to qualify. It is a grant, so it does not have to be repaid.

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. It can be used for tuition, books, and living expenses.

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.

Academic Competitive Grant (ACG) - This grant is available for Pell Grant recipients enrolled at least half-time in their first or second year of study. To be eligible, recipients must have completed a rigorous secondary school program of study. Students maintaining a GPA of 3.0 or higher may be eligible for an additional award for their second year of study. The grant does not have to be repaid.

National Smart Grant (SMART) - For PELL eligible students enrolled at least half time in their third or fourth year majoring in certain subject areas with at least a 3.0 cumulative GPA. The majors are physical,

life, or computer sciences, mathematics, technology, engineering, or a critical foreign language. Non-major single liberal arts programs.

Loans

Subsidized Direct or FFEL Stafford Loan - The U.S. Department of Education pays interest while the borrower is in school and during grace and deferment periods; students must be attending at least half-time and have financial need; fixed rate is set annually for new borrowers. Loans must be repaid.

Unsubsidized Direct or FFEL Stafford Loan - The borrower is responsible for all interest; must be at least half-time; financial need not required; fixed rate is set annually for new borrowers.

Direct or FFEL PLUS Loan - For parents of dependent students; students must be enrolled at least half-time; financial need not required. Repayment begins 60 days after the disbursement of funds.

Direct or FFEL Additional Unsubsidized Stafford Loan - This loan is available to dependent students whose parents have been denied a PLUS loan. This is non-need based. Interest and repayment terms are similar to the Unsubsidized Stafford Loan as described above.

Nursing Student Loan Program - This loan is through the Department of Health and Human Services and is available to students pursuing a nursing degree.

Employment

Federal Work-Study Program (FWSP)
Provides job opportunities for students to earn money while attending school. The jobs can be on campus or off campus; students are paid in the form of a paycheck. Students can use these funds to pay their tuition bills or to cover living expenses.

Scholarships and Institutional Grants

Institutional grants are normally awarded on the basis of financial need. Scholarships are awarded based on students' performances (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 application process. Students automatically apply by completing the FAFSA form and submitting all required documentation. Students will be notified of the

grant amount through receipt of the Financial Aid Award Notice.

Students may reapply each academic year by completing a new Free Application for Federal Student Aid (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).

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 following 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. 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 an associate degree and either return to the College, or continue towards, a bachelor degree at the College. The scholarship is directed to graduates with a cumulative grade point average of 3.0. Students who meet the initial eligibility requirements are awarded \$1000, (\$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. The scholarship award will be noted on the Financial Aid Award Notice. The Alumni Scholarship is funded by Goodwin College. A maximum of 200 Alumni Scholarships may be awarded in any single academic year.

Alternative Loan Programs

Students needing to borrow additional funds to offset the cost of their education may do so through the following preferred lenders:

- Goodwin College Payment Plan
- Connecticut Higher Education Supplemental Loan Authority (CHESLA)

Additional Resources

- Community Scholarships
- Employer Tuition Reimbursement
- Veteran's Benefits and the Yellow Ribbon Program

Students may elect to receive tuition and fee payments under the Post-9/11 GI Bill, also known as Chapter 33. To qualify, the veteran must have served at least 30 consecutive days on active duty after September 10, 2001. Certain qualifying dependents may also receive this benefit. The veteran must be enrolled at least half time.

The Yellow Ribbon Program allows degree granting institutions to enter into an agreement with the VA to fund tuition expenses that exceed the highest public, in-state undergraduate tuition rate. Goodwin College is pleased to participate in the Yellow Ribbon Program and has guarantees to fund tuition costs exceeding the highest public, in-state tuition rate.

Other Funding Sources

Regional Workforce Development Board

This entity provides funding under the Workforce Investment Act (WIA). WIA assists dislocated workers in funding their education through contracts and custom-made programs.

Connecticut Bureau of Rehabilitation Services (BRS)/Workers Compensation Commission

This department provides direct and supportive funds for disabled students attending Goodwin College. Funds have been received through WIA 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 can no longer perform that job 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 Social Services

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 Investment Act.

Eligibility for Financial Aid

Students receiving financial aid must meet these eligibility requirements:

- Be enrolled in an eligible degree or certificate program;

- Be taking 6 or more credits per semester;
- Demonstrate financial need;
- Maintain satisfactory academic progress once you are in school;
- Register (if you have not) with the Selective Service, if you are a male between the ages of 18 and 25;
- Be a citizen or eligible non-citizen of the United States or Trust Territories with a valid Social Security number;
- Not be in default in the repayment of any educational loans or owe a refund on any Title IV grant program at any institution; and
- Have a high school diploma or General Educational Development (GED) certificate.

Applying for Financial Aid

The Free Application for Federal Student Aid (FAFSA) is available on-line at www.FAFSA.ed.gov <<http://www.fafsa.ed.gov/>> . With the pin#, a student can apply for all sources of financial assistance awarded by the College as well as all Title IV Programs. A financial aid counselor is available to assist each student in explaining the process of applying online. Upon submitting the online application, 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 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. To facilitate their official registration into individual classes, applicants should make every effort to complete the process as outlined below in a timely fashion.

To be considered, all applicants 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).
- 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 information 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 where mandated by Federal and State law.

Students should direct any questions related to financial aid at Goodwin College 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, One Riverside Drive, East Hartford, Connecticut 06118. (860) 727-6723.

Tax Credit Programs

The American Opportunity Tax Credit amends the Hope Scholarship effective for 2009 and 2010 tax year. It allows the credit to be claimed for four post-secondary education years. Many of those eligible will qualify for the maximum annual credit of \$2,500 per student.

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 a tax advisor or the IRS.

Tuition and Fees

Tuition

Full-time Students (12 – 18* credits per semester)	\$8,550/semester
Three-quarter Time Students (9-11 credits per semester)	\$5,975/semester
Half-time Students (6-8 credits per semester)	\$4,180/semester
Students taking less than 6 credits per semester	\$530/per credit

*Students taking over 18 credits in any semester will be charged \$530 for each additional credit.

Continuing Education Programs ESL	\$9,600
--------------------------------------	---------

Fees

Application Fee	(non-refundable)
Degree & Certificate Programs	\$50.00
ESL	\$25.00
General Student Fee (Non-refundable once student begins classes)	\$500/Academic Year
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	\$300/course
Nursing Clinical Fee	\$700/course
Respiratory Care Clinical Fee	\$400/course
Medical Assisting Clinical I Fee	\$150
Official Transcript of Academic Work (One free copy provided at graduation; thereafter, per copy)	\$10
Late Registration fee	\$50
Late Payment fee	\$50
Returned Check fee	\$25

This schedule of fees is comprehensive and is expected to prevail during the 2009-2010 year. The Board of Trustees of Goodwin College reserves the right, at any time, to authorize changes.

Refund Policy

Institutional Refund Policy

1. When students register for courses, they become liable for all tuition and fees associated with those courses unless they officially withdraw from the College or drop the courses before the first day of the semester. The Refund Policy below applies to all students who have an active registration on record with the College on the first day of the semester. The Refund Policy applies even in situations where the student may not have attended a class.
2. A registered student wishing to withdraw from school must submit a written withdrawal request 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.
3. For notice of withdrawal from the College 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.
4. For notice of withdrawal from the College 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 the student registered, will be granted for both full-time and part-time students.
5. 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.
6. 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.
7. 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 the student officially withdraws from the College 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. Title IV funds include Federal Pell Grants, Federal College Work-Study, Perkins Loans, Supplemental Educational Opportunity Grants, and Direct PLUS Loans. A student's Title IV monies are adjusted when the student drops a course or earns an NS (no show) grade.

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 Evaluation

The purpose of placement evaluation is to ensure that the skills of incoming students are uniformly evaluated, that students 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.

Registration

Incoming students may register for classes up to the beginning of their first semester.

Returning students officially register for the upcoming semester in week ten of their current semester. Before official registration begins, students must be advised by a faculty member or an academic advisor. Students must have their Free Application for Federal Student Aid (FAFSA) form processed electronically prior to registration. The FAFSA will not be processed by the financial aid staff during the official registration period. A student is not officially registered until all financial responsibilities have been met. Students not meeting these responsibilities by the end of the official registration period will be charged a \$50 late fee. Specific details about Official Registration are posted to the Goodwin College website along with course offerings during week 5 of each semester. Students are encouraged to access the website and to check their Goodwin college email accounts to receive registration reminders and bulletins.

Students may revise their registrations up until the day before the next semester begins. All changes made to registrations are subject to review by the Financial Aid Office and the Registrar before they are considered final.

Dual Option/Program Enrollment

Many of the degree programs at Goodwin offer different options within the discipline which will accommodate the student with complex career objectives. There are instances, however, where a student will choose to matriculate in a degree program and also request courses that lead to a certificate or degree in another field. In those instances, the student must complete a minimum of any 15 credits in their original program with a grade-point-average of 2.3 or better before requesting

admission into a second certificate or degree program. Enrollment into the second program requires the approval of the Department Chair of that program. The student must complete a "Declaration of Second Program" form which is obtained from the Department Chair. The completed form is then forwarded to the Dean for final approval. If the student elects one option within their original program, and subsequently decides to take an additional option within that same program, the same criteria above will apply.

In order to earn the credential they are striving for (the degrees and/or certificate), the student must complete all requirements as outlined in the catalog. Selective admissions requirements must be satisfied before the student enrolls into a second program.

Foundational Courses

Course numbers beginning with a "0" are considered foundational courses and count as institutional credit only. Grades received for foundational courses are not calculated in the student's cumulative GPA. They do not count as credits attempted nor as credits earned. Foundational courses may be eligible for financial aid, but do not qualify as credit earned toward any degree or certificate. Foundational courses may be repeated only once without departmental permission. For financial aid requirements, students are eligible for a maximum of 30 credits (10 attempted courses) in foundational coursework. Under no circumstance will a student be permitted to attempt a foundational course more than three times. Students enrolled in foundational coursework are automatically enrolled in a non-credit skills lab that is designed to provide additional academic support. Students taking foundational level English courses may attend tutorial sessions for extra help on Fridays; some students, upon referrals of their instructors, will be required to attend the Friday tutorial sessions.

Independent Study

Independent study is an alternative instructional strategy. Students work independently, according to a written agreement and under the supervision of a faculty member. Independent study offers flexibility to meet individual student needs, interests, and styles of learning.

Students may request an independent study through their department chairs or program directors. Tuition for these courses is charged at the same rate as all other courses. In each independent study a contract, containing specific course objectives and curriculum requirements of the course will be agreed upon and signed by the instructor and student. 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 request, contract, and final paper are submitted to the Registrar's Office to become part of the student's permanent file.

Student Teaching/Internship/Externship Requirement

Students enrolled in programs requiring student teaching, or an internship/externship must have a 2.0 cumulative grade point average before attempting to fulfill this requirement.

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. Students are responsible for familiarizing themselves with each of their instructor's attendance policies.

Prerequisite Course Waiver and Course Substitution

Under special circumstances, with permission from the appropriate department chair or program director, students may receive a waiver for meeting a prerequisite for a specific course.

Course substitution requires permission of the department chair or program director.

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 internship/clinical experience.

Goodwin College offers 3 semesters in a calendar year beginning in January, May, and September. Each semester is 15 weeks in length. Two semesters constitute an academic year for purposes of financial aid. Day and evening courses are usually either 7 1/2 or 15 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 and may not be eligible for financial aid. For purposes of designating bachelor degree students by class, Goodwin College uses the following standards:

< 30 collegiate credits earned=Freshman

30-59 collegiate credits earned=Sophomore

60-89 collegiate credits earned=Junior

90+ collegiate credits earned=Senior

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 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 foundational 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
DP	N/A	Dropped Course	No	No
NS	N/A	No Start	No	No

NG	N/A	No Grade	No	Yes
CBE	N/A	Credit by Examination	Yes	Yes
AU	N/A	Audit	No	No
W	N/A	Withdrawn	No	Yes
INC	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 quality 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 up until the end of the semester following the one in which the grade in question was earned. Students may appeal a grade by submitting a completed Grade Review Request available in the Registrar's Office. If the instructor believes the change is justified, the instructor will initiate the grade change, and the student will be notified. 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 instructor's decision. If this process results in agreement that the grade should be changed, the instructor will initiate the grade change and notify the student. 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 a student is 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 Vice President for 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 student's cumulative grade point average (CGPA) and the student's rate of progress toward completion of his/her 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 can no longer receive financial aid. Students may remain on probation and pay privately to take classes to earn their degree. If students choose not to pay privately, they must be dismissed.

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 are reviewed to determine satisfactory academic progress. Students are named to the Dean's List and the President's List based upon semester grade point average.

Cumulative Grade Point Average (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 students reach 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 all 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. See below for examples of acceptable completion rates:

Student attempts:	Student must successfully complete (earn):
27 credits	18 credits
36 credits	24 credits
60 credits	40 credits

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, and 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 the College.

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 the 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 Vice President for Academic Affairs within three business days of notification of the dismissal. The circumstances *must be documented*, and

the student must demonstrate that these circumstances 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 College.

When the College grants the student's appeal for mitigating circumstances, the student will be placed on academic probation for one academic year (two semesters). The student will be considered making satisfactory academic progress for that period and will remain eligible for federal financial aid. If, at the end of the probation period, the student does 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 College 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 any courses (s)he 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 (s)he enrolled.
3. Students exceeding the maximum time frame may be eligible to 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 course must do so during the first week of the course. All "adds" require the approval of an academic advisor. Students "adding" a class must complete the appropriate form and bring it to the Financial Aid Office for determination of change in enrollment status and tuition charges. Approved adds will be sent from Financial Aid to the Registrar for processing. Revised schedules will be available within twenty four hours of receipt in the Registrar's Office.

Dropping a Course

To drop a course prior to the start of classes or in the first two weeks of a semester, students must complete an "Add/Drop Form" with an academic advisor and bring the signed form to the Financial Aid Office. Dropped courses will not appear on the student's transcript and will not count as credit hours attempted, but will be charged at the rate of 50% tuition if the drop is initiated on or after the day the semester begins. This policy applies even if the student has not attended a class.

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 student withdraws from school or is granted a leave of absence.

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

Withdrawing From a Course

Students may withdraw from a course through the end of the 13th week of a 15-week course and through the end of 5 1/2 weeks of an 7 1/2-week course.

To withdraw from a course, the student must complete a Course Withdrawal Form with an academic advisor and bring the signed form to the Financial Aid Office for approval. The approved withdrawal will be sent to the Registrar for processing. 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. Students who withdraw from a course will be charged 100% tuition.

Deadlines will be strictly enforced. Withdrawals are not permitted beyond the deadline. After the deadline students will receive an earned grade as determined by the instructor.

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. Generally, if a student receives an "Incomplete," (s)he 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, 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. In cases where the Incomplete has been issued for a pre-requisite course, the student may not be allowed to move on to the higher level course if the Incomplete has not been replaced with a satisfactory grade.

Course Repeats

Repeating courses 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", an "NG", a "W" or a "DP" if that course is required in the student's program, or if they have not earned a grade that meets program or major grade requirements. They may repeat a course only once without permission. Only with the permission of the Department Chair or Program Director may students take the course for 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. Students receiving Financial Aid should check with that office regarding re-takes of courses in which they have already earned a satisfactory grade.

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. "R" grades do not affect the CGPA.

Program Transfers or Program Option Transfers

Students wishing to change majors or options within a major must file a written request with the Registrar's Office.

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

Withdrawing From the College

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 in the Registrar's Office and complete all appropriate forms;
3. Meet with a Financial Aid officer to determine all financial obligations;
4. Meet with an Accounting Officer; and
5. 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 college of a student's intent to withdraw must be made to the Registrar. This notice must be written. 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 Accounting Office. 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 College's Refund Policy.

A student who has voluntarily withdrawn must reapply to the College. Returning students must complete the program in effect for the catalog under which they are returning.

Leave of Absence

A Leave of Absence (LOA) is a temporary interruption in a student's program of study. An LOA must meet strict conditions for approval and needs to be supported with documentation. 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; and
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 Registrar's Office 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 Vice President for Academic Affairs. Students who fail to return from an LOA will be designated as Inactive by the Registrar's Office as of the date the LOA began. Failure to return by the date designated on the LOA request will result in the LOA becoming null and void. A return to Title IV will be calculated, and the student will be responsible for all financial consequences and obligations. In rare cases, students may be eligible for an extension as long as the extension does not create an absence of more than 180 days. Students who wish to apply for an extension should contact the Registrar's Office.

Course and Program Changes

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. Students will be subject to the requirements listed in the catalog in effect when they enrolled. Goodwin College reserves the right to add or cancel classes at any time due to an increase or decrease in enrollment.

Graduation

The Board of Trustees of Goodwin College is authorized to confer Bachelor of Science degrees, Associate in Science degrees and award Certificates to qualified candidates who have met all requirements. Students nearing the completion of their program must complete an Application for Award of Credential for each credential they believe they are qualified to receive prior to their last semester of study. The Application for Award of Credential is available on the college website only and must be electronically submitted to the student's

Department Chair or Program Director for the purposes of a final degree audit. Candidates' transcripts 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.

General 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;
7. Electronic submission of an Application for Award of Credential; and
8. Completion of all specific program requirements for graduation.

Additional requirements for Bachelor of Science degrees:

1. A minimum of 15 credits in the major core must be completed at Goodwin College;
2. Completion of a minimum of 45 credits at the 200 level or above;
3. Completion of a minimum of 30 credits at the 300 level or above;
4. Completion of 30 hours of documented community service and required submissions.

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.

Student's 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. Goodwin College's four-year average Student-Right-To-Know Graduation Rate is 59%.

Notification of Rights Under the Family Educational Rights and Privacy Act (FERPA)

400 Maryland Ave., SW
Washington, DC 20202-4605
(202) 260-3887

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. Department of Education.

FERPA provides these rights:

1. Parents have 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 Vice President for 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.

In addition, 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. Students age eighteen and older may request to restrict the release of directory information by filing a "Request to Restrict" form in the Registrar's Office. Students age 18 and older who wish to have information shared with parents, legal guardians, and/or significant others must file a "Permission to Release" form in the Registrar's Office. Goodwin College notifies parents and students annually of their rights under FERPA.

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

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, disability, 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, Executive Vice President and Provost, (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. The College maintains 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, AIDS or other communicable disease 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.
- c. **Health Risks:** 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.
- d. **Counseling:** Students, faculty or staff members 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, who 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 and Addicted Services, 460 Capitol Avenue, Hartford, CT 06115.
- e. **Violation of the Standards of Conduct:** 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 that person's desire to obtain rehabilitation, etc.

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

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. With appropriate documentation, reasonable accommodations are available upon request from the Assistant Dean/Registrar.

Goodwin College is accessible to people with disabilities. Accessible parking is located in the front of the school in designated areas. A ramp is located at the entrance of the college. All campus buildings have been built to handicapped specifications.

Sexual Harassment 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, jokes about specific traits, sexual propositions, suggestive or insulting noises, obscene gestures, physical body contact, or coercing of any sexual activity.

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

Weapons Policy

Any weapon, or anything that is determined to be a weapon by the Vice President for Academic Affairs or the Vice President for Physical Facilities and Information Technology, 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

When questions or concerns arise which must be discussed and resolved, it is important to know the person with whom to speak and the procedure for obtaining resolution of issues.

Goodwin College treats its programs as a form of on-the-job training for its students. For that reason, any complaint or suggestion regarding a class should be discussed first with the instructor. If a student is unable to satisfactorily address the problem, (s)he should make an appointment with the appropriate Department Chair or Program Director. 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.

Programs of Study

The following sections detail the College's academic programs of study that lead to a Bachelor of Science, Associate in Science or Certificate. These programs of study are designed in a flexible manner to meet the needs of various prospective students.

Goodwin College considers itself a true milestone college. We believe that all credentials earned by our students towards reaching their goal of obtaining an associate or bachelor degree should be celebrated. Many of our students need to experience some kind of "success" or accomplishment in the pursuit of a degree. Therefore, our bachelor degree programs have been designed to be true 2 + 2 programs. The first two years of the bachelor degree program mirrors our associate degrees in the same major. After two years of study, most students, working closely with their academic advisors, will have completed the requirements for an associate degree. Additionally, students may have completed requirements for one of our certificate programs while working towards the associate. Students may apply for, and be awarded, these credentials while continuing their studies at the College. These credentials will allow them to find entry-level positions in their chosen careers while continuing their studies towards a bachelor's degree.

Goodwin College offers 3 full semesters during a calendar year. This allows full-time students to finish their baccalaureate degrees in 3 years. Part-time students can finish in 4 ½ to 5 years. 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

General Education Mission Statement

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.

Learning Perspectives

In fulfilling the mission of the college, students in the degree programs take general education courses within five major learning perspectives: Communications Systems; Cultural; Analytical; Social Sciences and Global. These perspectives represent areas of learning which develop students' knowledge considered essential for the well educated person.

Communications Systems Perspective

Communications courses require extensive student preparation and practice in building the skills needed for written, oral or technological modes of communication and provide built-in application opportunities for students to demonstrate communication competency. These courses provide student experiences, materials and assignments relating to listening skills and to gaining proficiency in using various models of self-expression and rhetoric. Standards in grammatical English, clarity and appropriateness of style are maintained. Technological communication courses focus on developing proficiency in computer skills needed for functioning in today's academic, business and social arenas, and on keeping current on the latest developments in the electronics communication fields. Additionally, all baccalaureate students are required to complete one course designated as a research (R) course.

Analytical Perspective

To develop methods of critical thinking, including the scientific method, inductive and deductive reasoning, comparative analyses, and the application of statistical techniques, science and mathematics courses are required in this perspective. Mathematical processes and general paradigms of logical thinking focus on developing ability to analyze and synthesize data, use quantitative methods to solve problems and draw inferences, recognize sources of errors, prejudices or stereotypes and apply evidence for valid argumentation. Analytical Perspective courses provide opportunity to question,

hypothesize, collect data, plan solution strategies, experiment, analyze and draw conclusions.

Social Sciences Perspective

Social Sciences courses include studies in sociology, psychology, anthropology or multiculturalism. These focus on active participation in class discussions regarding social, cultural and cross-cultural norms and sanctions. Courses provide activities such as attending films, lectures or dramatic presentations of social and/or cultural issues to help understand and analyze the importance of human behavior and cultural forces on society.

Emphasis is on analysis of social, political, economic, cultural and cross-cultural factors and their impact upon the individual and society. The impact of these forces as they affect human behavior and mental processes are examined in this perspective.

Cultural Perspective

Cultural Perspective courses encompass the study of the humanities, fine arts, languages or literature; they strongly emphasize reading and analyzing academic, philosophical, and/or literary texts from classical and modern sources. Discussions center on human values, including philosophical inquiry into morals and ethics, religion, life choices, the fine arts and the performing arts, as well as the influence of politics and society on these values. Consideration is given to the historical forces in Western and world-wide cultures that shaped the development of human values and conflicting value systems.

Students participate in class discussions, attend art and music events on their own or as a group, and write extensive essays based on assigned readings, to demonstrate knowledge, awareness of others' opinions, critical thinking, and logical presentations of their reflections.

Global Perspective

Global Perspective courses in history, politics, or economics examine historical events and social, cultural, and political forces that shape societies and individuals. These courses strongly emphasize cause-and-effect relationships of the past and present in national and world politics and economics. Factual information to provide a chronology of significant persons, events, and trends in the periods is covered in these courses. Attention is given to examination of the individual's relationship to history and politics.

Courses engage students in active participation in class discussions and simulations; courses emphasize observation of political and economic trends, provide out-of-classroom course-pertinent activities such as working for a candidate, attending town council meetings, writing appropriate letters to the editor of local newspapers, or visiting museums to observe objects relevant to a historical or political period. Focus of written essays is based on assigned readings in which students

demonstrate knowledge, awareness of others' opinions, critical thinking, and logical presentations of their reflections.

Bachelor Degree General Education Requirements

All students enrolled in bachelor degree programs must complete a minimum of 46 credits in general education. 40 credits in the general education college core and 6 credits in programmatic general education courses.

General Education Core Requirements - 40 Credits

Communications Systems Perspective "CS" - 15 Credits

ENG 101	English Composition	3
	Writing elective	3
	Oral Communications	3
	Computer Literacy	3
	Advanced Writing elective	3

Analytical Perspective "A" - 7 credits

	Math elective	3
	Physical or Natural Science elective	4

Social Science Perspective "S" - 6 credits

PSY 112	Introduction to Psychology	3
	Elective	3

Cultural Perspective "C" - 6 credits

	Literature or Fine Arts elective	3
	Humanities elective	3

Global Perspective "G" - 6 credits

	Elective - United States focus	3
	World focus elective	3

Associate Degree General Education Requirements

Students in the associate degree programs must complete at least 24 credits in the following general education perspectives:

Communications Systems Perspective "CS" - 12 credits

ENG 101	English Composition	3
	Writing elective	3
	Oral Communications	3
	Computer Literacy	3

Analytical Perspective "A" - 6 - 7 credits

	Math elective (Math 101 or higher)	3
	Physical or Natural Science elective	3-4

Social Science Perspective "S" - 3 credits

	Elective	3
--	----------	---

Cultural Perspective "C" - 3 credits

	Elective	3
--	----------	---

Competencies

In addition to perspectives, students enrolled in bachelor degree programs are required to take courses to fulfill the following competencies. These are skills which the institution considers necessary to deal effectively with academic and intellectual endeavors:

Multiculturalism – mc

A course to provide students with opportunities to gain a better understanding of their own culture while forming or increasing awareness and sensitivity to other cultures. Through a variety of delivery strategies and effective communication strategies, the multicultural course demonstrates the contribution of each studied culture from a societal standpoint and concentrates on the similarities of each culture while respecting and embracing differences.

Focus is on developing student skills to recognize and shape, if necessary, a preconditioned attitude or pattern of behavior into new actions and responses that encourage cooperation and harmony in professional, sociological, clinical, national, and global spheres.

Advanced Writing – aw

A course to focus assignments on writing based on the reading, interpretation, and discussion of academic and literary texts from personal, literary, scientific, and technological sources (e.g. Internet and electronic media sources). Course emphasizes questions and responses that stimulate thought, relate the material to broader universal issues, and necessitate critical interpretation. An “aw” course demonstrates how reading and writing in standardized English assist in enriching our lives and includes vigorous review of grammar, mechanics, paragraphing, essay structure, and development of stylistic strategies and techniques, often utilizing group/collegial critiques. The course must meet or exceed the following: assignment of 3 or more 5-paragraph essays and 1 semester-long writing project, including a research paper consisting of a minimum of 5 pages. These writing assignments count for at least 40% of the course grade. Alternatively, “aw” courses might include students’ participation in writing workshops, culminating in a completed manuscript or, at minimum, 40 pages of scholarly material.

Ethics/Philosophy – e/p

A course to provide students with the substantial opportunity to examine the bases for ethical conduct, ethical standards in the real world of daily human dealings, and the relationship of ethics and morals; to weigh a variety of philosophical answers to questions such as the purpose of human existence, freedom versus determinism, and the nature of aesthetics; and finally to develop logical and critical thinking skills in analyzing and evaluating arguments in ethics and philosophy.

Research - r

Student must complete a minimum of one course designated as having a research paper required.

Information Literacy Requirement

All students enrolled in a bachelor degree program or the Associate in General Studies is required to complete a one-credit Information Literacy tutorial before the end of their first semester. This credit will not count towards credits required for graduation.

Computer Literacy Requirement

Students at Goodwin College, and later as employees, will be called upon to demonstrate 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 the 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 Internet and electronic mail.

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

Community Service Requirement

Goodwin College bachelor degree students and Associate in General Studies students are required to perform 30 clock hours of off campus community service through our Community Service and Explorations initiative (CSE) before graduation. The mission of the community service requirement is to create lifelong learners who develop civic responsibility. Students are given the opportunity to become part of a larger community beyond the college, to experience the personal fulfillment of service, to develop

leadership skills and self-esteem, to experience the benefit to others of service and hard work, and to develop creative contributions in their future communities. At the close of the 30 hours of service, each student is required to submit a 5-page paper describing the service experience, how it affected both themselves and the community.

Department of General Education

Associate in Science in General Studies

The Associate in Science in General Studies (ASGS) provides students the opportunity to gain broad, as well as deep academic knowledge and the competencies expected of an educated person.

With Goodwin College's strong departments in psychology, English, sciences, and humanities, the General Studies student can experience a strong, in-depth, academic education and develop the skills essential in today's educated individual: ability to communicate effectively, think critically, interact in a multicultural environment, and be adept in reading comprehension, reasoning and research. General Studies students can select electives from existing programs of study such as health sciences, early childhood education, homeland security, business and human services. Students at the completion of their programs will be able to enter professional, academic or career paths with confidence in their knowledge and ability to pursue their personal goals.

In keeping with our Mission and core values, students in the General Studies program will experience an intimate environment, small classes, personal attention and interaction with faculty. The ASGS program will provide a secure atmosphere where students can develop their interests and feel confident of academic progress and increased readiness for the next step – a four year degree, a career path or a vocational path.

This program will provide graduates with the skills needed for entry-level positions in today's business, industry, and health-related fields which seek self-motivated individuals with excellent oral and written communication skills, critical thinking skills and analytical skills.

Because of the great flexibility in course selection, students are advised to work closely with their academic advisor to assure that all the requirements of the curriculum are met.

