

Goodwin College

A Student-Centered Baccalaureate 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.**

2015 – 2016

Table of Contents

Goodwin College Calendar	3
General Information.....	5
Admissions	12
Financial Aid.....	15
Tuition and Fees	23
General Policies	26
Academic Regulations.....	34
Programs of Study	44
Department of General Education.....	48
Department of Health and Natural Sciences.....	49
Department of Social Science, Business, Education and Manufacturing	70
Department of Nursing.....	97
Online Studies.....	102
Continuing Education Programs	103
Course Descriptions.....	104
Continuing Education Course Descriptions.....	165
Goodwin College Board of Trustees.....	167
Goodwin College Faculty	171
Index.....	179

Goodwin College Calendar

September 2015—September 2016

Fall Semester 2015

Monday, August 31	Community Day - Full-time faculty returns to campus
Tuesday, September 1	New Student Orientation
Sunday, September 6	Last day to WITHDRAW with no financial penalty
Monday, September 7	Labor Day. College is closed
Tuesday, September 8	Fall semester begins, ESL Day Class Start
Monday, September 14	Last day to ADD a first module or 15-week course
Monday, September 21	Last day to WITHDRAW from a course without academic penalty, but with financial penalty (See Refund Policy)
Tuesday, September 22	Faculty Census Day (first module and 15-week courses)
Monday, October 12	Columbus Day. No classes - College is open
Wednesday, October 14	Last day to WITHDRAW from first module course with financial penalty (See Refund Policy)
Monday, October 26	Evening ESL semester begins
Tuesday, October 27	Last day to ADD a second module course
Tuesday, October 27	First module ends
Wednesday, October 28	Second module begins. ESL class start
Wednesday, November 11	Veteran's Day (observed). No classes. College is open.
Thursday, November 12	Faculty Census Day (second module courses)
Thurs-Sun, November 26-29	Thanksgiving holiday weekend. No classes. College is open Saturday and Sunday.
Sunday, December 6	Last day to WITHDRAW from a 15-week or a second module course with financial penalty (See Refund Policy)
Sunday, December 20	Fall semester ends
Friday, December 25	Christmas Day. College is closed

Winter Break

December 21-January 10, 2016 Winter break for students

Spring Semester 2016

Friday, January 1	New Year's Day - College is closed
Monday, January 4	Community Day - Full-time faculty returns to campus
Tuesday, January 5	New Student Orientation
Sunday, January 10	Last day to WITHDRAW with no financial penalty
Monday, January 11	Spring semester begins, ESL class start
Sunday, January 17	Last day to ADD a first module or 15-week course
Monday, January 18	Martin Luther King Jr. Day. College is closed
Sunday, January 24	Last day to WITHDRAW from a course without academic penalty, but with financial penalty (See Refund Policy)
Monday, January 25	Faculty Census Day (first module and 15-week courses)
Friday, January 29	Evening ESL ends
Monday, February 1	Evening ESL begins
Monday, February 15	Presidents' Day. No classes - College is open
Wednesday, February 17	Last day to WITHDRAW from first module course with financial penalty (See Refund Policy)
Tuesday, March 1	Last day to ADD a second module course
Tuesday, March 1	First module ends
Wednesday, March 2	Second module begins, ESL class start
Wednesday, March 16	Faculty Census Day (second module courses)
Fri-Sun, March 25-27	Good Friday and Easter weekend. No classes - College is closed Sunday
Sunday, April 10	Last day to WITHDRAW from a 15-week or a second module course with financial penalty (See Refund Policy)
Sunday, April 24	Spring semester ends
Friday, April 29	Evening ESL semester ends

Spring Break

April 25-May 8 Spring break for students

Summer Semester 2016

Monday, May 2	Evening ESL semester begins
Monday, May 2	Community Day - Full-time faculty returns to campus
Tuesday, May 3	New Student Orientation
Sunday, May 8	Last day to WITHDRAW with no financial penalty
Monday, May 9	Summer semester begins. ESL class start
Sunday, May 15	Last day to ADD a first module or 15-week course
Sunday, May 22	Last day to WITHDRAW from a course without academic penalty, but with financial penalty (See Refund Policy)
Monday, May 23	Faculty Census Day (first module and 15-week courses)
Monday, May 30	Memorial Day. No classes - College is closed
Wednesday, June 15	Last day to WITHDRAW from first module course with financial penalty (See Refund Policy)
Tuesday, June 28	Last day to ADD a second module course
Tuesday, June 28	First module ends
Wednesday, June 29	Second module begins
Saturday-Sunday, July 2-3	Independence Day weekend. No classes - College is open
Monday, July 4	Independence Day - College is closed
Wednesday, July 13	Faculty Census Day (second module courses)
Friday, July 29	Evening ESL semester ends
Monday, August 1	Evening ESL semester begins
Sunday, August 7	Last day to WITHDRAW from a second module or 15-week course with financial penalty (See Refund Policy)
Sunday, August 21	Summer semester ends

Summer Break

August 22-September 5 Summer break for students

This calendar and catalog are current as of the date of July 1, 2015. For the most up-to-date information, please refer to our web site: www.goodwin.edu/2015_2016_catalog

General Information

Mission Statement

The mission of Goodwin College is to educate a diverse student population in a dynamic environment that aligns education, commerce, and community. Our innovative programs of study prepare students for professional careers while promoting lifelong learning and civic responsibility. As a nurturing college community, we challenge students, faculty, staff, and administration to fully realize their highest academic, professional, and personal potential.

Purposes:

1. To create a dynamic educational environment that prepares for and advances students in professional careers while developing an appreciation for the humanities, arts and sciences.
2. To educate students in an environment that celebrates diverse cultures, ages, experiences and opinions.
3. To refine methods that support and retain undergraduate and graduate students.
4. To adapt our programs to the changing needs of our student body, the workforce and society.
5. To enrich our local and global communities by forming and sustaining collaborative relationships that create educational, economic and cultural benefits.
6. To assist our graduates with identifying and securing professional opportunities.
7. To provide students with frameworks for making ethical decisions and conducting themselves with professional integrity.

Institutional Outcomes

At Goodwin College, we believe that every student who graduates should possess certain abilities regardless of their academic program. We call these core abilities Institutional Outcomes.

Upon graduation, Goodwin College students will:

- Demonstrate proficiency in their chosen field of study.
- Possess effective communication and analytical skills.
- Acquire the desire and skills necessary to engage in lifelong learning.
- Demonstrate civic responsibility.

About Us

History

Goodwin College was founded in 1999 with the goal of transforming the former Data Institute, a small business

technology training center, into a regional force for economic development and educational access. In the years that followed, founder Mark Scheinberg led the nonprofit college as it earned accreditation from the New England Association of Schools and Colleges (NEASC).

Within its first ten years, Goodwin College garnered an impressive list of milestones, including the development of one of Connecticut's leading nursing programs, approval to offer bachelor's degrees, and the construction of a new campus on the Connecticut River in East Hartford. That campus, built on a remediated brownfield, is often cited as the standard for smart growth and has won a host of design and environmental awards, including Project of the Year from the Northeastern Economic Developers Association (NEDA), the leading economic development organization in the northeast.

All the while, Goodwin has made a priority of catering to a student population that is often underserved in the state's higher education system. Of over 3,000 students, more than half are first-generation college students, and the student body reflects the diversity of the Hartford metropolitan area. The college's career-focused programs lead to strong employment outcomes for its graduates, with over 80 percent finding employment in their chosen field or opting to advance their education.

Office Hours

The Admissions and Administrative Offices are open daily from 8:00 a.m. to 7:00 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 1:00 p.m.

FOR ALL OFFICES:

Toll free telephone - 1-800-889-3282
 Direct Fax: (860) 291-9550
 Web Site: www.goodwin.edu

Direct Telephone Numbers:

General Information	(860) 528-4111
Directions to campus	(860) 528-4111
Academics/Registrar	(860) 727-6708
Business Office	(860) 727-6784
Financial Aid	(860) 727-6723
Library	(860) 727-6782
Repayment Solutions	(860) 913-2125

Academic Departments:

General Education	(860) 913-2182
Health and Natural Science	(860) 727-6781
Nursing	(860) 727-6911
Social Science, Education, and Business	(860) 913-2079

Accreditation & Approvals

Accreditation Statement

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

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

Inquiries regarding the accreditation status by the Commission 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
3 Burlington Woods Drive, STE 100,
Burlington, MA 01803-4514
(781) 425-7700
E-Mail: cihe@neasc.org

Programmatic Accreditation

Dental Hygiene, Associate in Science

The Goodwin College Dental Hygiene program is accredited by the Commission on Dental Accreditation, a specialized accrediting body recognized by the United States Department of Education. The Goodwin College Dental Hygiene program has been granted initial accreditation status. Initial Accreditation is the accreditation classification granted to any dental, advanced dental or allied dental education program which is in the planning and early stages of development or an intermediate stage of program implementation. This accreditation classification provides evidence to educational institutions, licensing bodies, government or other granting agencies that, at the time of initial evaluation(s), the developing education program has the potential for meeting the standards set forth in the requirements for an accredited educational program for the specific occupational area. The classification "initial accreditation" is granted based upon site evaluation visit(s). The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago

Avenue, Chicago, IL 60611. The Commission's web address is: <http://www.ada.org/100.aspx>.

Early Childhood Education, Associate in Science

The Early Childhood Education program is accredited by the National Association for the Education of Young Children (NAEYC), located at 1313 L Street, NW, Suite 500, Washington, DC 20005. Telephone 202-232-8777 or, toll-free, 800-424-2460.

The Associate degree in Early Childhood Education and the Bachelor degree in Child Study are both approved programs for the Connecticut State Early Childhood Teaching Credential (ECTC). Beginning in 2015, this credential will become a requirement, in addition to a completed degree, for professionals to gain employment in a Connecticut state-run early childhood program. Students completing either of our early childhood programs successfully will automatically qualify for this credential. Upon graduation, a short application is filed with Connecticut Charts-a-Course (a non-profit early childhood professional development organization) in order for the student to register with the state. The credential will then be mailed to the student.

Histologic Science, Collegiate Certificate

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.

Medical Assisting, Collegiate Certificate

The certificate program in Medical Assisting at Goodwin College is 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.

The certificate program in Medical Assisting at Goodwin College is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) (www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB). Commission on Accreditation of Allied Health Education Programs, 1361 Park Street, Clearwater, FL 33756, (727)210-2350, www.caahep.org.

Nursing, Associate in Science

The Associate in Science degree in Nursing was granted continuing accreditation by the Accreditation Commission for Education in Nursing (ACEN). The next evaluation visit is scheduled for Fall 2018. For more information contact Accreditation Commission for Education in Nursing, 3343

Peachtree Road, N.E., STE 850, Atlanta, Georgia 30326,
www.acen.org, (404) 975-5020.

Occupational Therapy Assistant, Associate in Science

The Occupational Therapy Assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. ACOTE's telephone number c/o AOTA is 301-652-AOTA. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. When you apply to sit for the certification exam, you will be asked to answer questions related to the topic of felony convictions. For further information on these limitations, contact NBCOT. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain licensure. Connecticut requires a license in order to practice occupational therapy and the license is based on the results of the NBCOT Certification Examination.

Results of National Board for Certification in Occupational Therapy (NBCOT) Examination:

The total number of graduates who passed the certification examination as first-time new graduate test takers in 2011-2014 was 44, which is a 71% pass rate. During that 3-year time period, the program had 89 graduates. (www.nbcot.org)

Paramedic Studies, Certificate

The Goodwin College Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

Commission on Accreditation of Allied Health Education Programs
1361 Park Street
Clearwater, FL 33756
727-210-2350
www.caahep.org

Respiratory Care, Associate in Science

The Goodwin College, program number 200505, Associate in Science in Respiratory Care program, located at 1 Riverside Drive, East Hartford, CT 06118 is accredited by the Commission on Accreditation for Respiratory Care (CoARC) (www.coarc.com). The program has been placed on Probationary Accreditation as of November 9, 2013.

Commission on Accreditation for Respiratory Care
1248 Harwood Road
Bedford, Texas 76021-4244
(817) 283-2835
www.coarc.org

Student Services

The Student Services Department is dedicated to supporting, enriching, and transforming the lives of students. We provide students with the support needed to assist them to succeed throughout the college experience. The range of services available to students include: applicant advising, academic advising, program planning, orientation, tutoring services, support services, counseling, AccessAbility services, library services, career services, student leadership, activities and clubs.

Career Services

The Career Services team at Goodwin College helps students and graduates develop professionally as they continue on their journey toward their 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 students to become the best possible, career-ready candidates that they can be.

Students are encouraged to develop a relationship with a career counselor early in their academic career. Our counselors assist students with every stage of the career planning process. We offer a variety of information and resources to help students and graduates achieve their career goals including:

- Individualized career counseling;
- Interest inventories and assessments to help relate their strengths to career objectives;
- Career workshops (ex., 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 students with opportunities for personal, emotional, and academic development and to help guide students towards successful completion of their college education.

Additionally, in accordance with Goodwin College's mission, Counseling Services seeks to foster lifelong learning and to promote civic responsibility. Our counselors will:

- Provide a safe and nurturing environment where students can identify and align their personal goals with their academic goals;
- Collaborate with faculty and staff to help students 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, domestic violence, and substance abuse.

Students who take advantage of these services will enjoy a one-on-one relationship with a counselor. Group sessions are also formed throughout the year on a needs basis.

Referrals to the counselor 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 860-913-2072 or 860-913-2043.

Orientation

All new students must plan to attend one of the scheduled orientations. New student orientation is designed to provide students with the resources needed to be successful at Goodwin College. During orientation, students meet college administrators, staff, student leaders, and faculty and are provided with valuable information about critical campus services.

Student Organizations

Student Services offers a broad array of student activities and recreational opportunities. As a non-residential campus, Goodwin ensures that its diverse student body has numerous opportunities for enhancing growth and development.

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 harness transferable leadership skills.

The Student Government Association (SGA), which meets monthly, provides general support and guidance to the various student clubs and organizations at Goodwin College. 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, enrichment, leisure, and fitness. Some of the special interest organizations are affiliated with departments, such as Early Childhood Club, Respiratory Care Club, Environmental Science Club, Human Services Club, Student Dental Hygiene Association, and the Student Nursing Association. Other organizations include the Crew, W.A.V.E., Veteran's Club, Gaming Club, Photography Club, Fitness Club, the Outdoors Club, as well as others. Student volunteers support sponsored activities organized by recognized community-based agencies such as FoodShare, CT Forum, Hartford Marathon, Rebuild Together and the American Red Cross. Recreational opportunities include basketball, flag football, soccer and Dragon Boat Racing. There are various annual events that take place which bring students and their families to campus. Students regularly present ideas for new activities and events that help to guide and direct our engagement programming.

The institution has a Beta Rho Delta Chapter of Phi Theta Kappa International Honor Society, which recognizes and encourages high scholarship. The advisor from the Registrar's office 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. An annual awards ceremony celebrates the achievements of students in each of Goodwin's honor societies.

Academic Success Center

The Academic Success Center seeks to promote and foster student learning and development by providing individual and group tutoring for Goodwin's foundational and college-level courses.

The Academic Success Center will help students identify learning styles enhancing students understanding of concepts, while developing critical thinking and study skills ultimately improving the students' ability to successfully complete a course.

The Academic Success Center provides students with consistent support and guidance throughout the learning process and encourages students to be actively involved in the process of learning. Tutors are not meant to be a substitute for attending class. Students should regularly attend class and come prepared to participate in their own learning.

In addition to general tutoring, the Academic Success Center is focused on the development of Writing Skills. Writing Tutors are available to assist students through the process of writing on a walk-in and appointment basis. In addition to proofreading, tutors will offer critical feedback about writing, answer questions and guide students to available resources. Students are encouraged to come into the center to receive assistance, study, work on assignments and ask questions as they arise. All writing tutors are Professional

tutors. Additionally, The Academic Success Center is equipped with computers that students may use to write anytime the Academic Success Center is open. Students are strongly encouraged to use these computers to work on assignments.

Math Lab

The Math Lab is staffed with Peer and Professional tutors and students can see them on both a walk-in and appointment basis. Students are encouraged to come into the center to receive assistance, study, work on assignments and ask questions as they arise. In addition, the foundational math courses are run out of the Math Lab using the My Math Lab program.

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 located on the Academic Success Center webpage.

Testing

The ASC also provides testing services for those who have missed a test in their class or who have accommodations approved by the AccessAbility Resources Office. Students must talk to their teachers to test in the ASC. Students with accommodations may have their tests proctored in alternate locations. The Academic Success Center provides two testing rooms for students to make up tests that have been previously dropped off by their instructor. These rooms are located in the center.

Scheduling Exams:

Students should contact the Academic Success Center to schedule an appointment in advance. Students can walk-in or call 860-913-2090 to schedule their exam. It is strongly recommended that students reserve a testing room in advance and confirm that their exam has been delivered to the center.

Students are also welcome to take their test without reserving a room; however, if both rooms are occupied or if they are scheduled to be occupied before the student would finish their test (given the time allotted by their teacher), the student will be unable to take their test and will instead be asked to make a reservation or to return when a room becomes available.

AccessAbility Resources

The AccessAbility Services 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 AccessAbility Coordinator in advance of their enrollment so that accommodations are in place on the first day of matriculation. Guidelines and policies are provided to students who request this information. If you have any questions, please contact the AccessAbility Coordinator at 860-727-6718 or AccessAbilityServices@goodwin.edu. Information is also available on the Goodwin College website.

Hoffman Family Library

Facility

The Hoffman Family Library is the intellectual hub of Goodwin's community. The signature two-story space, overlooking the Connecticut River, combines the best of traditional design with the latest technological tools. The Library's collaborative learning spaces provide leisure seating and research tables, group-study rooms, book stacks, periodical and newspaper areas, computer workstations, printers, and a copier. Wireless connectivity is available for library and student-owned laptops. Located on the second floor, the Learning Commons brings together the library and technology using a Media Scape for informal, collaborative, and creative projects. Faculty, staff, and students may checkout laptops, digital cameras, and headphones. The Maker Collection of books and the recently added 3-D printer represent the first steps in the creation of a library Maker Space meant to support students' creative projects.

Staff and Hours

The library staff includes the director, three full-time librarians, a part-time librarian, a library coordinator, and student workers. The library is open seven days a week with extended hours during exam weeks. Reference assistance is available in person, via phone and email, and online in real time via chat and text message.

Library without Walls

The library's homepage at www.goodwin.edu/library is our virtual learning commons. Library users can search almost all of the library's research resources in a single platform with SingleSearch, an implementation of EBSCO Discovery Service. SingleSearch does not replace access to the individual research resources, which students and faculty can access via their original search interfaces using the list of databases provided on the library web site. The library manages its tangible materials catalog with an open source integrated library system, Koha supported by ByWater Solutions-Shibboleth, an open-source user authentication application that provides single sign-on capabilities for Goodwin users off campus.

Collections

The library supports all of the college programs with open and equitable access to resources in a variety of formats. The collection is constantly changing with additions to in-house subscriptions, books, audio-visual materials, and artifacts. The library has responded to the demands for more electronic resources that include over 70 subscription research databases with hundreds of full-text articles and well over 1,000 films online. Library users have access to approximately 200,000 full-text academic and reference books online. Users have access to these resources both on and off campus. Through membership in the Connecticut Interlibrary Loan service, the library obtains research materials to supplement the library resources and shares its resources with over 400 libraries in Connecticut and other states.

Library Services

The library provides a variety of services for staff, faculty, and students including those in the Online Studies program. The library home page provides faculty and staff with forms for information literacy instruction, material requests to expand the collection, and reserve requests.

The staff is actively involved in curriculum support services and has developed faculty partnerships to strengthen learning outcomes for students. Web and video tutorials on all aspects of metaliteracy reinforce faculty instruction for students. Students use Guides for Citing and Writing, subject resources, and LibGuides on general and specialized topics.

The library puts strong emphasis on teaching information literacy and technology skills. All freshmen are introduced to the library resources and information literacy through several courses. New students who enter the college with 6 or more transferable collegiate credits meet the information literacy requirement by enrolling in and completing ASD 110, a non-credit, self-paced tutorial. All students who do not have 6 or more transferable collegiate credits take ASD 120 - The College Experience. Further, the library staff is available to faculty and their classes to introduce and reinforce information literacy skills to provide their students with effective research techniques. Particular skills are introduced in the foundational courses and customized instruction is provided in advanced courses. One-on-one consultations are also available for students who need more assistance. All students and members of the Goodwin Community can receive help on a daily basis during the library's operational hours. Professional development workshops are also provided to introduce new resources and metaliteracy tools.

Special Collections

The Hoffman Family Library is honored to house and maintain The Alex Haley Special Collection Archive. Items from the collection are in continuous display on the first floor. The library also continuously displays art in many formats, including unique sculptures from

Zimbabwe, hand-crafted historical ship models, paintings, and other local collections.

DigitalCommons

DigitalCommons@Goodwin College is an online repository and publishing system that highlights college scholarship of various types: journal articles, dissertations, theses, creative writing, and professional presentations. DigitalCommons is part of an open access initiative and provides open and free access to the scholarly and creative works produced by Goodwin students, faculty, and staff. This repository increases the visibility of our scholarship and encourages collaboration and innovation in order to create new knowledge.

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. 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 colleges. 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.hartfordconsortium.org. The other members of the Hartford Consortium are Capital Community College, Central Connecticut State University, Charter Oak State College, Hartford Seminary, Manchester Community College, Rensselaer at Hartford, University of Saint Joseph, Saint Thomas Seminary, Trinity College, University of Connecticut-Greater Hartford Campus, and University of Hartford. The affiliate member is Connecticut Public Television and Radio.

Housing

Goodwin College is a non-residential commuter college.

Campus Security Act Information

Goodwin College adheres to the State of Connecticut Campus Security Act, Public Act 90-259, and with the Clery Act. We take all reports of criminal or inappropriate conduct very seriously and investigate to the fullest extent possible. All verified cases of on-campus crime, as stipulated by these Acts, are collected by the Vice President for Facilities and Information Technology and distributed in an annual security report. The complete annual report, available to all current and prospective students and staff upon request, is on file in the Hoffman Family Library and in the Office of the Dean of Students. It may also be found on the college's web site [www.goodwin.edu].

The East Hartford Police Department is responsible for all criminal investigations that occur on Goodwin College campus and the College is committed to working collaboratively with them to ensure an environment free of crime. We meet regularly with the East Hartford Police Department and encourage them to visit our campus properties on a routine basis.

School Closings

Students may access information regarding unscheduled school closings due to inclement weather and unforeseen circumstances by calling 860-528-4111 or by checking the Goodwin College website (<http://www.goodwin.edu>).

This information will also be announced on the following stations no later than 7:00 a.m. for day classes and 3:00 p.m. for evening classes.

Channel 3 WFSB-TV
Channel 30 WVIT-TV
Channel 61 WTIC-TV FOX CT

When classes are canceled, individual faculty members may opt to conduct class online or hold a scheduled make-up session. Students are responsible for checking Blackboard and their Goodwin email regularly, particularly on days when classes are cancelled, to learn of any alternate arrangements. If a cancelled class is rescheduled, a student who is unable to attend will not be penalized for non-attendance but is still responsible for the work missed.

Admissions

General Admission Policy

Goodwin College has an open enrollment policy; however, a personal interview with an admissions officer is required for all interested applicants. Acceptance into the College requires the attainment of a high school diploma, General Education Diploma, HiSET, or equivalent and successful completion of the interview. 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, sentence skills, mathematics, and algebra are administered to all incoming students enrolled in degree programs and most certificate programs. Matriculating students entering with an Associate'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 Enrollment Office to schedule an appointment with an admissions officer and visit the campus.

Admissions Requirements

Admission Requirements

Applicants to Goodwin College are required to:

1. Interview with an admission officer.
2. Complete an Application for Admission to the College.
3. Pay the \$50 non-refundable application fee.
4. Arrange to take the ACCUPLACER™ placement evaluation prior to registration, if required. For further information, see individual program pages.

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

Once enrolled for classes, students are requested, for data collection and research, to:

1. Submit an official high school, GED, HiSET or equivalent transcript before the end of the first semester of enrollment. All prospective students fill out a High School transcript or GED Request form upon enrollment. Goodwin College will send this form to the appropriate high school, adult education program, or state GED/HiSET agency. The College will assist students in attempting to obtain an official high school, GED or HiSET transcript before the end of the first semester of enrollment. If an official high school, GED or

HiSET transcript (or equivalent) is not received by the end of the first semester, Goodwin College will accept the student's attestation that they have graduated along with the name of the high school or state agency, city, state and year of graduation, as listed on the student's admission application, to document that the student is a high school graduate (or equivalent) unless the College has reason to believe otherwise due to receipt of conflicting information.

2. Submit documentation of measles, mumps, rubella, and varicella (chicken pox) immunization/immunity at time of registration, as required. Any student who is not compliant will have a hold placed on all future registration of classes until they submit the documentation.

Applicant Advising

Goodwin College helps students achieve their academic and career goals by fostering partnerships between students and faculty, and by providing them with accurate information regarding registration, academic planning, and school policies. Placement evaluations and school records help to build student profiles that are used to assist students with the process of course selection and degree planning. The initial applicant advising contributes to the success of each student by establishing a plan of study for all new students and following up several weeks into the semester to assure a strong start. During the admissions process, all students meet with an applicant advisor to design a plan of study, select courses, and register for the first semester.

Early College Program

Early College Programs (ECP) provides a variety of opportunities for 11th and 12th grade students to engage the college-level curriculum for the purpose of evaluating and advancing their readiness for college. Each program charges no cost for tuition, fees or educational texts to the students or their families.

The four separate ECP programs – Connecticut River Odyssey, High School Partnership, Goodwin Scholars and Senior Academy – operate with a focus on challenging, supporting and transitioning students into the mature independence necessary for success in college. Based on qualification and program requirements, ECP students participate in a variety of general education and degree program courses. The individual curriculums of each program consider the long-term educational and career goals of the students, the required and desired curriculums of the partner high schools and the workforce needs of the local region and Connecticut overall.

Application to an ECP program must come on the Early College Programs Application available through a

participating school's counselor and the Early College Programs office. Applying students' strong performance in high school must be endorsed by a high school administrator and/or faculty member prior to acceptance to an ECP program. Registration occurs only after acceptance into the ECP program.

Goodwin Achievement Program (GAP)

A new student may qualify for participation in the Goodwin Achievement Program (GAP) based on his/her interview, pre-registration testing, and receipt of an official high school transcript, General Equivalency Diploma (GED), or State Authorized High School Equivalent Certificate. If eligible, GAP students start in the General Studies program. Upon successful completion of GAP, students work with an advisor to move into their program of choice. GAP consists of college readiness courses to refresh basic skills and learn additional skills necessary for core, college-level work. GAP offers a student:

- A learning community—a group of students completing courses together, creating opportunities to make friends and build supportive relationships for success.
- Small classes—limited enrollment of fifteen (15) students, providing more support for learning and more time with instructors.

The pre-collegiate courses that support the GAP program are:

- English 088 Foundations for College Reading and Writing and
- ASD 088 Tools for Success

The student's financial investment is the cost of books and supplies; in addition, the student must earn a grade of C or higher in ENG 088 and ASD 088 or they will be dismissed from the college.

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 Dental Hygiene
3. Associate in Science in Histology
4. Associate in Science in Nursing
5. Associate in Science in Occupational Therapy Assistant
6. Associate in Science in Ophthalmic Science
7. Associate in Science in Respiratory Care
8. Histologic Science Certificate Program
9. Paramedic Studies 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 admission policy noted above, and before completing their first semester, transfer students are requested to have all previously-attended collegiate institutions submit official transcripts to: Transfer Coordinator, Goodwin College, One Riverside Drive, East Hartford, CT 06118. The Transfer Coordinator will evaluate the transcripts and send an updated plan of study to the student which shows the transferable credit. Once the evaluation is complete, students will be able to view their transfer credit through the Student portal in Sonisweb.

Transfer of Collegiate Credit

Collegiate credit may be granted for credit courses successfully completed at other degree-granting institutions in accordance with the following policies:

1. The Transfer Coordinator in consultation with faculty determines whether transferred courses satisfy Goodwin College degree requirements.
2. Only courses completed with grades of "C" or higher may be eligible for transfer.
3. Some degree programs require a higher passing grade than "C" to satisfy specific course requirements. Students should consult with their Academic Advisor to ensure that transferable courses satisfy degree requirements.
4. Officially transferred credit will be posted to the student's transcript upon receipt of official transcripts.
5. Once a student is matriculated at Goodwin College, no additional credits earned at other institutions will be transferred with the exception of active military students.
6. 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.
7. 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.
8. 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 with the exception of active military students.

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.

There are several assessment methods available for students who want to earn collegiate credit for their college-level, non-traditional learning. Goodwin College accepts credit recommendations with departmental approval from the American Council on Education (ACE), Charter Oak State College Connecticut Credit Assessment Program (COSC CCAP) and the United States military in awarding college credit to adult learners for classroom-based training experiences.

In addition, the college evaluates student performance on standardized tests such as the College Level Examination Program (CLEP), CEEP Advanced Placement tests, DANTES, and DSST.

When a standardized test is not available, the Goodwin faculty may offer a Credit-by-Exam (CBE) test designed and administered by the College. Students must achieve a 73% in order to pass a CBE and students may only attempt each exam one time. There is an assessment fee charged by the College for CBEs; however, no charge is assessed for the credits awarded.

Portfolio review consists of the creation of a portfolio that documents student learning from work, volunteer, and other significant life experiences and relates the learning to specific college course outcomes. There is a development fee associated with portfolio review that is covered by the mandatory Portfolio Review for Experiential Learning course and a fee associated with the number of credits assessed.

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. 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.

Students should refer to the transfer pages on the Goodwin College website for more information.

Immunization

Students born on or after January 1, 1957, must submit evidence of immunization against mumps, measles, and rubella in compliance with Connecticut State Law Public Act 89-90 unless proof of a medical or religious

contraindication is submitted. All students born on or after January 1, 1980, must also provide proof of adequate immunization against varicella (chicken pox). Students born in the United States before January 1, 1980, do not have to show proof of varicella vaccination. Adequate immunization for mumps, measles, rubella, and varicella consists of two doses of vaccine separated by at least 28 days with dose number one given on or after the first birthday. Any student who is not compliant will have a hold placed on future registration of classes until they submit the documentation.

Non-Matriculated Students

Applicants may enroll in a single course in a non-matriculated status. Non-matriculated students may take up to 12 credits before matriculating at the college. This does not apply to students enrolled in the Early College Model program.

Readmission

Former Goodwin students who wish to re-enroll at the college must apply for readmission through the Admission's 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. Some funds originate from Goodwin College in the form of institutional grants. Scholarships and grants do not have to be repaid. Loans have to be repaid. Typically, federal loans are repaid after the student graduates or is no longer enrolled in college.

Sources of Financial Aid

Grants

Connecticut Independent College Student Grant Program (CCICS)/Governor's Scholarship Grant - This grant is available to Connecticut residents who are undergraduate students enrolled in a degree-granting program. The student must be registered for at least half-time (6 or more credits) per semester to qualify. It is a grant, so it does not have to be repaid. Go to www.ctdhe.org for more information on other types of financial aid programs for State of Connecticut residents.

Federal Pell Grants (PELL) - Eligibility is based on financial need. Only those students who have not earned a bachelor's degree and are not in default on Title IV funding are eligible for this grant. 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.