Program Outcomes

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

- Express themselves clearly in written, oral and electronic modes of communication using Standard English; read and comprehend information; organize ideas and demonstrate competency in research modes including use of information technology. **CS**
- Understand mathematical and scientific principles; apply the scientific method of inquiry in problem solving; demonstrate logical inductive and deductive thinking, as well as qualitative and quantitative reasoning. **A**
- Analyze and synthesize ideas; apply critical thinking skills in professional and personal problem solving; understand and respect a multicultural society. **S**
- Understand the impact of cultural, economic, political and social events on global civilization; have appreciation of diversity and the impact of multiculturalism in the U.S. and around the world. **G**
- Understand and employ the opportunities for personal enrichment through their knowledge and appreciation of the humanities, literary, fine and performing arts. **C**

Graduation Requirements

Students must complete the Information Literacy and Community Service requirements in addition to all of the general requirements for graduation as listed in the catalog.

Curriculum - Associate in General Studies

General Education Core Requirements – 25 credits

ENG 101	English Composition	3
ENG 102	Composition & Literature	3
COM 1XX	Communications elective	3
CAP 1XX	Computer Literacy elective	3
PSY 112	Introduction to Psychology	3
MATH	Math 102 or higher	3
SCI	Science elective with lab	4
	Cultural elective - Literature/Fine Arts	3

Programmatic General Education Requirements - 18 credits

ASD 120	The College Experience OR	
	General Education Elective	3
	Social Systems Perspective - Multicultural focus	3
	Advanced Writing	3
	Cultural Perspective - Philosophy/Ethics focus	3
	Global Perspective - U.S. focus	3
	Global Perspective - World	3

General Education Electives - 6 credits

General Education elective (200 level)	6
--	---

Open Electives - 12 credits

Open Elective	9
Open Elective (200 level)	3

Total Credits in Program

61

Department of Business & Technology

Associate in Science in Business Administration,
Options and Related Certificates

Department Mission Statement

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, students may receive college credit for prior experience. In addition, our faculty, combine work experience and subject matter expertise to enable students to instantly place theory into practice.

Learning Skills

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

- assess individual 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 approaches;
- judge the quality of individual results; and,
- reflect on what was learned and how to apply it.

Our Programs

Our Associate in Science degree and collegiate certificates serve as stepping stones for graduates to accept leadership positions in for-profit, non-profit, and entrepreneurial businesses. Although students must

fulfill business administration core courses and general education requirements for the programs selected, there are a wide variety of options to focus a degree in a specific field within the broader field of business administration.

In the Associate in Business Administration students may choose to concentrate in one of seven highly marketable options. Each option affords graduates the competitive edge when applying for an entry-level position or when transferring credits for an advanced degree:

- Entrepreneurship
- Human Resource Management
- International Business
- Medical Office Administration
- Office Management
- Professional Sales & Service

Business Administration

Associate in Science

The associate degree program in Business Administration provides a foundation in business that will prepare students for direct entry into the workforce or to pursue a baccalaureate degree. The Business Administration curriculum helps students comprehend the underlying business principles and develop an ability to analyze and solve problems faced by managers of all kinds - in corporations, small businesses, government agencies and nonprofit organizations.

The program provides an introduction to American and international business, and addresses business ethics and social responsibility, business planning and development, effective leadership, and the fundamentals of budgeting and accounting. Students learn the basics of business administration from communicating in the corporate world to promoting products utilizing marketing principles, economic theories and effective forecasting.

The cornerstone of the program is a 180-hour internship, undertaken near the end of the student's program where classroom experiences will be applied in a real business environment. Wherever possible, the specific business chosen for the internship will reflect the student's desired career goal.

Entrepreneurship Option

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 students need to start their own business. The Portfolio's primary document is the business plan, which is developed in class. As students progress, they gradually add to the Portfolio a marketing plan, funding proposals, financial projections, loan applications, and employer identification number; and, if applicable, a patent, trademark, and copyright filings. By graduation, the Portfolio has become the bridge to success.

Human Resource Management option

The management of human resources is a rapidly growing field. With increasing legal issues pertaining to employment and the need for businesses to carefully select, develop and maintain their workforce, this field will continue to present excellent opportunities for both employment and advancement. The Human Resource Management (HRM) program prepares students to effectively deal with the complexities and challenges of managing today's workforce.

Successful students will be prepared for positions as human resource assistants or specialists whose work contributes to the growth and success of organizations and their employees. Graduates will be able to obtain human resource positions in business, industry, government and nonprofit organizations and institutions. Students will learn to identify staffing needs and develop skills for recruiting, interviewing, hiring, and developing employees. They will also learn the policies, procedures, legal and regulatory aspects of human resource management, and will round out their program with studies in business management, ethics, and cultural diversity.

Students who complete this program will possess the skills necessary for a large number of career options and will be able to obtain entry- and mid-level positions in a wide variety of organizations.

International Business option

As global commerce continues to expand, businesses are acutely aware that they must employ people who have the skills and competencies that will enable their business to compete on an international scale. The international business program provides students with competencies and knowledge for careers with companies who conduct global commerce.

This program is designed to prepare people for positions that are located in the United States or in other countries. It is intended for students who are aware of the increasing probability that they will be employed by companies engaged in international business activities and who seek knowledge of the problem-solving techniques unique to international business.

Students in the program take a blend of basic business courses in addition to specific courses pertaining to conducting business with international corporations. Students will also develop an awareness of multiculturalism and are strongly encouraged to study a foreign language.

Medical Office Management option

As one of the fastest growing occupations in the United States, the medical office management 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 Office Management is a multi-skilled allied health profession. Managers 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 management. 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, human biology, medical 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.

Nonprofit Management option

Students pursuing an Associate in Science in Business Administration 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.

Office Management option

To maintain a competitive 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.

Professional Sales and Service option

Sales and customer service are among the fastest growing fields in the business world. With the advent of the internet and e-business, consumers have become far more sophisticated shoppers, requiring sales and service professionals to develop more advanced skills in selling and customer service. Customers demand knowledgeable, skilled sales people who can answer their questions and resolve their problems.

Students will develop a solid foundation in business management with a specific concentration in effective sales strategies, principles of marketing, and business ethics. Creative approaches to providing customer service will be explored and students will learn to identify and practice exceptional customer service

Program Outcomes

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

1. Describe and discuss the global dimensions of business, including socio-cultural, political, legal, technological and economic environments.
2. Identify and examine major theories in management and their use in organizational contexts;
3. Understand and apply business concepts related to workforce and customer diversity.
4. Effectively communicate in a business setting;
5. Understand and evaluate ethical issues and situations;
6. Research, critically evaluate, and interpret information to solve problems and make business decisions;
7. Demonstrate teamwork and leadership skills;
8. Demonstrate proficiency in the use of information technology;
9. Perform mathematical procedures to analyze and solve business problems; and
10. Create a professional development plan 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.

Option specific outcomes:

Students will demonstrate knowledge of the core concepts of the particular option chosen.

Curriculum

Associate in Business Administration

General Education Requirements - 24-25

Credits

ENG 101	English Composition	3
ENG 1XX	Writing elective	3
COM 1XX	Oral Communications	3
MATH 1XX	Math 101 of higher	3
CAP 110	Computer Applications	3
S	Social Science elective	3
SCI	Science elective	3-4
HUM	Humanities elective	3

Non-Major Core Requirements - 3 credits

ASD 120	The College Experience	3
---------	------------------------	---

Business Major Core Requirements - 22 credits

Freshman Year

BUS 101	Introduction to Management	3
BUS 110	Business Law and Ethics	3
BUS 135	Customer Relations in a Multicultural World	3
BUS 132	Budgeting and Planning	3

Sophomore Year

ECN 101	Macroeconomics	3
ACC 101	Principles of Accounting I	3
BUS 299	Cooperative Work Assignment	4

Business Administration Requirements - 12 credits

ACC 220	Managerial Accounting	3
BUS 1XX	Elective	3

BUS 2XX	Elective	3
BUS 240	Current Topics in Management	3

Total Credits in Program **61-62**

Entrepreneurship Option Requirements - 12 credits

Freshman Year

BUS 130	Principles in Entrepreneurship	3
BUS 102	Introduction to Marketing, Advertising and Public Relations	3

Sophomore Year

BUS 210	Business Planning and Staffing	3
ACC 220	Managerial Accounting	3

Human Resource Management Requirements - 12 credits

Freshman Year

BUS 120	Administrative Office Procedures	3
BUS 115	Human Resource Management	3

Sophomore Year

BUS 230	Workplace Planning and Staffing	3
OPEN	Elective	3

International Business Option Requirements - 12 credits

Freshman Year

BUS 140	International Business	3
OPEN	Elective	3

Sophomore Year

BUS 102	Principles of Marketing, Advertising and Public Relations	3
BUS/HIS 235	Global Issues	3

Medical Office Management Option Requirements - 12 credits

Freshman Year

HSC 105	Medical Terminology	3
MED 151	Medical Assisting: The Medical Office and Patient Care	3

Sophomore Year

MED 115	Introduction to Medical Insurance and Coding	3
OPEN	Elective	3
HSC 111	Medical Law and Ethics*	3

Non-Profit Management Options Requirements - 12 credits

Freshman Year

BUS 102	Principles of Advertising, Marketing and Public Relations	3
BUS 115	Human Resource Management	3

Sophomore Year

ACC 220	Managerial Accounting	3
ENG 210	Grant Writing and Business Communication	3

Office Management Options Requirements - 12 credits

Freshman Year

BUS 120	Administrative Office Procedures	3
BUS 115	Human Resource Management	3

Sophomore Year

BUS 230	Workplace Planning and Staffing	3
OPEN	Elective	3

Professional Sales and Service Option Requirements - 12 credits

Freshman Year

BUS 125	Sales and Service I: The Fundamentals	3
BUS 102	Principles of Marketing, Advertising, and Public Relations	3

Sophomore Year

BUS 126	Sales and Service II: Customer Focus	3
BUS 226	Sales and Service III: Advanced Strategies	3

Certificate Programs

Business Administration

Course No.	Title	Credits
------------	-------	---------

First semester

ENG 101	English Composition	3
BUS 101	Introduction to Management	3
ACC 101	Introduction to Accounting	3
CAP 110	Computer Applications	3

Second semester

BUS 135	Customer Relations in a Multicultural World	3
BUS 240	Current Topics in Management	3
DIRECTED	Elective	6

Total credits in program **24**

Business Studies

Course No.	Title	Credits
------------	-------	---------

CAP 100	Computer Literacy	3
CAP 110	Computer Applications	3

Two to four of the following courses:

CAS 110	Introduction to Customer Service	3
CAS 132	World of Work in Customer Service	3
BUS 101	Introduction to Management	3
BUS 120	Administrative Office Procedures	3
BUS 125	Sales and Service I - The Foundations	3
BUS 126	Sales and Service II - Customer Focus	3
BUS 135	Customer Relations in a Multicultural World	3
ENG 125	Writing for the Business Professional	3
BUS 102	Principles of Marketing, Advertising and Public Relations	3

Total credits in program **12-18**

Entrepreneurship

Course No.	Title	Credits
------------	-------	---------

First semester

BUS 130	Principles of Entrepreneurship	3
ACC 101	Introduction to Accounting	3
CAP 1XX	Computer Literacy Elective	3
BUS 101	Introduction to Management	3
BUS 110	Business Law	3

Second semester

BUS 102	Principles of Marketing, Advertising, and Public Relations	3
BUS 135	Customer Relations in a Multicultural World	3
ACC 121	Budgeting and Planning	3
BUS 210	Business Planning and Development	3
OPEN	Elective	3

Total credits in program 30

Medical Office Management

Course No.	Title	Credits
------------	-------	---------

First semester

CAP 1XX	Computer Literacy Elective	3
HSC 105	Medical Terminology	3
CAP 102	Microsoft Word	3
MED 115	Introduction to Medical Insurance and Coding	3
MED 151	Medical Assisting: Patient Care	3

Second semester

HSC 111	Medical Law and Ethics	3
ACC 101	Introduction to Accounting	3
CAP 110	Computer Applications	3
MED 250	Medical Office Management	3
OPEN	Elective	3

Total credits in program 30

Nonprofit Management

Course No.	Title	Credits
------------	-------	---------

First semester

HSR 101	Introduction to Human Services	3
HSR 121	Topics in Nonprofit Management	3
ENG 101	English Composition	3
CAP 1XX	Computer Literacy Elective	3
SOC 201	Multicultural Issues	3

Second semester

PSY 120	Organizational Behavior	3
PSY 122	Group Dynamics	3
ACC 121	Budgeting and Planning	3
ENG 210	Grant Writing and Business Communication	3
OPEN	Elective	3

Total credits in program 30

Office Management

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

Second semester

CAP 110	Computer Applications	3
MATH	Elective	3
BUS 132	Budgeting and Planning	3
BUS 135	Customer Relations in a Multicultural World	3
PSY 120	Organizational Behavior	3

Total credits in program 30

Department of Health and Natural Sciences

Bachelor of Science in Health Science

Associate in Science in Health Science

Associate in Science in Medical Assisting and Related Certificate

Associate in Science in Respiratory Care

Associate in Science in Environmental Studies and Related Certificate Programs

Certificate in Histologic Science

Certificate in Medical Billing and Coding

Certificate in Paramedic Studies

Certificate in Phlebotomy

Department Mission Statement

The mission of the Health and Natural Sciences Department is to train professionals in a variety of healthcare and science-based disciplines. Programs offered by the department include Health Science, Respiratory Care, Medical Assisting, Environmental Studies, Medical Billing and Coding, Paramedic Studies, Histologic Sciences, and Phlebotomy. The department also assists in training students enrolled in the Business Studies programs with focuses in Medical Office Management. In addition to the programs offered, the Health and Natural Sciences Department serves the college community through its science courses that enable students to expand their analytical skills.

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. The programs offered by the department are designed to create career and educational opportunities for students to build upon, thus allowing students who complete these programs the opportunity to apply their credits towards advanced degree programs. Students enrolled in the Bachelor Degree program who plan to apply to graduate school should notify their academic advisor early in the program to ensure proper course selection.

Health Science

Bachelor of Science

The bachelor degree in health science is an interdisciplinary program designed to provide career advancement opportunities for entry-level health profession practitioners as well as individuals who wish to advance their careers in health care. This program embraces different backgrounds and interests. Graduates of degree or certificate programs, such as Medical Assisting, Medical Billing and Coding, Histologic Science, Paramedic Studies, Phlebotomy, Respiratory Care and Environmental Studies can enroll in this program as a step toward career advancement and apply previous credits earned toward their baccalaureate degree.

Four available tracks:

1. **Environmental Health** track is for those students who are interested in pursuing a career in environmental health and the impact of environmental conditions on human health.
2. **Health Care Administration** track is designed for those students who are interested in pursuing careers concerning administration in health care.
3. **Bachelor Degree Completion** track allows the creation of career paths and advancement opportunities for individuals already possessing a certification, licensure, or registry through a professional organization but lacks a collegiate degree. Likewise, it will provide students who possess an associate degree and wish to pursue a bachelor degree the opportunity to do so. The program would allow these students to apply their professional experience and complete the bachelor degree required to advance or remain in their chosen profession.
4. **General Interest** track provides student with the opportunity to explore various careers and aspects of health care. This track is intended to serve students who have not yet decided on a specific healthcare profession but are interested in pursuing a career in healthcare. Students may also choose this option with the intent of fulfilling the pre-professional requirements for specific health care programs or graduate school.

Program Outcomes

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

1. Demonstrate a strong foundation in basic behavioral, clinical and health sciences appropriate to entry and mid-level positions in health care;

2. Demonstrate effective written and verbal communication skills that represent competence and professionalism in the health care field;
3. Practice with the ethical, legal and regulatory framework of the healthcare industry;
4. Identify and analyze bioethical issues facing healthcare practitioners and the health care environment;
5. Identify and describe the different roles of healthcare professionals and develop skills to become an effective team member;
6. Demonstrate accurate problem-solving abilities when working as a health care professional;
7. Appreciate diversity, differing belief and value systems, as well as appreciate individual opinions;
8. Develop self-directed and engaged learning skills needed for independent and lifelong learning.
9. Successfully enter specific health care fields or areas of study;
10. Effectively use information technology to participate in learning activities;
11. Be an educator and promoter of healthy living; and
12. Utilize administrative and organizational skills for planning and implementing health and health care programs.

HSC 105	Medical Terminology	3
HSC 110	Medicine and Society	3

Sophomore Year

CHEM	Chem 101 or Chem 110	4
BUS 101	Introduction to Management	3
HSC 212	Health Information Systems	3

Junior Year

HSC 310	U.S. Healthcare Delivery Systems	3
ECN 101	Macroeconomics	3
SCI	CHEM 111 or Science elective	4

Senior Year

HSC 350	Continuous Quality Improvement	3
HSC 420	Methods in Research and Statistics	3
HSC 450	Senior Capstone for Health Science	3

Health Science Electives - 36 credits

HSC 1XX	Elective	6
HSC 3XX	Elective	9
OPEN	Open elective	21

Health Care Administration Track - 18 credits

Junior Year

BUS 120	Administrative Office Procedures	3
ACC 121	Budgeting and Planning	3
HSC 320	Health Administration	3

Senior Year

HSC 302	Public Health and Personnel Administration	3
HSC 312	Organization and Administration of Long-Term Care	3
BUS 210	Business Planning and Development	3

Environmental Health Track - 18 credits

Junior Year

ENV 252	Human Health in the Environment	3
ENV 250	Environmental Contaminants and Sanitation	3
HSC 220	Environmental Health Law and Public Policy	3

Senior Year

HSC 340	Physical Agents/Ergonomic Hazards in the Workplace	3
HSC 330	Principles of Environmental Health Science	3
HSC 410	Epidemiology	3

Associate in 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 baccalaureate degree.

Curriculum - Bachelor in Health Science

General Education Requirements - 46 Credits

General Education Core - 40 credits

ENG 101	English Composition	3
ENG 1XX	Writing elective	3
ENG 220	Writing for Health Professionals	3
CAP 1XX	Computer Literacy elective	3
COM 1XX	Oral Communication elective	3
PSY 112	Introduction to Psychology	3
S 1XX	Social Science elective	3
MATH 1XX	Math elective	3
BIO 1XX	Biology elective	4
HIS	Global Perspective - U.S. Focus	3
	Global Perspective - World Focus	3
HSC 111	Medical Law and Ethics OR	3
HSC 305	Ethical and Legal Issues in Healthcare	
HUM 1XX	Literature or Fine Arts elective	3

Programmatic General Education requirements: 6 credits

ASD 120	The College Experience OR	
	General Education elective	3
MATH 167	Principles of Statistics	3

Health Science Major Core Requirements - 38 Credits

Freshman Year

HSC 101	Introduction to Healthcare	3
---------	----------------------------	---

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.

Students interested in pursuing careers in Histologic Science, Medical Billing and Coding and Paramedic Studies can simultaneously pursue a certificate in these areas, while earning an Associate in Science degree in Health Science. In addition, students who complete their certificate in Medical Assisting can also apply those credits toward the Associate in Science degree in Health Science. Students should see their academic advisor for more information.

General Interest option provides students pursuing a general degree in Health Science the opportunity to explore various careers and aspects of health care. This track is 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 allows individuals who have already obtained a nationally recognized certification or license the opportunity to gain collegiate credit and work towards the completion of an associate degree. Additionally, students completing certificate program requirements in Medical Billing and Coding, Paramedic Studies, and Histologic Science may apply these credits towards completion of this associate degree.

Pre-professional option 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 selective admission programs.

Transfer option allows students to complete the degree program with the intention of pursuing a bachelor degree in Health Science or a related field.

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 learning skills needed for independent and lifelong learning;
9. Successfully enter specific health care fields or areas of study; and
10. Effectively use information technology to participate in learning activities.

Curriculum - Associate in Health Science

The curriculum consists of the College's 21-credit general education core, a minimum 9 credit Health Science core and 12 Health Science electives, a minimum of 9 credits in the social and physical science, and an additional 9 elective credits. Credit may be awarded for professional licensure, certification or registry. This credit will be applied toward elective credit as appropriate. A minimum of 60 credits is needed for degree completion.

General Education Core - 24-25 credits

ENG 101	English Composition	3
ENG 1XX	Writing elective	3
CAP 1XX	Computer Literacy elective	3
COM 1XX	Oral Communication elective	3
PSY 112	Introduction to Psychology	3
MATH 1XX	Math elective	3
SCI 1XX	Science elective	3-4
HUM	Humanities elective*	3

Non-Major Core Requirements - 9 credits

ASD 120	The College Experience	3
	Psychology or Sociology Elective	3
SCI 1XX	Science elective	3

Health Science Major Core - Minimum of 9 credits

HSC 100	CPR for the Health Professional	1
HSC 101	Introduction to Healthcare	3
HSC 105	Medical Terminology	3
HSC 110	Medicine and Society	3
HSC 111	Medical Law and Ethics*	3
HSC 120	Health and Wellness	3
HSC 205	Plague, Epidemics, and Society	3
HSC 240	Introduction to Alternative and Complementary Medicine	3

Health Science Electives - Minimum of 12 credits

Twelve (12) credits from the courses offered by the Department of Health and Natural Sciences.

Open Electives – Minimum of 9 credits

Total Credits in Program **60-61**

Students opting for the General Interest option choose electives based on individual goals and needs. Students opting for the Associate Degree Completion option may be awarded credit for licensure, certification, or registry in a healthcare profession. This credit can be applied to the Health Science or open elective credit requirement.

*With permission of the Program Director, HSC 111 - Medical Law and Ethics may be used to fulfill the Humanities elective. Nine (9) additional credits must still be taken from the health science major core.

Medical Assisting

Associate in Science and Certificate

The Medical Assistant is a respected, multi-skilled health professional who performs 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). In addition, graduates are eligible to sit for the Registered Phlebotomy Technician (RPT) exam offered by the American Medical Technologists (AMT). Students interested in pursuing the Registered Phlebotomy Technician certification should notify the Program Director at the beginning of the program.

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.

Students interested in pursuing a Bachelor of Science in Health Science can apply the majority of their credits towards that degree. Students should contact the Health Science Program Director for more information.

Program Outcomes

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

1. Utilize medical terminology appropriately;
2. Describe the anatomy and physiology of the human body, as well as the related disease processes;
3. Describe legal and regulatory frameworks of healthcare as they relate to the Medical Assistant;
4. Demonstrate computer literacy skills;

5. Effectively engage in written and oral communication as demonstrated through charting and communication with patients and other health professionals;
6. Prepare patients for examination or procedures, and assist the physician with the examination or procedure;
7. Collect and prepare laboratory specimens, as well as perform basic laboratory testing;
8. Perform phlebotomy and other invasive specimen collection techniques; and
9. Perform electrocardiograms and respiratory testing.

Graduation Requirements

Major core requirements and BIO 101 must be completed with a grade of a "C" or higher and students must complete all of the general requirements. Additionally, graduates of the Associate in Science will complete the comprehensive learning outcomes of the General Education components.

Curriculum - Associate in Medical Assisting

General Education Core - 24 credits

ENG 101	English Composition	3
ENG 1XX	Writing Elective	3
CAP 1XX	Computer Literacy Elective	3
COM 1XX	Oral Communication Elective	3
PSY 112	Introduction to Psychology	3
MATH 1XX	Math Elective	3
BIO 101	Concepts in Human Biology	3
HSC 111	Medical Law and Ethics	3

Medical Assisting Major Core - 24 credits

Freshman Year

HSC 105	Medical Terminology	3
MED 115	Introduction to Medical Insurance and Coding	3
MED 151	Medical Assisting: The Medical Office and Patient Care	3
MED 152	Medical Assisting: Diagnostic Procedures	3

Sophomore Year

MED 153	Medical Assisting: Laboratory Procedures	3
MED 212	Pharmacology	3
MED 250	Medical Office Management	3
MED 299	Medical Assisting Internship	3

Electives - 12 credits

HSC 1XX	Electives	3
OPEN	Elective	9

Total 60

Curriculum - Certificate in Medical Assisting

Course No.	Title	Credits
First semester		
CAP 1XX	Computer Literacy elective	3
HSC 105	Medical Terminology*	3
MED 151	Medical Assisting: The Medical Office and	

	Patient Care*	3
MED 115	Introduction to Insurance and Coding*	3
BIO 101	Concepts in Human Biology*	3
Second semester		
MED 152	Medical Assisting: Diagnostic Procedures *	3
HSC 111	Medical Law and Ethics	3
MED 212	Pharmacology*	3
MED 153	Medical Assisting: Laboratory Procedures*	3
MED 250	Medical Office Management*	3
Third semester		
PSY 112	Introduction to Psychology	3
MED 299	Medical Assisting Internship*	3
Total Credits in the Program		36

* These courses must be completed with a "C" or better to graduate from this 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. Students interested in pursuing a Bachelor of Science in Health Science can apply the majority of their credits towards these degrees. Students should contact the Health Science Program Director for more information.

Admission Requirements

The following are the admission requirements for students applying to the Respiratory Care program. 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.

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. 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 the programmatic Math elective. All remedial courses must be completed before entering the program.
5. Complete the following prerequisite courses:
 - a. Chemistry - Four credit elective with lab.
 - b. Biology - BIO 211, Anatomy & Physiology I, and BIO 212 Anatomy & Physiology II (Goodwin College) or equivalent completed within the last five years. (BIO 120 or BIO 121 (Goodwin College) or equivalent with a laboratory component 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 respiratory program).
6. Interview with the Program Director.

Biology, Chemistry, Anatomy & Physiology I & II, and Microbiology taken at Goodwin College must be completed with a "C-" or higher.

Biology, Chemistry, Anatomy & Physiology I & II, and Microbiology 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.

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.

Graduation requirements

All Respiratory Care core courses must be completed with a minimum grade of "C". Anatomy and Physiology I and Anatomy and Physiology II and Microbiology must be completed with a "C-" or higher. Additionally, students must meet general graduation requirements as listed in the catalog.

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; and
6. Demonstrate basic competencies in alternate care sites (i.e., homecare, rehabilitation centers, and long-term mechanical ventilator centers).

biological, physical, computer, social and environmental sciences as well as the humanities. Course laboratory components emphasize field techniques monitoring environmental impacts associated with air, water and soil resources and their subsequent influence on flora, fauna and society.

The goal of the Environmental Studies program is to provide a broad-based contemporary program of study, which will provide the necessary technical and intellectual skill sets needed to work as an environmental technology professional in the 21st century. Based on the student's choice of electives, the program can be structured to meet any of the following objectives:

- Preparation for further academic studies within the environmental disciplines;
- Development of a rigorous environmental science background from which to pursue a career as an environmental technology or environmental health professional or transfer to a 4-year degree; and
- To provide a thorough foundation in a basic discipline as a principal component of an environmental science education.

Based on their choice of electives, students may design their own concentration to emphasize riverine ecology, water management, or environmental health.

Students interested in pursuing a Bachelor of Science in Health Science can apply the majority of their credits towards this degree. Students should contact the Health Science Program Director for more information.

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 environmental science field;
2. Apply knowledge of computer applications including basic word processing, Excel spreadsheets, internet and e-mail, as well as software related to the environmental discipline;
3. Perform mathematics related to the field of study including applied statistics;
4. Exemplify competence as skilled, entry-level environmental technicians;
5. Demonstrate a knowledge of human systems and their interaction with global systems;
6. Apply basic environmental monitoring skills in the field and laboratory; and
7. Work with others as part of a multi-disciplinary team to resolve environmental issues.

Curriculum

Associate in Respiratory Care

General Education Core - 22 credits

ENG 101	English Composition	3
CAP 1XX	Computer Literacy Elective	3
COM 1XX	Oral Communication Elective	3
PSY 112	Introduction to Psychology	3
MATH 1XX	Math Elective	3
BIO 211	Anatomy and Physiology I	4
HUM	Humanities Elective*	3

Non-Respiratory Core - 8 credits

BIO 212	Anatomy and Physiology II	4
BIO 235	Microbiology	4

Respiratory Major core requirements - 40 credits

PHY 110	Medical Physics	3
RSP 110	Cardiopulmonary Anatomy and Physiology	3
RSP 112	Principles of Respiratory Care	4
RSP 120	Applied Pharmacology	3
RSP 121	Integration of Respiratory Care Skills	4
RSP 131	Airway Management	6
RSP 221	Principles of Critical Care	5
RSP 231	Cardiopulmonary Pathophysiology I	3
RSP 232	Cardiopulmonary Pathophysiology II	2
RSP 261	Comprehensive Respiratory Care	7

Total Credits in Program 70

Environmental Studies

Associate in Science and Related Certificates

Goodwin College's Environmental Studies program provides an innovative multidisciplinary approach for 2-year students interested in the broad span of environmental topics while providing a strong foundation for entering the workforce, or transferring to a 4-year degree program. Goodwin's program is designed to meet pressing needs in the workforce and the urban community, producing graduates who are broadly educated in issues of the environment and who can communicate effectively. The program's core consists of a unique blend of required courses supplemented by key electives, dependent upon the particular interest and needs of students. Required courses span the fields of

Curriculum

Associate in Environmental Studies

General Education Core - 25 credits

ENG 101	English Composition	3
ENG 1XX	Writing elective	3
CAP 1XX	Computer Literacy elective	3
COM 1XX	Oral Communication elective	3
PSY 112	Introduction to Psychology	3
MATH 1XX	Math elective	3
BIO 121	General Biology	4
ENV 110	Environmental Ethics	3

Non-major Core requirement - 3 credits

ASD 120	The College Experience	3
---------	------------------------	---

Environmental Studies Major Core Requirements - 21 Credits

Freshman Year

ENV 103	Introduction to Environmental Science	4
CHEM 110	General Chemistry I	4
MATH 167	Principles of Statistics	3

Sophomore Year

CHEM 111	General Chemistry II	4
ENV 120	Environmental Law and Regulations	3
ENV 299	Environmental Studies Internship	3

Electives - 12 - 13 credits

ENV 1XX	Elective	3
ENV 2XX	Elective	6
	Open elective	3-4

Total credits in program 61-62

Certificate Programs

The Certificate in **Environmental Health Technician** prepares students interested in becoming Environmental Health Technicians with regional health departments, industry and/or institutions.