The maximum Pell Grant awarded for 2015-2016 is \$5,775 based on 12 credits (full-time status). The Pell Grant is prorated for less than full-time attendance.

Federal Supplemental Education Opportunity Grants (FSEOG) - Students who receive the Pell Grant and have the lowest expected family contribution may be considered for the FSEOG. Awards range from \$200 - 4,000 per academic year depending upon the college funding levels. Only those students who have not earned a bachelor's degree are eligible. This grant does not have to be repaid.

Loans

Federal Direct Stafford Loan Subsidized Program - The U.S. Department of Education pays interest while the borrower is in school; students must be attending at least half-time (6 or more credits per semester) and have financial need; fixed rate is set annually for new borrowers. Effective July 1, 2012, subsidized loans first disbursed after this date will only have the interest subsidized while the borrower is in school. The borrower will be responsible for the interest that accrues during the grace period. Loans must be repaid.

As of July 1, 2013, any first-time borrower (which is defined as someone who has no outstanding balance on a FFELP or Direct loan on or after July 1, 2013) will only be able to obtain Federal Direct Subsidized loans for a maximum of 150% of the published program length in which they are enrolled. Additionally, the subsidized loans that had been borrowed up to the 150% point will lose further government subsidy and interest will begin to become the student's responsibility if they do not graduate by the 150% point (and continue to be enrolled in the same or a shorter undergraduate program). From that point forward, these subsidized loans will become **unsubsidized** loans.

Federal Direct Stafford Loan Unsubsidized Program - The borrower is responsible for all interest; must be at least half-time (6 or more credits per semester); financial need not required; fixed rate is set annually for new borrowers.

Federal Direct Parent Plus Loan - For parents of dependent students; students must be enrolled at least half-time (6 or more credits per semester); financial need not required. Repayment begins 60 days after the disbursement of funds.

Direct or 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.

Employment

Federal Work-Study (FWS)

The Federal Work Study Program provides part-time employment for undergraduate students who have financial need. The job can be on or off campus. Students may use these funds to offset their educational and personal expenses. Students may work no more than 15 hours per week and may not perform their duties during scheduled class times. Awards are paid directly to the student in the form of a paycheck.

Scholarships and Institutional Grants

Hartford Foundation for Public Giving - The Hartford Foundation builds partnerships with donors and nonprofit organizations to enhance the quality of life for people in the greater Hartford region and to help students from the community afford a college education. As part of this mission, the Foundation provides block grants to Goodwin College for scholarships.

Besides living in the greater Hartford region, the selected recipients must have demonstrated financial need, as determined by the financial aid office; must be matriculated in a degree-granting program or a certificate program; and the recipients must be of traditional or non-traditional age, first-time or returning students and be a high school graduate. Awards range from \$500 - 1,500 per student. The Foundation publishes a directory of scholarships available in searchable format at www.hfpg.org/scholarships.

First Niagara Bank Foundation Scholarship - First Niagara Bank has generously given Goodwin College funds to award as scholarships to deserving students. In 2015-2016, \$25,000 will be awarded. There is no formal application process; the financial aid department will determine which students, based on financial need, will receive the funds.

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 typically disbursed equally over two semesters. To qualify, the student must be registered for 6 or more credits per semester. The award amount is dependent upon the student's enrollment status 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, which can be seen anytime using NetPartner.

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

Please note that if a student receives a subsequent award from an outside, private entity, their institutional grant or scholarship may be reduced. Additionally, if a credit balance is created as the result of an institutional grant, the institutional grant funds may be reduced.

Institutional Scholarships

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 minimum GPA of 2.8 and document 100 hours of community service. Five \$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 individual high school guidance counselor. Recipients will be notified before the start of the fall semester.

Dean's Scholarship

Awarded to continuing students entering a new Financial Aid 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.

Goodwin College Foundation Scholarships

Several privately-funded scholarships are awarded each year through the Goodwin College Foundation, thanks to the generous support of donors. Recipients are selected by the Scholarship Committee during the financial aid award process or through an application process, which is made available to students throughout the year via the Financial Aid office.

Goodwin College Matching Scholarship Program

Whenever any enrolled 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 per semester. 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 students who have graduated from their program of study or received a milestone credential and continue at the college or return to Goodwin College to pursue another degree. 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 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.

RN to BSN Scholarship

This reduction in tuition scholarship to the RN to BSN student is awarded to graduates of Goodwin's Associate Degree in Nursing program who matriculate in the BS Nursing program. Students may receive on average \$20,000 of this scholarship's funds over the life of their time in the BS Nursing program.

Early Childhood Education Scholarship

Students who are working as childcare professionals or paraprofessionals enrolled in the BS Child Study program will qualify for this award. Although students

are charged the published rate of tuition, they will be awarded this scholarship reducing their tuition to \$800 per course taken. Students are responsible for all fees. Students must present a letter from the employer verifying their employment prior to the award being made.

Departmental Scholars Initiative

Students who attend one of the selected programs below on either a three-quarter-time or full-time basis will receive a 40% reduction in tuition. To maintain the scholarship, students must have a cumulative grade-point-average (CGPA) of 3.0 at the end of each semester. Students whose CGPA drops below 3.0 but above 2.7 will lose one-half of the scholarship. Students may regain eligibility if the CGPA criteria are met at the end of a future semester.

The programs eligible for this scholarship are:

- BS Management and Leadership
- BS Environmental Studies
- BS Business Administration

Alternative Loan Programs

Students needing to borrow additional funds to offset the cost of their education may do so through the lender of their choice. Goodwin College has worked with the following lenders in recent years:

- Sallie Mae
- Connecticut Higher Education Supplemental Loan Authority (CHESLA)
- Discover Loans
- Wells Fargo Bank
- Citizens Bank
- First Marblehead Corporation

Students are not limited to the lenders listed above; the student may contact any private lender to secure an educational loan to offset their semester's charges.

Additional Resources

- Community Scholarships
- Employer Tuition Reimbursement
- Veteran's Benefits and the Yellow Ribbon Program (See Veterans/Yellow Ribbon Program)

Other Funding Sources

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.

Connecticut Department of Labor

This entity provides funding for students under the Trade Adjustment Act (TAA).

Corporate Partnership Scholarship

Students who are employed at companies that have entered into agreements with Goodwin College will be eligible for this scholarship. Although the student is charged the published rate of tuition, they will be awarded this scholarship which reduces their tuition by 25%. The student must present a letter from the company or organization prior to the award being made.

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 or illness.

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.

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.

Veterans/Yellow Ribbon Program

The State Approving Agency, Connecticut State Office 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.

Goodwin College is proud to accept Veterans and Dependents of Veterans education benefits, including, but not limited to: Post 9/11 G.I. Bill, Vocational Rehabilitation and Education, Montgomery G.I. Bill, Survivors and Dependents Assistance, and Reserve Education Assistance. Qualifying recipients of these education benefits, are determined by the U.S. Department of Veterans Affairs.

Post 9/11 G.I. Bill recipients at 100% eligibility level, may receive Yellow Ribbon benefits if deemed eligible by the Department of Veterans Affairs. The Yellow Ribbon Program allows Goodwin College to enter into an agreement with the VA to fund tuition and fees expenses that exceed the annual maximum cap for private institutions. Goodwin College will contribute up to 50% of those expenses and the VA will match the same amount.

Eligibility for Financial Aid

Students receiving financial aid must meet these eligibility requirements:

- Be enrolled in an eligible degree or certificate program;
- Be enrolled for 6 or more credits per semester for all Financial Aid other than Pell Grants; (Students may be enrolled for less than 6 credits and still be eligible for Pell Grants);

- Demonstrate financial need for certain funds;
- Maintain satisfactory academic progress;
- Register with the Selective Service (for males between the ages of 18 and 25). If registration has not been completed, contact the Financial Aid Office for assistance;
- 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, State Authorized High School Equivalent certificate.

Applying for Financial Aid

The Free Application for Federal Student Aid (FAFSA) is available on-line at www.FAFSA.ed.gov. With an FSA ID, 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 Direct Loan.

Complete the FAFSA correctly and truthfully. There are severe penalties for falsifying information on a FAFSA including the potential for fines and imprisonment. The College is required to return Title IV aid to the Department of Education in these situations. The payments of tuition and fees incurred will be the responsibility of the student.

Applications for Federal Stafford Student Loans (subsidized and unsubsidized) are available from the Financial Aid Office as well as from www.studentloans.gov.

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).
- Students whose FAFSAs are selected for verification by the Department of Education must provide additional information to be verified prior to being awarded any financial aid. See your financial aid counselor for any questions you may have regarding additional supporting documentation.

Notification of Awards

Students are advised of grants, loans, and institutional scholarship amounts in award notices, which are provided online and also given to new students when processing is complete. These awards are based on information from the FAFSA application, which may be estimated and subject to change. Students are encouraged to view their award for the current semester by accessing the NetPartner website. On the Awards tab of NetPartner, the student may also view the Financial Aid Disclosure sheet (commonly referred to as the Shopping Sheet), which will outline their total charges and gift aid for the entire award year. 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 acknowledged by the students in one of the following manners: giving Goodwin College permission to accept the awards for them, signing the award notice, or accepting the awards on NetPartner. The parent of a dependent student who borrowed through the PLUS program must sign the award notice.

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 medical withdrawal, 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.

International Students

Students may attend Goodwin College on an F-1 (student) visa. The College will issue the student an I-20 form once all the appropriate paperwork is on file. International students must be enrolled full-time every semester, unless there are documented circumstances

which outline why they cannot be full-time. International students are not eligible to receive any Federal or State aid to offset their tuition and fees.

Tax Credit Programs

The American Opportunity Tax Credit amends the Hope Scholarship. 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 Publication 970, Tax Benefits for Education.

Repayment Solutions

The Repayment Solutions team at Goodwin College promotes financial literacy to prospective and current students as well as alumni. During the admissions process, all students are encouraged to meet with a loan repayment counselor who provides them with basic resources as starting points for financial education and student loan repayment success. The department is open Monday through Friday from 8:00 am to 5:00 pm and students are always welcome to come in with questions. Appointments are not needed.

In addition to our on-campus resources, Repayment Solutions also works in partnership with Inceptia, a non-profit organization providing premier expertise in default prevention and debt management in relation to student loans. Together with Inceptia, we identify students needing immediate, short-term and long-term student loan management guidance. We have partnered with Inceptia to help students explore a wide variety of student loan management possibilities.

Throughout a student’s federal loan repayment cycle, our partnership with Inceptia and with our students emphasizes our mutual commitment to student loan repayment success.

Satisfactory Academic Progress

THIS POLICY APPLIES TO ALL STUDENTS

Federal Regulations (General Provision CFR 668.16 and 668.34) require Goodwin College to review the Satisfactory Academic Progress of students who apply for and/or receive title IV financial aid. **Generally, all periods of the student’s enrollment count when assessing Satisfactory Academic Progress, even periods in which the student did not receive financial aid. Please note: Satisfactory Academic Progress (SAP) evaluations cannot take place until final grades have been posted each semester. Therefore, any financial assistance**

awarded prior to the academic evaluation is subject to cancellation if the minimum SAP standards are not met.

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 in the college. Additionally, students receiving federal financial aid must meet SAP standards to remain eligible for title IV program funds. Satisfactory Academic Progress is determined by measuring the student’s cumulative grade point average (CGPA) in their current academic program and the student’s rate of progress toward completion of his/her academic program at each evaluation point. Students must complete all requirements for graduation within the maximum time frame and have a CGPA of 2.0 or higher.

Maximum Time Frame

Maximum time frame is defined as 150 percent of the length of an academic program, measured in semester hours attempted, as published in the Goodwin College catalog. 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 they have attempted 90 semester hours. Successful course completion standards at each evaluation point ensure that the student can successfully complete the program of study within the maximum time frame with a minimum of a 2.0 CGPA.

Evaluation Points

A student’s academic progress toward meeting SAP requirements is evaluated at the end of each semester or payment period, whichever is less. The student’s cumulative grade point average, the cumulative number of credits attempted, and the cumulative number of credits earned are reviewed to determine satisfactory academic progress.

Cumulative Grade Point Average (CGPA) Requirements

Students must meet a minimum CGPA requirement at each evaluation point in order to be considered making satisfactory academic progress. These requirements are:

Semester	Minimum CGPA
1st	1.6
2nd and 3rd	1.8
4th and beyond	2.0

Programs 3-semester in length

Semester	Minimum CGPA
1st	1.6
2nd	1.8
3rd	2.0

Programs 2-semester in length

Semester	Minimum CGPA
1st	1.6
2nd	2.0

Programs 1-semester in length

Semester	Minimum CGPA
1st	2.0

Rate of Completion Requirements

Students must progress through their educational program at a pace that ensures that they will complete the program within the maximum time frame. Therefore, in addition to the CGPA, a rate, or percentage of completion, is calculated and reviewed at the end of each semester. Rate of completion is calculated by dividing the cumulative number of semester credits the student has successfully completed by the cumulative number of semester hours the student has attempted. The rate of completion requirements are:

Program	Number of Credits Attempted:	Pace
Certificate*	0 - 12	50%
	13 - 24	60%
	over-24	66.6%

*Certificates programs less than one-year require a pace of 66.6% at each evaluation point.

Program	Number of Credits Attempted:	Pace
Associate	0 - 30	50%
	31 - 90 & over	66.6%

Program	Number of Credits Attempted:	Pace
Bachelor	0 - 30	50%
	31 - 60	60%
	61 - 180	66.6%

How Foundational Courses Affect SAP

Based on testing, degree-seeking students may need to take foundational or remedial courses before enrolling in college-level English or math courses. These courses carry no academic credit hours but, for purposes of establishing enrollment status for Title IV eligibility, each foundational course equates to three credits, with the exception of MATH 096, which is zero credits. Foundational courses may be repeated only once without departmental permission, and under no circumstance will a student be permitted to attempt a foundational course more than three times. Foundational courses may be eligible for financial aid, however, students are eligible for financial aid for only a maximum of 30 credits (10 attempted courses) as long as the student maintains Satisfactory Academic Progress.

For SAP calculations, these courses do not count as credits attempted or credit earned in determining the student's rate of completion.

Courses are not calculated into the student's GPA or CGPA. Foundational courses are measured qualitatively by limiting the number of foundational course repeats. For the SAP qualitative calculations, the institution also reviews the successful completion of these courses. After attempting four foundational courses, a student must receive a Pass grade on a minimum of two courses. After attempting more than four foundational courses, a student must receive a Pass grade on at least 50% of foundational courses attempted. If the student fails to meet this criterion, he/she is considered not to be making Satisfactory Academic Progress and will be placed on Financial Aid Warning. At the point that the institution determines that a student cannot complete all required foundational courses within attempting 30 credits, the student will no longer be eligible for Title IV financial aid for foundational courses.

How Withdrawing from a Course Affects SAP

If a student withdraws from a course and receives a grade of "W", the credits will count as credits attempted but not as credits earned in the rate of completion calculation. The "W" grade will not be calculated in the CGPA. Withdrawing from a course can have an adverse effect on the student's rate of completion calculation and may affect the student's ability to meet SAP requirements.

How Incomplete Grades Affect SAP

"INC" grades that are converted to an "F" will count as credits attempted and may adversely impact the student's ability to meet SAP requirements. "INC" grades count as credits attempted but not as credits earned in the rate of completion calculation.

How Repeated Courses Affect SAP

Any repeated course that is designated as an "R", whether repeated because of a failed grade or to receive a better grade, will be counted as credits attempted but not as credits earned for SAP calculations to determine rate of completion. Financial aid regulations permit students to repeat a course that has been passed (not an "F" grade) only once in order to earn a better grade. Any additional repeats of previously passed courses are not eligible for Title IV financial aid nor will they be used to calculate the student's enrollment status for determining Title IV eligibility. When a course is repeated, the grade of the most recent repeat will be used for the purposes of calculating CGPA. The "old" grade will remain on the transcript and will be followed by an "R". "R" grades are not used in calculating the CGPA. Repeating courses can have an adverse effect on the student's rate of completion calculation and may affect the student's ability to meet SAP requirements.

How Medical Withdrawals Affects SAP

Students who are granted a Medical Withdrawal will receive a grade of "W" for all courses in progress. The credits will count as credits attempted, but not as credits earned in the rate of completion. Withdrawing from a course can have an adverse effect on the student's rate of completion calculation and may affect the student's ability to meet SAP requirements.

How Transfer Credit Affects SAP

From Another Institution: All transfer credit that is accepted towards a student's academic program or major will be counted as both credits attempted and credits earned for purposes of the rate of completion calculation. Grades for these transfer courses are not used to calculate CGPA.

Internal Transfer (Change of Major): In order for courses to transfer to the new major, they must be applicable to the new program, be completed with a grade of D- or better, and meet program requirements for successful course completion. Every course a student takes at Goodwin College remains on the transcript and is used to calculate the cumulative GPA. The SAP is calculated using all Goodwin College courses. In all cases, the starting GPA for the new program, if any courses are transferred in, must be at least a 2.0. All courses will count as both credits attempted and credits earned for the SAP calculation. The only exception to this policy is for students who qualify for the Second Chance Program (refer to that catalog section for more information).

Financial Aid Warning/Academic Warning

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 are not making SAP at the end of a semester will be placed on Financial Aid Warning for the next semester. Financial Aid Warning status is assigned to the student by the Academic Progress Office without the need for any appeal or further action by the student. All students placed on Financial Aid Warning will be notified via Goodwin College e-mail before the start of the next semester. Students with a status of Financial Aid Warning are eligible to continue to receive Title IV HEOA program funds for the semester.

Financial Aid Probation/Academic Probation

At the end of the semester during which the student was on Financial Aid Warning status, the institution will evaluate the student's Satisfactory Academic Progress to determine if the student is meeting the minimum standards of SAP. Students on a Financial Aid Warning who raise their CGPA and rate of completion at or above the minimum SAP standards will be returned to regular status. If the institution determines that the student does not meet the minimum SAP requirements at the time of evaluation, the student is no longer eligible to

receive Federal financial aid funds, unless the student successfully appeals the determination and is placed on Financial Aid Probation. Students not meeting SAP requirements will be notified via Goodwin College e-mail before the beginning of the next semester.

Appeal Process

Students, who lose their eligibility to receive Federal financial aid funds, may appeal to the institution for reinstatement of eligibility. A written appeal must be initiated by the student and sent to the Academic Progress Coordinator. The deadline for the appeal will be emailed to students via Goodwin email. The appeal must be based on mitigating circumstances, such as the death of a relative, injury or illness of student or family member, or other special circumstances that prohibited the student from making SAP. It must provide information regarding why the student failed to make SAP and what has changed in the student's situation that will allow the student to demonstrate SAP at the next evaluation point. Furthermore, the student must demonstrate that such circumstances will not continue to adversely impact student performance. Faculty and student service representatives will review all appeals.

If received in a timely fashion, all appeals will be responded to before the beginning of the next semester. Students will be notified via Goodwin College e-mail. If the school accepts the appeal and determines that the student should be able to meet SAP standards by the end of the subsequent semester, the student will be assigned the status of Financial Aid Probation and will have his or her eligibility to receive Federal financial aid funds reinstated for the next semester or as indicated in the Appeal. If the student does not meet SAP requirements at the end of the subsequent semester while the student is on Financial Aid Probation, or if he or she fails to meet his or her objectives under the Academic Probation Plan, the student is no longer eligible to receive Federal financial aid funds.

Appeal Process, Financial Aid Probation, and Probation Plan

In some cases, the college may accept the student's appeal, place the student on Financial Aid Probation and require the development of a Probation Plan that the student agrees to follow that would allow him or her to meet SAP requirements over a specific time frame greater than the one semester. The college will evaluate the student's progress toward completing the requirements of the Probation Plan at the end of each semester in which the student is on Financial Aid Probation. The Probation Plan may require the student to fulfill specific terms and conditions such as a reduced course load or enrolling in specific tutoring or mentoring programs provided by the college. The student will be eligible to receive Federal financial aid funds for an extended period as long as the college determines, at the end of each semester, that the student has met the requirements specified by the college in the Probation

Plan for the student, and otherwise meets all Title IV eligibility requirements. At the point where the student fails to meet the requirements of the Academic Plan, the student will no longer qualify for further Federal financial aid funds.

Reinstatement of Eligibility

Once a student loses eligibility for Federal financial aid funds, he or she may continue to enroll in classes but will not receive any Federal financial aid. Once a student meets the minimum SAP requirements, he or she may apply through the Financial Aid Office for a reinstatement of eligibility to receive financial aid funds.

Students may be reinstated for eligibility for financial aid and/or continue as a student as long as it is determined that the student can complete the program within the maximum time frame with a CGPA of a minimum of a 2.0.

Dismissal

At the point that the Academic Progress Coordinator determines that a student cannot achieve the minimum 2.0 CGPA needed for graduation, the student may be dismissed from the college. At the point that it is determined that a student cannot complete the required credits needed for graduation, within the maximum time frame, the student will be similarly dismissed. Students who are dismissed will be notified in writing by the Vice President for Academics.

Tuition and Fees

Tuition

Full-time Students (12 - 18* credits per semester)	\$9,750/ per semester
Three-quarter Time Students (9-11 credits per semester)	\$6,900/ per semester
Half-time Students (6-8 credits per semester)	\$4,915/ per semester
Students taking less than 6 credits per semester	\$690/per credit
<i>*Students taking over 18 credits in any semester will be charged \$690 for each additional credit.</i>	
Continuing Education Programs ESL four levels	\$10,050

Fees (Non-refundable)

Application Fee

Degree & Certificate Programs	\$50.00
ESL	\$25.00

General Student Fee \$300/semester

Technology Support Fee \$150/semester

Science Lab Fee \$450/course

Course Fees

Business Fees(Course Materials)	\$50/BUS 101
	\$100/BUS 123
Dental Hygiene Lab/Clinical Fees	\$400/DHP 104
	\$400/DHP 106
	\$400/DHP 110
	\$400/DHP 120
	\$400/DHP 210
	\$400/DHP 220
Background Check and Drug Testing	\$110/DHP 110
Dental Hygiene Program Fee	\$1,600
Early Childhood/Child Study - Task Stream Fee	\$119
Background Check Fee	\$100/ECE 251
Health Science Fees	
Background Check and Drug Testing	\$110/HSC 460

Histology/Histologic Science Fees	\$750/HLT 102
Task Stream Fee	\$119/HLT 110
	\$750/HLT 114
	\$750/HLT 209
	\$750/HLT 290
Background Check and Drug Testing	\$110/HLT 290
Manufacturing Fees	\$425/BMM 101
	\$300/BMM 110
	\$425/BMM 125
	\$300/BMM 135
	\$275/BMM 175
	\$75/BMM 190
	\$75/BMM 240
	\$75/BMM 241
	\$150/BMM 221
	\$400/BMM 275
	\$525/BMM 276
Medical Assisting Fee	\$400/MED 151
Background Check and Drug Testing	\$110/MED 299
Nursing Clinical Fee	\$800/course
Background Check and Drug Testing	\$110/NUR 100
Background Check and Drug Testing	\$110/NUR 190
Shadow Health Fee	\$100/NUR 310
Occupational Therapy/ Field Work Fees	\$250/OTA 102
	\$250/OTA 250
	\$250/OTA 260
Background Check and Drug Testing	\$110/OTA 100
Ophthalmic Science Lab/ Clinical Fees	\$350/OPS 203
	\$350/OPS 204
	\$350/OPS 205
Paramedic Fees	\$400/EMT-P 101
	\$400/EMT-P 102
	\$400/EMT-P 103
	\$400/EMT-P 201
Background Check and Drug Testing	\$110/EMT-P 110
Phlebotomy Fees	
Background Check and Drug Testing	\$110/PHB 299
Respiratory Care Fees	\$750/RSP 112
	\$750/RSP 133

	\$750/RSP 153
	\$750/RSP 154
	\$750/RSP 253
	\$940/RSP 254
E*Value Fee	\$150/RSP 112
	\$150/RSP 223
Background Check and Drug Testing	\$110/RSP 112
Administrative Fees	
Official Transcript of Academic Work	\$10
Credit By Exam	\$100/course
Late Registration Fee	\$100
Late Payment Fee	\$50
Payment Plan Fee	\$40/semester
Returned Check Fee	\$25
Fee to retake MSSC credential exam	\$55/exam
Portfolio Review	
Course fee of \$690 plus \$300	\$990
portfolio development fee	
Portfolio Assessment fee:	
Less than 6 credits	\$50
7 to 12 credits	\$100
over 12 credits	\$100 plus \$100/credit above 12 credits

This schedule of fees is comprehensive and is expected to prevail during the 2015-2016 academic year. For a more detailed listing of fees by program, please contact the Business Office at 860-727-6784. The Board of Trustees of Goodwin College reserves the right, at any time, to authorize changes.

Refund Policy

Withdrawing From the College

If a student submits a notice of withdrawal from the College prior to the first day of the semester, 100% of total tuition (less fees and books purchased) will be refunded.

If an attending student officially withdraws from the college between day one and the 14th calendar day of the semester, 100% of total tuition, less \$500 per course withdrawn (less fees and books purchased) will be refunded.

No refund of tuition or fees will be granted for withdrawing from the College after the 15th calendar day of the semester.

Withdrawing From a Course

If a student withdraws from a course(s) prior to the first day of the semester, 100% of applicable tuition for the course(s) withdrawn (less fees and books purchased) will be refunded.

If a student does not establish attendance in any course(s) by the 14th calendar day of the semester or module, student will be withdrawn from the course(s). 100% of applicable tuition for the course(s), less \$500 per course withdrawn (less fees and books purchased) will be refunded.

If an attending student withdraws from a course(s) from the first day through the 14th calendar day of the semester, 100% of applicable tuition for the course(s) withdrawn, less \$500 per course withdrawn (less fees and books purchased) will be refunded.

No refund of tuition or fees will be granted for an attending student who withdraws from a course(s) after the 14th calendar day of the semester.

Policy Notes:

1. Refund/returns of Title IV funds are made in accordance with applicable Federal rules and regulations that take precedence over college refund policy.
2. Refund policies assume that all charges have been paid in full prior to withdrawal. In some cases an account adjustment may not entitle a student to an actual refund.

Financial Aid/Loan Students

If a student withdraws from the College or a course, he/she may be subject to a financial aid award reduction or cancellation. This can result in a student personally owing money to the college. Students should contact the Financial Aid office before withdrawing.

Appealing Financial Aid/Finance Issues

Students may resolve financial aid/finance-related issues by appealing to the Record Review Committee (RRC). The RRC is comprised of various members of administrative departments at Goodwin College. Students are required to submit their concern in writing on a Petition Form located on the Registrar's page of the Goodwin College website. Students must include all pertinent documentation to substantiate their claim. The committee meets weekly and will respond to each student's request within thirty (30) days of receiving the petition. If students are not satisfied with the decision of the RRC, they may appeal to the Goodwin College Appeals Board for a final decision.

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 Federal 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 Federal Title IV Financial Aid, only the Institutional Refund Policy will apply. Federal Title IV funds include Federal Pell Grants, Federal College Work-Study, Supplemental Educational Opportunity Grants, Direct Loans 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. An NS grade does not establish attendance. Each NS grade results in a \$500 charge. Title IV Funds cannot be used for this \$500 charge.

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 must attend 60.01% of an enrollment period in order to earn all of their financial aid for the applicable semester. 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 work sheets 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.

General Policies

The Board of Trustees and the administration of Goodwin College are committed to providing 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.

Goodwin College Technology Access

Access to computer systems, networks and electronic devices owned by Goodwin College imposes certain responsibilities and obligations to all students. Students are to use computers, networks and resources for conducting day-to-day business operations for Goodwin College or educational purposes relating to the education of students at Goodwin College. Network resources are not to be abused in any way for personal usage, profit-making or illegal activities.

Users are not allowed to add, remove, reconfigure or deface any computer or electronic hardware or software owned and maintained by Goodwin College; shall not use, install or download any Games or Gaming websites onto any Goodwin College-owned equipment; and shall not install or use any malicious software such as, but not limited to Trojans, viruses or malware.

Internet Usage

The Internet is a very powerful tool when used properly. However, abuse of the Internet is very common and must be monitored and controlled to protect Goodwin College from malicious attacks. Users should always assume any Internet activity, including but not limited to E-mail, web browsing and downloading, can be viewed by someone else at any given time on any computer owned by Goodwin College.

Copyright Infringement Policy

GOODWIN COLLEGE COPYRIGHT COMPLIANCE POLICY

The Goodwin College Library Copyright Policy provides a summary of U.S. copyright law as it relates to the use of copyright-protected works in the classroom and library.

U.S. copyright law contains many gray areas. The goal of this policy is to provide administrators, faculty, librarians,

students, employees, and others with a standard approach for addressing complex copyright issues. This policy covers issues such as photocopying, online and distance education. It also covers library uses for print and electronic reserves, ILL, file sharing, and document delivery.

WHAT IS COPYRIGHT?

Copyright is an area of law that provides creators and distributors of creative works with an incentive to share their works by granting them the right to be compensated when others use those works in certain ways. Specific rights are granted to the creators of creative works in the U.S. Copyright Act (title 17, U.S. Code). If you are not a copyright holder for a particular work, as determined by the law, you must ordinarily obtain copyright permission prior to reusing or reproducing that work. However, there are some specific exceptions in the Copyright Act for certain academic uses, and permission is never required for certain other actions, such as reading or borrowing original literary works or photographs from a library collection.

WHAT IS PROTECTED BY COPYRIGHT?

The rights granted by the Copyright Act are intended to benefit "authors" of "original works of authorship", including literary, dramatic, musical, architectural, cartographic, choreographic, pantomimic, pictorial, graphic, sculptural and audiovisual creations. This means that virtually any creative work that you may come across—including books, magazines, journals, newsletters, maps, charts, photographs, graphic materials, and other printed materials; unpublished materials, such as analysts' and consultants' reports; and non-print materials, including electronic content, computer programs and other software, sound recordings, motion pictures, video files, sculptures, and other artistic works—is almost certainly protected by copyright. Among the exclusive rights granted to those "authors" are the rights to reproduce, distribute, publicly perform and publicly display their works.

These rights provide copyright holders control over the use of their creations and an ability to benefit, monetarily and otherwise, from the use of their works. Copyright also protects the right to "make a derivative work," such as a movie from a book; the right to include a work in a collective work, such as publishing an article in a book or journal; and the rights of attribution and integrity for "authors" of certain works of visual art. Copyright law does not protect ideas, data or facts.

FAIR USE

A provision for fair use is found in the Copyright Act at Section 107. Under the fair use provision, a reproduction of someone else's copyright-protected work is likely to be considered fair if it is used for one of the following purposes: criticism, comment, news reporting, teaching,

scholarship and research. If the reproduction is for one of these purposes, a determination as to whether the reproduction is fair use must be made based upon four factors:

- The purpose and character of use (principally, whether for commercial or nonprofit educational use);
- The nature of the copyright-protected work;
- The amount and substantiality of the portion used; and
- The effect of the use as it affects the value of the copyright-protected work.

The law does not state exactly what uses of a copyrighted work will be considered fair uses under the law and may therefore be used without obtaining permission. As such, individuals who are not lawyers may often need to be interpreters of the law in everyday circumstances, and answers as to how much reproduction may be considered fair use often remain unclear. Fair use requires a very circumstance-specific analysis as to whether a particular use or reuse of a work may indeed be considered fair use.