Environmental Health Technician Certificate - 16 Credits

ENV 103	Introduction to Environmental Science	4
ENV 250	Environmental Contaminants and Sanitation	3
ENV 255	Environmental Monitoring	3
ENV 252	Human Health and the Environment	3
	Elective**	3

The Certificate in **Riverine Ecology** prepares students for a career as an environmental field technician in the biological sciences with a concentration on river and stream settings.

Riverine Ecology - 15 Credits

BIO 121	General Biology	4
ENV 103	Introduction to Environmental Science	4
ENV 130	Explorations in Riverine Ecology	4
ENV 230	Aquatic Ecology	3

The Certificate in **Water Distribution Operations** is to prepare students for the Connecticut Department of Health water distribution and small water systems operator management examination(s).

Water Distribution Operations Certificate - 16 Credits

ENV 103	Introduction to Environmental Science	4
ENV 140	Water Utility Management	3
ENV 146	Water Distribution Systems and Operations	3
ENV 242	Special Topics in Water Distribution	3
	Elective**	3

The Certificate in **Water Treatment Operations** to prepare students for the Connecticut Department of Health water treatment and small water systems operator management examination(s).

Water Treatment Operations Certificate - 16 Credits

ENV 103	Introduction to Environmental Science	4
ENV 140	Water Utility Management	3
ENV 142	Water Treatment Systems and Operations	3
ENV 240	Special Topics in Water Treatment	3
	Elective**	3

**Students may choose their electives from the following:

- MATH 167 - Principles of Statistics
- CAP 210 - Scientific Computer Applications
- ENV 200 - HAZWOPER

Histologic Science

Certificate

The primary objective of the Histologic Science 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, private or pharmaceutical 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). Graduates possessing a baccalaureate degree may be eligible to sit for the Histotechnologist (HTL) national examination. For more information please contact the program director or academic advisor.

Students interested in pursuing an Associate or Bachelor in Health Science can apply the majority of their credits towards these degrees. Students completing both the certificate and the Bachelor degree will be eligible to sit for the Histotechnologist exam. Students should contact the Health Science Program Director for more information.

Admission Requirements

1. Complete the application for admission into Goodwin College. Applicants to the histologic science program

must first meet the requirements for admission and be accepted into Goodwin College.

2. Complete the Histologic Studies 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 and MATH 101 or provide proof of completion of college-level ENG 099 equivalent and for MATH 101, Algebra I in order to enter the histologic science program.
4. Complete the following prerequisite courses with a "C-" or better:
 - a. Chemistry - High School chemistry or college equivalent.
 - b. Biology - High school biology or college equivalent.
 - c. Math - High school or college equivalent.
5. Interview with the Program Director. Satisfactory scores on the CLEP examinations are also acceptable in meeting these requirements.

If courses required for admission are in progress, acceptance will be conditional upon submission of an official transcript immediately upon completion.

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. Demonstrate professional conduct and interpersonal communication skills with patients, laboratory personnel, other health care professionals, and with the public;
9. Exercise principles of management, safety, and supervision;
10. Recognize the responsibilities of other laboratory and healthcare professionals and interact with them with respect for their jobs and patient care; and

11. Recognize and act upon individual needs for continuing education as a function of growth and maintenance of professional competence.

Graduation Requirements

Students must complete all HLT courses with a "C+" or higher and complete the general graduation requirements as stated in the catalog.

Curriculum

Course No.	Title	Credits
First semester		
HLT 102	Introduction to Histology	3
HSC 105	Medical Terminology	3
BIO 101	Concepts in Human Biology	3
HLT 110	Histology Techniques	3
HSC 111	Medical Law and Ethics	3
Second semester		
HLT 111	Basic Staining & Fixation	4
HLT 112	Histology Laboratory I	3
HLT 210	Staining II	3
HLT 211	Histology Laboratory II	2
Third semester		
HLT 290	Histology Clinical Experience	7
HLT 230	Histology Capstone & Seminar	3
Total Credits in Program		37

Medical Billing and Coding

Certificate

Medical Billing and Coding is a challenging and rapidly growing area of healthcare. With today's advancements in medicine and technology and increasing government regulations, this field offers many career avenues for the individual with a medical coding and billing education.

Medical Coding is the practice of assigning specific numeric codes to medical services, procedures, and diagnoses in order to submit claims to insurance companies or the U.S. government, specifically Medicare and Medicaid, in order to receive payment for services provided by a licensed healthcare professional. Medical Billers and Coders function as medical reimbursement consultants to medical practices, hospitals, physician billing services, insurance companies, software companies, healthcare agencies, consulting firms, and State and Federal Government Agencies.

The objective of a degree and related certification in Medical Billing and Coding is to provide students with a solid academic foundation in the areas of procedural and diagnostic coding, utilization of medical software, accounts receivable, insurance claims submission and management, electronic medical records (EMR), HIPAA compliance, health insurance guidelines and insurance fraud issues.

Graduates of the program are eligible to sit for the Certified Professional Coder (CPC) exam given by the American Academy of Professional Coders (AAPC).

Students interested in pursuing an Associate or Bachelor of Science in Health Science can apply the majority of their credits towards these degrees. Students should contact the Health Science Program Director for more information.

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. Demonstrate the ability to analyze all medical reports to properly identify all procedures and diagnoses;
3. Demonstrate accurate coding of procedures and diagnoses utilizing resources such as, CPT-4, ICD-9-CM, and HCPCS;
4. Apply knowledge of the medical insurance industry by accurately recording co-payments, deductibles, coinsurance, and risk withholds;
5. Demonstrate knowledge and adherence to HIPAA regulations;
6. Demonstrate coding skills by qualifying to take the Certificated Professional Coding exam through the American Academy of Professional Coders (AAPC);
7. Effectively engage in written and oral communication between patients and other health professionals; and
8. Appreciate and embrace diversity, differing beliefs, value systems, and individual opinions.

Curriculum

Course No.	Title	Credits
First semester		
CAP 1XX	Computer Literacy elective	3
HSC 105	Medical Terminology*	3
BIO 101	Concepts in Human Biology*	3
MED 115	Introduction to Insurance and Coding*	3
MCD 213	CPT @-4 Coding I*	3
Second semester		
MCD 214	CPT @-4 Coding II*	3
MCD 215	ICD-9-CM Coding*	3
MED 250	Medical Office Management	3
HSC 1XX	Health Science elective	3
MCD 220	Medical Coding Capstone*	3
Total Credits in the Program		30

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

* These courses must be completed with "C" or higher in order to graduate from the program.

Paramedic Studies

Collegiate Certificate

The primary objective of the Paramedic certificate program is to prepare students to sit for licensure as a paramedic in the state of Connecticut. Providers will learn to perform a comprehensive evaluation of that patient's condition and apply life-saving care, as necessary. The student 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 published by the Department of Transportation, National Highway Traffic Safety Administration. The program utilizes 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 exam as approved by the Department of Public Health, Office of Emergency Medical Services (OEMS). Graduates of this program provide the most extensive pre-hospital care and may work for fire departments, private ambulance services, police departments, aeromedical care, or hospitals.

Graduates of the Paramedic Program can apply credits earned towards an Associate Degree in either Health Science or Homeland Security. Students interested in pursuing a Bachelor of Science in Health Science can also apply the majority of their credits toward this degree. Students should contact the Health Science Program Director for more information.

Admission Requirements

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

1. Complete the application for admission into Goodwin College. Applicants to the paramedic program must first meet the requirements for admission and be accepted into Goodwin College.
2. Complete the 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 or EMT-I certificate (State of Connecticut or National Registry of EMT [NREMT]). 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. Meeting with the Paramedic faculty.

Fourth semester

EMT-P 201	Paramedic IV	4
EMT-P 210	Field Internship	2
Total Credits in Program		30

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;
8. Safely and adequately perform all cognitive, affective, and psychomotor objectives outlined in the 1999 Paramedic National Standard Curriculum, as published by the National Highway Transportation Safety Administration; and
9. Incorporate problem-solving, procedural and interpersonal skills with technical knowledge while rendering patient care.

Graduation Requirements

To successfully graduate from this program, students must pass all courses with a “C” or better and complete all of the general graduation requirements as listed in the catalog.

Curriculum

Course No.	Title	Credits
First semester		
EMT-P 101	Paramedic I	4
EMT-P 110	Paramedic Clinical I	2
BIO 108	Human Anatomy and Physiology I for Paramedics	3
Second semester		
EMT-P 102	Paramedic II	4
EMT-P 120	Paramedic Clinical II	2
BIO 109	Human Anatomy and Physiology II for Paramedics	3
Third semester		
EMT-P 103	Paramedic III	4
EMT-P 130	Paramedic Clinical III	2

Phlebotomy and Laboratory Services

Certificate

Today's healthcare system relies heavily on the results of laboratory tests to direct patient care. Accurate laboratory test results are essential for physicians and other health professionals to make appropriate clinical decisions. Phlebotomists and other laboratory professionals play a key role in ensuring the quality and accuracy of those laboratory tests.

Phlebotomists are skilled health professionals who specialize in the collection of specimens, particularly venous blood specimens. Phlebotomists must be able to quickly establish trust with the patient, as many people find blood collection to be an unpleasant experience. Phlebotomists must possess good communication skills; have a working knowledge of medical terminology, anatomy and physiology; as well as good venipuncture techniques.

In addition to teaching all of the skills and knowledge needed to function as a phlebotomist, the program also includes instruction in specimen processing, orientation to the laboratory, quality control testing and introductory laboratory testing. The internship provides the student with the opportunity to apply knowledge and skills learned in the classroom to real-life experiences. Graduates of the program will have the knowledge and skills required to gain employment as a phlebotomist or in the specimen processing department of a laboratory.

Graduates of the program are eligible to sit for the Registered Phlebotomy Technician (RPT) exam offered by the American Medical Technologists (AMT).

Students interested in pursuing an Associate or Bachelor of Science in Health Science can apply the majority of their credits toward these degrees. Students should contact the Health Science Program Director for more information.

Graduation Requirements

Students graduating with this certificate must complete all courses with a grade of “C” or better in order to qualify for PHB 299 and meet the general graduation requirements as stated in the catalog.

Program Outcomes

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

1. Demonstrate effective communication that represents competence and professionalism in the healthcare field;
2. Develop an understanding of medical terminology, anatomy and physiology;
3. Describe HIPAA and its implications in the laboratory setting;
4. Perform phlebotomy and capillary specimen collection;
5. Determine which collection is most appropriate based on the patient's condition and the specimen required.
6. Collect and prepare a variety of laboratory specimens;
7. Perform basic laboratory testing and associated quality control; and
8. Demonstrate laboratory safety techniques when collecting specimens and performing laboratory testing.

Curriculum

Course No.	Title	Credits
First semester		
PHB 104	Medical Terminology/Anatomy and Physiology	3
PHB 103	Introduction to Laboratory Services	3
PHB 120	Principles and Practices of Phlebotomy	3
HSC 100	CPR for the Healthcare Professional	1
PHB 121	Advanced Phlebotomy Skills	3
PHB 299	Phlebotomy Internship/Seminar	3
Total Credits in Program		16

Department of Social Science & Education

Bachelor of Science in Child Study

Associate in Science in Early Childhood Education and Related Certificates

Associate in Science in Criminal Justice

Associate in Science in Homeland Security

Associate in Science in Human Services and Related Certificates

Department Mission Statement

The mission of the Social Science and Education Department is to educate dedicated and caring individuals looking to make a significant difference within their communities through a career in the service professions. Each program within the Department strives to build challenging curriculum that will prepare students to assume the job responsibilities specific to their chosen profession. Each program has a primary focus of helping students develop the core skills and knowledge within their area of focus as well as critical thinking skills and personal development that will enable them to make an impact in the lives of individuals throughout their communities. A culminating experience in all programs is designed so that students can apply the skills learned throughout their academic course work in real work environments. Successful graduates will be prepared for entry-level positions in their chosen field or for transfer to another institution to pursue advanced degrees.

Early Childhood Education

Early Childhood is the study of children ages birth through 8 years old. Students will gain knowledge of how to work with children and their families in a variety of settings based on child development and age appropriate practice. Early Childhood professionals have a deep knowledge of child growth, development and learning, are able to apply this knowledge into their practice and can communicate effectively with children, colleagues and families. The Early Childhood professional has the commitment to work collaboratively and in partnership with others in order to deliver the most optimal services to children and their families.

Goodwin College students have many options for study within this major. Goodwin College offers both an Associate degree and a Bachelor degree in this major as well as two certificate programs. Both the Bachelor and Associate degree programs are rooted in child development theory and research and are a balance of major specific coursework and general education

courses. Professional and general education courses provide the necessary training and skill development to utilize principles of child development, curriculum planning and observation and assessment in the classroom. The general education courses provide the opportunity to develop the ability to think critically, embrace diversity, expand cultural and intellectual interests, and communicate effectively.

Job possibilities in this field with a Bachelor degree in Child Study include, but are not limited to:

- Childcare center administration
- Private-sector teaching
- Child Specialist or entry-level social worker with the Department of Children and Families
- Licensing specialist with the Department of Public Health
- Camp Director
- Family Resource coordinator and advocate

Additionally, graduates are eligible to apply for the Alternate Route to Certification for public school teaching. Job possibilities in this field with an Associate degree in Early Childhood Education include but are not limited to:

- Infant and toddler teacher
- Paraprofessional
- Family resource worker
- School Readiness teacher

Early Childhood courses, transferred into the program must have been completed with a "C" or better. Students entering with a valid CDA credential will be awarded 9 credits (ECE 102 and one 6 credit practicum) towards the 30-credit certificate program, Associate degree, or Bachelor degree.

In order to enroll in the ECE 250 Student Teaching, ECE 450 Capstone, ECE 140/141 Practicum, students are required to complete a criminal background check and medical wellness exam prior to registering for these courses. If a student is currently working in the field and it has been determined by the program director that they can use their worksite for their coursework, they would not need to complete these items.

Bachelor of Science in Child Study

The objective of the Bachelor of Science in Child Study is to prepare competent and dynamic professionals who have:

- advanced skills in designing multidimensional and effective curriculum activities;
- the ability to implement developmentally appropriate practice;
- a thorough understanding of child development from birth through age eight; and

- possess a strong foundation in how to create and manage high quality diverse programs for young children.

This degree program is grounded in developmental theory and emerging educational trends in early childhood education. Upon completion of the program students will have developed ethical decision-making abilities and the skills to foster relationships through creative problem-solving techniques. Early Childhood professionals must acquire these skills in order to lead high quality programs for young children.

There are many program goals linked to this major. Throughout coursework in this major, students will work towards achieving these goals in order to be fully prepared to enter into the field. The goals of this major are as follows:

- To provide students with comprehensive and professional education that has an intense focus on child development and learning to prepare them to assume mid- to upper-level positions in early childhood;
- To promote critical thinking and creativity that challenges students to reach their personal, academic and professional goals;
- To provide a learning environment that promotes tolerance and acceptance of diverse cultures, beliefs, experiences and opinions so that students understand the multiple influences on development and learning;
- To deepen students' understanding of child growth and development and the influence on this development from society. In addition, to connect with the child as a function within the family unit so that they can make innovative and realistic decisions about environments and programs created to guide and link children and their families to valuable resources;
- To have competence in making decisions related to ethical dilemmas facing early childhood professionals and to come to see their role as a child advocate;
- To strengthen students' commitment to ethical decision making and other professional guidelines governing the field of early childhood education; and
- To promote and facilitate upward educational and career mobility within the field of early childhood.

Program Outcomes

Upon successful completion of the Bachelor Degree program, graduates will be able to:

1. Show an understanding of and commitment to the values of early childhood education professionals, including upholding the Profession's Code of Ethics at all times and becoming an advocate for children and the profession;
2. Demonstrate a commitment to life-long learning for themselves and those whom they serve by engaging in continuous learning in order to inform practice;
3. Exemplify competence as skilled providers in the field of early childhood education and use developmental

knowledge to create safe, healthy, respectful, supportive, and challenging learning environments;

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 by using developmentally appropriate learning objectives to drive the planned curriculum and learning environments;
6. Utilize the process of responsible observation and assessment techniques and strategies as applied to teacher and classroom practices; understand the benefits of observation and appropriate uses of the information collected; and know how to analyze the documentation for effective classroom planning and/or linking to appropriate outside services and referrals;
7. Serve as a positive role model within early childhood education settings and the community by adhering to the professional standards set forth by the College while in the Student Teaching and Capstone experiences;
8. Utilize a process of self-evaluation that fosters personal and professional growth and contributes to life-long learning;
9. Understand effective methods to support, involve, and empower families and communities through the creation of respectful relationships and effective communication;
10. Demonstrate effective written and verbal communication skills, higher order thinking skills, and flexibility in problem solving techniques that represent competence and professionalism in the field of early childhood education;
11. Apply knowledge of computer applications including basic word processing, spreadsheets, Internet and e-mail and other software related to the field; and
12. Perform mathematics related to the field of study including applied business mathematics, budgeting, and other related skills.

Graduation requirements

All Child Study major core requirements must be completed with a cumulative G.P.A. (grade point average) of 2.5 or higher and meet the general graduation requirements as stated in the catalog.

ECE 250 Student Teaching and ECE 450 Capstone are not transferable into the program from another institution.

Curriculum

Bachelor in Child Study

General Education Requirements - 46 Credits

General Education Core - 40 credits

ENG 101	English Composition	3
ENG 1XX	Writing Elective	3
ENG 2XX	Advanced Writing Elective	3
CAP 1XX	Computer Literacy Elective	3
COM 1XX	Oral Communication Elective	3
PSY 112	Introduction to Psychology	3
S 1XX	Social Science Elective	3
MATH 1XX	Math Elective	3
SCI 1XX	Science Elective	4
HIS	US History I or II	3
	Global Perspective - World Focus	3
ENG 201	Introduction to Literature	3
HUM	Humanities Elective	3

Programmatic General Education requirements: 6 credits

ASD 120	The College Experience OR General Education Elective	3
MATH 167	Principles of Statistics	3

Child Study Major Core Requirements - 57 credits

Freshman Year

ECE 101	Introduction to Early Childhood Education	3
ECE 102	Health, Safety, and Nutrition	3
ECE 110	Creativity in Young Children	3
ECE 120	Math & Science for Children	3

Sophomore Year

ECE 231	Early Language and Literacy Development	3
ECE 210	Observation and Assessment in the Early Childhood Classroom	3
ECE 201	The Exceptional Child and Learner	3
PSY 115	Child Development	3
ECE 250	Student Teaching	6

Junior Year

ECE 220	Multicultural Aspects in Education	3
ECE 340	Exceptional Child II	3
ECE 315	Family-School-Community Partnerships	3
ECE 221	Social and Emotional Development in Young Children	3

Senior Year

PSY 225	Advanced Child Development	3
ECE 410	Education Research	3
ECE 3XX	Elective	3
ECE 450	Capstone	6

Electives - 18 Credits

ECE 3XX	Elective	6
Open	Elective	12

Total credits in program 121

Associate in Science in Early Childhood Education

The objective of the Associate in Science in Early Childhood Education is to provide students with a solid

academic foundation and hands-on experience in the field of early childhood education. 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 continue their education towards a bachelor degree in Child Study or related fields.

The paraprofessional option in this degree program prepares students to fill a variety of roles within the public and private school systems as a paraprofessional. This option is designed to meet the training requirements for paraprofessionals now required by the "No Child Left Behind" federal legislation.

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; and
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 core requirements.

Graduation requirements

All Early Childhood major core requirements must be completed with a cumulative G.P.A. (grade point average)

of 2.3 (grade of a "C") or higher and complete all general graduation requirements as stated in the catalog.

ECE 250 Student Teaching is the capstone experience for graduation and is not transferable into the program from another institution.

Curriculum - Associate in

Early Childhood Education

General Education Core - 24-25 credits

ENG 101	English Composition	3
ENG 1XX	Writing Elective	3
CAP 1XX	Computer Literacy Elective	3
COM 1XX	Oral Communication Elective	3
PSY 112	Introduction to Psychology	3
MATH 1XX	Math Elective	3
SCI 1XX	Science Elective	3-4
HUM	Humanities Elective*	3

Non-Major Core Requirements - 3 credits

ASD 120	The College Experience	3
---------	------------------------	---

Early Childhood Major Core requirements: 33 credits

Freshman Year

ECE 101	Introduction to Early Childhood Education	3
ECE 102	Health, Safety, and Nutrition for Early Childhood Programs	3
ECE 110	Creativity and Young Children	3
ECE 120	Math and Science for Children	3
PSY 115	Child Development	3

Sophomore Year

ECE 201	The Exceptional Learner	3
ECE 210	Observation and Assessment in Early Childhood Education Classroom	3
ECE 221	Social and Emotional Development in Young Children	3
ECE 231	Early Language and Literacy Development	3
ECE 250	Student Teaching	6

Total credits 60-61

* Students may choose ECE 220 Multicultural Aspects of Early Childhood for the Humanities Elective.

Paraprofessional Option

To complete this option, students will take the following courses in place of ECE 102, ECE 110, and ECE 120.

PAR 110	Becoming a Paraprofessional	3
PSY 210	The Psychology of Learning	3
EDU 240	Language and Literature for School Age Children	3

Certificate Programs

The Early Childhood Education 30-credit certificate program is designed for students who are currently working in the field and are in need of obtaining formalized education. The Early Childhood Education certificate is a 30-credit program consisting of a

combination of early childhood education and general education courses.

The Child Study 18-credit certificate program is a two-semester program designed to meet the current state requirements for early childhood staff working in state funded preschool programs. The practicum classes give students a unique opportunity to work directly with young children under the guidance of their professor. The two 3-credit courses give the student an introductory foundation to early childhood education and equip students with knowledge in child development, educational theory, curriculum planning, state and federal guidelines, and involvement of families in an early learning setting.

Additionally, upon completion of this program, students will qualify to apply for the Child Development Associate (CDA) national 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. Students can transfer 12 credits (ECE 101, ECE 102, and one Practicum) into the other early childhood programs at Goodwin College.

Early Childhood Education Certificate

Course No.	Title	Credits
First 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
ECE 102	Health, Safety, and Nutrition for Early Childhood Programs	3
Second semester		
ECE 110	Creativity and Young Children OR	
ECE 120	Math and Science for Young Children	3
PSY 115	Child Development	3
ECE 150	The Exceptional Child and Learner Practicum or Electives	3
		6
Total Credit in Program		30

Successful completion of this certificate program requires either placement in Math 099 or higher OR a completed grade of a "C" or better in Math 089.

Child Study Certificate Program

This 2-semester introductory certificate program is for working professionals and those new to the field of early childhood who need to meet federal and state educational requirements in a short amount of time. The practicum classes give students a unique opportunity to work directly with young children under the guidance of their professor. The two 3-credit courses give the student an introductory foundation to early childhood education and equip students with knowledge in child development, educational theory, curriculum planning, state and federal guidelines, and involvement of families in an early learning setting. Additionally, this program meets all the requirements to allow graduates to apply to the Council

For Professional Recognition for the Child Development Associate (CDA).

Curriculum

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		18

Criminal Justice

Associate in Science

Modern criminal justice professionals must be educated in a vast array of subject matter that reaches far beyond what is learned in the academy. Goodwin College developed the Criminal Justice program with the intent of offering students a hands-on experience as well as a traditional class room education. The combination will make them well-rounded and capable of understanding today's changing criminal justice system.

The Associate Degree in Criminal Justice provides students the opportunity to experience and learn about all aspects of the criminal justice system. The program will develop the critical thinking skills necessary for modern law enforcement, security, emergency response and investigative professions. Students will be exposed to contemporary policing issues as well as the historical development and future of criminal justice. The Criminal Justice program offers a unique opportunity to focus elective courses on homeland security, computer crime, forensics or law enforcement, in addition to the contemporary law enforcement subjects.

Upon completion of the program, students should be prepared for entry-level positions or advancement in a criminal justice profession. These career opportunities may be in areas such as federal, state, or municipal law enforcement, corrections and security, and include jobs such as Customs and Border Protection (CBP), Drug Enforcement Agency (DEA), Immigration and Customs Enforcement (ICE), Transportation Security Administration, Federal Bureau of Prisons, and private and personal security agencies.

Program Outcomes

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

1. Explain the basic structure and functions of the American Criminal Justice System, including the juvenile justice system.
2. Discuss the development of the corrections system in the United States, including the systems of probation, parole and community supervision.
3. Identify the structure and function of the Federal and State court systems.
4. Demonstrate knowledge of the development of criminal law and criminal procedure.
5. Discuss the effects of a culturally diverse society on the development of the Criminal Justice System.
6. Understand the ethical and legal issues of criminal justice professionals.
7. Assess the basic issues and problems in policing, the courts, and corrections in America.
8. Identify the major sociological theories that may explain criminal behavior and delinquency.

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

Graduation Requirements

Students are required to complete the major core courses with a GPA of 2.3 or higher. In addition, students must complete the general graduation requirements as stated in the catalog.

Curriculum

Associate in Criminal Justice

General Education Core requirements - 24-25 credits

ENG 101	English Composition	3
HSM 106	Investigative Report Writing	3
CAP 1XX	Computer Literacy Elective	3
COM 1XX	Oral Communication Elective	3
S 1XX	Social Science Elective	3
MATH 1XX	Math Elective	3
SCI 1XX	Science Elective	3-4
PHIL 103	Ethical and Legal Issues	3

Non-Major Core Requirements - 3 credits

ASD 120	The College Experience	3
---------	------------------------	---

Criminal Justice Major Core Requirements - 21 credits

Freshman Year

CJS 101	Introduction to Criminal Justice and the Law	3
CJS 112	Criminal Procedure	3
CJS 140	Introduction to Corrections	3
CJS 150	Criminology	3

Sophomore Year

CJS 210	Criminal Law	3
CJS 243	Juvenile Justice in America	3
CJS 299	Internship OR	
CJS 290	Research Project in Criminal Justice OR	
CJS 250	Service Learning	3

Electives - 12 credits

CJS 1XX	Electives	6
CJS 2XX	Elective	3
Open	Elective	3
Total Credits in Program		60-61

Homeland Security

Associate In Science

Before the terrorist attacks of September 11, 2001, there was no career field called "homeland security" and no need for a collegiate level program. Our safety and security were entrusted to the well-recognized public safety agencies such as law enforcement, fire service and the myriad of local, state and federal criminal justice agencies.

Today, homeland security is a composite of many different fields that individually respond and manage natural and man-made disasters. The mitigation, preparation, and response to disasters require due diligence, training, and a certain amount of expertise in order to ensure the safety and security of our communities.

The Associate in Homeland Security program provides an understanding of a wide range of topics including aspects of emergency planning and security, fire service, corrections, emergency management, first responders, private and personal security, computer security, and cyber-crime investigation and prevention. The program provides students with the necessary skills and academic knowledge to gain entry-level positions in various law enforcement, fire service, federal, state or municipal law enforcement agencies, diplomatic security, and customs border protection.

Criminal Justice Option

Law enforcement and Criminal Justice professionals are often the first line of defense against disasters in our communities. Unlike traditional Criminal Justice curriculums, students will be exposed to the basics of homeland security as well as specific criminal justice courses. It is our belief that this will make graduates more well rounded, more capable of addressing the threats in today's society, and more valued as a result of their receiving a background in this area as well as contemporary policing subjects.

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. Display an understanding of contemporary issues affecting national, state, and local community security;

3. Present a basic understanding of operational requirements, social and economic impact, and legislative consequences of Homeland Security;
4. Emphasize the processes necessary for successful implementation of Homeland Security programs;
5. Examine the ethics and responsibilities of professionals in Homeland Security and related fields; and
6. Prepare for further academic pursuits and careers in public and private sectors.

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

Graduation Requirements

Students are required to complete the major core courses with a GPA of 2.3 or higher. In addition, students must complete the general graduation requirements as stated in the catalog.

Curriculum

Associate in Homeland Security

General Education Core requirements - 24-25 credits

ENG 101	English Composition	3
HSM 106	Investigative Report Writing	3
CAP 1XX	Computer Literacy elective	3
COM 1XX	Oral Communication elective	3
S 1XX	Social Science elective	3
MATH 1XX	Math elective	3
SCI 1XX	Science elective	3-4
HSM 105	Contemporary Ethical Perspectives	3

Non-Major Core Requirements - 3 credits

ASD 120	The College Experience	3
---------	------------------------	---

Homeland Security Major Core Requirements - 18 credits

Freshman Year

HSM 101	Introduction to Homeland Security	3
HSM 102	Introduction to Weapons of Mass Destruction (WMD)	3
HSM 104	Domestic and International Terrorism	3

Sophomore Year

HSM 103	Emergency Planning: Response, Preparedness and Testing for Critical Incidents	3
HSM 220	National Incident Management System (NIMS)	3
HSM 290	Internship	3

Electives - 15 credits

HSM/CJS	Electives	12
Open	Electives	3

Total Credits **60-61**

Criminal Justice Option - 15 Credits

CJS 101	Introduction to Criminal Justice and the Law	3
---------	--	---

CJS 112	Criminal Procedures	3
CJS 150	Criminology	3
CJS 210	Criminal Law	3
CJS 243	Criminal Justice	3

Human Services

Associate in Science

The field of human services offers a wide variety of career opportunities for people who have a strong desire to help others. Professionals provide a broad range of services that assist people to meet basic human needs, enhance their quality of life and address issues pertaining to human growth and development. Human Service professionals promote positive change in individuals, families and communities and, by providing services and enhancing opportunities, assist them in overcoming challenges and barriers that they face in their daily lives.