To avoid confusion and minimize the risk of copyright infringement, the library interprets the following situations as fair use:

- Quotation of short passages in a scholarly or technical work for illustration or clarification of the author's observations.
- Reproduction of material for classroom use where the reproduction is unexpected and spontaneous – for example, where an article in the morning's paper is directly relevant to that day's class topic. This would generally cover one time use in only one semester.
- Use in a parody of short portions of the work itself.
- A summary of an address or article, which may include quotations of short passages of the copyright-protected work.

If your use does not meet the above criteria and the work is protected by copyright, you probably need to obtain permission to use the work from the copyright holder or its agent.

TYPES OF USE

Classroom Handouts: Based on XYZ's fair use analysis, classroom handouts fall into two categories; one that requires permission and one that does not. If the handout is a new work for which you could not reasonably be expected to obtain permission in a timely manner and the decision to use the work was spontaneous, you may use that work without obtaining permission. However, if the handout is planned in advance, repeated from semester to semester, or involves works that have existed long enough that one could reasonably be expected to obtain copyright permission in advance; you must obtain copyright permission to use the work.

Reserves: If the Goodwin library owns a copy of a publication, the library may place that copy on reserve without obtaining copyright permission. If the library

wishes to reproduce additional copies of a work and place them on reserve for students to review, in either paper or electronic format, the library must obtain copyright permission.

Photocopying In the Library: It is permissible to photocopy copyright-protected works in the Goodwin library without obtaining permission from the copyright owner, under the following circumstances:

Library user requests for articles and short excerpts.

At the request of a library user or another library on behalf of a library user, the library may make one reproduction of an article from a periodical or a small part of any other work. The reproduction must become the property of the library user, and the library must have no reason to believe that the reproduction will be used for purposes other than private study, scholarship and research.

Archival reproductions of unpublished works. Up to three reproductions of any unpublished work may be made for preservation or security or for deposit for research use in another library or archive. This may be a photocopy or digital reproduction. If it is a digital reproduction, the reproduction may not be made available to the public outside the library or archive premises.

Replacement of lost, damaged or obsolete copies.

The library may make up to three reproductions, including digital reproductions, of a published work that is lost, stolen, damaged, deteriorating or stored in an obsolete format. Any digital reproductions must be kept within the confines of the library.

Library user requests for entire works. One reproduction of an entire book or periodical may be made by your library at a library user's request, or by another library on behalf of a library user upon certain conditions being met. These conditions include the library determining after reasonable investigation that an authorized reproduction cannot be obtained at a reasonable price. Once made, the reproduction must become the property of the library user. The library must have no reason to believe that the reproduction will be used by the user for purposes other than private study, scholarship and research, and the library must display the register's notice at the place library users make their reproduction requests to the library.

Online Use

Instructors may post their own authored materials, such as lecture notes, tests, exercises, problem sets, and PowerPoint presentations. If material they wrote has been published, they may have transferred the copyright to the publisher. In that case, it will be necessary to obtain permission from the publisher to post the material.

Materials from Goodwin-licensed collections may be included in electronic reserves and course web sites without any further permission by linking to a persistent URL. Material not protected by the Copyright Act and may be made available on electronic reserves or on course web sites without the permission of the copyright owner—

such as, works in the public domain, works of the U.S. government, and links to web sites.

WARNING

Compliance with copyright law is the responsibility of the individual. This is only a short introduction to copyright issues affecting students and faculty. Please see the copyright book in the library, Copyright Clarity by Renee Hobbs of Drexel University for further discussion of fair use supporting digital learning. Ms. Hobbs is a leading authority on media literacy education and copyright law.

Unauthorized Peer-to-Peer (P2P) File Sharing and Other Copyright Infringement

Policy Regarding Unauthorized Peer-to-Peer (P2P) File Sharing and Other Copyright Infringements

The Higher Education Opportunity Act (HEOA) was signed into law on August 14, 2008 and regulations for implementing the law were issued by the Department of Education on October 29, 2009. Several sections of the HEOA are designed to reduce the illegal distribution of copyrighted works, including the unauthorized uploading and downloading of copyrighted works through peer-to-peer (P2P) file sharing on campus networks. These provisions require all U.S. colleges and universities to:

- Provide an annual disclosure to current and prospective students describing copyright law and campus policies related to copyright infringement, including penalties and liabilities for unauthorized peer-to-peer file sharing;
- Create a plan to effectively combat the unauthorized distribution of copyrighted materials by users of its network, including the use of one or more technology based deterrents;
- Offer alternatives to illegal downloading, to the extent practicable; and Identify procedures for periodically reviewing the effectiveness of the plan to combat the unauthorized distribution of copyrighted material.

Copyrights

Users shall not use Goodwin College's computers or network to copy, download, modify or distribute copyrighted materials. This includes but is not limited to the following:

1. Music
2. Movies
3. Literature
4. Photographs
5. Software

Abuse and Enforcement of policy

- A. Any abuse of this policy should be immediately reported to the Vice President for Physical Facilities and Information Technology

- B. Abuse of this policy may result in disciplinary action by Goodwin College, local law enforcement and/or federal law enforcement
- C. If there is a violation of this policy, the Director of Information Technology is authorized to take actions to implement and enforce the network usage policy and provide system integrity and security
- D. The Director of Information Technology is authorized to suspend any user's access rights if the administrator has reason to believe that said user has violated the network usage policy

Goodwin College ("the College") complies with the HEOA by the following:

Annual Disclosure. At the beginning of each Fall term, the following statement ("P2P Policy") will be incorporated into the Student Handbook for all students and sent to all students in a stand-alone email.

Institutional policies and sanctions related to the unauthorized distribution of copyrighted material: The College takes copyright infringement seriously. All students must abide by federal and state copyright laws when using the College computing or network resources. The unauthorized publishing or use of copyrighted material on the College computer network is strictly prohibited and users are personally liable for the consequences of such unauthorized use. This specifically applies to Peer-to-Peer or P2P file-sharing of copyrighted music and movies. Students should be aware that by engaging in unauthorized sharing of copyrighted material, they not only violate College policy, but they may also be held criminally and civilly liable by federal and/or state authorities.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

For more information, please see the Web site of the U.S. Copyright Office at www.copyright.gov, especially their FAQs at www.copyright.gov/help/faq.

The College will subject students who violate this policy to discipline as appropriate. Repeated infringement is subject to disciplinary action, up to and including expulsion from the College.

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. 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 policy is as follows:

- A. **Standards of Conduct:** all students are prohibited from the unlawful possession, manufacture, use, or distribution of illicit drugs and alcohol on Goodwin College's campus and parking lots, or as part of any of the school's activities. Students are also prohibited from being under the influence of illegal drugs or alcohol while on Goodwin College's campus, parking lots, or as part of the school activities. There will be an exception to this policy for students who have attained 21 years of age and are attending certain College-approved events where alcohol is served.
- 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 the Dean of Students 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.

Children on Campus Policy

To protect the safety of young visitors and to avoid disruptive behavior, children accompanying employees, students, or visitors of Goodwin College must be under the constant supervision of a responsible adult while on College property or on the site of any approved off-campus class or other College event. Employees of the College have assigned duties and cannot take supervisory responsibility for any unattended children of employees, students, or visitors. Children should not be unattended in any College facility at any time. A violation of this policy may result in appropriate disciplinary action.

The College assumes no responsibility or liability for children, nor for any accidents or injuries to children. For the purposes of this policy, a child is defined as any

youth under the age of 16 who is not officially registered in a Goodwin College class.

If an unattended child is observed on campus, the Goodwin College employee observing the child should attempt to obtain the child's name and then report the situation immediately to Campus Security. Security will attempt to locate the child's (children's) parents or legal guardians or caregiver to remedy the situation. If the parent or guardian or caregiver cannot be found in a reasonable amount of time, Security may refer the situation to the Department of Social Services or other appropriate agency.

Non-discrimination Statement and Acts of Intolerance 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, gender identity or expression, disability, HIV/AIDS or other communicable disease status, or any other consideration not directly and substantively related to effective performance. This policy implements Federal and State laws, regulations, and executive orders.

The staff, faculty, student body, and administration of Goodwin College form a diverse community and 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. Acts of discrimination, intolerance, 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.

To file a discrimination complaint, or for inquiries concerning Goodwin College's Non-discrimination Policy, Title IX and the Rehabilitation Act of 1973, and the Americans with Disabilities Act, contact Megan Monahan, Director of Compliance and Title IX Coordinator, at (860) 727-6741.

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, students may request reasonable accommodations through the Department of Student Services.

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.

Gender and Sexual Misconduct Policy

INTRODUCTION

Members of the college community, guests and visitors have the right to be free from sexual violence. All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. Goodwin College believes in a zero tolerance policy for gender-based misconduct. When an allegation of misconduct is brought to an appropriate administrator's attention, and a respondent is found to have violated this policy, serious sanctions will be used to reasonably ensure that such actions are never repeated. This policy has been developed to reaffirm these principles and to provide recourse for those individuals whose rights have been violated. This policy is intended to define community expectations and to establish a mechanism for determining when those expectations have been violated.

OVERVIEW OF POLICY EXPECTATIONS WITH RESPECT TO PHYSICAL SEXUAL MISCONDUCT

The expectations of our community regarding sexual misconduct can be summarized as follows: In order for individuals to engage in sexual activity of any type with each other, there must be clear, knowing and voluntary consent prior to and during sexual activity. Consent is sexual permission. Consent can be given by word or action, but non-verbal consent is not as clear as talking about what you want sexually and what you don't. Consent to some form of sexual activity cannot be automatically taken as consent to any other form of sexual activity. Silence—without actions demonstrating permission—cannot be assumed to show consent.

Additionally, there is a difference between seduction and coercion. Coercing someone into sexual activity violates this policy in the same way as physically forcing someone into sex. Coercion happens when someone is pressured unreasonably for sex.

Because alcohol or other drug use can place the capacity to consent in question, sober sex is less likely to raise such questions. When alcohol or other drugs are being used, a person will be considered unable to give valid consent if they cannot fully understand the details of a sexual interaction (who, what, when, where, why, or how) because they lack the capacity to reasonably understand the situation. Individuals who consent to sex must be able to understand what they are doing. Under this policy, "No" always means "No," and "Yes" may not always mean "Yes." Anything but a clear, knowing and voluntary consent to any sexual activity is equivalent to a "no."

Please refer to the Student Handbook for further information on violations, definitions, and sanctions. To report a violation of this policy, contact Megan Monahan,

Director of Compliance and Title IX Coordinator at (860) 727-6741.

Anti-Violence Policy

Violence is not tolerated at Goodwin College. All College employees and students strive, and share a responsibility, to create and maintain an environment that is free from violence.

Violence includes assaults, threats, bullying, stalking, intimidation and other disruptive behaviors. It can involve oral, written or electronic statements, gestures or expressions that communicate a direct or indirect threat of harm.

All members of the Goodwin community have a duty to report actual or potential violence on college property, or during a College-approved activity. All reports shall be taken seriously and investigated. No reprisals will be taken against any individual who makes a report, unless it is found to be of a vexatious or retaliatory nature.

Any person who finds him/herself in imminent danger while on college property or engaged in any college approved activity should immediately contact the East Hartford Police Department and Campus Security when reasonably possible. The primary consideration is to ensure the safety of that persons(s) as well as any other person in the immediate vicinity who might be a risk.

Campus Security may contact the East Hartford Police Department in non-emergency situations depending on the circumstances or at the victim's request.

Nothing in this policy shall prevent any member of the Goodwin community from directly contacting a police service or other appropriate emergency response agency.

Any individual who commits or plans a violent act on college premises may be banned from all campuses and/or subject to disciplinary actions, criminal charges or both.

In addition to the processes described above, the College is committed to providing support services to victims of violence. Members of the College community who are victims of violence will have access to the Counseling Center, which may be contacted at (860) 913-2072.

Weapons Policy

There is zero tolerance for actions that endanger or threaten to endanger any student and his/her right to have equal access to an education on a secure campus. Therefore, any weapon, or anything that is determined to be a weapon by the Director of Campus Safety and Security is not allowed anywhere on campus. Any such weapon will be confiscated, and the violator will be subject to disciplinary action, including expulsion from the College.

Goodwin College's Appeals Board

The Goodwin College Appeals Board (GCAB) is the final arbiter of all financial aid issues, including the Record Resolution Committee (RRC); academic issues, including grade appeals; and conduct issues, including issues regarding Title IX, ADA, and Section 504. The Appeals Board shall be chaired by the Provost and shall include appropriate members from senior leadership and faculty.

Appeals 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. After that, appeals may be made, in writing, to Goodwin College's Appeals Board (GCAB). All appeals should be sent to Ann Clark, Executive Vice President/Provost and Chair of the Appeals Board. Decisions will be rendered in writing within two (2) weeks.

The GCAB will also hear appeals on financial aid and conduct issues after the student has sought a remedy through the appropriate channels. As with academic issues, appeals may be made, in writing, to the Goodwin College Appeals Board. All appeals should be sent to Ann Clark, Executive Vice President/Provost and Chair of the GCAB. Decisions will be rendered in writing within two (2) weeks.

If you are still aggrieved after speaking to all of these people, you may call or write the Connecticut Office of Higher Education at 61 Woodland Street; Hartford, CT. The phone number is (860) 947-1800. Students wishing further clarification may direct concerns, in writing, to the New England Association of Schools and Colleges; 3 Burlington Woods, STE 100; Burlington, MA 01803-4514. Their phone number: 781-425-7700.

Arbitration Agreement

Goodwin College Arbitration Agreement

Please read this Arbitration Agreement carefully. It is part of your contract with Goodwin College and affects your rights. It contains procedures for MANDATORY BINDING ARBITRATION AND A CLASS ACTION WAIVER.

Goodwin College (the "College") takes student satisfaction seriously and is committed to protecting the rights of its students. Whenever a student has a concern, it is important to know where to go and the options for resolving any disputes fairly and effectively. Accordingly, the College has established dispute resolution

procedures, including this Arbitration Agreement (the "Agreement"), to address concerns and resolve disputes with the College, its faculty and its staff. It is designed to provide a speedy, efficient and cost-effective method for the fair and final resolution of disputes. The College has established these procedures for the benefit of its students and will not tolerate any form of harassment, intimidation or retaliation against a student as a result of invoking these procedures.

This Agreement is a contract between the College and you (the "student"). By enrolling in the College, the student accepts all the policies, rules and regulations of the College, including this Arbitration Agreement, and is bound by them. **The student understands and agrees that the student is entering into a binding Arbitration Agreement, and the student and the College are each waiving the right to a trial by jury or to participate in a class action with regard to claims against the College, its faculty and its staff.** Goodwin College has adopted binding arbitration in addition to the other procedures it offers students for dispute resolution and the option to submit written complaints to the Connecticut Office of Higher Education or to the College's accrediting agency. Neither the College nor the student may invoke the mandatory arbitration procedure unless and until the College's internal dispute resolution procedures have failed to provide a satisfactory resolution. In that event, any dispute or claim between you and the College, whether or not the student is currently enrolled in the College, shall be resolved through binding arbitration instead of in courts of general jurisdiction.

The arbitration process is designed to be as convenient and inexpensive for students as possible. Arbitration is more informal than a lawsuit in court and uses a neutral arbitrator instead of a judge or jury. To limit costs, arbitration permits more limited discovery of facts and documents than a suit in court and is subject to very limited review by courts. Arbitrators under this Agreement are authorized to award the same damages and relief to individuals that a judge or jury could award. Any arbitration under this Agreement would take place only on an individual basis; class arbitrations and class actions are not permitted.

Students shall have the right to opt-out of and reject this Arbitration Agreement by sending written notice to the College at Goodwin College, One Riverside Drive, East Hartford, CT 06118, Attention: Director Compliance; to be effective, such notice must actually be received by the College no later than 30 days following the date of the student's enrollment at the College. If you have any questions about the College's internal dispute resolution procedures or this Arbitration Agreement, please contact the College's Director of Compliance by phone at (860) 727-6741 or by email at MMonahan@goodwin.edu.

a. Scope.

The scope of this Agreement to arbitrate is intended to be broadly interpreted. It includes but is not limited to a student's claims arising out of or relating to the

relationship with the College, whether based in contract, tort, statute, fraud, misrepresentation or any other legal theory, and it includes claims that may arise after the student is no longer enrolled at the College. This Agreement applies to claims concerning any of the College's faculty, staff, agents, subsidiaries, affiliates, employees, predecessors in interest, successors and assigns. This Agreement shall survive the termination of any enrollment agreement, financial aid agreement, or any other contractual relationship between the student and the College. The Federal Arbitration Act (9 U.S.C. §§ 1-16) governs the interpretation and enforcement of this provision.

b. Procedure.

To initiate arbitration, the student must obtain a form from either the Director of Compliance or at http://www.adr.org/aaa/ShowPDF?doc=ADRSTG_004175 and complete the form. If the student submits the completed form to Goodwin College (One Riverside Drive; East Hartford, CT 06118, Attention: Director of Compliance), the College will file the form with the arbitrator and pay the filing fee. Alternatively, the student may file the form directly with the arbitrator, but the student must submit a copy of the filed form within two days of its filing, to Goodwin College, One Riverside Drive; East Hartford, CT 06118, Attention: Director of Compliance. Except as otherwise provided in this Agreement, the arbitration will be governed by the Commercial Dispute Resolution Procedures and the Supplementary Procedures for Consumer Related Disputes (collectively, "Arbitration Rules") of the American Arbitration Association ("AAA"), and will be administered by the AAA. The AAA Rules are available online at www.adr.org or by calling the AAA at 800.778.7879. If there is any conflict between the Arbitration Rules and this Agreement, the terms set forth in this Agreement shall control. To the extent there is no federal substantive law applicable to the dispute, the parties agree that the laws of the state of Connecticut will apply, exclusive of its choice of law rules.

The arbitration will be conducted by a single, neutral arbitrator, who will be selected according to the Arbitration Rules. The arbitrator will be bound by the terms of this Agreement. Unless the student and College agree otherwise, any arbitration hearings will take place in Hartford County, where the College and most of its enrolled students are located. If the student's claim is for \$10,000 or less, the student and the College agree that the student may elect to have the arbitration conducted solely on the basis of documents submitted to the arbitrator, through a telephonic hearing, or by an in-person hearing as established by the Arbitration Rules. If the student's claim exceeds \$10,000, the right to a hearing will be determined by the Arbitration Rules. The arbitrator shall issue a reasoned written decision sufficient to explain the essential findings and conclusions on which the award is based. The arbitrator will have no authority to alter any of the student's grades or to require the College to change any of its policies or

procedures. The arbitrator's decision shall be final and binding.

This Agreement does not preclude the parties from seeking provisional remedies in aid of arbitration from a court of appropriate jurisdiction, from filing an individual action in small claims court, or from filing a complaint with an appropriate governmental agency. The parties agree that any judgment or award of an arbitrator rendered pursuant to this Agreement may be entered in any federal or state court having jurisdiction thereof. Any federal or state court with jurisdiction and venue may enter an order enforcing this arbitration Agreement, enter judgment upon the arbitrator's award, and/or take any action authorized under the Arbitration Rules. Except as may be required by law, neither a party nor an arbitrator may disclose the existence, content or results of any arbitration conducted pursuant to this Agreement without prior written consent of both parties.

c. Costs and Fees.

If the student's claim is for \$10,000 or less, the College will pay all filing, administration and arbitrator costs and fees up to a total amount of \$3500 for any arbitration initiated in accordance with the requirements above, with any remaining costs and fees to be paid in accordance with the Arbitration Rules; provided, however, that if the arbitrator finds that the substance of the student's claim or the relief sought is frivolous or brought for an improper purpose (as determined under Federal Rule of Civil Procedure 11(b)), payment of all fees will be governed by the Arbitration Rules, and the student agrees to reimburse the College for any funds it previously disbursed that the arbitrator determines are the student's obligation to pay. If the student's claim exceeds \$10,000, the payment of fees will be governed by the Arbitration Rules. Each party will bear the expense of its own attorneys, experts and witnesses, regardless of which party prevails, unless applicable law or this Agreement gives a right to recover any of those fees from the other party. Although under some laws the College may have a right to an award of attorneys' fees and expenses if it prevails in arbitration, the College agrees that it will not seek such an award.

d. Class Waiver and Right to Remedies.

THE STUDENT AND GOODWIN COLLEGE AGREE THAT EACH MAY BRING CLAIMS ONLY IN ITS, HIS OR HER INDIVIDUAL CAPACITY, AND THAT EACH PARTY IS WAIVING THE RIGHT TO TRIAL BY JURY OR TO PARTICIPATE IN A CLASS ACTION OR REPRESENTATIVE PROCEEDING. Unless both the student and the College agree otherwise, the arbitrator may not consolidate two or more persons' claims, and may not otherwise preside over any form of a representative or class proceeding. The arbitrator may award any relief that would be available in an action in court as to the individual parties in the arbitration, including an award of injunctive relief in favor of the individual party seeking relief, but only to the extent necessary to provide relief warranted by that party's individual claim. If this specific class waiver

provision is found to be unenforceable in an arbitration of a student's grievance, then the entirety of this arbitration provision shall not be enforceable as to the dispute between that student and the College. If any part(s) of this Agreement other than the class waiver provision is found to be unenforceable, then such specific part(s) shall be of no force and effect and shall be severed, but the remainder of this Agreement shall continue in full force and effect.

e. Notice of Changes.

The College may find it necessary to update or modify this Agreement from time to time. The student agrees that the College may modify this Agreement to clarify or explain terms, modify procedures within the Agreement (e.g., selecting a different arbitration company), or make other non-material changes and that such changes will become effective thirty days after the College gives notice of such modifications to the student. The student and the College agree that if the College makes any material change to this Arbitration Agreement, the College will notify the student of the change and the student may reject such change by sending the College written notice of rejection actually received by the College within thirty days of receiving notice of the material modification. If no such notice of rejection is received, the change shall be effective. Written notices should be sent to Goodwin College, One Riverside Drive; East Hartford, CT 06118, Attention: Compliance Specialist. By rejecting any change, the student agrees to arbitrate any dispute between the student and the College in accordance with the terms of the Agreement in effect at the time the Agreement was accepted by both parties.

Policy Disclaimer

The Course Catalog is not an exhaustive list of all Goodwin College's policies and procedures. Please also refer to the Student Handbook or the Goodwin College website (<http://www.goodwin.edu/policies/>).

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. Goodwin College uses the ACCUPLACER™ test for placement evaluation. ACCUPLACER™ scores are good for one year from the date they were taken.

Challenge/Retakes - One Time Only

Students may challenge their English or math scores only once for any reason. A student may challenge math by retaking either the Math or Algebra portion of the test.

If a student retakes a test and scores lower, the highest score can be used in placement.

Test Waivers

Students do not have to take the ACCUPLACER™ if they produce an official college transcript that indicates that they:

- Already completed a transferable English composition and a mathematics course higher than elementary Algebra (e.g., earned a C or better.) OR
- Have at least an associate's degree from an accredited college.

Or if they are a recent high school graduate and can produce:

- A recent, documented SAT Writing or Critical Reading score of 450 or higher.
- A recent, documented SAT Math score of 500 or higher.
- A recent, documented PSAT Critical Reading or Writing score of 45 or higher.
- A recent, documented PSAT Math score of 50 or higher.
- A recent (within 3 years) documented ACT composite score of 20.

SAT and ACT scores can be used for three years; after three years a potential student must take the ACCUPLACER™. Certificate programs do not require the use of the ACCUPLACER placement test.

Re-Enrollment and Accuplacer Expiration

Student ACCUPLACER™ scores can be used for one year from the official withdrawal date. After one year, a student must retake the test and be placed according to the current college guidelines.

Please note: Students placing into Foundational English courses will need permission from their advisor to register for any college level course work.

Academic Advising

All students are assigned to an academic advisor upon their enrollment in Goodwin College. Assignments are made based upon a student's academic program. If a student changes his or her academic program, the advisor will likely change. Academic advisement plays a critical role in fulfilling the mission of Goodwin College. Academic Advising builds collaborative relationships that assist students to explore professional options and to develop educational plans consistent with their academic and lifelong learning goals. Advisors challenge, support and encourage students to be responsible for their own academic success. Advisors also connect students to appropriate campus services and opportunities. The advisement process fosters a continuous advisor/student relationship that begins in the first semester and continues throughout the time a student is at Goodwin College.

All students are encouraged to meet 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 should meet with their Academic Advisor to discuss transfer requirements, admission requirements and course planning. Advisors are available to:

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

College Transfer Advising

Goodwin College has formal articulation agreements with 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 from Goodwin College. It is the student's responsibility to seek advice early in the process.

Registration

Incoming students register for classes by visiting with an applicant academic advisor as part of the Admission process.

Returning students officially register for the upcoming semester in week 10 of their current semester. Specific information about each registration period is available on the college website beginning week 4 of each semester and course offerings are available at www.goodwinsonisweb.com. Students are encouraged to access the Goodwin College website home page for registration details. Students should also check their Goodwin College e-mail for registration reminders.

Before official registration begins, students should:

1. Meet with their program director or an advisor to choose courses.
2. Make sure that their FAFSA is current.
3. Check for registration holds in SonisWeb.
4. Clear up holds.

Students who do not register during the official two week registration period will be charged a \$100 late registration fee to register during the late registration period. Students may revise their registrations during late registration and through the add/drop period. After the add/drop period, students wishing to add a second module course may do so before the beginning of the second module. Changes made during the add/drop period may result in changes in tuition and/or fees. Students should reference the institutional refund policy for any financial penalties that may occur because of a change in registration during the add/drop period. All changes made to registrations are subject to review by the Financial Aid Office and the Registrar before they are considered final.

Wait List Management Policy

When a student wishes to register in a course that is full, the student may be added to the wait list.

A student may be added to no more than three wait lists and must understand that the wait list is a good faith offer to seat students in a fair and equitable manner SHOULD a seat open up. Students are offered seats in sequential order only. The wait list does not guarantee a seat; so students should register for another section or course in order to ensure that the students will qualify for financial aid.

If a seat becomes available, students will be contacted by the Registrar's office through their Goodwin College e-

mail. Students should notify the Registrar of their intentions as soon as possible. If a student does not respond to the Registrar's email within 24 hours, the student will be automatically removed from the list.

Double Major and Dual Degree Enrollment

Many of the degree programs at Goodwin offer different options within the discipline that will accommodate the student with complex career objectives. There are instances, however, where a student will choose to matriculate in one major or degree program and also request courses in a second major or degree program.

Double Majors

To pursue a double major, the student must complete a minimum of 15 credits in their original major with a grade-point-average of 2.3 or better before requesting admission into a second major. Enrollment into the second major requires the approval of the Department Chair of that program. The student must complete a "Declaration of Second Major" form which is obtained from the Department Chair or from the Registrar's Office. If the student elects one option within their original program, and subsequently decides to take an additional option within that same program, the above criteria will apply.

In order to earn a double major, students must complete all requirements for both majors as outlined in the catalog. At least 25% of the core coursework in each program must be unique to each major. Selective admissions requirements must be satisfied before the student enrolls into a second major.

Dual Degrees

Dual degrees may be pursued either concurrently or separately. This is further explained in the following section.

Enrollment into the second degree requires the approval of the Department Chair of that program. The student must complete a "Declaration of Dual Degree" form which is obtained from the Department Chair or from the Registrar's Office.

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

The exception to this policy is that all students enrolled in the Associate in Science in Medical Assisting are dually enrolled into the Certificate in Medical Assisting.

Concurrent dual degree – matriculation into two degree programs at different academic levels (e.g. Bachelor and Associate). Students must complete a minimum of 15 credits in their original degree with a grade-point-average

of 2.3 or better before requesting admission into a second degree program.

Separate dual degree – graduation from one degree program and then matriculation into a second degree program at the same (Associate and Associate or Bachelor and Bachelor) or different academic levels where there is at least a full-year of study beyond the first degree to earn the second (a minimum of 30 unique credits).

Minors

Goodwin College offers those students pursuing a bachelor's degree an opportunity to choose a minor program of study to serve as a secondary area of interest that may extend a student's scope of study in a related field or balance their major through study in a completely different field.

Minors are 15 credits. Completion of a minor requires that a student earn a C (2.0) grade or better in each of the required courses for that minor. No more than 9 credits may be used to meet both major/general education/concentration and minor course requirements. Students can substitute up to six credits with permission of the Department Chair or Program Director. A maximum of 6 transfer credits may be applied toward the minor. At this time a student may not earn more than one minor.

Refer to the appropriate Academic Department page for specific minor curriculum requirements

To be considered for a minor, students entering their last semester must apply for a minor through the Registrar's Office when submitting their application for award of credential. After completion of requirements, the minor will be recorded on the student's final transcript.

Foundational Courses

Course numbers beginning with a "0" are considered foundational courses. Grades received for foundational courses are not included in the calculation of the student's cumulative GPA. For purposes of satisfactory academic progress, these courses do not count as credits attempted or as credits earned toward any degree or certificate. Students who are required to take foundational courses must do so within their first 15 credits at the college. Students are advised not to enroll in any other academic course until this requirement is met, unless they are enrolled in select certificate programs. Foundational courses may be repeated only once without departmental permission, and under no circumstance will a student be permitted to attempt a foundational course more than three times. Students enrolled in the Goodwin Achievement Program (GAP) are not allowed to repeat any course. ENG 088 and ASD 088 may not be repeated.

Foundational courses may be eligible for financial aid; however, students are eligible for financial aid for only a maximum of 30 credits (10 attempted courses) in foundational course work.

Independent Study

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

Students may request an independent study through their department chair. Tuition for these courses is charged at the same rate as all other courses. In each independent study, a contract containing specific course objectives, activities and assignments will be agreed upon and signed by the instructor and student. Requirements may vary according to specific courses, but all must meet the following:

- Regularly scheduled meetings of the faculty mentor and student.
- Summary report of the assigned project.
- Final paper and/or examination.

To qualify, a student must be in good academic standing; students on probation are ineligible. Up to 12 collegiate credits may be earned through independent study.

The Independent Study Contract is available from the Registrar's office. Students should complete the contract with their instructor and submit a signed copy to the Registrar's office prior to registering for the course.

Academic Integrity

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 integrity 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 integrity in their scholarship and learning. It is expected that students take personal responsibility for their work and acknowledge the ideas of others. Academic integrity 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.

Goodwin College defines academic dishonesty as including, but not limited to, (a) plagiarism: presenting, as one's own, the ideas or words of another person or persons for academic evaluation without proper acknowledgement and (b) cheating: 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.

The entire Policy on Academic Integrity is available in the Student Handbook and on the college website.

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. Registrations into these courses are not considered final until the roster has been reviewed and approved by the department chair or program director.

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.

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.

Establishing Course Attendance

Students must establish attendance in each course for which they are registered. Faculty report attendance on Census Day which occurs on the fifteen calendar day of each semester/module and records attendance through the fourteenth calendar day. Students who have not attended and/or participated in their course by the fourteenth day of the semester or module will be withdrawn from the course.

In order to establish attendance, students must do at least one of the following, prior to Census Day:

- Student attends an on-ground class OR
- Student posts to online discussion about an academic matter OR
- Student submits an academic assignment either on-ground or online OR
- Student takes a quiz or test either on-ground or online

Please note that posting to an introductory discussion board assignment does not constitute as establishing attendance.

Students who do not establish attendance will be administratively withdrawn from the course(s) and will be

listed as a No Start (NS). These courses will not be listed on the transcripts or counted as credits attempted.

For students who do not establish attendance for all/any course(s) by Census Day a refund of 100% of applicable tuition charges less applicable fees and books, less \$500 for course withdrawn will be granted.

Students receiving Title IV funds should reference the Financial Aid and Refund Policy in the catalog or on the Goodwin College website for any financial consequences related to non-attendance.