All students in the Human Services program take courses that build core competencies utilized in the vast majority of human service occupations, among them: performing intakes and assessments; conducting interviews and counseling; providing case management; practicing with professionally recognized ethics, values and cultural competence; understanding the psychology of individuals and groups; and, performing effective advocacy.

As students progress through their program they are exposed to a wide array of populations typically served by human service professionals. Through coursework, interactions with professors who are also practitioners, guest lecturers and field trips to local human service organizations, students will begin to focus their degree on the specific population(s) they choose to work with when they begin their career. This could include children, youth, older adults, families; people with mental illness, developmental, intellectual or physical disabilities; substance abusers and families of those individuals; people with learning disabilities; individuals in the criminal justice system; persons with hearing or visual disorders; disabled veterans; at risk populations such as those who are homeless, abused and neglected children, and people in abusive relationships. Students may also choose to focus their degree on assisting people to meet basic human needs such as securing food, housing and employment; or, by performing advocacy work on behalf of the people they serve. New careers in human services are emerging every day and successful graduates of the program will be prepared to meet the challenges and experience the rewards that they offer.

The culminating course for human service students is a 180-hour internship where they will apply their learning at a local human service organization. This is a comprehensive yet focused experience that is based on specific learning objectives developed in collaboration with the student, faculty and the cooperating human service organization. With our extensive connections to the regional human service community, we seek to match

students with organizations that offer the services that they would ultimately like to provide during their careers.

During the final semester before graduation students will sit for a "presentation of competence" before faculty members and representatives of the Human Services Program Advisory Board. At the presentation, students will submit documentation and be asked questions designed to assess their mastery of the Human Services program outcomes.

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, Psychology, Rehabilitation, Counseling, Youth Development, Gerontology, Criminal Justice, Recreation Therapy and Education among many others.

The certificate program is designed for students who are currently working in the field who want to develop additional skills for the profession. It is also a good option for students who are unable to pursue an associate degree at this time but who wish to develop basic competencies that might enable them to secure an entry-level position at a human services organization.

Prospective students should be aware that some human services organizations require background checks prior to making an offer of employment.

Program Outcomes

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

1. Successfully apply the knowledge, skills and competencies of entry-level human services professionals;
2. Perform professional responsibilities in accordance with the values, ethical and legal standards of the human services profession;
3. Discuss the history and scope of human services;
4. Understand various human systems, including individual, interpersonal, group, family, organizational, community and societal and apply appropriate skills when working with those systems;
5. Plan services, facilitate interventions and evaluate the outcome of services for those served; and
6. Demonstrate effective interpersonal communication and critical thinking skills.

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

Graduation Requirements

Students must complete the Human Service major core courses with a minimum grade of "C-" in each course and a cumulative GPA of 2.3. In addition, students must complete all of the general graduation requirements as stated in the catalog.

Curriculum

Associate in Human Services

General Education Core - 24-25 credits

ENG 101	English Composition	3
ENG 115	Writing for the Human Service Professional	3
CAP 1XX	Computer Literacy Elective	3
COM 1XX	Oral Communication Elective	3
PSY 112	Introduction to Psychology	3
MATH 1XX	Math Elective	3
SCI 1XX	Science Elective	3-4
PHIL 105	Ethics Values and Cultural Competence in Human Services*	3

Non-Human Service Core Requirements - 9 credits

ASD 120	The College Experience	3
SOC 101	Introduction to Sociology	3
PSY 212	Lifespan Development	3

Human Services Major Core Requirements - 19 credits

Freshman Year

HSR 101	Introduction to Human Services	3
HSR 106	Interviewing and Counseling	3
HSR 140	Intake, Assessment and Intervention	3

Senior Year

HSR 202	Case Management	3
HSR 210	Introduction to Research in Human Services	3
HSR 299	Human Service Internship	4

Electives - 9 credits

HSR 1XX	Electives	9
---------	-----------	---

Total Credits in Program **61-62**

* Students must receive a minimum of a "C-" in this course to graduate from this program.

Certificate

Human Services

First Semester

ENG 101	English Comp	3
HSR 101	Introduction to Human Services	3
PSY 112	Introduction to Psychology	3
SOC 101	Introduction to Sociology	3

Second Semester

PSY/SOC	Psychology or Sociology Elective	3
PHIL 105	Ethics, Values and Cultural Competence in Human Services	3
HSR 1XX	Elective OR Directed elective	6

Total Credits **24**

Department of Nursing

Bachelor of Science in Nursing (RN to BSN Completion Program)

Associate in Science in Nursing

Mission Statement

The Mission of the Department of Nursing is derived from the Mission of Goodwin College. It has as its focus the educational preparation of students to become Nurses who are life-long learners. The Department is responsible for the implementation of two nursing programs; the RN to Bachelor of Science in Nursing Degree and Associate in Science in Nursing. The Department provides an atmosphere whereby its diverse student population can grow intellectually by promoting critical thinking skills, personal development, and community involvement. The Nursing Department's curriculum provides for a technical education foundation upon which each student of nursing may continue to build their professional nursing career by integrating theory and research into professional nursing practice.

Bachelor in Science - RN to BSN Completion Program

Program Description

The RN to BSN Nursing Program at Goodwin College is specifically designed for the Registered Nurse student who wants to complete the baccalaureate degree in nursing. Classroom and clinical experiences are designed to meet the RN student's adult learning needs. Up to thirty-five (35) nursing credits may be awarded through the Connecticut Articulation Agreement upon satisfactory (C+ or better) completion of NUR 245 - Foundations of Professional Nursing.

Baccalaureate Nursing Education

Baccalaureate nursing education prepares nurses to practice in a variety of settings by providing them with knowledge and skills that are generalizable and transferable to multiple settings.

The faculty believes that baccalaureate nursing education is built upon a foundation in the arts and sciences that provides an appreciation for diverse perspectives and experiences as well as an understanding of values and ethics and an understanding of the physical world and the scientific method. Liberal education provides a grounding that

ensures that nurses practice with a broad-based knowledge that enables them to function as educated persons.

Baccalaureate nursing education:

- Facilitates the development of professional values and value-based behaviors that guide the nurse's interactions with patients, families, peers and society. This education emphasizes the provision of compassion and appropriate care, a concern for human dignity and the welfare of others, a respect for patients' rights to make decisions and a concern for social justice;
- Provides opportunities for the development and clarification of values, the development of assessment, evaluative, teaching and communication skills, the development and refining of technical skills that are required for delivery of quality nursing care and the development of problem solving and critical thinking skills;
- Prepares nurses to function as active and knowledgeable participants in the health care delivery system. Students learn about organization and finance of health systems and how to participate in and influence political and other processes that affect health care delivery; and
- Prepares nurses to function as global citizens with an understanding of transportation and information technologies that link parts of the world. This education prepares the graduate with knowledge and skills relating to effects of disease transmission and treatment within a global context.

Admission Requirements

Admission is based upon the following requirements:

1. Applicants must have received a nursing diploma or associate degree from an institution accredited by an agency recognized by the Department of Education or the Council for Higher Education Accreditation.
2. The applicant must hold a current Registered Nurse license in the state where clinical experiences are to be completed or a graduate permit to practice as a registered nurse.
3. **Completion of 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.
4. **Completion of the Bachelor in Nursing Program Application.** The following must be included with the completed application:
 - a. An official High school transcript or proof of GED
 - b. Official college transcripts
 - c. A professional resume
 - d. Two letters of recommendation These must be forwarded to the Nursing Department.

- An interview with the Program Director or a faculty member.

Accepted Students

Once accepted, students are required to submit a \$100 non-refundable tuition deposit to hold their place in the class.

All required immunizations must be completed before the start of the clinical nursing courses. If a student has elected to not have the Hepatitis B vaccination series a signed declaration form must be in their file. Successful documented completion of health examination prior to beginning clinical courses.

Students are required to maintain current certification in Cardio-Pulmonary Resuscitation.(Health Provider or Professional Rescuer by the American Heart Association or the Red Cross. Proof of certification must be maintained in the student's file.

Requirements for Graduation

To complete the BSN degree, the student must achieve a cumulative GPA of 2.3 or higher and a minimum of a C+ in each of the Nursing major core requirements. In addition, the student must meet all general graduation requirements as stated in the catalog. A total of thirty credit hours and all upper division nursing courses must be completed at Goodwin College.

Program Outcomes

Graduates of the Bachelor of Science in Nursing Degree Program are prepared to practice professional nursing as a generalist with skills that are applicable across all health care settings. They are also prepared to enter graduate study.

At the completion of the program, the graduate will be able to:

- Practice professional nursing from a holistic, visionary, culturally competent, fiscally responsible base, as they design, manage, and coordinate care for individuals, families, groups, communities and populations;
- Synthesize and apply knowledge from nursing theory, practice, research, and the liberal arts and sciences to professional nursing practice;
- Integrate and demonstrate beginning leadership and management skills utilizing critical and creative thinking, ethical decision making, and evidenced-based practice;
- Design, manage and coordinate care to patients, families, groups and communities utilizing communication skills honed by self-awareness and self-evaluation;
- Advocate for patients, families, groups and communities based on a respect for cultural diversity

and an understanding of the impact of political and regulatory process on health care;

- Collaborate and communicate, using a variety of modalities, with patients, families and interdisciplinary team members to maximize patient's level of wellness; and
- Make a commitment to life-long learning by assuming responsibility for professional career planning, advanced education and active membership in the profession.

Program Highlights

- Students are assigned a nursing advisor upon receipt of application;
- Program is designed to meet the needs of the adult learner;
- Selected courses are offered in 7.5 week terms;
- Clinical experiences are individually arranged in collaboration with student and faculty;
- Nursing courses may be taken while the student is completing general education courses; and
- Select courses are offered online or in "hybrid" format.

The RN to BSN curriculum can be completed full-time in 16 months, part-time in 32 months or uniquely designed to meet the specific student's needs.

Curriculum

Bachelor in Nursing

General Education Requirements - 46 Credits

General Education Core - 40 credits

ENG 101	English Composition*	3
ENG 1XX	Writing elective	3
ENG 220	Writing for the Health Professional	3
CAP 1XX	Computer Literacy elective*	3
COM 1XX	Oral Communication elective	3
PSY 112	Introduction to Psychology*	3
SOC 101	Introduction to Sociology*	3
MATH	Math elective	3
BIO 211	Anatomy and Physiology I*	4
HIS 1XX	Global Perspective - U.S. Focus	3
	Global Perspective - World Focus	3
HUM	Literature or Fine Arts elective	3
HSC 305	Ethical and Legal Issues in Healthcare	3

Programmatic General Education requirements: 6 credits

PSY 212	Lifespan Development*	3
MATH	Statistics	3

Non-Nursing Core requirements: 8 credits

BIO 212	Anatomy & Physiology II*	4
BIO 235	Microbiology*	4

Lower Division Major Core - 35 credits

NUR 100	Nursing Skill Development	6
NUR 110	Adults and Wellness Continuum I	6

NUR 200	Adults and Wellness Continuum II	7
NUR 210	Families and the Wellness Continuum Across the Lifespan	7
NUR 220	Integration of Nursing Practice: Adults with Complex Health Problems	9

Nursing Upper Division Core Requirements - 23 credits

Junior Year

NUR 245	Foundations of Professional Nursing	3
NUR 310	Health Assessment	3
NUR 350	Seminar in Nursing Research	3
NUR 360	Public & Community Health Nursing	4

Senior Year

NUR 362	Clinical Nursing Leadership	4
NUR 440	Independent Study in Nursing	3
NUR 460	Seminar in Professional Nursing Leadership	3

Electives - 9 credits

NUR 3XX	Elective	3
OPEN	Elective	6

Total Credits 121

* Course must be completed before entering the upper division Nursing courses.

Students may receive up to 35 credits for previous nursing course work via the Connecticut Articulation Model. Students who do not receive 35 credits will take additional nursing elective credits to reach the required thirty-five credits.

Associate in Science in Nursing

The Goodwin College Associate Degree in Nursing (ADN) Program consists of class work and clinical practice in a variety of healthcare 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. If a student fails a nursing course (s)he may repeat it one time. However, only one course may be taken twice. The only exception to this policy is if the student fails the final course (NUR 220) at which time

they may repeat NUR 220 even if they failed another course in the program. Students whose clinical attendance and/or performance are deemed unsatisfactory by the faculty may be subject to withdrawal from any nursing course.

Admission Requirements

These admission requirements are in effect for students applying to the nursing program for the January 2010 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 Health Science Information Session 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.

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 on-line and follow the deadlines and instructions posted on the application. All questions regarding registration must be directed to the NLN. Students may retake the Pre-Admission test twice. A minimum of three (3) months must separate the two testing dates. (Refer to Goodwin College web site [www.goodwin.edu] for test dates and deadlines.)
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 (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. Math 102 (Goodwin College) or higher or score above MATH 102 on the college placement test.
 - b. Chemistry - CHEM 101 (Goodwin College) or equivalent.
 - c. Biology - BIO 211, Anatomy & Physiology I, and BIO 212 Anatomy & Physiology II (Goodwin College) or equivalent completed within the last five years. (BIO 120 or BIO 121 (Goodwin College) or equivalent with a laboratory component 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 nursing program).
7. Interview with the Director of Nursing or member of the Nursing faculty.

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.

Applicants are strongly advised to complete Microbiology prior to entering the Nursing program. If a student takes NUR 100 and Microbiology together and then decides to withdraw from NUR 100 they will need to reapply to the nursing program. Microbiology must be completed by the end of NUR 110 in order for students to advance to NUR 200.

Applicants will be notified of acceptance approximately two (2) 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
Previous College Education	
Associate Degree (60 Credits)	2
Bachelor's Degree	3
Master's Degree	4
Completion of Nursing Curriculum Requirements at Goodwin College or courses relevant to Nursing or transferable for a BSN	
1 course	1
2 courses	2
3 courses	3
4 courses	4
5 courses	5
6 courses	6
7 courses	7
Cumulative GPA (applicable for Goodwin College courses only, based on a minimum of 12 credits)	
2.7 - 3.0	1
3.1 - 3.4	2
3.5 - 3.8	3
3.9 - 4.0	4
(Rounded up)	

Composite Score on NLN Pre-Admission Test (Must have a composite score of >50% to qualify)

50 - 55%	1
56 - 59%	2
60 - 65%	3
66 - 70%	4
71 - 75%	5
76 - 80%	6
81 - 85%	7
86 - 90%	8
91 - 95%	9
96 - 99%	10

Community Service

15 - 29 hours	1
30+ hours	2

Interview

Presentation	4
Spontaneity	4
Content	4

Total possible points 39

Accepted Students

Once accepted, students are required to submit a \$500 non-refundable tuition deposit to hold their place in the class.

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 must be completed before the start of the first Nursing course excluding the Hepatitis B vaccine series which may be in progress. If a student elects to not have the Hepatitis B vaccine series, a signed declination form must be in their file.

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 annually.

Progression Exam

The final exam for NUR 200 is a comprehensive progression exam. The final exam for this course includes key concepts from the first three nursing courses. Students must achieve a score of "73%" or better in order to advance to NUR 210. If a student was passing the course prior to the final exam but fails the final exam,

(s)he may repeat the exam one (1) time within the exam week as specified by the instructor. If a student fails on the second attempt (s)he will fail the course. If the student was not passing the course prior to the final exam, (s)he may not re-attempt the exam and must repeat the course. A second failure of the course will cause the student to fail out of the nursing program.

The Connecticut Articulation Model

The Connecticut Articulation Model, developed by the Connecticut League for Nursing (CLN), 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. These courses are only available in the spring semester. LPNs adhere to the same admission point system as other applicants.

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

Nursing Department Policies

Policies specific to the Nursing program may be found in the Nursing Department Student Handbook.

Requirements for Graduation

Seventy-one (71) semester credit hours are required for graduation from the nursing program. A student needs to complete all required Nursing courses and science courses with a "C" or better and meet all other general graduation requirements as stated in the catalog.

A student is not considered a graduate until (s)he scores at least "103" on the National League for Nursing Exit Exam. The exam may be attempted twice. If the student is not successful, (s)he must work with faculty and achieve an 80 percent on three (3) practice National Council Licensure Examination (NCLEX) exams. These students may then re-attempt the exam twice. If they still do not achieve the desired score, they will have failed out of the program.

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; and
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.

Curriculum

Associate in Nursing

General Education Requirements - 25 credits

ENG 101	English Composition	3
ENG 1XX	Writing Elective	3
CAP 1XX	Computer Literacy Elective	3
COM 1XX	Oral Communication Elective	3
PSY 112	Introduction to Psychology	3
SOC 101	Introduction to Sociology	3
BIO 211	Anatomy and Physiology I	4
HUM	Humanities Elective	3

Non-Nursing Core - 11 credits

BIO 212	Anatomy and Physiology II	4
BIO 235	Microbiology	4
PSY 212	Lifespan Development	3

Nursing Major Core - 35 credits

NUR 100	Nursing Skill Development	6
NUR 110	Adults and Wellness Continuum I	6
NUR 200	Adults and Wellness Continuum II	7
NUR 210	Families and Wellness Continuum Across	

64 Goodwin College

NUR 220	the Lifespan Integration of Nursing Skills: Adults with Complex Health Problems	7 <u>9</u>
	Total Credits in Program	71

Continuing Education Programs

English as a Second Language Certificate

Evening Schedule:

Monday, Wednesday and Thursday, between 5:30 p.m. - 10:00 p.m.

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 program cannot be applied or transferred to any degree program at Goodwin College.

Program Sequence of Courses

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

Course Descriptions

The course numbering system has two parts that identify both the discipline 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.

The following codes may be found at the end of course descriptions and denote the perspectives, competencies and requirements the course fulfills:

CS - Communications Systems perspective; C – Cultural perspective; A - Analytic perspective; S – Social Sciences perspective; G - Global perspective; mc – multicultural competency; e/p - ethical/philosophical competency; aw – advanced writing competency; comm – applicable for communications requirement; comp – applicable for writing course requirement; cl – applicable for computer literacy requirement; r – applicable for research paper requirement, w – meets global perspective world requirement; us – meets global perspective United States requirement.

The symbols F, Sp, and Su (Fall, Spring and Summer) indicate which semester courses will be offered.

ACC 101 - Principles of Accounting I

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. This course will prepare students to account for receivables and uncollectible accounts. Through the use of prepared statements and a corporate annual report students will learn the Calculation of Current Ratio, Debt Ratio and other financial statement ratios. (F, Sp)

ACC 210 - Principles of Accounting II

3 credits (PREREQUISITE: C- or BETTER IN ACC 101 and CAP 100)

This course is designed to further the study of generally accepted accounting principles. Accounting for inventory, plant and intangible assets, depreciation and amortization, 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. (Sp, Su)

ACC 220 - Managerial Accounting

3 credits (PREREQUISITE: ACC 101)

This course provides a basic understanding of the role of accounting information in the business decision-making process. This course is designed to provide students with a focus on accounting from the management perspective. Students will improve their decision-making skills, and to assist them in understanding how to use accounting information to make quality business decisions. Students will learn to calculate break-even point, target net income, job-order and process costing and to use accounting in a manufacturing environment. Students will learn to prepare reports with recommendations to management regarding financial decisions. (Sp)

ASD 120 - The College Experience

3 credits (PREREQUISITE: NONE)

Student success in navigating through the college world is the goal of this course. For students new to college life, this course provides an extensive orientation in the culture of higher education. Students will develop skills needed for achievement in academics as well as in handling personal issues which may have an impact on their chance of college success including finances, time management, family and job responsibilities, health and crisis management, note-taking, test-taking strategies, and prioritization of academic tasks. (F, Sp, Su)

BIO 101 - Concepts in Human Biology

3 credits (PREREQUISITE: NONE)

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. This course does not fulfill the requirements for the Nursing and Respiratory Care programs. A (F, Sp, Su)

BIO 108 - Anatomy and Physiology I for Paramedics

3 credits (PREREQUISITE: NONE)

This course is a study of the human body and its biological organization specifically designed for students entering the emergency medicine service fields. Students will learn the basic function of living organisms; identify the cellular levels of organization and the organ systems of the human body. Emphasis will be placed on homeostasis as well as disease process. A (F)

BIO 109 - Anatomy and Physiology II for Paramedics
3 credits (PREREQUISITE: BIO 108)

This course expands upon the knowledge acquired in Human Anatomy and Physiology I for Paramedics, BIO 108. Students will concentrate on a systematic approach to the human organism, including the body as a whole, its major organ systems, their inter-relations and how they change throughout a person's life. Additional emphasis will be placed on clinical and health related topics as they apply to the care of the patient in the emergency medical services field. **A (Sp)**

BIO 120 - Human Biology

4 credits (PREREQUISITE: SCI 101 or DEPARTMENTAL PERMISSION)

This course introduces the basic principles of human biology. Lectures topics include: chemical basis of life, cellular organization and function, physiological regulations, genes and the basis of heredity and evolution. In addition, various organ systems and their interrelationships will be explored. The laboratory portions of the course are coordinated with lecture content and involves some dissection. Formerly listed as BIO 100. **A (F, Sp, Su)**

BIO 121 - General Biology

4 credits (PREREQUISITE: SCI 101 or DEPARTMENTAL PERMISSION)

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, DNA, genetics, evolution, classification, and other related topics. Laboratory exercises are integrated with material offered in lecture. No dissection is required. **A (F)**

BIO 211 - Anatomy and Physiology I

4 credits (PREREQUISITES: BIO 120 or BIO 121)

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. **A (F, Sp, Su)**

BIO 212 - Anatomy and 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 sensory, endocrine, cardiovascular, respiratory, immune, lymphatic, gastrointestinal, renal and reproductive systems. 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. **A (F, Sp, Su)**

BIO 235 - Microbiology

4 credits (PREREQUISITE: BIO 120 or BIO 121)

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. **A (F, Sp, Su)**

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. **(F, Sp, Su)**

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. **(F, Sp)**

BUS 110 - Business Law and Ethics

3 credits (PREREQUISITE: NONE)

This course is designed to introduce the legal and regulatory environment in which businesses must operate, as well as the ethical considerations which are a part of the business environment. 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. **(F, Su)**

BUS 115 - Human Resource Management

3 credits (PREREQUISITE: NONE)

This course provides an introduction to the basic principles of human resource management including recruiting, hiring, training and developing the workforce. In addition, issues of performance improvement, compensation and benefits, collective bargaining and labor relations and legal aspects of human resource management will be explored. **(Sp)**

BUS 120 - Administrative Office Procedures**3 credits** (PREREQUISITE: CAP 100)

This course prepares students to perform various technological, administrative, and problem solving tasks required to succeed in today's ever-changing workplace. Students learn critical thinking, problem solving, office procedures, appropriate business communication, information processing technologies, and self-management. (F, Sp)

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. (Su)

BUS 125 - Sales and Service I: The Fundamentals**3 credits** (PREREQUISITE: NONE)

This course covers the fundamentals of sales and customer service. Students are introduced to the concepts of having a positive attitude, the importance of listening, communication styles and skills, the basic steps of the sales and the importance of quality service. They will understand the importance of developing and personal selling philosophy, understanding their product and developing a basic presentation strategy. Students will also learn the importance of ethics in selling. (F)

BUS 126 - Sales and Service II: Customer Focus**3 credits** (PREREQUISITE: BUS 125)

This course will address the relationship between customer service and effective sales. Students will learn how to present products and services to their customers in a manner that meets their identified and unidentified needs. In addition, students will learn how customer satisfaction enhances sales success by cultivating satisfied and return customers. This course will address the importance of listening skills, understanding customer behavior, recognizing cultural diversity in the sales environment and methods of developing customer loyalty. (Sp)

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. (Sp)

BUS 132 - Budgeting and Planning**3 credits** (PREREQUISITES: C- OR BETTER IN ACC 101; C OR BETTER IN CAP 110)

This course provides an overview of QuickBooks accounting software. The course will cover the major points of using the 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. (F, Sp)

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. (F, Sp)

BUS 140 - International Business**3 credits** (PREREQUISITE: NONE)

This course provides an introduction to the theory and practice of international business including such topics as the global market place, the role of culture, ethics and social responsibility in international business, national trade policies, international monetary systems, managing international business and international marketing and operations management. (Sp)

BUS 210 - Business Planning and Development**3 credits** (PREREQUISITE: PERMISSION OF PROGRAM DIRECTOR)

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. (F, Su)

BUS 215 - Marketing**3 credits** (PREREQUISITE: BUS 102)

This course examines the basic marketing principles practiced by modern businesses including product development, distribution, promotion, and pricing. Topics include evaluating market opportunities; buyer behavior; market segmentation, targeting, and positioning; market strategy and planning; development of marketing mix; and marketing organization and control. The roles of ethics, corporate social responsibility, and public policy that are intrinsic to marketing efforts will also be explored. (Su)

BUS 218 - Event Management**3 credits** (PREREQUISITE: BUS 101)

This course introduces the student to the underlying theoretical and practical foundations of event management. Students will learn about the historic roots of celebrations, and the four pillar approach to event

leadership (time, finance, technology and human resources). Students will learn how to determine the target market and niche of an event and how the event connects to a company's strategic mission and goals. Case studies and hands on experience will further student knowledge and will promote the practice of successful event management. **(F, Su)**

BUS 226 - Sales and Service III: Advanced Strategies

3 credits (PREREQUISITE: BUS 125 & BUS 126)

This advanced course will build on the fundamental of sales and customer service. It focuses on sales language, verbal visualization, mental visualization, listening skills, follow up and service, prospecting and using telephone skills to enhance sales success. Students will also develop strategies for dealing with difficult customers. The course will also help students to recognize different market segments and how to customize their sales approach to meet the needs and expectations of those various segments. **(Su)**

BUS 230 - Workforce Planning and Staffing

3 credits (PREREQUISITE: BUS 115)

This advanced course will examine strategies for staffing the workplace. Students will study human resources processes used to recruit and sustain a workforce that will enable an organization to meet its business objectives. Students will develop an understanding of the basic principles and techniques for the planning, recruitment, selection and retention of personnel. **(Su)**

BUS 235 - Global Issues

3 credits (PREREQUISITE: ECN 101)

This course introduces students to knowledge about the world and international issues. It explores general issues and trends facing the contemporary world involving ethnicity and global diversity, politics, economics, population, human development, environment, human ecology, human rights, technology, and peace and war. Students will explore significant issues that are shaped by global forces and international institutions and how the United States is impacted by and connected to those issues. **G M (Sp)**

BUS 240 - Current Topics in Management

3 credits (PREREQUISITE: Departmental Permission)

In this course, students will research, discuss, and analyze current trends and issues in management. **(Sp, Su)**

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. **(F, Sp, Su)**

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. **(By Arrangement)**

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. **C (F, Sp, Su)**

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 and PowerPoint. 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. **C (F, Sp, Su)**

CAP 210 - Scientific Computer Applications

3 credits (PREREQUISITE: CAP 110)

This course is an introduction to computer-based tools useful for analysis and understanding of scientific data. Basic methods of computation, data processing, and display systems combined with elementary practical programming are covered. Students will learn techniques to support customized scientific research tasks, with particular emphasis on environmental sciences. **(Sp)**

CHEM 100 - Introduction to Chemistry

3 credits (PREREQUISITE: NONE)

The course is a survey study of chemistry. Emphasis is laid on the aspects of general, organic, and biological chemistry. The course will provide basic information about the metric system, measurements, conversions, matter and energy, nuclear radiation, chemical reactions, solutions, gas laws, acids and bases, as well as general concepts of organic chemistry, and the major organic compound groups essential for life (carbohydrates, lipids, and proteins). This course does not fulfill the requirements for the Nursing and Respiratory Care programs. **A (Su)**

CHEM 101 - Chemistry

4 credits (MATH 101 OR HIGHER AND SCI 101 WITH A "C" OR BETTER OR DEPARTMENTAL PERMISSION)

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. **A (F, Sp, Su)**

CHEM 110 - General Chemistry I

4 credits (Prerequisite/Co-requisites: MATH 101)

The first semester of a two semester sequence that is an introduction to fundamentals and principles of chemistry including, but not limited to: atomic and molecular structure, measurement, chemical bonding, stoichiometry, states of matter, chemical reactions, kinetic molecular theory, chemical thermodynamics and chemical equilibrium. **A (Sp)**

CHEM 111 - General Chemistry II

4 credits (Prerequisite/Co-requisites: CHEM 110)

The second semester of a two semester sequence that is an introduction to fundamentals and principles of chemistry including, but not limited to: intermolecular forces, chemical kinetics, acid-base equilibria, thermodynamics, redox reactions, nuclear chemistry, organic chemistry and biochemistry. **A (Su)**