Course Prerequisite Requirements

Students must meet all course prerequisites, including minimum grade requirements, before beginning a course. Incompletes may not be used to satisfy course prerequisites. Students who register for a course that does not meet minimum requirements may be withdrawn from the registered course by the Registrar's Office.

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 a prerequisite for a specific course. Students who wish to pursue a prerequisite waiver should contact their department chair or program director.

Course substitutions also require permission of the department chair or program director.

All approvals for prerequisite waivers are sent to the Registrar's Office and course substitutions must be sent to the Transfer Coordinator.

Credit Hour System

Goodwin College complies with federal regulations defining the credit hour and describes all collegiate courses 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. For a 15-week course, a credit hour is defined as: (1) Didactic traditional Classroom - one hour (50-60 minutes) of classroom or direct faculty instruction and a minimum of two hours (100-120 minutes) of out of class student work each week for approximately 15 weeks for one semester, (2) Laboratory - for example, one laboratory credit equals three hours per week of classroom laboratory instruction or two hours of classroom laboratory instruction combined with a minimum of one hour of out of class student work, (3) Internship/Externship/Clinical - for example, one internship/externship/clinical credit equals three hours per week in assigned workplace directed activities. If assigned workplace activities equal less than three hours per week then course syllabi must demonstrate that the

work hours plus outside work equals three hours per week per credit. For a Distance Education course, one credit in an online classroom must equate to at least three hours per week of engagement in academic activities as documented in the course syllabi.

Goodwin College offers three semesters in a calendar year. An academic year consists of the three semesters beginning in 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. For a complete description of the College's credit hour policy and procedures, including equivalencies, refer to the College's website: <http://www.goodwin.edu/policies/>.

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 per semester. 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:

< 29 collegiate credits earned=Freshman

30-59 collegiate credits earned=Sophomore

60-89 collegiate credits earned=Junior

90+ collegiate credits earned=Senior

Students are classified by their degree. Students who are enrolled in at the Associate in Science level can achieve the highest classification of Sophomore; while students enrolled in the Bachelor of Science degree can achieve the highest level of 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. Students may view their unofficial transcript by logging into their SonisWeb account. Requests for official transcripts must be made in writing, accompanied by a \$10.00 administrative fee which is submitted to the Business Office. Official transcripts are released by the Registrar's Office only after all other offices have issued clearances for the student.

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 followed by an "R" on transcripts indicate that the course has been repeated.

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
UG	N/A	Ungraded	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 for 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 only for that semester. 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 unless grades fall under the Second Chance Policy. See Course Repeats for further information.

Course Repeats

Repeating courses can have an adverse impact on satisfactory academic progress (SAP). In addition to the standards set for minimum credits earned and grade point average in the evaluation of SAP, repeated courses will be counted as credit hours attempted when calculating the quantitative component.

Students are required to repeat any course in which they have received an "F", a "UG", or a "W" 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 a course for a third time. Students may also choose to repeat a course to qualify for graduation status (2.0) or generally to improve their CGPA. **Students receiving Financial Aid should check with that office regarding re-takes of courses in which they have already earned a satisfactory grade. A student is not eligible to receive financial aid for repeating a course for the third time in order to achieve a better grade. The credits associated with the third repeat are not used in determining the student's enrollment status for purposes of financial aid. In all cases, a student can only receive Title IV funds for one repeat of a previously passed course.**

In all cases, every course taken counts as credits attempted when calculating the quantitative component 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 CGPA. The old grade will remain on the transcript and will be followed by an "R" to indicate that the course was repeated. "R" grades do not affect the CGPA. Under no circumstances will students be permitted to take a course four times.

*There is an exception to this policy in the case of Math. The Foundational Math Requirement consists of 10 competency-based units across MATH 095/MATH 096. Each student has three attempts to complete MATH 095/096. All 10 curriculum units must be completed within 3 semesters using a combination of MATH 095 and MATH 096. Students should meet with their Academic Advisor for placement guidelines.

Adding a Course

Students who wish to add a 15-week or first module course must do so by the end of the first week of the semester. Registered students who want to add a second module course must do so before the second module begins. Prior to the beginning of the semester, students may add courses by accessing their Registration on SonisWeb and registering for the course(s) that they wish to add. Once the semester begins, students must add courses by visiting their Departmental Advisor to complete an add form. All adds must be signed by the student. The student will then be directed to the Business and Financial Aid Offices for counseling. Students are responsible for bringing the form to the Registrar's office for processing. Students may print their new schedules from SonisWeb.

Withdrawing from a Course

Withdrawing before semester begins

Prior to the beginning of the semester, students may delete courses from their registration by accessing their registration page on SonisWeb and deleting the course(s) they are no longer interested in taking. When students delete courses prior to the first day of the semester, no tuition charges are assessed for the deleted course(s). These courses will not appear on the transcript nor will they count as credits attempted.

Withdrawing from the first day of the semester through the fourteenth calendar day

Students who have established attendance can withdraw from a course from day one of the semester through the fourteenth calendar day of the semester by visiting his/her Departmental Advisor and completing a withdrawal form. All withdrawals must be signed by the student and appropriate offices before returning to the Registrar's Office for processing. These withdrawn courses will not appear on the student's transcript nor will they count as credit hours attempted.

For financial consequences of withdrawing from a course from day one through day fourteen of a semester refer to the institutional refund policy. Students should check with the Financial Aid Office to determine what financial penalty may be assessed as a result.

All deadlines are published in the college catalog and are also available on the Current Students page of the college website. 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 medical withdrawal.

Withdrawing from a course after the fourteenth calendar day of a semester

Students who have established attendance may withdraw from a course after the fourteenth day of the semester through the end of week 13 of a 15-week course and through the end of 5 ½ weeks of a 7 ½ week course.

To withdraw from a course, the student must complete a Course Withdrawal Form with their Departmental Advisor. The student will be directed to the Financial Aid and Business Office for financial aid counseling. The Financial Aid and Business Office will sign the form. It is the student's responsibility to bring the form to the Registrar's Office 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 have established attendance and withdraw from a 15-week or 1st module course after the fourteenth calendar day of a semester will be charged 100% tuition. Students who establish attendance in a second module course and withdraw from the course will be charged 100% tuition.

Excessive withdrawals can impact satisfactory academic progress and jeopardize financial aid eligibility, so students are strongly encouraged to get both academic and financial aid advice before withdrawing from courses.

Course withdrawal deadlines are published in the college catalog and are available on the website on the Current Students page. 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 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

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. For externships/student teaching courses, students may have up to an additional semester to complete these courses. If requirements are not met, the incomplete will be converted to an "F". Academic standing will be recalculated after the "INC" 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.

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, or the discovery of overlooked components in a student's body of work. Students are able to view their final grades on SonisWeb and are responsible for checking their grades at the end of each semester. Students must appeal a final grade within one semester of the grade's issue date.

A student who believes that an error in grading has occurred may request a review by the instructor of record 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. All grade changes must be reported to the Registrar's Office. If the problem is still not resolved, the student may appeal the grade to the Goodwin College Appeals Board, the final arbitrator of all grievances.

Program Transfers or Program Option Transfers

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

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

Students who change academic majors are advised that their courses and semester credit hours will be reviewed for applicability to the new major. **Only courses applicable to the new major and completed with a grade of D- or better will be eligible for transfer into the new major.** The cumulative grade point average and rate of completion will be recalculated for purposes of determining Satisfactory Academic Progress (SAP) requirements for the new major.

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 re-enrollment and transferring to a new program in the College. Students enrolling under the "Second Chance" program must write and be granted an SAP appeal in order to be eligible for Title IV aid. Students will be on academic probation for a period of time that is determined on a case-by-case basis. In some situations, students may not be able to utilize financial aid.

Under this program, students may request the calculation of a new cumulative GPA. Academic forgiveness will be applied to all courses taken during the semesters for

which the “Second Chance” option is invoked. These courses will remain on the transcript, but will have zero quality points and will not be calculated in the new grade point average. 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 to any completed degree or collegiate certificate 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 Registrar at (860) 727-6708.

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 a Student Account Specialist in the Business Office; 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. Notification of intent to any other school official is not recognized as an official notification of intent to withdraw.

If applicable, a revised tuition charge or refund will be calculated by the Business 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.

Withdrawn students must reapply to the College. Re-admitted students must complete the academic requirements in effect in the catalog under which they are returning.

Medical Withdrawal

Goodwin College, upon request and with appropriate documentation, may medically withdraw a student from their courses due to serious medical conditions that prohibit the student from completing his/her courses. Documentation will be required from a physician on the college’s Medical Withdrawal form. The request for withdrawal and relevant documentation must be received

in the Registrar’s Office by the module or semester withdrawal date as indicated in the college catalog. In addition, Medical Withdrawals may affect a student’s Satisfactory Academic Progress; please refer to the Satisfactory Academic Progress section in this catalog. Medical Withdrawals will be reviewed by the Records Review Committee (RRC); please refer to the Appealing Financial Aid /Finance Issues section under the Refund Policy. Students who do not agree with the decision of the RRC may appeal to the Goodwin Appeal Board; please refer to the section on Appeals and Grievances.

Course and Program Changes

Goodwin College reserves the right to change curricula, schedules, prerequisites and requirements for all courses and programs in order to enhance 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 and Degree Conferral

The Board of Trustees of Goodwin College is authorized to confer Bachelor of Science and Associate in Science degrees and award Collegiate 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 and to the Registrar 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.

For purposes of clarity, the term "graduation" refers to program completion. Students are assigned a graduation date based upon the semester in which program requirements were completed. The term "conferral" refers to the actual bestowal of the degree which happens twice a year, once on the date of our Commencement Ceremony and once at the end of the Summer Semester.

Goodwin College’s Milestone policy allows students to receive credentials and participate in commencement as those credentials are earned. Students who are enrolled in a Bachelor’s program who have met the requirements for a collegiate certificate or an Associate’s Degree will be awarded that credential. Students enrolled in Associate Degree programs who have met the

requirements for a certificate will be awarded that credential.

Because the College holds Commencement once a year, in June, students who anticipate completing their program at the end of the summer semester following commencement are invited to participate in the ceremony. Participants must have their last three or fewer courses in progress to be included in the ceremonies, and will be acknowledged with honors at Commencement based on their GPA at the end of the spring 2016 semester. Final determination of honors will be decided upon the completion of their program. Degrees and academic honors are conferred to August graduates at the end of the summer semester.

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 time frame;
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;
 - a. Goodwin College limits academic residency to no more than twenty-five percent of the degree requirements for all undergraduate degrees for active-duty service members. Academic residency can be completed at any time while active-duty service members are enrolled. Reservists and National Guardsmen on active-duty are covered in the same manner.
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 to program director and Registrar; 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; and
4. Completion of 20 hours of documented community service and required submissions.

Students with a CGPA less than 2.0 in required courses or in attendance for more than the maximum time frame will not be considered as graduates and will only receive a certificate of completion.

Information Literacy Requirement

All degree students (except those enrolled in the Associate in Science in Medical Assisting) are required to fulfill the Information Literacy Requirement. All degree seeking students enrolling with less than 6 transferable college credits meet this requirement by enrolling in and successfully completing ASD 120 - The College Experience. Students entering with 6 or more college credits meet the requirement by enrolling in and completing ASD-110, a non-credit, self-paced tutorial.

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. Because 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 degree students with these basic computer competency skills. Therefore, all degree 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 110 Computer Applications.
2. Demonstrate existing computer competencies through a skills certification Credit by Examination (CBE) test provided by the Department offering the approved course. Students fulfilling the requirement by exam will earn credit for CAP 110.

Regardless of the means used to satisfy the computer literacy requirement, students must demonstrate:

1. Basic familiarity with computer hardware, operating systems, and file concepts;
2. Working knowledge of Microsoft Word, Microsoft PowerPoint and Microsoft Excel; and
3. Working knowledge of the Internet, social media and electronic mail.

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

Community Service Requirement

Goodwin College Bachelor of Science degree students and Associate in Science in General Studies students are required to perform 20 hours of 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 conclusion of the 20 hours of service, each student is required to submit a five-page paper describing the service experience and relating how it affected both themselves and the community. Community service hours must be completed no later than two months prior to the student's expected graduation date.

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 29%. This is the average number of first-time, full-time degree-seeking students who started in the fall of 2005 through the fall of 2008 and graduated within 150% of normal time to degree.

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

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

FERPA provides these rights:

1. Students have the right to inspect and review their education records within 45 days of the day Goodwin College receives a request for access.
2. 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 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 who have legitimate educational interest.

In addition, schools may disclose without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, major field of study, degrees earned, honors and awards, and dates of attendance. Students may request to restrict the release of directory information by filing a "Request to Restrict" form in the Registrar's Office. Students 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 students annually of their rights under FERPA.

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

The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-5920
(800) 872-5327

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 and continuing students.

Goodwin College considers itself a true milestone college. We believe that all credentials earned by our students towards reaching their goal of obtaining a bachelor or associate 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 degree. 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 Requirements

General Education Mission Statement

The overall goal of General Education at Goodwin College is to create competent, productive problem solvers who appreciate the diversity of our society, maintain inquiring minds, and embrace lifelong learning. This goal is achieved through the following practices:

Writing requirements span across all our programs and courses. Students become skilled, perceptive, analytical readers and critical thinkers by writing research papers. Utilizing both inductive and deductive reasoning, students evolve into proficient writers capable of conducting scholarly research.

Both content-specific **communication courses** and embedded material in General Education courses are required for degree students, resulting in students' mastery of effective methods of relating information. Participation requirements include discussions, teamwork and presentations allowing students to

practice critical thinking techniques and collaboration skills.

Mathematics and science courses encourage students to develop inquiring minds by analyzing and synthesizing data, experimenting and drawing solutions, cultivating logical thinking, and using the scientific method.

Philosophy, psychology, or sociology courses prepare students to understand the relevance of the humanities and social sciences to contemporary, local, and world conditions.

History requirements allow students to prepare for their future by learning about the past, appreciate the lessons learned over time by American and world cultures, and find methods to translate this knowledge critically to their lives.

All courses at Goodwin College encourage students to make positive contributions to society by exploring their own talents, experiencing personal growth, and becoming valuable members of their community.

Learning Competencies

In fulfilling the mission of the college, **all students in degree programs must take general education courses within seven competencies: Communications, Computer Literacy, Cultural, Mathematics, Science, Social Sciences, and Writing.** Students enrolled in **bachelor degree programs are required to take five additional competencies: Advanced Writing, Ethics/Philosophy, Global Studies, Multicultural, and Research.** These competencies represent areas of learning which develop students' knowledge considered essential to be a well-educated person.

Communications (COM)

Communications courses provide students with opportunities to learn how to effectively communicate verbally using visual/technological aids in informal, academic, and professional settings. After completing a communications course, a student will be able to:

- Develop the ability to communicate effectively through listening skills, feedback, and reflection.
- Show proficiency in computer skills by utilizing the latest developments in communication media through the use of technological resources.
- Demonstrate the ability to be an active listener, interpret non-verbal cues, and tailor communication to various audiences.

Communications courses fulfilling this competency will be assessed with a common rubric evaluating the delivery of an oral presentation.

Computer Literacy (CL)

Computer literacy courses prepare students to use technology for communication and to function effectively in a variety of settings. After completing a computer literacy course, a student will be able to:

- Develop proficiency in computer skills needed to function in today's academic, business, and social settings.
- Demonstrate the effects and outcomes of appropriate use of technology in a global community.
- Analyze and apply computer concepts to show mastery of technological knowledge.

Computer literacy courses fulfilling this competency will be assessed with the completion of a skills-based final exam.