CJS 101 - 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 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. **(F, Sp, Su)**

CJS 106 - Investigative Report Writing

3 credits (PREREQUISITE: ENG 101 OR DEPARTMENTAL PERMISSION)

This course combines the basics of two disciplines— investigation and report writing, and bridges the gap between them in order to teach the basics involved in writing an investigative report. Fundamental guidelines for investigative reports are established through a set of rules that are easy to understand and apply in any type of report writing scenario. Topics include note taking, describing persons and property, crime and arrest reports, search warrants, and issues in writing. (cross-referenced as HSM 106) **(F, Sp)**

CJS 111 - Contemporary Issues in Crime and Prevention

3 credits (PREREQUISITE: NONE)

This course will examine the cause and effect relationship between contemporary problems in our society and how they relate to crime and prevention. Issue such as substance abuse, domestic violence, DNA testing, the ACLU and the widespread use of the Internet will be discussed in their relation to the criminal justice system and Homeland Security. (Cross-referenced to HSM 111) **(Su)**

CJS 112 - Criminal Procedures

3 credits (PREREQUISITE: NONE)

This course presents an in-depth look at the United States Constitution as it relates to the rights of victims and offenders. Due process and the procedures to protect guaranteed rights within the criminal justice system are examined. **(F)**

CJS 115 - Principles of Criminal Investigation

3 credits (PREREQUISITE: NONE)

This course examines the investigative process from the initial introduction at the crime scene to the in-court testimony describing the investigation as well as an in-depth study of crime scene procedures including recognition, protection, documentation, and collection of physical evidence; scene documentation, scene search procedures; and reconstructions from evidence and scene pattern. **(Sp)**

CJS 125 - Introduction to Law Enforcement

3 credits (Prerequisite: NONE)

This course presents an overview of law enforcement as a profession. Topics will include: patrol operations, ethics and deviance, civil liability, police-community relations and personnel systems. Students will be exposed to the fundamental aspects and current trends in law enforcement. **(Su)**

CJS 130 - Introduction to Computer Crimes and Security

3 credits (PREREQUISITE: Computer Literacy Elective)

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. 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. (Cross-referenced to HSM 130) **(Sp, Su)**

CJS 131 - Data & Information System Security Protection**3 credits** (PREREQUISITE: NONE)

This course provides a comprehensive introduction to computer security, including computer networks, issues, concepts and technologies. The core technologies of access control, cryptography, digital signatures, authentication, network firewalls and network security services and programs are reviewed. Issues of security policy and risk management are considered. (Cross-referenced to HSM 131) (Sp)

CJS 132 - Forensic Science**3 credits** (Prerequisite: CJS 101)

This course is an introduction to forensic science. Students will have hands-on exposure to crime scene investigation and evidence preparation. Topics will include: fingerprinting, document evidence, blood splatter, firearm evidence and arson evidence. (Sp)

CJS 135 - Forensic Photography**3 credits** (Prerequisite: CJS 101)

This course is an introduction to the basic principles, equipment and techniques of forensic photography. Students will learn the importance of photography and how it is used to document, preserve, and identify evidence. Students will develop skills through practical experiences. Emphasis will given to skills pertaining to photographing a crime scene and specific areas of a crime scene, such as fingerprints, blood splatter, firearms, people and vehicles. (Su)

CJS 140 - Introduction to Corrections**3 credits** (PREREQUISITE: CJS 101)

This course examines the nature and application of corrections and punishment and provides an overview of criminological, historical, legal, and policy-oriented works. This course discusses the foundations of corrections and relates them to contemporary correctional issues. This course encourages critical thinking about the future direction corrections should take. (Sp)

CJS 150 - Criminology**3 credits** (PREREQUISITE: CJS 140 OR DEPARTMENTAL PERMISSION)

This course places special focus on contemporary areas and issues such as feminist theories and feminist criminology; biological and genetic theories of criminal behavior; violence in the media; family assault and its criminalization; crimes of violence against women in America and abroad; mass murder in the United States; school violence and shootings; hate crimes and terrorism in America. Society's response to crime is covered and addresses the question of how security & freedom interface in an age of increasing globalism. (Sp)

CJS 210 - Criminal Law**3 credits** (Prerequisite: CJS 101)

This course provides students with an introduction to the theory, history and purposes of statutory law. Topics will include major elements of statutory and common law offenses. The Federal and State penal code will be discussed. (F)

CJS 220 - Victimology**3 credits** (Prerequisite: CJS 150)

This course presents an overview of victimization, to include patterns of victimization. Topics will include victimization and the victim's perspective on crime, its causes and effects. Students will be exposed to the consequences and roles of the victim in today's criminal justice system. (Su)

CJS 225 - Basics of Interview and Interrogation Techniques**3 credits** (PREREQUISITE: CJS 112)

Students will be provided the study of basic principles of all types of investigations utilized in the criminal justice system. There will be an introduction to specific knowledge in handling crime scenes, interviews, evidence, surveillance, follow-up, technical resources and case preparation. (Sp, Su)

CJS 230 - Cyber Crime: Identity Theft and Internet Vulnerabilities**3 credits** (PREREQUISITE: CJS/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. (Cross-referenced to HSM 230) (Su)

CJS 231 - Information System Threats/Attacks/Defense**3 credits** (PREREQUISITE: CJS/HSM 130)

This course provides an overview of the actors, motives and methods used in the commission of computer-related crimes and describes the methods used by organizations to prevent, detect, and respond to these crimes. (Cross-referenced to HSM 231) (Sp)

CJS 232 - Computer Crime Forensics and Investigative Procedures**3 credits** (PREREQUISITE: CJS 130)

This course presents an introduction to modern criminalistics and investigative techniques to solve crimes. The course includes an examination and evaluation of crime scenes with scientific analysis of physical evidence. Individual and group activities relating to professional practices of forensic science and computer science will be

explored throughout the semester. (Cross-referenced to HSM 232) (Sp)

CJS 235 - Principals of Personal and Physical Security

3 credits (PREREQUISITE: CJS 101)

This course will provide the student with a basic knowledge and understanding of personal and physical security to include the definitions, the need, the requirements, and review of the controls, techniques and tools. This course introduces participants to a broad, in-depth look at security planning and procedures. Students will develop skills in intelligence collection, surveillances, perimeter and crime scene security, principles of crowd and riot control, substance abuse recognition, theft, sabotage, and espionage. Additional topics may include computer security, electronic criminal investigations, firewalls and security software, as well as crime prevention techniques. (Cross-referenced to HSM 235) (Su)

CJS 242 - Probation, Parole, and Community Corrections in the United States

3 credits (PREREQUISITE: CJS 140)

This course offers a comprehensive look at the probation and parole process. It includes discussion of offender needs and risks, a variety of supervision programs, inmate re-entry issues and solutions, and theories of crime and rehabilitation. controversial issues are addressed and capture the conflict between the need to maximize community safety and the need to control the cost of operating prisons. Additional attention is paid to both the juvenile and adult populations and the book considers how the probation officers work with each. (Su)

CJS 243 - Juvenile Justice in America

3 credits (PREREQUISITE: CJS 140)

Students will focus on the important issues, emerging trends, contemporary research, and special challenges facing juvenile justice today. This comprehensive exploration of the American juvenile justice system covers the history and philosophy of juvenile justice, the current practices for processing youthful offenders, the detention of juveniles, and the diversion of youth from the juvenile justice system. This course gives students an "up-close and personal" view of the fascinating and sometimes tragic world of the juvenile offender—and the personal, psychological and thinking processes that characterize juvenile misbehavior. (Su)

CJS 250 - Service Learning Project

3 credits (Prerequisite: Departmental permission)

This course combines learning objectives with service objectives. Students will be actively involved in a community oriented service provider with an emphasis on providers related to the criminal justice field. Students will develop skills and knowledge in a learning environment and apply them to real-life situations. This course extends the learning beyond the traditional classroom and brings

the students into the community. Transportation to internship sites is the responsibility of the student. (Sp)

CJS 260 - Constitutional Law

3 credits (Prerequisite: CJS 210)

This course provides students with the basic principles of due process, as defined by the U.S. Constitution and Bill of Rights. Students will review landmark decisions from the U. S. Supreme Court and their impact on the criminal justice system throughout history. (Su)

CJS 290 - Research Project in Criminal Justice

3 credits (PREREQUISITE: ENG 101 AND DEPARTMENTAL PERMISSION)

This course will require the student to identify an acceptable topic in Public Safety, 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. (F, Sp, Su)

CJS 299 - Internship

3 credits (PREREQUISITE: DEPARTMENTAL PERMISSION)

This course provides a supervised internship of at least 150 hours in order to gain practical field placement experience in the homeland security area including law enforcement, fire service, corrections, public/private sector safety or security, protective services environments, or other Public Safety areas. Transportation to internship sites is the responsibility of the student. (F, Sp, Su)

COM 101 - Public Speaking

3 credits (PREREQUISITE: NONE)

Designed to develop students' speaking and listening skills so that they may become more effective communicators. Emphasis on public speaking skills and use of research techniques; focus includes organization, delivery, and adaptation to the audience. Students prepare and deliver several major speeches; students employ interviewing and group discussion techniques. **CS comm** (F, Sp, Su)

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 provide students with an introductory understanding of how to develop a daily schedule in order to run an effective classroom. It emphasizes practical information that can be used in working with young children. It will help the student become aware of teacher's responsibilities 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.

(F,SP)

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, solving ethical dilemmas related to health and safety, 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. **(SP, SU)**

ECE 110 - Creativity and the Young Child

3 credits (PREREQUISITE: ECE 101 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.

(F)

ECE 120 - Math and Science for Young Children

3 credits (PREREQUISITE: ECE 101 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. **(SP)**

ECE 140 - Early Childhood Practicum I

6 credits (PREREQUISITE or COREQUISITE: ECE 101 or ECE 102)

This course serves as a practical 240 hours of 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. In this course, students will begin coursework towards their CDA resource file. Formerly listed as ECE 210. Not open to students who have complete ECE 210. **(F,SU)**

ECE 141 - Early Childhood Practicum II

6 credits (PREREQUISITE: ECE 140)

This course serves as a continuation of the practical 240 hours of 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 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 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. Students will complete their resource file for CDA at the culmination of this course. **(F, S)**

ECE 201 - The Exceptional Child and Learner

3 credits (PREREQUISITE: ECE 101 or 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 and ECE 201. Not open to students who have completed EDU 121 or ECE 201. **(SU)**

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. **(SP)**

ECE 220 - Multicultural Aspects of Early Childhood

3 credits (PREREQUISITE: ECE 101 or 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. **(SU)**

ECE 221 - Social and Emotional Development in Young Children

3 credits (PREREQUISITE: 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. **(F)**

ECE 231 - Early Language and Literacy Development

3 credits (PREREQUISITE: ECE 101 or Departmental Permission)

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. **(F)**

ECE 250 - Student Teaching

6 credits (PREREQUISITE: 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. **(SP)**

ECE 270 - Supervision and Administration in Early Childhood Programs

3 credits (PREREQUISITE: None)

This course is designed to provide students with an opportunity to understand the importance and application of developmentally appropriate practices and examine the role and responsibilities of the early childhood administrator. This course will provide an overview of the policies, procedures, and leadership practices vital to the early childhood administrator's position. This course addresses planning for high quality child care and education facilities, including but not limited to staffing, financing, licensing, scheduling, policies, NAEYC accreditation, and organizing staff professional development. **(SU)**

ECE 302 - Infant and Toddler Development and Curriculum

3 credits (PREREQUISITE: ECE 101)

This course is an in-depth study of the growth and development of an infant from conception through three years old. Students will examine developmental milestones and educational theory. Students will have an opportunity to connect theory and developmental milestones to curriculum and environmental planning. Students will compare various forms of curriculum planning models such as High Scope, Creative Curriculum, R.I.E. approach, and Early Head Start. This course will also focus on observing infants and toddlers and connecting with families of our youngest children. **(Sp)**

ECE 315 - Family-School-Community Partnerships

3 credits (PREREQUISITE: ECE 101)

This course explores the role of relationships between families, schools, and the communities in which families reside. Students will deepen their understanding of the importance of family involvement in the school system and examine creative strategies for including parents and families in the school. Students will also analyze contemporary family patterns and composition in order to more effectively connect with the families in their communities. Students will recognize that children are highly impacted by the environments in which they live therefore topics in curriculum planning for social studies in early childhood classrooms will be explored and students will have opportunities to plan activities including community partners. Major theorists such as Dr. Joyce Epstein will be studied. This course also includes a 5-hour community volunteer project of the student's choice. **(F)**

ECE 320 - Technology and Education

3 credits (PREREQUISITE: None)

This course is designed to familiarize students with the technology possibilities in education. Students will identify and locate educational technology options and evaluate their efficiency and purpose. Students will design

classroom curriculum where technology is an essential component for both the teacher and the children. Students will have opportunities to observe the use of technology in education programs and will also have opportunities to use technology themselves in various programs. Students will become familiar with the National Educational Technology Standards (NETS) as developed by the International Society for Technology Education (ITSE). (Sp)

ECE 330 - Teaching Social Studies in Early Childhood

3 credits (PREREQUISITE: ECE 101 and Departmental Permission)

This course was designed to expose students to the broad concepts involved in teaching social studies to young children. Social Studies encompass a wide array of topics that affect individual's lives, group dynamics and the community at large. It is imperative that early childhood teachers understand the numerous influences that impact social studies in the field of early childhood education. In this course, students will examine many topics, such as but not limited to, people, places and environments, culture, community and individual development. While grasping an understanding of how to plan for student learning and creating environments that will enhance children's knowledge of social studies concepts. (Su)

ECE 340 - Exceptional Child II

3 credits (PREREQUISITE: ECE 101 and ECE 201)

This course is designed to familiarize students with the characteristics and needs of all exceptional learners. This course will expose students to social reform related to special education services so that students can gain a deeper understanding of the special education system in this country. Students will have opportunities to ponder opposing viewpoints on special education issues. Students will explore various strategies for planning environments and curriculum that will benefit all children while planning with special education children in mind. Students will deeply explore Autism Spectrum Disorder, learning how to recognize symptoms, modify environments, and plan appropriately so that children can be successful. A large focus of this course will be on community outreach and family involvement. (Sp)

ECE 370 - Leadership in Early Education

3 credits (PREREQUISITE: None)

This course offers students the opportunity to expand their comprehension of leadership and what it means to be a leader and mentor within education. This course will provide in-depth knowledge and understanding of leadership and advocacy within early childhood education and beyond. The goal of this course is to encourage individual leadership development and to support and nurture each student in developing and achieving their personal leadership goals. (SP)

ECE 402 - Children's Literature

3 credits (PREREQUISITE: ECE 231)

This course is designed to acquaint students with the variety of literature available to for young children. Criteria for selecting books will be reviewed as well as the most appropriate methods for selecting books for young children. Students will review the importance of building books into the classroom curriculum and have opportunities to create lesson plans linked to various forms of children's literature. (F)

ECE 410 - Education Research

3 credits (PREREQUISITE: Math 167)

This course was designed to familiarize students with research reports. Students will read, analyze and critique research reports. The reports read will include experimental, descriptive, qualitative, and historical approaches. Students will learn how to write their own research report and collect the appropriate supporting data. Students will discuss the difference between qualitative and quantitative research and determine how each can be used as complementary approaches to educational research. (F)

ECE 430 - Ethical Trends and Issues in Early Education

3 credits (PREREQUISITE: None)

This course is designed for students to take a deeper look into the field of early childhood education. Students will examine current trends and laws impacting the profession. They will analyze circumstances concerning parents, communities, and schools and discuss the ethical responsibilities and legal aspects of these situations. Students will have opportunities to ponder where the field is headed and what implications it will have on the children in our care. (F)

ECE 450 - Child Study Capstone

6 credits (42 credits in early childhood and departmental permission)

This course is designed to give students hands on learning experience at the culmination of their degree. Students will examine issues in education during the seminar as well as share their experiences and insight as to what they are learning in their placements. Students will use reflective practice techniques in this course by keeping an extensive journal documenting their experience. Students will have the opportunity to choose the type of placement they would like based upon their career interests. (SP)

ECN 101 - Macroeconomics

3 credits (PREREQUISITE: NONE)

This course covers a broad range of macroeconomics topics in 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. **G w (F)**

ECN 102 - Microeconomics**3 credits** (PREREQUISITES NONE)

This course examines the segment of the economy which includes individual businesses or industries, individual consumers, and individual products. It will examine the production, allocation and distribution of goods and services in a world of scarce resources. The course will explore basic concepts of opportunity, cost, supply and demand, taxation, cost theory, perfect competition, monopoly and other types of market structures. **G us (Sp)**

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. **(Sp)**

EDU 240 - Building Language Arts for Elementary Classrooms**3 credits** (PREREQUISITES: NONE)

This course is designed to introduce students to topics and areas of instruction of a Language Arts curriculum for elementary-age children. Students will explore language acquisition theory and will gain experience in planning for children's development of such language skills as comprehension, vocabulary, and beginning reading and writing. Students will learn about the process of language acquisition for English Language Learners and how to plan appropriately for their learning. **(Su)**

EMT-P 101 - Paramedic I**4 credits** (PREREQUISITE: NONE, COREQUISITE: BIO 108)

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. **(F)**

EMT-P 102 - Paramedic II**4 credits** (PREREQUISITE: EMT-P 101, EMT-P 110;

COREQUISITE: BIO 109)

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. **(Sp)**

EMT-P 103 - Paramedic III**4 credits** (PREREQUISITE: EMT-P 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. **(Su)**

EMT-P 110 - Paramedic Clinical I**2 credits** (COREQUISITES: EMT-P 101)

The paramedic "clinical" provide 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. **(F)**

EMT-P 120 Paramedic Clinical II**2 credits** (COREQUISITES: EMT-P 102)

The paramedic "clinical" provide 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. **(Sp)**

EMT-P 130 - Paramedic Clinical III

2 credits (Corequisite: EMT-P 103)

The paramedic “clinical” provide 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. **(Su)**

EMT-P 201 - Paramedic IV

4 credits (PREREQUISITE: EMT-P 103, COREQUISITE: EMT-P 210)

This course is designed to refine the skills and knowledge of the advanced paramedic student. The course covers special situations and special populations the paramedic faces in the field. The course is designed to run concurrently with EMT-P 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. **(F)**

EMT-P 210 - Field Internship

2 credits (COEREQUISITE: EMT-P 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. **(F)**

ENG 088 - Reading Dynamics

3 credits (PREREQUISITE: PLACEMENT 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 any certificate or degree programs. **(F,Sp, Su)**

ENG 089 - Fundamentals of Reading and Writing
3 credits (PREREQUISITE: PLACEMENT EVALUATION OR “C” OR BETTER 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 any certificate or degree programs. **(F,Sp, Su)**

ENG 099 - Reading/Writing Connection

3 credits (PREREQUISITE: PLACEMENT EVALUATION OR “C” OR BETTER IN ENG 089)

This course reviews and extends grammar concepts and sentence-building skills and is designed to develop students’ language skills used in reading, writing, and interpretation. The course focuses on the writing and editing process needed for creating strong paragraphs. Varied reading samples are used for class discussion and written response. This course will culminate with preparation of a 3 - 5 paragraph essay. This course does not count towards credit requirements for any certificate or degree programs. **(F,Sp, Su)**

ENG 101 - English Composition

3 credits (PREREQUISITE: PLACEMENT EVALUATION OR “C” OR BETTER IN ENG 099)

Designed to develop clear and effective college-level writing. Emphasis on the composing process including topic selection, drafting, editing, and proofreading of final drafts. Focus is on organization of ideas, effective sentence and paragraph structure, grammar and usage. Students will learn the techniques for writing major essays and research papers. **CS comp (F, Sp, Su)**

ENG 102 - Composition and Literature

3 credits (PREREQUISITE: ENG 101)

Provides additional composition skill-building. Students are required to write extensively on topics related to various genres of serious literature and are expected to explain and support their ideas in writing. Focus is on learning how to read, interpret and critically analyze literary selections. A research paper is required in this course. **CS comp (F, Sp, Su)**

ENG 110 - Grant Writing

3 credits (PREREQUISITE: ENG 101)

Designed to provide students with a general introduction to the field of grant writing. Instruction provides 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 evaluations. Includes common grant applications, letters of inquiry, introductory letters, written contracts, formal reports and common correspondence. **CS comp (F)**

ENG 115 - Writing for the Human Services Professional

3 credits (PREREQUISITE: ENG 101)

This course will review the writing, documentation and recordkeeping skills required in human service professions. The course will prepare students to accurately and effectively document service delivery in a variety of organizational settings. Students will learn to create and maintain case records and progress notes as well as prepare professional reports and discharge summaries. In addition, the course will examine legal and ethical issues pertaining to documentation and recordkeeping. **CS comp (Sp)**

ENG 125 - Writing for the Business Professional

3 credits (PREREQUISITE: ENG 101)

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 also covers conventional courtesies in the workplace, diversity awareness, and the importance of adapting communication media and messages to differing audience needs. (Cross-referenced with BUS 103) **CS comp (F, Sp)**

ENG 201 - Introduction to Literature

3 credits (PREREQUISITE: ENG 101)

Four major genre of literature – fiction, poetry, drama, and essay. Selections for reading and analysis highlight major literary archetypes and universal themes; includes works of the Greeks, Shakespeare and contemporary authors. Students are expected to articulate their responses in class discussion as well as written assignments. A research paper is required in this course. **C r (Sp)**

ENG 220 - Writing for Health Professionals

3 credits (PREREQUISITE: ENG 101 and 3 additional credits in composition)

An intensive writing course providing development of writing skills for the healthcare professional; emphasis on writing as a communication skill necessary in the healthcare field. Includes compiling, organizing, and logically presenting scientific and health information using citation and references. Training in the use of computer searches (use of search engines, the web, and college library resources) for locating data and content to develop research papers included. Students will be expected to read literature related to healthcare issues and respond in essay format. **CS, aw, r (F, Sp)**

ENG 225 - Creative Writing

3 credits (PREREQUISITE: ENG 101 & 3 additional credits in composition)

Explores writing as a creative art, with a specific focus on writing for children. Students will read, discuss, and write poetry, fiction, essays, and plays that are adapted to children from birth to 5 years. **C aw (Su)**

ENG 230 - American Literature I

3 credits (PREREQUISITE: ENG 101 & 3 additional credits in composition)

Explores early American literature spanning centuries beginning with the European settlement through the early twentieth century. Students read, discuss, and write about the poetry, fiction, essays, and plays that represent the themes and perspectives of these centuries. **C (F)**

ENG 235 - American Literature II

3 credits (PREREQUISITE: ENG 230)

Reading and analyzing a selection of American short stories from the nineteenth and twentieth centuries. A chronological and historical emphasis on the development of the genre. Authors may include Poe, Melville, Crane, Hawthorne, Twain, Gilman, Welty, Porter, and O'Connor. **C (Sp)**

ENG 240 - The American Short Story

3 credits (PREREQUISITE: ENG 101 & 3 additional credits in composition)

Students will read and analyze a selection of American short stories from the nineteenth and twentieth centuries. Study will be chronological and historical with emphasis on the development of the genre. Authors may include Poe, Melville, Crane, Hawthorne, Twain, Gilman, Welty, Porter, and O'Connor. **C (F)**

ENG 245 - Contemporary American Poetry

3 credits (PREREQUISITE: ENG 101 & 3 additional credits in composition)

An introduction to contemporary poetic voices; reviews the predecessors and progresses to our modern poets: Lowell, Plath, Wilbur, Ginsberg, Bishop, and Brooks. Culminates in an in-depth survey of some of the newest voices of the exploding Multicultural Renaissance, including Komunyakaa, Ai, Marilyn Nelson, and Lucille Clifton. Discussions on the emergence of poetic movements such as the Beats, Language and Confessional Poetry, Feminism, Multiculturalism and Urban Poetry. **C mc (Sp)**

ENG 250 - English Literature I

3 credits (PREREQUISITE: ENG 101 & 3 additional credits in composition)

Explores various genres and periods of English literature, from Anglo-Saxon England to the Renaissance, analyzing for both literary content and historical context. Readings selected from a list of authors whose works have been recognized for their literary merit. **C (F)**

ENG 255 - English Literature II**3 credits** (PREREQUISITE: ENG 250)

Explores various genres and periods of English literature, from the Restoration and Eighteenth-Century Literature to modern times, analyzing for both literary content and historical context. Readings selected from a list of authors whose works have been recognized for their literary merit.

C (Sp)**ENG 305 - The Modern Novel****3 credits** (PREREQUISITE: ENG 101 & 3 additional credits in composition)

Study of twentieth and twenty-first century novels and representative excerpts from authors including Maya Angelou, Laura Esquivel, F. Scott Fitzgerald, Ernest Hemingway, Khaled Hosseini, and Elie Wiesel. Extensive writing and research paper required. **Caw r (F)**

ENG 310 - Great Books of Western Literature**3 credits** (PREREQUISITE: ENG 101 & 3 additional credits in composition)

Explores works of Western Literature that have significant impact on modern writing covering a sampling of ancient philosophers, poets, dramatists, and historians from Homer to St. Augustine. Includes literary works of Middle Ages to the 19th and 20th centuries, studies one of the longest surviving Old English epic poem, Beowulf, and selected works of Shakespeare, Goethe, Wordsworth, Beckett, Whitman, Dickens, Twain, and Faulkner. Reading, discussing and writing about the literary expressions throughout the ages. Extensive writing and research paper required. **Caw r (Sp)**

ENG 311 - Greek Tragedy in Translation**3 credits** (PREREQUISITE: ENG 101 & 3 additional credits in composition)

Examines the extant tragedies of Aeschylus, Sophocles, and Euripides, and the world which frames these works; includes philosophical issues of determinism and free will, moral law and man-made law, human nature under incredible strain, changing relationships of friendship and enmity, and overweening pride bred of success. Considers the evolution and conventions of Greek drama and its influence on later literature, music, and film. Extensive writing and research paper required. **aw r (F)**

ENG 390 - Shakespeare's Best Known Comedies, Tragedies and Romances**3 credits** (PREREQUISITE: ENG 101 & 3 additional credits in composition)

Introduces representative plays and excerpts from William Shakespeare's comedies, tragedies, and romances; explores literary form including Shakespeare's masterful use of dramatic language, plot development and character construction, as well as examination of his moral, social, and political commentaries and their relevance today. Extensive writing and research paper required. **Caw r (Su)**

ENV 103 - Introduction to Environmental Science**4 credits** (PREREQUISITE: NONE)

This core course for the Environmental Studies Program will provide an overview of 1) scientific principles on which studies of the environment are based; 2) current understandings of environmental problems from a scientific perspective; and, 3) evaluation of scientific evidence. Occasional field trips will be required. **(F, Sp, Su)**

ENV 110 - Environmental Ethics**3 credits** (PREREQUISITE: NONE)

This course examines diverse perspectives regarding values and environmental responsibility as well as the social actors and movements which embody them. Foci may include: Western Civilization and environmental ethics, environmental values in non-western cultures, environmental values in small scale societies, the aesthetics of nature, environmental values in fiction, and ecological ethics and technology. **(F)**

ENV 120 - Environmental Law and Regulations**3 credits** (PREREQUISITE: NONE)

This course provides the background and skills development needed to understand and apply environmental law and regulations. Topics include: vocabulary of environmental regulation; the framework of federal, tribal and state environmental laws; basic legal/administrative processes; science and techniques for setting environmental standards; reporting, permitting and enforcement; stakeholder and public involvement in the regulatory process; and, negotiation and conflict resolution methods. **(F)**

ENV 130 - Explorations in Riverine Ecology**4 credits** (PREREQUISITE: BIO 121)

Students will be introduced to the ecology of river and stream ecosystems. Analysis of biological communities, physical and chemical attributes, watershed dynamics and current ecological theory will be covered. The course will focus on student participation in literature reading and discussions, field investigations, and lectures on general principles in river ecology. Field investigation of the Connecticut and Hockanum Rivers and analyses of water and soil samples will be included as field and laboratory investigations. **(Sp)**

ENV 140 - Water Utility Management and Operations**3 credits** (PREREQUISITE: NONE)

This course offers detailed information regarding all major areas of responsibility of a utility manager. Discussion will focus on why planning, organization, and recordkeeping are critical to virtually all aspects of utility management. Practical, up-to-date staffing guidelines presented in this course reflect widely accepted management practices for interviewing, hiring, supervising, and disciplining employees. Legal requirements of recent federal legislation such as the Americans With Disabilities Act (ADA) are discussed, as is the importance of developing policies and

procedures for dealing with harassment, grievances, and violence in the workplace. In addition, this course highlights the essential elements of effective oral and written communications, including formal and informal public relations programs. A major segment of this course focuses on the financial management of a utility. Topics discussed in this segment include assessing the financial strength and stability of the utility, budgeting, and funding capital improvements. **(Su)**

ENV 142 - Water Treatment and Operations

3 credits (PREREQUISITE: NONE)

This course is designed to train students in the practical aspects of operating and maintaining water treatment plants, emphasizing safe practices and procedures. Information is presented on the importance and responsibilities of a water treatment plant operator, sources of water, reservoir management, and intake structures. Students will learn how to safely operate and maintain coagulation, flocculation, sedimentation, filtration, and disinfection processes. They will also learn to control tastes and odors in drinking water, control corrosion to meet the requirements of the Lead and Copper Rule, perform basic water laboratory procedures, and solve arithmetic problems commonly associated with water treatment plant operations. An important segment of the course provides operators information on overall plant operation and covers topics such as daily operating procedures, regulation of flows, chemical use and handling, records and reports, plant maintenance, safety and security, emergency conditions and procedures, handling complaints, and energy conservation. **(Su)**

ENV 146 - Water Distribution Systems and Operations

3 credits (PREREQUISITE: NONE)

This course is designed to train students in the practical aspects of operating and maintaining water distribution systems, emphasizing safe practices and procedures. Topics include the role and duties of water distribution system operators, procedures for operating and maintaining clear wells and storage tanks, components and characteristics of distribution system facilities, operating and maintaining distribution systems, maintaining water quality in the system, disinfecting new and repaired facilities as well as water delivered to consumers, and techniques for recognizing hazards and developing safe procedures and programs. Students will learn to analyze and solve problems when they occur and perform mathematical calculations commonly associated with operating a distribution system. **(Sp)**

ENV 200 - HAZWOPER

3 credits (PREREQUISITE: NONE)

This course provides an overview of the technical fundamentals of hazardous materials management with emphasis on physical and regulatory aspects of this work.

Successful completion of this course qualifies a student for a 40 hour OSHA HAZWOPER certificate. **(Sp)**

ENV 230 - Aquatic Ecology

4 credits (PREREQUISITE: BIO 121)

An introduction to plant and animal life in the fresh water habitats of the Connecticut River, this course focuses on the biology and behavior of plants, animals, and microbes living in water. Studies center on freshwater inland lakes, ponds, rivers, brooks, and wetlands. All aspects of life in fresh water, from algae, to salmon, to plankton are involved. Laboratory and field work are included. **(Sp)**

ENV 232 - Principles in Floodplain Ecology

4 credits (PREREQUISITE: ENV 103)

During this course students will learn to study the flow dynamics of the Connecticut river and how they relate to global flooding concerns along major rivers. Topics covered include: the structure, function and value of river floodplain ecosystems; functioning of river floodplain systems (river continuum, flood-pulse, connectivity, disturbance and stability); energy and matter flux; global status quo of floodplain ecosystems; heavily impacted river systems, including ecological deficits, constraints of human needs and public interests to establish semi-natural conditions; and conservation and restoration strategies. Laboratory and field work included. **(Sp)**

ENV 240 - Special Topics in Water Treatment

3 credits (PREREQUISITE: ENV 142)

This course will encompass areas of specialized interest centered on changing knowledge and important issues in the field of water treatment. Topics covered will vary based on the most recent scientific information and regulations in water treatment. **(Su)**

ENV 242 - Special Topics in Water Distribution

3 credits (PREREQUISITE: ENV 146)

This course will encompass areas of specialized interest centered on changing knowledge and important issues in the field of water distribution. Topics covered will vary based on the most recent scientific information and regulations in water distribution. **(Su)**

ENV 250 - Environmental Contaminants and Sanitation

3 credits (PREREQUISITE: BIO 121)

This course looks at how water supply, wastewater disposal, solid wastes, air pollution, food, vectors, and radiation affect public health and communicable diseases. Students will be introduced to techniques of collecting appropriate water, air and waste samples for analysis and will learn how to review the laboratory data and assess how it relates to public health concerns. Course includes lecture and occasional field trips. **(Sp)**

ENV 252 - Human Health in the Environment

3 credits (PREREQUISITE: BIO 121)

This course studies the relationship of people to their environment, how it affects their physical well-being and

what they can do to influence the quality of the environment and to enhance the protection of their health. Emphasis on environmental factors involved in transmission of communicable diseases and hazards due to exposure to chemical and physical materials in our environment. Topics include environmental pollutants; physical, chemical, and biological agents of environmental contamination through air, water, and soil; solid and hazardous waste; susceptible populations and risk analysis; the scientific basis for policy decisions; and emerging global environmental health problems. **(Su)**

ENV 255 - Environmental Monitoring

4 credits (PREREQUISITE: *BIO 121 and CHEM 110*)

Students learn environmental sampling theory and techniques, data collection, field and laboratory instrumentation, quality assurance and documentation. They will study soil, water, air and biological sampling, and mapping and surveying techniques. Lecture, laboratory and field trips are included. **(Sp)**

ENV 299 - Environmental Studies Internship

3 credits (PREREQUISITE: *COMPLETION OF ALL REQUIRED COURSES WORK OR PERMISSION OF PROGRAM DIRECTOR*)

The internship experience will offer students an opportunity to carry class lectures, readings and research beyond the classroom, enriching their studies with new depth and complexity uniquely provided by first-hand experience. The internship requires 135 hours of work at a facility. The internship may be undertaken during the regular school year or during the summer; however, internship presentations and papers can only be evaluated during fall or spring semesters. At the beginning of the internship, students and the internship advisor will agree to a learning contract that establishes specific goals as well as a schedule for achieving them. Interns will meet collectively during the semester to share their experiences and to present brief reports. **(F, Sp, Su)**

HIS 101 - Contemporary Issues in American History

3 credits (PREREQUISITE: *NONE*)

Provides a study of America's political, social, intellectual, and diplomatic history from 1900 to the present. Covers World War I, the New Deal, World War II, Vietnam, race relations, social and political conflicts, and economics of the 20th century. Provides study of recent presidential administrations and 21st century national and international issues, including the impact of a global economy on contemporary America. **G us (F)**

HIS 110 - Introduction to African American Studies

3 credits (PREREQUISITE: *NONE*)

Provides an interdisciplinary survey of the African-American experience from pre-colonial Africa to the present. Focus is on key figures and a wide range of contemporary issues, history of slavery and the struggle for freedom and justice. **G us (Sp)**

HIS 120 - Modern World History

3 credits (PREREQUISITE: *NONE*)

Examines the political, economic, cultural, and intellectual development of nations across the world in the years since 1900, as well as the emergence of non-governmental centers of power such as terrorist groups and international corporations. Includes the Great Power Rivalries and World War I, the increasing importance of the United States in the world, Latin American issues, the roles of Japan, China and India in the Far East, the evolution of Israeli/Arab hostility, the independence movements in Africa, global interrelations today, and the rise of non-governmental powers such as terrorist groups and international corporations. **G w (Su)**

HIS 315 - Minorities and Immigrants in the United States

3 credits (PREREQUISITE: *HIS 101 & ENG 101*)

This advanced, research-oriented course provides a study of the experiences of America's immigrants and minorities. Beginning with the first English and Spanish settlements and their effect on the earliest inhabitants, the course moves on to issues of slavery, and the Irish immigration. The main focus of the course is on developments since the 1880s covering well-assimilated Europeans and Russian Jews; new immigrants of Hispanic, Asiatic, Middle Eastern origin; and African Americans and women taking their place in American society. Students are required to do a major project using either oral history or written and literary sources on issues confronting newer ethnic or otherwise disadvantaged groups. **G us mc aw r (F)**

HLT 102 - Introduction to Histology

3 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, basic tissue identification to include sectioning artifacts. This laboratory experience demonstrates a working knowledge of instrumentation, supplies, and solutions. **(F, Sp)**

HLT 110 - Histologic Techniques

3 credits (COREQUISITE: *HLT 102*)

This course introduces students to the various methods employed in sectioning of tissue, bone decalcification, mounting media, and embedding in the following media: paraffin, celloidin, and plastic. It runs concurrently with HLT 102. **(F, Sp)**

HLT 111 - Basic Staining and Fixation

4 credits (PREREQUISITE: *HLT 110*)

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. (Sp, Su)

HLT 112 - Histology Laboratory I

3 credits (PREREQUISITE: HLT 102; COREQUISITE: HLT 111)

Throughout this laboratory experience the student acquires a working knowledge of sectioning biopsies, levels, serial and step sections, processing schedules, paraffin embedding of tissue, paraffin sectioning techniques, routine staining, mounting techniques, and troubleshooting. (Sp, Su)

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. (Sp, Su)

HLT 211 - Histology Laboratory II

2 credits (PREREQUISITE: HLT 112, COREQUISITE HLT 210)

This course is offered concurrently with staining II lectures, hands on application of dyes, and microscopic evaluations. (Sp, Su)

HLT 230 - Histology Capstone and 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. (F, Su)

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. (F, Su)

HSC 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 health 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. (F, Sp, Su)

HSC 101 - Introduction to Healthcare

3 credits (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. (Su)

HSC 105 - 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. Formerly listed as MED 101. (F, Sp, Su)

HSC 110 - Medicine and Society

3 credits (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. (Su)

HSC 111 - Medical Law and 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. Formerly listed as MED 111. (F, Sp, Su)

HSC 120 - Health and Wellness**3 credits** (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. (F)

HSC 205 - Plague, Epidemics and Society**3 credits** (PREREQUISITE: NONE)

This course explores various historical and modern epidemics, including the Plague. Students will be introduced to the means of transmission, the signs and symptoms of the disease, as well as the prognosis. Furthermore, students will gain an appreciation for how society reacted to the epidemic and the affected individuals. No previous science or medical background is required for this course. (Sp)

HSC 212 - Health Information Systems**3 credits** (PREREQUISITE: NONE)

Coursework includes organizational change issues in health care environments, resource management (inventory, tracking, and acquisition) and the role of policy formulation. Consumer issues, standards and security, and the provision of health information resources to health care workers will also be covered. Relevant applications and issues related to health services will also be explored. (Sp)

HSC 220 - Environmental Health Law and Public Policy**3 credits** (PREREQUISITE: NONE)

This course surveys the major issues in environmental health and related public policy, focusing on similarities and differences between US and international regulatory efforts. The role of government, industry, academia and advocacy groups is discussed. (Su)

HSC 240 - Introduction to Alternative and Complementary Medicine**3 credits** (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. (F, Sp)

HSC 302 - Public Health and Personnel Administration**3 credits** (PREREQUISITE: NONE)

This course covers selection and management of personnel in healthcare; effects and development of review systems

and assessment. Discussions of accountability and productivity of healthcare employees. (F)

HSC 305 - Ethical and Legal Issues in Healthcare
3 credits (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. P / E (Sp)

HSC 310 - U.S. Healthcare Delivery Systems**3 credits** (PREREQUISITE: NONE)

This course will explore the U.S. Health System focusing on its historical development, current configuration and future direction. Included will be the study of health system development, key influencers, accessibility, financing, changing components and the effects the system has on patients, providers, financiers, employers, government and insurers. Particular attention will be paid to the future direction of healthcare and what parts are likely to change. (Su)

HSC 312 - Organization and Administration of Long-Term Care**3 credits** (PREREQUISITE: NONE)

This course will include types and functions of long term care facilities and related providers are discussed. Students participate in critical analysis of long term care administration relating to reimbursement, resource use, quality assurance and ethical and legal issues. (F)

HSC 320 - Health Administration**3 credits** (PREREQUISITE: NONE)

This course provides the knowledge and skills to management functions, tasks, and roles as they are carried out in the health service organizations. Discussion of emerging issues affecting the management of health services organizations is provided. This course uses the case methods of analysis to develop critical thinking skills. (Sp)

HSC 330 - Principles of Environmental Health Science**3 credits** (PREREQUISITE: NONE)

This course provides an overview of some of the most important and current challenges to human health from environmental and occupational risk factors while teaching knowledge and skills used to assess, control and prevent them. Specific threats will be addressed, such as air pollution, toxic metals, and pesticides as well as occupational stressors. Emphasis will also be given to understanding the worsening environmental health impacts of industrialization and the effects of globalization. (F)

HSC 340 - Physical Agents/Ergonomic Hazards in the Workplace**3 credits** (PREREQUISITE: NONE)

This course will include discussions on problems with occupational exposures to physical agents. Health effects, evaluation and control of exposure to non ionizing radiation, noise, heat and ergonomics are covered. (Sp)

HSC 350 - Continuous Quality Improvement**3 credits** (PREREQUISITE: NONE)

This course provides basic principles associated with Total Quality Management (TQM) and Continuous Quality Improvement (CQI). Aids identification and quality problem-solving found in all health care organizations utilizing CQI tools and techniques. Through the use of case studies, current events, and textbook materials, students will learn how to identify problems, recommend improvements, and collect data to demonstrate process improvement. (Su)

HSC 410 - Epidemiology**3 credits** (PREREQUISITE: NONE)

This course introduces epidemiology and its uses. It will introduce the basic methods for infectious disease epidemiology and case studies of important disease syndromes. This course provides discussion of epidemiologic topics, methods, measure of disease occurrences, common types and sources of data, problems unique to the study of health and the environment, education on issues of environmental exposures and their human health effects. (Su)

HSC 420 - Methods in Research and Practice**3 credits** (PREREQUISITE: NONE)

This course concentrates on the details of public health research design. It is designed to guide students through a step-by-step approach to qualitative, comparative, and quantitative research designs and analysis methods. Students will learn the language of research, various methods for conducting research and how to identify and synthesize research literature. Course will build on concepts covered in the other courses in the public health/community health concentration. (F)

HSC 450 - Senior Capstone for Health Science**3 credits** (PREREQUISITE: Departmental Permission)

As part of the completion of the B.S. in Health Science each student will be required to complete a capstone, or culminating experience, prior to graduation. A capstone experience is defined as one that requires a student to synthesize and integrate knowledge acquired in course work and to his/her learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice. This course provides an opportunity to study a practical and current issue selected by the students. Students will apply critical thinking, analytical abilities, and communication skills that integrate the core academic areas of public health including biostatistics, epidemiology, health education, health policy, and environmental health. The final course report acts as

the official written comprehensive examination, the fulfillment of the culminating experience requirement. (F, Sp, Su)

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 Homeland Security system and theories related to the topic are presented. Special emphasis is placed on the role of the U. S. Department of Homeland Security. (F, Sp, Su)

HSM 102 - Introduction to Weapons of Mass Destruction (WMD)**3 credits** (PREREQUISITE: HSM 101 or DEPARTMENTAL PERMISSION)

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 criminal 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. (Su)

HSM 103 - Emergency Planning: Response, Preparedness and Testing for Critical Incidents**3 credits** (PREREQUISITE: HSM 101, or DEPARTMENTAL PERMISSION)

This course addresses the special needs of emergency planners whether they be in response to natural disasters such as flooding, hurricanes, tornadoes, earthquakes, or volcanoes as well as planning and preparedness issues to address man-made terrorist threats. The concepts of mitigation, preparedness, response and recovery will be addressed as well as Continuity of Operations Planning (COOP), Continuity of Government (COG), and Business Continuity Planning (BCP) as well as many other aspects of emergency planning and management. (F, Sp)

HSM 104 - Domestic and International Terrorism**3 credits** (PREREQUISITE: HSM 101 or DEPARTMENTAL PERMISSION)

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. (F)

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. The concept of Just War and the ethical concepts associated with terrorism will also be discussed. (F, Sp, Su)

HSM 106 - Investigative Report Writing**3 credits** (PREREQUISITE: ENG 101 OR DEPARTMENTAL PERMISSION)

This course combines the basics of two disciplines— investigation and report writing, and bridges the gap between them in order to teach the basics involved in writing an investigative report. Fundamental guidelines for investigative reports are established through a set of rules that are easy to understand and apply in any type of report writing scenario. Topics include note taking, describing persons and property, crime and arrest reports, search warrants, and issues in writing. (Cross-referenced to CJS 106) (F, Sp)

HSM 111 - Contemporary Issues in Crime and Prevention**3 credits** (PREREQUISITE: NONE)

This course will examine the cause and effect relationship between contemporary problems in our society and how they relate to crime and prevention. Issue such as substance abuse, domestic violence, DNA testing, the ACLU and the widespread use of the Internet will be discussed in their relation to the criminal justice system and Homeland Security. (Cross-referenced to CJS 111) (Su)

HSM 118 - Introduction to Fire Technology**3 credits** (PREREQUISITE: ENG 101)

This course introduces students to the many areas of fire protection, using a systems approach. Overviews the system components of modern fire department responsibility and features the latest incident command system information. Introduction to Fire Technology explores such cutting-edge issues as homeland security, goal setting and accomplishment, life safety initiatives, recent laws affecting firefighters, and more. Progressive information on fire protection in the community from both the planning and application standpoints offers a well-rounded view of the fire service's function in community risk reduction. The course provides an understanding and tools for individuals seeking a career in the fire service. (Sp)

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 on responding to fire, hazmat, and evacuation operations and be given an overview in the incident command system. (Sp)

HSM 122 - Emergency Management**3 credits** (PREREQUISITE: NONE)

This course is designed to help first responders as well as healthcare management professionals (including physicians and nurses with management responsibility) assess, mitigate and deal with the medical, physical and economic risks and challenges associate with terrorism involving Weapons of Mass Destruction (WMD). Topics to be discussed include: risk analysis, OSHA and other regulatory standards, integration of hospital and community emergency management, special aspects of hazardous materials emergencies, and business and financial recovery planning. (Sp)

HSM 130 - Introduction to Computer Crimes and Security**3 credits** (PREREQUISITE: Computer Literacy Elective)

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. 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. (Cross-referenced to CJS 130) (F, Sp, Su)

HSM 131 - Data and Information System Security Protection**3 credits** (PREREQUISITE: NONE)

This course provides a comprehensive introduction to computer security, including computer networks, issues, concepts and technologies. The core technologies of access control, cryptography, digital signatures, authentication, network firewalls and network security services and programs are reviewed. Issues of security policy and risk management are considered. (Cross-referenced to CJS 131) (Sp)

HSM 220 - National Incident Management System (NIMS)**3 credits** (PREREQUISITE: CJS/ HSM 101)

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, the National Incident Management System (NIMS), Incident Command, basic medical and law enforcement terminology will be discussed. **(F, Sp, Su)**

HSM 230 - Cyber Crime: Identity Theft and Internet Vulnerabilities

3 credits (PREREQUISITE: CJS/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. (Cross-referenced to CJS 230) **(Su)**

HSM 231 - Information System Threats/Attacks/Defense

3 credits (PREREQUISITE: CJS/HSM 130)

This course provides an overview of the actors, motives and methods used in the commission of computer-related crimes and describes the methods used by organizations to prevent, detect, and respond to these crimes. (Cross-referenced to CJS 231) **(Sp)**

HSM 232 - Computer Crime Forensics and Investigative Procedures

3 credits (PREREQUISITE: HSM 130)

This course presents an introduction to modern criminalistics and investigative techniques to solve crimes. The course includes an examination and evaluation of crime scenes with scientific analysis of physical evidence. Individual and group activities relating to professional practices of forensic science and computer science will be explored throughout the semester. (Cross-referenced to CJS 232) **(Sp)**

HSM 235 - Principals of Personal and Physical Security

3 credits (PREREQUISITE: CJS 101 OR DEPARTMENTAL PERMISSION)

This course will provide the student with a basic knowledge and understanding of personal and physical security to include the definitions, the need, the requirements, and review of the controls, techniques and tools. This course introduces participants to a broad, in-depth look at security planning and procedures. Students will develop skills in intelligence collection, surveillances, perimeter and crime scene security, principles of crowd and riot control, substance abuse recognition, theft, sabotage, and espionage. Additional topics may include computer security, electronic criminal investigations, firewalls and security software, as well as crime prevention techniques. (Cross-referenced to CJS 235) **(Su)**

HSM 240 - Strategic and Tactical Considerations on the Fireground

3 credits (PREREQUISITE: HSM 118)

This course gives students a real-life approach to the topic of fire strategies and tactical considerations using a systems approach to guide them through the process of problem identification and solution response. From planning to incident scene control, this course provides knowledge that can be applied to a variety of complex fire situations including new material on Health Care and High Risk Populations and Commercial, Technical Operations, and Industrial Occupancies as well as scenarios, case studies to enhance student learning. **(Su)**

HSM 241 - Principles of Fire Prevention

3 credits (PREREQUISITE: HSM 118)

This course addresses our nation's efforts at fire prevention and the importance of reducing fire loss, and it helps students understand the value of fire prevention, protection and associated programs. Coverage includes the origins of our national, state, and local fire prevention efforts as well as current examples that emphasize the need for stronger programs. In addition, the course discusses the elements of plan review, inspection and investigation, as well as the logistics of staffing and financial management of fire prevention. **(Su)**

HSM 275 - Research Project

3 credits (PREREQUISITE: ENG 101 AND DEPARTMENTAL PERMISSION)

This course will require the student to identify an acceptable topic in homeland security, 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. **(By Arrangement.)**

HSM 290 - Internship

3 credits (PREREQUISITE: DEPARTMENTAL PERMISSION)

This course provides a supervised internship of at least 150 hours in order to gain practical field placement experience in the homeland security area including law enforcement, fire service, corrections, public/private sector safety or security, protective services environments, or other Homeland Security career fields. 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 theory, knowledge, attitudes, values and skills necessary for one to become an effective human service professional. Topics include human services in the United States, historical perspectives in human services, populations served and needs addressed in human services. Students will also examine social policy and how various human services emerged and the forces that influenced their development. Human service careers, self-development

and caring for oneself as a professional will also be addressed. **(F, Sp, Su)**

HSR 105 - Community Organization and Advocacy
3 credits (PREREQUISITE: 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 used in advocacy, and challenges and dilemmas organizers face in the field. Emphasis will be on agency, legislative, legal and community advocacy. Students will have an opportunity to design and execute an advocacy strategy within their areas of interest. **(Sp)**

HSR 106 - Interviewing and Counseling
3 credits (PREREQUISITE: HSR 101)

This course is a survey of interviewing and counseling techniques for paraprofessionals working in geriatrics, mental health, youth programs, rehabilitation, disability services, corrections, substance abuse and other human service settings. Students will learn effective interviewing techniques necessary for developing a plan of service and the techniques and application of counseling in human service work. Professional codes of ethics will also be reviewed. **(Sp)**

HSR 108 - Introduction to Disability Studies
3 credits (PREREQUISITE: NONE)

This course provides an interdisciplinary approach to the study of disabilities and will examine the social, cultural, economic, environmental and political forces that for years have served to marginalize and oppress people with disabilities. Through readings, lectures, films, guest presentations, assignments and group discussions, students will learn about the history of disability studies, gain familiarity with disability organizations, services and policies, and analyze cultural attitudes and practices regarding people with disabilities. Topics include disability rights, relevant federal and state legislation and policies, legal and ethical issues, the delivery of services and support to people with disabilities, federal and state programs for persons with disabilities, disability culture and advocacy. Physical, emotional, mental and social dimensions throughout the lifespan will also be explored. Individuals with disabilities comprise approximately one-fifth of the total population of the United States and a greater understanding of disability is important professionally regardless of the field in which a professional plans to work. **(Sp)**

HSR 110 - Youth Development Practice
3 credits (PREREQUISITE: 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. Students will also examine the legal and ethical issues facing encountered by youth development professionals, including the importance of adhering to a code of professional ethics and establishing a balance between professional boundaries and personal rapport. Issues of confidentiality, agency protocol and mandated reporting laws will also be addressed. **(F, Su)**

HSR 111 - Youth Development Connections
3 credits (PREREQUISITE: 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 develop an awareness 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 examine 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. **(Sp)**

HSR 120 - Studies in Alcohol and Drug Abuse
3 credits (PREREQUISITE: NONE)

This course provides students with an opportunity to explore the causes and consequences of addiction as they relate to individuals, families, communities and society. Topics will include drug classifications, physiological and psychological effects of alcohol and other drugs, treatment, education and prevention. Students will explore the skills and techniques utilized by those working with individuals involved in drug abuse. The use of guest speakers and analysis of common treatment modalities will provide a further exploration of alcohol and drug abuse. **(F)**

HSR 121 - Topics in Nonprofit Management
3 credits (PREREQUISITE: BUS 101)

This course explores management practices applied in nonprofit organizations. Topics will include short-term and strategic planning, decision making, fundamentals of organization, managing employees, board management, fundraising, legal and regulatory issues, program management and evaluation, ethics and leadership among other emerging management practices and issues. **(Su)**

HSR 140 - Intake, Assessment and Intervention
3 credits (PREREQUISITE: HSR 101)

This course introduces the basic concepts and methodologies of conducting intakes, assessments and evaluations. Students will learn to conduct an intake interview and to gather, review, record, organize and integrate referral information in order to assess the needs of the persons seeking services. Methods of determining the adequacy, appropriateness, accuracy and relevance of information obtained from other sources will be examined. The course will also focus on a variety of assessment procedures including both traditional tests and

observational methods. The selection of appropriate services and interventions will be examined. Ethical behavior related to conducting intakes and assessments will also be addressed. Formerly listed as Intake and Assessment. **(F, Su)**

HSR 202 - Case Management

3 credits (PREREQUISITE: HSR 106 and HSR 140)

Students will learn to integrate and utilize information obtained through intakes, assessments, and from other service providers to determine client needs and develop service plans. Emphasis will be placed on designing interventions based on the goals of those receiving services and evaluating the outcomes of the service provided. Organizing and documenting information will be covered as well as the written and oral presentation of that information to all relevant stakeholders. Coordination with and referral to other service providers will be addressed and the role and importance of professional ethics will also be incorporated. **(F, Su)**

HSR 210 - Introduction to Research in Human Services

3 credits (PREREQUISITE: HSR 101, ENG 101)

This course will provide an overview of quantitative and qualitative research methodologies used in human services. Students will gain the knowledge and competencies necessary to evaluate existing research and to plan and conduct their own research in human services. Students will learn to prepare, plan, utilize research methods, organize and compose research papers on significant human service issues. The role of previous research and theory, experience, observation and related literature lead to the formulation of a hypothesis will also be explored. This knowledge will be applied to a unique written research project that will be presented in class. **(F, Su)**

HSR 220 - Issues in Gerontology

3 credits (PREREQUISITE: HSR 101)

This course focuses on the needs of older adults, their families, partners and others in their support systems. Challenges related to retirement, health, financial security, transportation, housing and dying will be studied from both a service delivery and community resource perspective. **(Sp)**

HSR 299 - Human Services Internship

4 credits (PREREQUISITE: COMPLETION OF ALL REQUIRED COURSES OR DEPARTMENTAL PERMISSION)

This course is a 180-hour practical field experience that is based on the theories and learning outcomes associated with the overall human services curricula. It provides an opportunity for students to blend theory and practice through an actual supervised work experience in a human services organization. Students will be supervised in selected human service settings under the direction of the staff of the organization and college faculty. Specific learning objectives for the experience will be developed

through a collaboration of the student, host organization representative and faculty member. In addition to the 180-hour field experience, students will be required to participate in a bi-weekly seminar, led by various staff members, to further integrate prior classroom learning and internship experiences. **(F, Sp, Su)**

HUM 100 - Introduction to the Humanities

3 credits (PREREQUISITE: NONE)

Provides a multi-disciplinary introduction to a global view of the arts and humanities. Emphasis on the interaction of art, poetry, literature, philosophy, music, and dance with the social issues of all cultures. **C (F, Sp, Su)**

HUM 101 - Music History and Appreciation

3 credits (PREREQUISITE: NONE)

Covers development of classical orchestral music, vocal music, and ballet. Includes modern dance, musical theater, jazz, hip-hop, and performance art. Employs recordings, visual presentations, lectures, and discussions. Exposes students to a wide variety of music forms; students develop their own critical judgment and tastes in music and evaluate the impact of music on culture and their own lives. **C (F, Sp, Su)**

HUM 102 - Art History and Appreciation

3 credits (PREREQUISITE: NONE)

Introduces students to the arts, especially painting, sculpture, and architecture, from antiquity to the present. Designed to help students develop their own aesthetic and humanist values, understand the elements and principles of design, and appreciate the arts. **C (F, Sp, Su)**

HUM 311 - Greek Tragedy in Translation

3 credits (PREREQUISITE: ENG 101 & ENG 102)

Examines the extant tragedies of Aeschylus, Sophocles, and Euripides, and the world which frames these works; includes philosophical issues of determinism and free will, moral law and man-made law, human nature under incredible strain, changing relationships of friendship and enmity, and overweening pride bred of success. Considers the evolution and conventions of Greek drama and its influence on later literature, music, and film. Extensive writing and research paper required. **C aw r (F)**

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 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 any certificate or degree programs. **(F,Sp, Su)**

MATH 089 - Concepts and Principles of Mathematics

3 credits (PREREQUISITE: PLACEMENT EVALUATION SCORE OR "C" OR BETTER IN MATH 088)

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. Course includes introduction to integers and the number line. 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 any certificate or degree programs. **(F, Sp, Su)**

MATH 099 - Introduction to Algebra

3 credits (PREREQUISITE: PLACEMENT EVALUATION SCORE OR "C" OR BETTER IN MATH 089)

This course provides students with a foundation in pre-algebra concepts. Topics include signed numbers, algebraic expressions, first-degree equations (one variable), polynomials, and an introduction to solving and graphing linear equations. The interpretation, analysis, and creation of charts are included. Introduces descriptive statistics including mean, median, and mode as well as algebraic concepts in metric conversions. This course does not count towards credit requirements for any certificate or degree programs. **(F,Sp, Su)**

MATH 101 - Elementary Algebra

3 credits (PREREQUISITE: PLACEMENT EVALUATION SCORE OR COMPLETION OF MATH 099 WITH "C" OR BETTER)

Provides students with a comprehensive introduction to algebra. Includes the solution of linear equations and inequalities, graphing of linear equations in two variables, properties of exponents, operations on polynomials, and factoring. This course does not meet the math requirement for the bachelor degree.

A (F, Sp, Su)

MATH 102 - Intermediate Algebra

3 credits (PREREQUISITE: PLACEMENT SCORE OR COMPLETION OF MATH 101 WITH "C" OR BETTER.)

Extends the algebraic skills covered in Math 101 and provides mathematical skills needed for higher math and science courses. Covers an introduction to functions, systems of linear equations and applications, factoring, rational expressions, radical expressions and equations, quadratic equations and graphs. This course does not meet the math requirement for the bachelor degree. **A (F, Sp, Su)**

MATH 125 - Mathematical Applications for the Health Sciences

3 credits (PREREQUISITE: PLACEMENT EVALUATION SCORE OR COMPLETION OF MATH 099 WITH "C" OR BETTER.)

Designed for those entering the health professions. It is an application-based problem solving approach to mathematical processes used in health related fields. Students solve linear equations, become proficient at converting a measure given in one unit to an equivalent

measure in a related unit, calculate a variety of prescribed dosage amounts, determine intravenous flow rates, and learn the proper preparation of solutions. Students apply percentages to compute interest and discount amounts in the purchase of medical equipment; students read measuring instruments, including scales, thermometers, sphygmomanometer gauges, and syringes. **A (F, Sp, Su)**

MATH 130 - Mathematics for Science and Technology

3 credits (PREREQUISITE: PLACEMENT EVALUATION SCORE OR COMPLETION OF MATH 099 WITH "C" OR BETTER.)

Provides the underlying mathematical concepts and processes applied in the fields of science and the technologies. Includes scientific notation, the U.S. and metric systems of measurement, solving equations and graphing functions, perimeters, areas, volumes, the Pythagorean Theorem, logarithms, and right triangle trigonometry. A scientific calculator is required for this course. **A (F, Sp)**

MATH 135 - Contemporary Mathematics

3 credits (PREREQUISITE: PLACEMENT EVALUATION SCORE OR COMPLETION OF MATH 099 WITH "C" OR BETTER.)

A survey of a wide range of topics with an emphasis on critical thinking and problem solving, giving the student the opportunity to apply mathematics to the solution of everyday problems. Includes simplifying algebraic expressions, solving linear and literal equations, graphing, problem solving with proportions and percents, polygons, angle measure, similar triangles, the Pythagorean Theorem, perimeter, area, volume and unit conversion in both U.S. and metric units, discount, simple and compound interest, credit purchases, mortgages, and an introduction to probability. A basic calculator is required for this course. **A (F, Sp, Su)**

MATH 167 - Principles of Statistics

3 credits (PREREQUISITE: COMPLETION OF MATH 101 OR HIGHER WITH A GRADE OF "C" OR BETTER.)

Introduces students to the basic concepts and processes of descriptive and inferential statistics. Includes the collection, organization, and graphical representation of data, measures of central tendency and dispersion, probability, discrete and continuous probability distributions, the normal distribution, sampling distributions, confidence intervals for population means, hypothesis testing for population means, and linear and multiple regression and correlation. Requires the use of a TI 83 or TI 84 graphing calculator. **A (F, Sp, Su)**

MCD 213 - CPT @-4 Coding I

3 credits (CORERQUISITE: MED 115)

This course teaches the student to translate medical services, treatments, and procedures into a uniform numerical language to facilitate communication among healthcare providers and third-party payers. This course will

concentrate on the 5-digit CPT codes and descriptors nomenclature in the areas of Evaluation and Management, Anesthesia, and Surgical Procedures. Healthcare Common Procedural Coding (HCPCS) and modifiers will also be emphasized. **(F, Sp)**

MCD 214 - CPT @-4 Coding II

3 credits (COREQUISITE: MED 115)

This course teaches the student Anesthesia, Radiology, Laboratory/ Pathology, and Medicine Coding. Emphasis will be on accuracy in coding diagnostic and therapeutic procedures. **(Sp, Su)**

MCD 215 - ICD-9- CM Coding

3 credits (COREQUISITE: MED 115)

This course concentrates on transforming verbal descriptions of diseases, injuries, and conditions into numerical designations, also known as Coding. Students will learn the complex activity of diagnostic coding and its relationship to facilitate payment of healthcare services. **(Sp, Su)**

MCD 220 - Medical Coding Capstone

3 credits (PREREQUISITE: Departmental Permission)

This course is designed to prepare the student to sit for the Certified Professional Coding exam given by the American Academy of Professional Coders (AAPC). The course enables the student to conduct an in-depth study of diagnoses (ICD-9) and procedural (CPT-4) coding. The emphasis will be on accurately coding medical and operative reports using ICD-9-CM and CPT-4 coding guidelines and conventions. **(F, Su)**

MCD 299 - Medical Billing and Coding Internship

3 credits (PREREQUISITE: DEPARTMENTAL PERMISSION)

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. **(F, Su, Sp)**

MED 115 - Introduction to Medical Insurance and Coding

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. In addition, this course will introduce the student to International Classification of Disease, 9th Edition, Clinical Modification (ICD-9-CM) and Current Procedural Terminology 4th Revision, (CPT@-4). Students will also gain an appreciation of the relationship between coding and financial reimbursement. Topics discussed include the Health Insurance Portability and Accountability Act (HIPAA),

Medicare compliance issues, billing forms and applications. **(F, Sp, Su)**

MED 151 - Medical Assisting: The Medical Office and Patient Care

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. **(F, Su, Sp)**

MED 152 - Medical Assisting: Diagnostic Procedures

3 credits (PREREQUISITE: NONE)

This course is designed to teach the student about various medical specialties and procedures. Students also learn various minor office procedure techniques. In addition, students will become familiar with Electrocardiography and Radiology. In addition, students are introduced to various first aid procedures. Finally, students learn about Obstetrics and Gynecology, Ophthalmology, and Otolaryngology. **(F, Sp, Su)**

MED 153 - Medical Assisting: Laboratory Procedures

3 credits (PREREQUISITE: NONE)

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, Chemistry, and Microbiology will complete the curriculum. **(F, Sp, Su)**

MED 212 - Pharmacology

3 credits (PREREQUISITE: NONE)

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 emphasized. 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. **(F, Sp, Su)**

MED 250 - Medical Office Management

3 credits (PREREQUISITE: NONE)

This course is a medical office simulation where students will be able to successfully manage a mock medical practice. Students will learn Students will have the opportunity to complete all aspects of the billing process from registration to filing of the insurance claim. Medical office procedures, including scheduling appointments, accounting, mail processing, and confidentiality regulations are also covered. **(F, Sp, Su)**

MED 299 - Medical Assisting Internship

3 credits (PREREQUISITE: DEPARTMENTAL PERMISSION)

The Medical Assisting Internship course is the culminating course of the Medical Assisting Program. During a 160-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. **(F, Sp, Su)**

MUS 101 - Contemporary Music

3 credits (PREREQUISITE: NONE)

Covers the development of contemporary music from its roots in early jazz to swing, bebop, rock, blues and country, rap, pop and music of the new millennium. Considers 20th Century music from a musical as well as a social, cultural, economic and political perspective in American and world society. Examines relationship of specific issues of race, gender, ethnicity and age as they relate to contemporary music. **C (F, Sp)**

NUR 100 - Nursing Skill Development

6 credits (PREREQUISITE: BIO 212)

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. **(F, Sp, Su)**

NUR 110 - Adults and the Wellness Continuum I

6 credits (PREREQUISITE: NUR 100 & BIO 235)

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. **(F, Sp, Su)**

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. **(F, Sp, Su)**

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 childbearing, 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. **(F, Sp, Su)**

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. **(F, Sp, Su)**

NUR 245 - Foundations of Professional Nursing
3 credits (PREREQUISITE: (Acceptance into the BSN nursing program.)

This initial Nursing course, designed to be a bridge to the nursing major, introduces and orients the RN student to the Nursing Conceptual Framework at Goodwin College, to baccalaureate nursing education and professional nursing practice. The role and expectations of the baccalaureate-prepared RN are explored and integrated into personal professional practice. This is a hybrid course. Classes will be held on line and meet 4 times on campus within the semester. (FIRST NURSING COURSE) Articulation credits will be awarded when student satisfactorily (C+ or higher) completes this course. May be taken concurrently with NUR 310, Health Assessment. **(F, Sp)**

NUR 310 - Health Assessment

3 credits (PREREQUISITE: BIO 211 and 212, NUR 245)
 This course will build on the professional nurse's theoretical knowledge and skills necessary to perform a comprehensive health assessment. The focus will build skills of history taking and physical examination of clients across the life span. Each student will have the opportunity to perform a focused examination on an adult of their choice under the observation of the instructor. The Goodwin College Nursing Theoretical Framework and the Nursing Process will provide the basis to promote health and prevent/manage illness of the client. This is a hybrid course. Classes will be held on line and meet 4 times on campus within the semester. **(F, Sp)**

NUR 350 - Seminar in Nursing Research

3 credits (PREREQUISITES: MATH 167; NUR 245.)
 Course introduces the research process and its application to scholarship and evidenced-based nursing practice. Qualitative and Quantitative methods are reviewed. Emphasis is placed on critical thinking and writing. This course enhances the student's ability to apply and integrate nursing conceptual frameworks, clinical research and evidenced-based practice. Student is prepared to be an informed consumer of nursing research. This is a hybrid course. Classes will be held on line and meet 4 times on campus within the semester. This course may be taken concurrently with MATH 167, Statistics. **(Sp)**

NUR 360 - Public and Community Health Nursing

4 credits (PREREQUISITES: NUR 245; NUR 350)
 This course focuses on the client as a health care consumer and member of a community. The student will apply the Goodwin Nursing Conceptual framework to meet the needs of the client as well as the needs of the community. This course will focus on the role the nurse has in establishing partnerships with the public health system in customizing therapeutic care in order to protect, promote and restore optimal public and community health within the local, national and international domains. This is a hybrid course. Classes will be held on line and meet 4 times on campus within the semester. Social/Cultural Multiculturalism **(F)**

NUR 362 - Clinical Nursing Leadership

4 credits (PREREQUISITES: NUR 245; NUR 350)
 The focus of this course is on the professional nurse as a change agent in the clinical setting to positively influence the patient's level of wellness. Review of the local and national systems and how they affect the practice of nursing and ultimately, patient outcomes will be analyzed. Utilizing the Goodwin College Wellness Model and criteria from Quality and Safety Education for Nurses, students will develop, implement and evaluate a sustaining evidence-based practice change in the clinical setting. This course allows the nurse to apply and integrate previously learned skills in research, leadership, management, and nursing and to transition to a more independent practitioner. This hybrid course will be held on line and meet 4 times on campus. **(Sp)**

NUR 440 - Independent Study

3 credits (PREREQUISITES: all NUR 200 and 300 course; HCS 305)
 An individually designed experience by student and faculty, to give the student the opportunity to develop in depth knowledge in a select field of nursing. This course includes a clinical component and a research paper. The course meets the service learning requirement. **(By arrangement.)**

NUR 460 - Seminar in Professional Nursing Leadership

3 credits (PREREQUISITES: all NUR 200 and 300 course; HCS 305)
 In this final required nursing course, the student will synthesize and apply basic concepts and theories needed for the effective management of client care as a professional nurse. Student analyzes organizational dynamics in relation to the theories of leadership and management. Review of case studies provides the foundation of theory integration. This is a hybrid course. Classes will be held on line and meet 4 times on campus within the semester. **(Sp)**

NUR 465 - A Nursing Speciality Experience

2-4 credits (PREREQUISITES: all NUR 200 and 300 course; HCS 305; faculty permission)

This course is designed for the student who wants to expand their clinical knowledge in a specialty nursing area. The student will work with expert college faculty and mentors in the practice arena to develop and implement goals, objectives, and assessment criteria which will provide guidance and direction for an in depth clinical experience. **(By arrangement)**

NUR 468 - Contemporary Topics in Nursing

3 credits (PREREQUISITES: NUR 245)

This course allows the student to investigate a topic, issue or area related to or affecting nursing practice or the profession of nursing. Course will enhance skills in systematic investigation, literature review, critical thinking and other activities designed to seek increased understanding of the topic. This course is a hybrid course. Classes will be held on line and meet 4 times on campus within the semester. **(Sp)**

NUR 470 - Nursing Study Abroad

3 credits (PREREQUISITES: all NUR 200, 300 course; HCS 305, faculty permission; QPA 2.7 or higher)

This independent study provides the student with the opportunity to have a short term study abroad experience. The student will study health care and professional nursing in an international environment. This course is intended for the student who is volunteering for a medical mission to a country outside the USA. **(By arrangement)**

PAR 110- Becoming a Paraprofessional

3 credits (PREREQUISITES: ECE 101)

This course defines the roles and responsibilities of paraprofessionals related to the support of student instruction in a public school classroom environment. Specific attention will be given to the instructional role of the paraprofessional for facilitating conversations, building relationships, supporting the classroom curriculum and assisting in the classroom management. **(Su)**

PHB 103 - Introduction to Laboratory Services

3 credits (PREREQUISITE: NONE)

This introductory course will present the student to the various areas of the laboratory. Topics will include specimen processing, specimen handling, laboratory divisions, quality control, HIPAA, and legal issues. Finally, students will learn about CLIA regulations and practice performing CLIA waived tests. Formerly listed as HSC 103. **(F, Sp, Su)**

PHB 104 - Medical Terminology/Anatomy and Physiology

3 credits (PREREQUISITE: NONE)

This course teaches medical terminology through a review of anatomy and physiology of the body. Students will gain a basic knowledge of word building, use, pronunciations, spelling of medical terms, applying terms to the function

and structure of body systems. Emphasis is placed on medical terms in periodicals, textbooks, and medical care areas. Formerly listed as MED 104. **(F, Sp, Su)**

PHB 120 - Principles and Practice of Phlebotomy

3 credits (PREREQUISITE: NONE)

This course introduces students to basic venipuncture techniques. Students will learn infection control, needle safety and general safety techniques. In addition, student will acquire the theory and skill required to safely draw blood using routine venipuncture techniques. Formerly listed as MED 120. **(F, Sp, Su)**

PHB 121 - Advanced Phlebotomy Skills

3 credits (PREREQUISITE: "C" or better in PHB 120)

The course builds upon the skills and knowledge acquired in PHB 120. Students will reinforce their routine phlebotomy skills, while acquiring new skills. Students will learn how to collect blood utilizing syringe techniques, as well as perform capillary collection. Formerly listed as MED 121. **(F, Sp, Su)**

PHB 299 - Phlebotomy Internship/ Seminar

3 credits (PREREQUISITE: "C" or better in all PHB Courses)

The Phlebotomy Internship/Seminar course is the culminating course of the Phlebotomy Certificate Program. Students gain practical experience in a clinical setting. This course provides extensive on-site experience in a laboratory setting that allows the student to utilize previously acquired skills. It provides the students with valuable employment experience, increasing the student's marketability. **(F, Sp, Su)**

PHIL 100 - Introduction to Philosophy

3 credits (PREREQUISITE: NONE)

Introduces students to a broad range of philosophical issues; readings include major philosophers of the Western tradition: Plato, Aristotle, St. Augustine, St. Thomas Aquinas, Descartes, Hume, Kant, Hegel, Marx, Kierkegaard, Schopenhauer, and Sartre. Considers issues of ethics, the nature of reality, religious philosophy and the nature of God, the limits of human knowledge, freedom and predestination, and the nature of the good life. **C / e/p (F, Su)**

PHIL 101 - Introduction to Logic and Critical Thinking

3 credits (PREREQUISITE: NONE)

Teaches how to identify, understand, and evaluate arguments by developing critical thinking and logic skills. Emphasizes the distinction between fact and opinion, inductive and deductive reasoning, logic fallacies, and critical analysis of a variety of current social, political, ethical, and aesthetic issues. **C (Sp)**

PHIL 103 - Ethical & Legal Issues

3 credits (PREREQUISITE: NONE)

Addresses both ethical theory and contemporary controversial issues that confront students and citizens today, through readings and essays on current issues such

as euthanasia, abortion, sexual morality, equality, economic justice, the environment, and ethical considerations in science and technology. **C / e/p (F)**

PHIL 105 - Ethics, Values, and Cultural Competence in Human Services

3 credits (PREREQUISITE: NONE)

This course will acquaint students with the professional and ethical issues that affect human service practitioners. Students will learn the rights and responsibilities of both the client and the human services practitioner; they will develop an understanding of the importance of cultural competence when working with typical populations served by human service professionals. Codes of ethics from various human service professional organizations will be studied. **C e/p (F, Su)**

PHIL 301 - Contemporary Perspectives in Philosophy

3 credits (PREREQUISITE: ENG 101 & PHIL 100 or PERMISSION OF INSTRUCTOR)

Provides the opportunity to investigate a number of timeless and more recent philosophical issues, through contemporary readings chosen to stimulate individual reflection, as well as classroom discussion and debate. Encourages honing of critical thinking, logic, and argumentation skills. **C / e/p / r (Sp)**

PHY 110 - Medical Physics

3 credits (PREREQUISITE: MATH 101)

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. **(F, Sp)**

PSC 101 - Introduction to Political Science

3 credits (PREREQUISITE: NONE)

An introduction to world governmental structures; 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. Includes the examination of fundamental concepts, the varieties of governmental structures, political philosophies and institutions, and contemporary political issues. **G w (Sp)**

PSY 112 - Introduction to Psychology

3 credits (PREREQUISITE: NONE)

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. Focuses on understanding human behavior and its application to everyday life. **S (F, Sp, Su)**

PSY 115 - Child Development

3 credits (PREREQUISITE: PSY 112 or DEPARTMENTAL PERMISSION)

Addresses the developmental characteristics, developmental processes, and developmental issues that have been identified as being of importance and/or typical for children in general and children with special needs from conception through age eight. Employs both theoretical and applied strategies in the study of the social, emotional, cognitive, physical, and psychological development of the young child. **S (F, Sp, Su)**

PSY 120 - Organizational Behavior

3 credits (PREREQUISITE: NONE)

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. Examines complexities of human interactions, 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. **S (F, Su)**

PSY 122 - Understanding & Influencing Group Dynamics

3 credits (PREREQUISITES: NONE)

This course introduces students to the principles of group dynamics. Students will learn and practice 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. **S (Sp)**

PSY 201 - Group Dynamics

3 credits (PREREQUISITE: PSY 112)

An overview of current developments, research and theoretical bases of group behavior: stages of group development; structure, power and leadership roles and styles; group tasks, group maintenance; pressures for conformity and deviance; impact of individual member behavior on group dynamics; roles, intra-group conflict, group problem solving and decision making. Examines expectations and assumptions about groups; includes interpersonal and small group interactions for students to gain insight into themselves and their impact on others. **S (F,Sp)**

PSY 210 - Psychology of Learning

3 credits (PREREQUISITE: PSY 112)

A study of human behavior in learning situations. Includes theories of development and learning, individual differences, conditions for learning, and dynamics of achieving learning outcomes. Special emphasis on working with individuals in a variety of educational and agency settings. **S (Su)**

PSY 212 - Life-Span Development**3 credits** (PREREQUISITE: PSY 112)

Presents the basic theories and concepts used in the study of human lifespan development including physical, cognitive, personality, and social development from conception through death. Examines the cultural nature of human development and relevant socio-emotional processes; emphasis on understanding human development from personal, theoretical and professional perspectives. **S (F, Sp, Su)**

PSY 215 - Abnormal Psychology**3 credits** (PREREQUISITE: PSY 112)

Provides students with a basic understanding of abnormal human behavior by examining an overview of psychiatric disorders. Examines the history, theories, models and classification of mental disorders and approaches to their treatment. Familiarizes students with vocabulary and diagnostic categories currently in use including DSM-IV-TR. Considers the mental health profession and relevant legal, social and ethical issues. **S e/p (F)**

PSY 218 - Adolescent Development**3 credits** (PREREQUISITE: PSY 112)

The physical, cognitive and social-emotional development of adolescents, with special emphasis on major theories and research methods are examined. Considers the influence of heredity, family, peers, school, media and community as contexts within which adolescents develop. Discusses diversity issues such as culture, socio-economic class, ethnicity, gender, and sexual orientation, as well as, common adolescent problems. **S mc (Sp)**

PSY 220 - Advanced Child Development**3 credits** (PREREQUISITE: PSY 115)

This course is designed to help students gain a complex understanding of child growth and development for children beginning with conception and continuing through early adolescence. Students will explore how current practice has arrived at this level of understanding and how research in child development can be applied in the various settings in which children develop. Students will have opportunities to become familiar with many topics including but not limited to prenatal development, education theory and its link to child development, moral development, and working with families to development school and community partnerships. **S (F)**

PSY 225 - Psychology of Death & Dying**3 credits** (PREREQUISITE: PSY 112)

An intense course in both its emotional content and its learning activities. As Homo-sapiens is the only species conscious of its own mortality, provides students with understanding the human processes of dying, death and bereavement. Includes topics of attitudes and practices in preparation for death; understanding of and care for the terminally ill; funeral rituals, burial, mourning and grief practices; grief counseling; suicide and euthanasia. Confronting death and dying as a part of life helps to

reduce unnecessary suffering, loss of dignity, alienation, and diminished quality of life – understandings essential for individuals as well as professionals in the field. **S (F)**

PSY 300 - Health Psychology**3 credits** (PREREQUISITE: PSY 112)

Serves as a comprehensive introduction to the field of health psychology. Addresses both theoretical and applied aspects of health psychology. Topics included, but not necessarily limited to: stress, pain and coping; behavioral factors in disease; health promotion; and research methods in health psychology. **S r (Sp)**

PSY 305 - Psychology of Personality**3 credits** (PREREQUISITE: PSY 112)

An overview of the major personality theories and contributing research evidence. Examines theoretical differences in the motivation and dynamics of behavior. Analyzes and critiques the major approaches to personality theory (psychodynamic, learning, dispositional, humanistic/existential). Examines research strategies specific to the study of personality. **S r (F, Su)**

PSY 310 - Motivation**3 credits** (PREREQUISITE: PSY 112)

Covers motivational processes underlying the arousal, direction and maintenance of behavior. Evaluates major theories of motivation with emphasis on recent empirical findings and their relevance for future research. Analyzes social, biological, and cognitive factors involved in motivated behaviors and emotional states. **S r (Sp)**

PSY 350 - Introduction to Cross-Cultural Psychology**3 credits** (PREREQUISITE: PSY 112)

An introduction to culture's influence on human behavior and mental processes. Begins with examination of theoretical definitions of culture, and covers a broad range of theories and research findings regarding cultural influences on human behavior and cognitive processes (life-span development, abnormal behavior and mental health, self-concept, emotion, motivation, learning, intelligence, perception, memory, communication, social cognition, and social behavior). Examines diversity of human expression in contexts ranging from everyday modes of functioning to family and work relationships. Students are provided with a non-judgmental understanding of how culture influences human behavior and are more equipped to interact in a world where there is increasing contact among different cultures. Students gain knowledge in cross-cultural research methodology. Extensive writing and research paper required. **S mc aw r (F)**

RSP 110 - Cardiopulmonary Anatomy & Physiology**3 credits** (PREREQUISITE: BIO 211)

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. (F, Sp)

RSP 112 - Principles of Respiratory Care

4 credits (PREREQUISITE: BIO 212)

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. (F, Sp)

RSP 120 - Applied Pharmacology

3 credits (PREREQUISITE: BIO 212)

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. (Sp, Su)

RSP 121 - Integration of Respiratory Care Skills

4 credits (Prerequisites: RSP 110, RSP 112, PHY 110)

The theory and administration of respiratory care procedures, airway management, monitoring devices, and clinical assessment of the respiratory patient. The clinical component includes 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. (Sp, Su)

RSP 131 - Airway Management

6 credits (Prerequisites: RSP 121, RSP 120)

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. The clinical component includes 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. (Su, F)

RSP 221 - Principles of Critical Care

5 credits (Prerequisites: RSP 131; Corequisite: RSP 231)

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. The clinical component includes 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. (F, Sp)

RSP 231 - Cardiopulmonary Pathophysiology I

3 credits (PREREQUISITE: RSP 131; COREQUISITE: RSP 221)

This course focuses on the etiology, pathophysiology, clinical manifestations, diagnosis, and treatment of cardiopulmonary abnormalities and diseases of the adult patient. (F, Sp)

RSP 232 - Cardiopulmonary Pathophysiology II

2 credits (PREREQUISITE: RSP 231; COREQUISITE: RSP 261)

This course focuses on the etiology, pathophysiology, clinical manifestations, diagnosis, and treatment of cardiopulmonary abnormalities and diseases of the adult, pediatric and newborn patient. (Sp, Su)

RSP 261 - Comprehensive Respiratory Care

7 credits (Prerequisites: RSP 221, RSP 231; Co requisite: RSP 232)

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 pathophysiology, ventilator management, and critical care techniques. The clinical component includes 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. (Sp, Su)

SCI 101 - Introduction to Lab Sciences

3 credits (PREREQUISITE: NONE)

This is an introductory course that provides students with the basic concepts and principles of a Laboratory Science Course. The focus is on basic laboratory skills which include: an introduction to a science lab, lab equipment, microscope usage, writing and designing lab reports, the principles of the Scientific Method, data table construction, graphing skills, an introduction to basic chemistry and biology, organ systems, structural organization and the metric system along with simple conversions. This course is also designed to help prepare students for additional science classes by discussing how to study science, study skills, test taking, and learning styles. (F, Sp, Su)

SOC 101 - Introduction to Sociology

3 credits (PREREQUISITE: NONE)

Examines the theoretical perspectives, origins and history of sociology. Challenges students to do research and to think critically in examining cultural issues in American society and the world. Includes human socialization, and macro- and micro-sociological perspectives of social structure, class, status, stereotypes, groups, norms, and deviance; examines the impacts of technology, mass media, social inequality, gender, marriage, family, and social change. S (F, Sp, Su)

SOC 110 - Contemporary Social Problems

3 credits (PREREQUISITE: NONE)

Considers contemporary social problems and their implications for human services from an historical, sociological, political and economic perspective. Focuses on development of critical thinking skills; topics include poverty, educational underachievement, crime and violence, and emerging problems of under resourced communities. Includes the impact of race, ethnicity, and gender as variables in contemporary social problems. **S mc** (F, Sp)

SOC 201 - Multicultural Issues

3 credits (PREREQUISITE: SOC 101)

Focuses on heightening awareness and appreciation of diversity; considers political, religious, sexual and cultural identities as well as lifestyle differences, problems of race, nationality, regions and language patterns. Examines myths concerning group differences and assumptions regarding ethnicity and culture of the economically deprived, senior citizens, and children. Looks at political and social oppression of minorities and their status in the U.S. Open discussions and scholarly readings are expected of students. **S mc** (F, Su)

SPAN 101 - Elementary Spanish I

3 credits (PREREQUISITE: NONE)

Introduces students to spoken and written Spanish. In addition to the material in the text, a substantial focus is on Hispanic culture, including literature, music and art. Provides students with a basic foundation in speaking and writing the Spanish language and understanding Hispanic culture. No previous knowledge of the Spanish language is required. THIS COURSE IS RECOMMENDED TO STUDENTS WITH NO PRIOR KNOWLEDGE OF SPANISH. **C (F, Sp, Su)**

SPAN 102 - Elementary Spanish II

3 credits (PREREQUISITE: C- OR BETTER IN SPAN 101 OR PROFICIENCY EXAM)

Continues to expand students' understanding and practice of spoken and written Spanish. Emphasizes building progressively complex grammar and conversational skills. Presents Hispanic literature and culture with increasingly advanced scope and depth. **C (Sp)**

SPAN 103 - Spanish for Health Care Professionals

3 credits (PREREQUISITE: NONE)

Focuses on teaching Spanish to students entering or currently in the medical field. Emphasizes terminology, phrases and information relevant to the medical work environment. Includes intensive study and practice of communication skills required in "real world" medical work situations and provides the fundamentals of the Spanish language. **C (F, Sp, Su)**

Continuing Education Course Descriptions

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 characters 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.

Goodwin College Board of Trustees

Officers

Frank Amodio, Chairman

Farmington, CT
Windsor Marketing Group

Mary Beth Reid, Vice Chairman

Manchester, CT
Executive Director, East Hartford Chamber of Commerce

A. Raymond Madorin, Treasurer

Farmington, CT
Attorney at Law

Mark Scheinberg, Secretary

Haddam Neck, CT
President, Goodwin College

Kevin Armata

Suffield, CT
President, Windsor Marketing Group

Karen Chadderton

Enfield, CT
Administrator, Riverside Health & Rehabilitation Center

Lisa Davis

Hartford, CT
Chief, Family Health Section,
Connecticut Department of Public Health

Martin D'Eramo

Glastonbury, CT
Public Affairs, Pratt & Whitney Aircraft

Merilee DeJohn

Rocky Hill, CT
Alumni Representative

C. Anthony DiFatta, Jr.

Simsbury, CT
Principal, DiFatta Realty Group

Maria Ellis

South Windsor, CT
Physician, Obstetrics & Gynecology

Donna Galluzzo

Durham, CT
President & CEO, Home Care Management Strategies

Julio Maturana

East Hartford, CT
Business Manager,
Catholic Communities of East Hartford - North

Fr. John Rohan

East Hartford, CT
Pastor, St. Rose Church

Se-Mon Sohn

Newington, CT
Business Development Director, UPS

Raymond Solomson

South Windsor, CT
Vice President, Phoenix Home Life, Retired

Tracey Jackson

Manchester, CT
Chairman of Faculty Senate, Goodwin College

Vanessa Sepulveda

East Hartford, CT
Student Representative,
Goodwin College Student Council

Goodwin College Staff

Administration

Mark E. Scheinberg, President

Ann B. Clark, Executive Vice President and Provost

Jerry D. Emler, Vice President for Finance/Chief Financial Officer

Judith D. Zimmerman, Vice President for Academic Affairs

Janet L. Jefford, Vice President for Institutional Effectiveness

Todd J. Andrews, Vice President for College Relations and Advancement

Bryant L. Harrell, Vice President for Physical Facilities and Information Technology

Daniel Noonan, Assistant Vice President for Enrollment

Ann Zajchowski, Executive Assistant to the President

Lisa Martin, Executive Assistant to the Vice President

Academic Advising and Career Counseling Center

Frank Ruotolo, Academic Advisor

Qiona Woffard, Academic Advisor

Devon Greene, Academic Advisor

Joe Cary, Academic Advisor and Career Counselor

Nichole Petersen, Academic Advisor and Transfer Coordinator

Tyesha Wood, Academic Advisor and Counselor

Kimberly Reissig, Academic Advisor and Counselor

David Zoppoli, Career Counselor

Accounting/Finance

Sharon N. Daddona, Director of Finance & Business Services

Matt Chmielewski, Assistant Director of Finance
Nancy Li, Finance Coordinator
Alan Dingfelder, Staff Accountant
Ronald Rivera, Accounting Officer
Andrea Brown, Accounting Officer
Bryan Mitchell, Accounting Officer
Fran Lagano, Accounting/Collections Officer
Mercedes Quinonez, Collections Officer
Jessica Crescimano-Greenleaf, Student Loan Manager
Mia Thompson, Student Loan Assistant
Miranda Hughes, Book Store Manager
Lattoya Hales, Accounting/Financial Aid Receptionist

College Relations and Advancement

Nell Bourgoïn, Director of Development
Guy LaBella, Director of Alumni Relations
Kara Simmers, Director of Communications
Leia Bell, Associate Director of Development and Director of the Annual Fund
Claudia Bell, Grants Manager
Lisa Conde, Development Coordinator
Alan Kramer, Consultant - Magnet School Initiatives
Marion Leonard, Grants Specialist
Sandy Pearce, Webmaster
Caleb Prue, Junior Graphic Designer
Lee Sawyer, Communications Coordinator
Charles Wilkerson, Research and Database Manager
Karen Gilbert, Executive Assistant

Continuing Education/Community Relations

Anthony Harrington, Director of Continuing Education and Community Relations
Lakisha Grant-Washington, Director, Bridge to Success / ConnCAP
Derrick Seldon, Assistant Director - ConnCAP/Program Administrator - MOVE Program
Tristan Sally, Mentoring Coordinator - MOVE Program
LaTonya Kennedy, Administrative Assistant

Enrollment Services

Nicholas Lentino, Director High School Admissions
Eric Emet, Director Admissions Reservation Center
Timothy Gilmore, Assistant Director of Enrollment
Daniel Williamson, Senior Admissions Officer

Jeff Lee, Community Engagement
Susan Hogan, Academic Community Liaison
Christina Criss, Call Center Representative
Laura Donner, Admissions Officer
Audra Duffy, Admissions Officer
Patricia Gray, Call Center Representative
Nick Howley, Admissions Officer
Kori Kentfield, High School Admissions Officer
Claudia Lange, Admissions Officer
Kristen Mason, Admissions Officer
Kristin Moreland, Admissions Officer
Evelyn Ortiz, Call Center Representative
Armando Perez, Admissions Officer
Jordan Raineault, High School Admissions Officer
Stacy Routhier, High School Admissions Officer
Jennifer Vamvakas, High School Admissions Officer
Lori Jarvis, Admissions Coordinator
Ardella Jordan, Admissions Coordinator
Cheryl Mobley, Receptionist
Melissa DeVenero, Evening Receptionist

Facilities Management

James Nargi, Maintenance Supervisor
Daniel Larson, Senior Project Manager
Katie Shutts, Operations Administrator
Gerald Jarvis, Maintainer Level II
Serayban Alcantara, Maintainer Level III
Juana Toro Sanchez, Custodial II
Liza Acosta, Custodial I
Derrick Williams, Custodial I
Alex Alcantara, Custodial II
Bajram Hidri, Security
P.J. (Bud) Salemi, Program Manager
Salvatore Cantone, Maintainer Level I

Financial Aid

William N. Mangini, Director of Financial Aid
Patricia C. Hickey, Associate Director of Financial Aid
Maria Cruz, Senior Financial Aid Officer
Eleni Beka, Financial Aid Officer
Douglas Haddad, Financial Aid Officer
Tyler Matteau, Financial Aid Officer
Georgeta Moarcas, Financial Aid Officer

Anna Robertson, Financial Aid Officer

Diane Witmore, Financial Aid Officer

Andrea Young, Financial Aid Officer

Information Technology

Roman Brook, Manager, Information Technology

David Ehler, Database Manager

Bruce LeBeau, Network Administrator

Gary Wright, Information Technology Help Desk

Joseph Sekel, Information Technology Help Desk

Jose Romero, Tech Support

Institutional Effectiveness

Alan Sturtz, Director of Institutional Research

Holly Greene, Institutional Research Coordinator

Henriette Pranger, Director of Educational Assessment

Library Services

Marilyn L. Nowlan, Director of Library Services, Assistant
Professor in English

Alicia Cornelio, Assistant Librarian

Christina Deptulski, Assistant Librarian

Tracy Schulz, Library Assistant

Student Services

Denise Schwabe, Assistant Dean/Registrar

Joy Castello Butler, Assistant Dean, Support Services and
Student Life

Karri VanBlarcom, Assistant Registrar

Mary Henderson, Visitor and Student Liaison

Simona Burgio, Coordinator of Records

Ivy Kimble, Administrative Assistant

Christine Boudreau, Administrative Assistant

Marlene Harris, Administrative Assistant, Nursing

Teresa Huband, Administrative Assistant, General Studies

Tanya Schwabe, Administrative Assistant, Health Sciences

Marilyn Portilla, Administrative Assistant

Pedro Pozo, Lab Assistant

Goodwin College Faculty

Faculty

Diana Aldrete, Instructor of Humanities. (B.A., University of Wisconsin, M.A., Marquette University)

Lori L. Blake, Program Director and Assistant Professor of Early Childhood. (B.S., University of Connecticut; M.S., Central Connecticut State University)

Barbara J. Charley, Department Coordinator and Assistant Professor of Foundational Education. (B.S., M.S., Southern 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)

Vinod Dhar, Associate Professor of Science. (B.S., Kashmir University; M.S. Kumaon University; M.Phil., and Ph.D., Kashmir University)

Paula Dowd, Program Director and Associate Professor of Health Sciences. (B.S., University of Connecticut; M.A., Hartford Graduate Center)

Zoe Durkin, Program Director and Associate Professor of Histologic Studies. (A.S., Centenary College; B.S., University of Pennsylvania; M.Ed., Cambridge College)

Roger Ellsbury, Associate Professor of Foundational Education (B.A., M.A., University of Connecticut; C.A.G.S./6th Year Certificate, Saint Joseph College)

Joseph J. Gillen, Assistant Professor of Psychology. (B.A., Fordham University; M.A., M.S., Ph.D, City University of New York)

Leslie Harris, Instructor of Nursing. (Diploma, St. Vincent School of Nursing; B.A., Eastern Nazarene College; M.S.N., University of Hartford)

Rosemary Hathaway, Director, RN to BSN Program. (B.S., Boston College; M.S., Ph.D., University of Connecticut)

Tracey Jackson, Program Director and Assistant Professor of Respiratory Care. (B.S., B.S.R.T., University of Hartford)

Andrew Jaffe, Assistant Professor of Mathematics. (B.A., New York University, M.A., Wesleyan University)

Heather Kies, Assistant Professor of Medical Assisting (B.S., Albertus Magnus College, M.H.A., University of Phoenix)

Edward Kobylanski, Assistant Professor of Nursing. (A.D., St. Vincent's College; B.S., Daemen College; M.S.N., University of Hartford)

Paula Lackups, Clinical Supervisor of Respiratory Care, (A.S., B.S. Quinnipiac University)

Elizabeth A. Lane, Assistant Professor of English. (B.A., M.Ed., American International College)

Paul J. LaRocca, Associate Professor of Humanities. (B.A., M.A., Trinity College; J.D., Cornell University)

Kavita Leone, Program Director for Distance Learning and Assistant Professor of Social Science. (B.A, St. Joseph

College; M.A., Central Connecticut State University, Ph.D., Capella University)

Cathy Levey, Assistant Professor of Criminal Justice. (M.A., Queens College; M.A., Ph.D., Institute of Advanced Psychological Studies)

Kim Mansfield, Instructor of Early Childhood. (B.A., Eastern Connecticut State University; M.A.T., Sacred Heart University)

Jack Matthews, Director, Human Services Program. (B.A., M.Ed., Springfield College)

Meg McCrudden, Director of Business Administration Program and Assistant Professor of Business. (B.A. Boston College, M.A. Marymount University, A.B.D. Virginia Polytechnic Institute and State University)

Cynthia McHale-Hendricks, Assistant Professor of English. (B.A., Albertus Magnus College; M.A., Trinity College)

Barbara Morey, Assistant Professor of Nursing. (B.S.N., Central Connecticut State University, M.S.N., University of Hartford)

Bruce Morton, Program Director and Assistant Professor of Environmental Science. (B.A., State University of New York at Plattsburg; M.E.P.C., Penn State College)

J. Brian Murphy, Director of Homeland Security and Criminal Justice Programs and Assistant Professor. (B.S., M.S., Western Connecticut State University, M.S. Cert., St. Joseph's College)

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, Associate 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)

Jayanti Roy, Assistant Professor of Psychology. (B.A., M.A., University of Delhi, India; M.A., Ph.D, Jawaharlal Nehru University, India)

Regina E. Salvio, Assistant Professor of English. (B.A., University of New Hampshire; M.A., Wesleyan University)

Marcia Scanlon, Associate Professor of Nursing. (B.S.N., University of Massachusetts; M.S.N., St. Joseph College)

Salvatore Secondo, Assistant Professor of Science. (B.S., M.S., Central Connecticut State University)

Jason T. Shea, Assistant Professor of Mathematics. (B.S., M.S., Eastern Connecticut State University)

Geraldine A. Simpson, Chair of General Education and Assistant Professor of English. (B.S., State University of New York Oswego; M.S., M.Ed., University of Hartford; M.S.W., University of Connecticut)

Catherine S. Thomas, Assistant Professor of Nursing. (B.S.N., St. Joseph College; M.S.N., University of Hartford)

Teresa C. Twomey, Assistant Professor of Nursing. (B.S.N., The Catholic University of America; M.S.N., University of Hartford)

Pamela Walker, Assistant Professor of Nursing. (B.S., University New York Regents; M.S.N., University of Hartford)

Tammy Webb, Assistant Professor of Psychology. (B.S., M.A., American International College)

Pamela Weiman-Kudra, Assistant Professor of Science. (B.A. University of Connecticut; M.S., Central Connecticut State University)

Fred White, Assistant Professor of Mathematics. (B.S., Adelphi University, B.S., Dickinson College; J.D., Western New England School of Law)

Danielle S. Wilken, Chair and Associate Professor of Health and Natural Sciences. (B.S., M.S., State University of New York at Stony Brook)

Adjunct Faculty

Abby Alter, Instructor of Human Services. (B.S. SUNY at Albany; MPA, New York University)

Richard Amaral, Instructor of Psychology. (B.S.W., M.S.W., Rhode Island College)

Michael C. Amico, Instructor of Psychology. (B.S., Salem State College; M.A., Antioch New England Graduate School)

Michael Ankrah, Instructor of Mathematics. (B.S., University of Science and Technology; M.S., University of Connecticut)

Steven Autieri, Instructor of Science (B.S., Keene State, M.S., University of Rhode Island)

Robert P. Bagioni, Instructor of Science. (B.S., Central Connecticut State University; M.A., St. Joseph College)

Wanda Barreto, Instructor of Spanish. (B.A., University of Puerto Rico; M.A., University of Sacred Heart)

Mark Barreuther, Instructor of Science (B.S., M.S., Southern Connecticut State University; Ph.D., Wesleyan University)

Heather Bell, Instructor of Business. (B.A., Hampshire College; M.A., Southern Connecticut State University)

Deborah Bianca, Instructor of Health Sciences. (B.S.N., M.S.N., St. Joseph College)

Dawn Blake-Holmes, Instructor of Nursing. (B.S.N., Russell Sage College, M.S.N., University of Connecticut)

Linda Boucher, Instructor of Health Science, (B.S.N., Saint Joseph's College; M.A., Saint Joseph's College)

Paula Bowley, Instructor of Nursing. (B.S.N., M.S.N., University of Hartford; Diploma, St. Mary's School of Nursing)

Ashika Brinkley, Instructor of Science (B.S., Morgan State; M.S., Yale School)

Nichelle Brooks, Instructor of Business. (B.A. University of Michigan; J.D. Syracuse University College of Law)

Jill M. Brown, Instructor of Sociology. (B.S.W., Western New England College; M.S.W., University of Connecticut)

Eric Brummit, Instructor of Music. (B.A., University of Oregon; M.A. Wichita State University; Ph.D, University of Michigan)

Frank Bruskey, Instructor of Homeland Security. (B.A., St. Francis College; J.D., University of Bridgeport)

David Bujese, Instructor of Business. (B.S. Accounting, Rutgers University; M.B.A., Boston University)

T. Patrick Burke, Instructor of Mathematics. (B.S., Fordham University; M.A., New York University)

Erika Cappelluti, Instructor of Respiratory Care. (B.S., Virginia Tech University; Ph.D., M.D., Medical College of Virginia/Virginia Commonwealth University)

Joan Carpenter, Instructor of Nursing. (B.S., Tokeiyo Post College; Masters Entry Program, University of Connecticut; M.S.N., University of Hartford)

Leslie Colvin, Instructor of Human Services. (B.A., Central Connecticut State University; M. A., Trinity College; M.A., Saint Joseph College)

Monica R. Connors, Instructor of Human Services. (B.A., University of Massachusetts; MSW, Springfield College)

Mary Cox, Instructor of Early Childhood Education. (B.S., M.S., Eastern Connecticut State University)

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)

Angelina Dale, Instructor of English. (B.A., University of Connecticut; M.A., National University)

Mary Deleo, Instructor of Nursing. (B.S.N., Georgetown University; M.S.N., Columbia University; M.S.N., University of California)

Kerry Ann Deschaies, (B.S.N., Our Lady of Elms College; M.S.N., University of Hartford)

Donald DeFronzo, Instructor of English. (B.A., Fairfield University, M.A., University of Connecticut)

Douglas Deyoe, Instructor of Human Services. (B.S., Springfield College; MEd., Springfield College)

Andreea DiLorenzo, Instructor of Psychology. (B.A., St. John's University; M.S., Baruch College)

Lori Dolce, Instructor of Business. (B.S., Central Connecticut State University; M.B.A., University of Connecticut)

William Dove Jr., Instructor of Mathematics. (B.S., University of Virginia; M.S. Princeton; Ph.D., University of Rochester)

Marie DuBois, Instructor of Mathematics. (B.A., M.A., Central Connecticut State University)

Lorraine Egan, Instructor of English. (B.A., University of Connecticut; M.A., University of Chicago)

Mark Fazioli, Instructor of Business. (B.S., Charter Oak College; M.S., Southern Connecticut State University, Ph.D. Capella University)

Eileen Ferris, Instructor of English. (B.A., California State University; M.S., University of Hartford; J.D., University of Connecticut)

- Frederick C. FitzGerald**, Assistant Professor of Mathematics. (B.S.Ed., Westfield State Teachers College; Ed.M., Boston University)
- Richard Fritz**, Instructor of Respiratory Care. (B.A., University of Connecticut; M.S., M.Ed., Ed.D., University of Hartford)
- Agnes Garcia**, Instructor of Health Science (B.S., University of Puerto Rico; M.P.A., Troy State University)
- Kathleen Gavin**, Instructor of Early Childhood Education. (B.A., Eastern Connecticut State University; M.S., Central Connecticut State University)
- Mark Glover**, Instructor of Business. (B.S., Eastern Connecticut State University; M.S., Rensselaer Polytechnic Institute)
- Elizabeth Godwin**, Instructor of Mathematics. (B.A., B.S., Miami University; M.A., Central Connecticut State University)
- Joel Greene**, Instructor of English. (B.A., University of Connecticut; M.S., Central Connecticut State University; 6th year, University of New England)
- Karen J. Gregory**, Assistant Professor of Health Science. (B.S.N., St. Anselm College; M.S.N., Boston College)
- Kathy Heim**, Instructor of Nursing. (A.D.N. Manchester Community College; M.S.N., University of Phoenix)
- Heidi Higgins**, Instructor of Business. (B.S., Pennsylvania State University; M.B.A., Rensselaer Polytechnic Institute and State University)
- Wendy Huang**, Instructor of Nursing. (B.S.N., Binghamton University; M.S.N.; University of Connecticut)
- Gino Intrieri**, Instructor of Science (M.S., Southern Connecticut State University; Ph.D., University of Connecticut.)
- Margaret Jacobson**, Instructor of English. (B.A., M.A., Smith College; J.D., University of Connecticut)
- Frank Kaczmarek**, Instructor of Science (B.A., Central Connecticut State University; M.S., University of Rhode Island)
- Karen Kessler**, Instructor of Nursing. (B.S.N., Hunter College; M.S.N., University of Wisconsin - Madison)
- Karl Koistinen**, Instructor of Human Services. (B.A., University of New Hampshire; M.S.W, Simmons College)
- Maria Koistinen**, Instructor of Human Services. (B.A. Simmons College; M.S.W, University of Connecticut)
- Angeline Komarow**, Instructor of Nursing. (B.S.N., M.S.N., University of Hartford)
- Ellen Kramer**, Instructor of Nursing. (B.S., Kent State University; M.S.N., Pace University)
- Rose M. Kuhl**, Instructor of English. (B.S., Southern Connecticut State University; M.A., University of Connecticut)
- Yannira Laviola**, instructor of Nursing. (A.D.N., Greater Hartford Community College; B.S. Ed. University of Puerto Rico; B.S.N., University of Hartford; M.S.N; University of Hartford)
- Laura Lemay**, Instructor of Nursing. (B.S.N., Western Connecticut State University; M.S.N., University of Phoenix)
- Marc Levin**, Instructor of Mathematics. (B.S., Steven's Institute of Technology; M.B.A., Western New England College)
- Joan C. Lester**, Instructor of Nursing. (B.S., Southern CT State University; M.S.N., Yale University; Psy.D., Antioch New England University)
- Andre Lowe**, Instructor of Science (B.S., Johnson C. Smith University; M.S., New York University)
- Gerald A. Mateya**, Instructor of Mathematics. (B.S., Eastern Connecticut State University; M.A., Loyola College)
- Jeff Mathew**, Instructor of Business. (B.F.A., University of Connecticut; M.A. University of Connecticut)
- Wendy McGrath**, Instructor of Early Childhood Education. (B.S., Bay Path College; M.S., Central Connecticut State University)
- Nancy Merkouriou**, Instructor of Health Science (B.S., Quinnipiac University; M.S., Rensselaer @ Hartford)
- Michael Moravecsek**, Instructor of Psychology. (B.A., University of Connecticut; M.A. Ph.D, University of Hartford)
- Amy Morgan**, Instructor of Health Science. (B.S., Boise State; M.S., The Ohio State College)
- Louise Murray**, Instructor of Health Science. (B.S., Eastern Connecticut State University; M.S., Eastern Connecticut State University)
- Vicky Navaroli**, Instructor of Science. (B.S., University of Connecticut; Ph.D, University of Illinois)
- Katherine Nazario**, Instructor of Human Services. (B.A., Central Connecticut State University; M.S.W., University of Connecticut)
- Judy Nielsen**, Instructor of Nursing. (A.S.N., Capital College; B.S.N, MEd, M.S.N. University of Hartford)
- Edward O'Connor**, Instructor of Science. (B.S., Texas A&M; Ph.D., University of Massachusetts-Amherst)
- Bonnie Oliver**, Instructor of Science (B.A., Rowan University, M.S., University of Connecticut, Ph.D., University of Connecticut Health Center)
- Monica Patry**, Instructor of Science (B.S., Northern Arizona University, M.S., University of Hartford)
- Rebecca Pauluk**, Instructor of Foundational Education. (B.S., M.A., University of Connecticut)
- Maureen Pease**, Instructor of English. (B.A., LeMoyne; M.P.S., Cornell University; J.D., University of Connecticut)
- Michael Pence**, Instructor of Science. (B.S. Benedictine College; M.S., Pennsylvania State)
- Michael Porcello**, Instructor of Sociology. (B.S., University of Massachusetts; M.A., Westfield State College)
- Maria Price**, Instructor of English. (B.A., Providence College; M.A., Wesleyan University)
- 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)
- Stephen R. Rascher**, Instructor of English. (B.A., Central Connecticut State University; M.A., Trinity College; Ph.D. University of Connecticut)

Edward Regueira, Instructor of Spanish. (B.S., M.B.A., University of New Haven)

Margery Ross, Instructor of Health Science. (B.A., Princeton University; Ph.D., M.D., University of Connecticut)

Melody Ryan, Instructor of Human Services. (B.A., Saint Joseph College; M.A., Antioch Graduate School)

Amanda Safer, Instructor of Nursing. (A.D.N., Middlesex Community College; B.S.N; Saint Joseph College; M.S.N., St. Joseph College)

Maria Santos, Instructor of Nursing. (B.S.N., M.S.N., University of Hartford)

Howard Satinsky, Instructor of English. (B.A., Trinity College; M.S., Southern Connecticut State University)

Maureen Shannon-Bowers, Instructor of English. (B.A., University of Connecticut; M.S., Eastern Connecticut State University)

Maureen Sidman, Instructor of English. (B.S., M.S., Central Connecticut State University)

Marcus Soutra, Instructor of Sociology. (B.A., M.A., American International College)

Joseph Spadaro, Instructor of Business. (B.S. Trinity College; M.B.A, University of New Haven; J.D. University of Connecticut School of Law; Ph.D., University of Connecticut)

Heather Starkey, Instructor of Psychology. (B.A., The Kings College; M.A., Saint Joseph College)

Marcie Stock, Instructor of Health Science. (B.S., State University of New York at Albany; Doctor of Chiropractic, Life Chiropractic College West)

Robin Taylor, Instructor of Human Services. (B.A., Eastern Connecticut State University; M.S.W., University of Connecticut)

Robert Teraila, Instructor of Health Science. (B.S., University of Connecticut; D.P.M., Ohio College)

Karyn M. Therrien, Instructor of Nursing. (Diploma, St. Francis Hospital School of Nursing; B.S.N., Central Connecticut State University; M.S.N., University of Hartford)

Jasper Tolarba, Instructor of Nursing. (B.S.N., Bicol University College of Nursing; M.A. Ed., Bicol University College of Nursing; M.S.N., Xavier University)

Leonard D.Tolisano, Instructor of Sociology. (B.A., University of Hartford; M.A., Trinity College)

Lewis P. Vasquez, Instructor of Homeland Security. (B.A., Norwich University; M.P.A. University of Hartford; M.B.A., University of Hartford)

Harvey Wall, Instructor of Environmental Studies. (B.S., M.B.A., Colorado State University - Pueblo)

Michael Walters, Instructor of English. (B.A., North Carolina A&T; M.Ed., Cambridge College; M.S., University of New Haven)

Althea Webber, Instructor of Human Services. (B. A., Temple University; M.S., Springfield College)

Katherine Winters, Instructor of Science. (B.S., Castleton State; M.S., Southern Connecticut State University)

Avy Wong, Instructor of Business. (B.S., Computer Science, Eastern Connecticut State University; M.S. Rensselaer Polytechnic Institute)

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

Susan DiVietro, Instructor of English as a Second Language. (B.A., Lehigh University; M.A., University of Connecticut)

Judy Lee, Instructor of English as a Second Language. (B.A., California State University - Los Angeles; M.Ed., TESL, Rhode Island College)

Stacy-Ann Lewis, Instructor of English as a Second Language. (B.A., University of Massachusetts; M.Ed., Springfield College)

John Shaver, Instructor of English as a Second Language. (B.A., Indiana University; M.A., University of Connecticut)

Index

- A**
 Academic Advising and Career Counseling Center • 100
 Academic Advising and Counseling Center • 7
 Academic Honesty • 21
 Academic Placement Evaluation • 19
 Academic Probation • 22
 Academic Regulations • 19
 Accounting/Finance • 100
 Accreditation & Approvals • 6
 Accreditation Statement • 6
 Adding a Course • 23
 Adjunct Faculty • 104
 Administration • 100
 Admission Requirement • 11
 Admissions • 11
 Admissions Requirements • 11
 AIDS and Other Communicable Disease Policy • 27
 Alternative Loan Programs • 15
 Appeal of Grades • 21
 Applying for Financial Aid • 16
 Associate in Science in General Studies • 34
 Associate in Science in Nursing • 61
 Attendance & Tardiness • 20
- B**
 Bachelor in Science - RN to BSN Completion Program • 59
 Business Administration • 35
- C**
 Campus Security Act Information • 10
 Certificate Programs • 38
 College Relations and Advancement • 101
 College Transfer Advising • 9
 Community Service Requirement • 32
 Computer Literacy Requirement • 32
 Continuing Education Course Descriptions • 98
 Continuing Education Faculty • 106
 Continuing Education Programs • 65
 Continuing Education/Community Relations • 101
 Course and Program Changes • 25
 Course Descriptions • 66
 Course Incompletes • 24
 Course Repeats • 24
 Credit System • 20
 Criminal Justice • 55
 Cumulative Grade Point Average (CGPA) Requirements • 22
- D**
 Department of Business & Technology • 35
 Department of General Education • 34
 Department of Health and Natural Sciences • 40
 Department of Nursing • 59
- Department of Social Science & Education • 51
 Disability Resources • 9
 Dismissal • 22
 Dropping a Course • 23
 Drug and Alcohol Policy • 27
 Dual Option/Program Enrollment • 19
- E**
 Early Childhood Education • 51
 Educational Opportunities Through the Hartford Consortium • 10
 Eligibility for Financial Aid • 15
 Employment • 14
 English as a Second Language Certificate • 65
 Enrollment Services • 101
 Environmental Studies • 45
 eTutoring • 9
 Evaluation Points • 22
 Extended Enrollment Status • 23
- F**
 Facilities Management • 101
 Faculty • 103
 Fees • 17
 Financial Aid • 14, 101
 Foundational Courses • 19
 Foundational Pre-Collegiate Studies • 8
 Full- Time Faculty • 106
- G**
 General Admission Policy • 11
 General Education • 30
 General Graduation Requirements • 25
 General Information • 5
 General Policies • 27
 Goodwin College • 1
 Goodwin College Board of Trustees • 100
 Goodwin College Calendar • 3
 Goodwin College Faculty • 103
 Goodwin College Staff • 100
 Grading System • 20
 Graduation • 25
 Grants • 14
- H**
 Health Science • 40
 Histologic Science • 46
 Histologic Science Program • 6
 History • 5
 Homeland Security • 56
 Housing • 10
 Human Services • 57
- I**
 Immunization • 12
 Independent Study • 19
 Information Literacy Requirement • 32
 Information Technology • 102
 Institutional Effectiveness • 102
- Institutional Grants • 14
 Institutional Refund Policy • 17
 Institutional Scholarships • 15
 Intolerance Policy • 27
 Introduction • 5
- L**
 Leave of Absence • 25
 Library Services • 9, 102
 Loans • 14
- M**
 Medical Assisting • 6, 43
 Medical Billing and Coding • 47
 Mission Statement • 5
- N**
 Nondiscrimination Policy • 27
 Non-Matriculated Students • 13
 Notification of Awards • 16
 Notification of Rights Under the Family Educational Rights and Privacy Act (FERPA) • 26
 Nursing • 6
- O**
 Off-Campus Instruction • 6
 Office Hours • 5
 Orientation • 8
- P**
 Paramedic Studies • 48
 Part-Time Faculty • 106
 Persons with Disabilities Policy • 28
 Phlebotomy and Laboratory Services • 49
 Prerequisite Course Waiver and Course Substitution • 20
 Program Transfers or Program Option Transfers • 24
 Programmatic Accreditation • 6
 Programs of Study • 30
- R**
 Rate of Completion Requirements • 22
 Readmission • 13
 Refund Policy • 17
 Refund Policy for Students Participating in Federal Title IV Student Aid Programs • 18
 Registration • 19
 Reinstatement From Extended Enrollment Status • 23
 Respiratory Care • 6, 44
- S**
 Satisfactory Academic Progress • 21
 Scholarships and Institutional Grants • 14
 School Closings • 10
 Second Chance Program • 12
 Sexual Harrassment Policy • 28
 Single Course/Workshop Refund Policy • 18
 Sources of Financial Aid • 14

Student Academic Services • 7
Student Appeal Process for Mitigating
 Circumstances • 22
Student Classification • 20
Student Organizations • 8
Student Services • 102
Student
 Teaching/Internship/Externship
 Requirement • 20
Student's Right to Know • 25
Suggestions and Grievances • 29

T

Tax Credit Programs • 16
The Learning Resource Center • 9
Transfer of Collegiate Credit • 11
Transfer Students • 11
Tuition • 17
Tuition and Fees • 17

V

Veterans • 7

W

Weapons Policy • 28
Withdrawing From a Course • 23
Withdrawing From the College • 24