Cultural (CU)

Cultural courses help students to develop an understanding of the underlying values of a culture, recognize differences in relationships among cultures, and foster a respect for various cultural perspectives. After completing a cultural course, a student will be able to:

- Engage in discussions centered on one or more of the following: inquiry into morals and ethics, religions, life choices, modern languages, study of fine arts and performing arts, and/or the influences of politics and culture on human values.
- Respond to a variety of materials, from academic and literary texts to works of art and music, in either written or oral form.
- Research, interpret, analyze, and evaluate the cultural context of a variety of materials.

Cultural courses fulfilling this competency will be assessed with a common rubric evaluating an academic assignment (i.e., research paper, formal debate, oral presentation, or exam) to demonstrate students' understanding of culture.

Mathematics (MATH)

Mathematics courses develop problem-solving skills and give students the opportunity to apply mathematics concepts to real world problems. After completing a mathematics course, a student will be able to:

- Demonstrate computational fluency.
- Apply and adapt a variety of appropriate strategies and mathematical procedures to interpret and solve problems.
- Use the language of mathematics to express mathematical ideas precisely.

Mathematics courses fulfilling this competency will be assessed with the completion of a skills-based final exam.

Science (SCI)

Science courses introduce students to the practice of scientific inquiry and give students opportunities to solve scientific problems both in and out of the classroom/laboratory. After completing a science course, a student will be able to:

- Formulate clear, concise, and relevant scientific questions.
- Identify, gather, and assess scientific information.
- Demonstrate understanding of scientific terminology, principles, and concepts as well as the ability to use scientific inquiry to solve problems.

Science courses fulfilling this competency will be assessed through common core questions on a final exam to demonstrate the ability to connect and interpret scientific concepts.

Social Science (SS)

Social science courses prepare students to understand concepts in sociology, psychology, anthropology and/or multiculturalism. These courses focus on theory and relevant application regarding social, cultural, and cross-cultural norms and sanctions. After completing a social science course, a student will be able to:

- Engage in collaborative discussions centered on social and/or cultural issues.
- Analyze the importance of human behavior and cultural forces on society.
- Examine social, political, economic, cultural, and cross-cultural factors and the impact of these forces upon the individual and society and how they affect human behavior and the mental processes.

Social science courses fulfilling this competency will be assessed with a common rubric evaluating an academic assignment (i.e., research paper, writing assignments, or students presentations) to demonstrate students' understanding of social sciences.

Writing (WR)

Writing courses prepare students to engage in written academic discourse by providing them with opportunities to write in a variety of styles and for diverse audiences. Additionally, writing courses provide students with an introduction to academic research, evaluation of sources, and citation. After completing a writing course, a student will be able to:

- Engage critically in written and oral academic rhetoric.
- Understand and utilize research methods and standards for academic citation.
- Demonstrate mastery of reading and writing skills and mechanics through various assignments.

Writing courses fulfilling this competency will be assessed with a common rubric evaluating 10-15 pages of written work that has been revised, proofread, and formatted according to academic standards.

Advanced Writing (AW)

Advanced writing courses build on the general college-level rhetorical reading and writing strategies students have learned in earlier courses (i.e., persuasion, logic, research methods, language usage, sentence combining, and editing). Advanced writing courses prepare students to do advanced-level critical analysis and writing through written assignments. After completing an advanced writing course, a student will be able to:

- Demonstrate mastery in analysis, synthesis, and application of the subject matter of the course.
- Require 20-30 pages of substantial original composition that counts for at least 50% of the course grade.
- Focus on editing and revising of written work throughout the course of the semester.

Advanced writing courses fulfilling this competency will be assessed with a common rubric evaluating a final paper that shows mastery of students writing.

Ethics/Philosophy (E/P)

Ethics/Philosophy courses provide the opportunity for students to examine the basis for ethical conduct, ethical standards in the real world, and the relationship of ethics and morals. This can include exploring a variety of philosophical questions regarding human life. After completing a course in ethics and/or philosophy, a student will be able to:

- Develop logical and critical thinking skills in evaluating arguments in ethics and philosophy.
- Analyze a variety of ethical/philosophical questions, such as the purpose of human existence, freedom versus determinism, the right to life, and the nature of aesthetics.
- Demonstrate understanding of different ethical perspectives and concepts.

Ethics/Philosophy courses fulfilling this competency will be assessed with a common rubric evaluating an academic assignment (i.e., case study, writing assignments, or student presentation) to demonstrate students' understanding of ethics and philosophy.

Global Studies (G/US & G/W)

Global studies courses provide the opportunity for students to examine historical events and social, cultural, and political forces that shape societies and individuals. Global studies courses focus on critical analysis of and engagement with complex, interdependent global systems, which may include implications for people's lives and/or the earth's sustainability. After completing a global studies course, a student will be able to:

- Demonstrate knowledge, awareness of others' opinions, critical thinking, and informed reflections based on course readings and discussions.
- Analyze how one's own actions affect both local and global communities.

- Collaboratively and equitably evaluate the most pressing historical and/or contemporary issues affecting our world.

Global studies courses fulfilling this competency will be assessed with a common rubric evaluating a written or oral project to demonstrate students' understanding of a global society.

Multiculturalism (MC)

Multicultural courses prepare students to increase awareness and sensitivity of other cultures as a way of gaining a deeper understanding of their own culture. After completing a multicultural course, a student will be able to:

- Engage in activities that promote diversity, acceptance, and inclusion among multiple cultures.
- Interpret intercultural experiences from the perspective of one's own and more than one other world view.
- Demonstrate the ability to effectively communicate how cultural pluralism shapes new attitudes and behaviors that encourage cooperation and harmony in professional, educational, and community settings.

Multicultural courses fulfilling this competency will be assessed with a common rubric evaluating an academic assignment (i.e., research paper, case study, writing assignments, or student presentation) to demonstrate students' understanding of multiculturalism.

Research (RE)

Research courses provide students with the opportunity to develop an understanding of the research process and its application to a particular discipline. These courses engage students in academic inquiry, from reviewing discipline-specific literature to data collection and analysis. After completing a research course, a student will be able to:

- Demonstrate comprehension of research terms, concepts, and techniques.
- Apply critical thinking to examine and assess research documents.
- Analyze and critique the research process as an informed consumer.

Research courses fulfilling this competency will be assessed with a common rubric evaluating a final paper that shows students' ability to analyze the literature, write about the research findings, and make recommendations to its application.

General Education Requirements for Associate Degrees

Students in the associate degree programs must complete a minimum of 24 credits in the following general education competencies

ENG 101	English Composition	3
	Writing Competency (WR)	3
	Communication Competency (COM)	3
	Computer Literacy Competency (CL)	3
	Math Competency (MATH)	3
	Science Competency (SCI)	3-4
	Social Science Competency (SS)*	3
	Cultural Competency (CU or E/P)*	3

The competency codes (WR, COM, CL, MATH, SCI, SS, MC, CU, and E/P) found at the end of the course description identify courses that fulfill the requirements. All students must meet the competency requirements to graduate.

*Some courses with the MC or E/P distinctions may not be applicable to fulfilling a graduation requirement. Students should work with their advisor to ensure they select the proper courses to complete their program.

General Education Requirements for Bachelor Degrees

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.

ENG 101	English Composition	3
	Writing Competency (WR)	3
	Advanced Writing Competency (AW)	3
	Communications Competency (COM)	3
	Computer Literacy Competency (CL)	3
	Mathematics Competency (MATH)	3
	Science Competency (SCI)	4-7
	Social Science Competency (SS & MC)**	6
	Cultural Competency (CU & E/P)	6
	Global Studies Competency (G/US & G/W)	6

Bachelor degree students are also required to take a **research (RE)** course as a part of their programmatic requirements. The competency codes (WR, COM, CL, MATH, SCI, SS, MC, CU, E/P, G/US, G/W, and RE) found at the end of the course description identify courses that fulfill these requirements. All students must meet the competency requirements to graduate.

**Students must take two courses with a Social Science (SS) distinction and one course with a Multicultural (MC) distinction. The multicultural distinction may be filled by combining the requirements and taking a course with both the social science and multicultural distinctions or separately by taking 2 courses with a social science distinction and 1 course with a multicultural distinction typically included in programmatic requirements.

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. This degree is available both on-ground and on-line.

With this program's emphasis in psychology, English, sciences, and humanities, the General Studies student can experience a strong, in-depth, academic education and develop the skills essential for 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, child studies, criminal justice, homeland security, business, management, 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 ensure that all the requirements of the curriculum are met.

Program Outcomes

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

1. 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;

2. 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;
3. Analyze and synthesize ideas; apply critical thinking skills in professional and personal problem solving; understand and respect a multicultural society;
4. Understand the impact of cultural, economic, political and social events on global civilization; have appreciation for diversity and the impact of multiculturalism in the U.S. and around the world;
5. Understand and employ opportunities for personal enrichment through their knowledge and appreciation of the humanities, literary, fine and performing arts; and
6. Experience a variety of elective courses and academic disciplines that contribute to a greater understanding of opportunities that will lead to future education or careers.

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 1XX	Writing Competency (WR)	3
COM 1XX	Communications Competency (COM)	3
CAP 1XX	Computer Literacy Competency (CL)	3
	Math Competency (MATH)	3
	Science Competency (SCI) with lab	4
	Social Science Competency (SS)	3
	Cultural Competency (CU)	3

Programmatic General Education Requirements - 15 Credits

ASD 120	The College Experience OR	
	General Education Elective	3
	Multicultural Competency (MC)	3
	Ethics/Philosophy Competency (E/P)	3
	Global Studies Competency (G/US & G/W)	6

General Education Electives - 6 Credits

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

Open Electives - 15 Credits

Open Electives	12
Open Elective (200 level)	3

Total Credits in the Program	61
-------------------------------------	-----------

Department of Health and Natural Sciences

Bachelor of Science in Health Science

Bachelor of Science in Environmental Studies

Associate in Science in Dental Hygiene

Associate in Science in Environmental Studies and Related Certificate Programs

Associate in Science in Health Science

Associate in Science in Histology

Associate in Science in Medical Assisting and Related Certificate

Associate in Science in Occupational Therapy Assistant

Associate in Science in Ophthalmic Science

Associate in Science in Respiratory Care

Certificate in Histologic Science

Certificate in Medical Billing and Coding

Certificate in Paramedic Studies

Certificate in Phlebotomy and Laboratory Services

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. The department also assists in training students enrolled in the Business Administration's Medical Office Management certificate. 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 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.

Bachelor of Science - Health 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 begin their careers in health care. This program encourages students with different backgrounds and interests; the program helps student achieve their educational goal through four different tracks: Environmental Health, Health Care Administration, Bachelor Degree completion or the Health Exploration track. Students are closely advised throughout the program to determine their professional goals and develop and follow a plan of study to meet those goals. Graduates of degree or certificate programs, such as Histologic Science, Medical Assisting, Medical Billing and Coding, Paramedic Studies, Phlebotomy, Occupational Therapy Assistant, 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 in health care management. Students will gain an understanding of the business challenges specific to the healthcare delivery system. Students will gain an appreciation of the manager's role in this complex system.
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. **Health Care Career Exploration** track provides students 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, natural, social and health sciences appropriate to entry-level positions in health care;
2. Communicate and present verbal, visual and written ideas and information clearly and accurately in a way that represents competence and professionalism in the health care field;
3. Interpret and explain policy within 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 while at an internship;
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. Demonstrate the knowledge and skills necessary to successfully enter specific health care fields or areas of study;
10. Analyze and apply information technology to successfully 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.

Graduation Requirements

Students must complete all Health Science major core requirements with a cumulative grade point average (C.G.P.A.) of 2.0 or higher and complete all general graduation requirements as stated in the catalog.

Curriculum

Bachelor in Health Science

General Education Requirements - 46 Credits

General Education Core: 40 Credits

ENG 101	English Composition	3
ENG 1XX	Writing Competency (WR)	3
ENG 2XX	Advanced Writing Elective (AW)	3
COM 1XX	Communications Competency (COM)	3
CAP 1XX	Computer Literacy Competency (CL)	3
MATH 1XX	Math Competency (MATH)	3
BIO 1XX	Science Competency (SCI)	4
PSY 112	Introduction to Psychology (SS)	3
	Social Science Competency (SS & MC)	3
	Cultural Competency (CU)	3
HSC 111	Medical Law and Ethics OR	
HSC 305	Ethical and Legal Issues in Healthcare (E/P)	3
	Global Studies Competency (G/US & G/W)	6

Programmatic General Education Requirements: 6 Credits

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

Health Science Major Core Requirements - 38 Credits

Freshman Year

HSC 101	Introduction to Healthcare	3
HSC 105	Medical Terminology	3
HSC 110	Medicine and Society	3

Sophomore Year

CHEM 1XX	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 110	Principles of Economics	3
SCI 1XX	CHEM 111 or Science Elective	4

Senior Year

HSC 350	Continuous Quality Improvement	3
HSC 420	Methods in Research and Statistics (RE)	3
HSC 450	Senior Capstone for Health Science OR	
HSC 460	Health Science Internship	3

Health Science Electives - 36 Credits

HSC 1XX	Electives	6
HSC 3XX	Electives	9
OPEN	Open Electives	21

Health Care Administration Track - 18 Credits

Junior Year

BUS 115	Human Resource Management	3
ACC 110	Applied Accounting	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
Total credits in the program		120

Associate in Science - Health Science

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

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 meet with their academic advisor for more information.

Healthcare Career Exploration option provides students pursuing a general degree in Health Science the opportunity to explore various careers and aspects of healthcare. 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 Paramedic Studies, and Histologic Science may apply these credits towards completion of this associate degree.

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. Identify 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. Demonstrate accurate problem-solving abilities when working as a health professional while at an internship;
6. Appreciate and embrace diversity, differing belief and value systems, as well as appreciate individual opinions;
7. Develop self-directed learning skills needed for independent and lifelong learning; and
8. Effectively use information technology to participate in learning activities.

Graduation Requirements

Students must complete all Health Science major core requirements must be completed with a cumulative grade point average (C.G.P.A.) of 2.0 or higher and complete all general education graduation requirements as stated in the catalog.

Curriculum

Associate in Health Science

The curriculum consists of the College's 24-credit general education core, a minimum 9 credit Health Science core and 12 Health Science electives, a minimum of 6 credits in the social and physical science, and an additional 9 elective credits. A minimum of 60 credits is needed for degree completion.

General Education Core - 24-25 Credits

ENG 101	English Composition	3
ENG 1XX	Writing Competency (WR)	3
COM 1XX	Communications Competency (COM)	3
CAP 1XX	Computer Literacy Competency (CL)	3
MATH 1XX	Math Competency (MATH)	3
PSY 112	Introduction to Psychology (SS)	3
	Science Competency (SCI)	3-4
	Cultural Competency (CU or E/P)	3

Non-Major Core Requirements - 6 Credits

ASD 120	The College Experience OR Social Science Elective	3
SCI 1XX	Science Elective	3

Health Science Major Core - Minimum of 9 Credits

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
HSC 299	Health Science Internship Experience	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 the Program **60-61**

Students opting for the Health Care Career Exploration 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.

Bachelor of Science - Environmental Studies

The mission of the Environmental Studies Bachelor of Science program is to provide a learning experience that encourages students to explore and appreciate their natural world and, at the same time, develop the skills necessary to be effective advocates for environmental protection. It is essential that students leave Goodwin with an understanding of how the human condition is directly related to the health of our environment and the availability and limitations of natural resources.

Goodwin College strives to ensure that all of its programs, like the Bachelor of Science in Environmental Studies, provide professional preparation, community outreach and an appreciation of the humanities, arts and sciences in a culturally diverse academic community. This will be accomplished with a curriculum that provides a focused core component along with a general education foundation that promotes personal development. The two-year Environmental Studies program is enhanced through the addition of advanced courses in environmental health and river studies. Existing courses offered by the Health and Natural Sciences, as well as the General Education Departments, are utilized to broaden critical thinking.

Program Outcomes

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

1. Evaluate human activities and their impact on global environmental systems;
2. Understand interdisciplinary/multidisciplinary approaches to environmental protection;
3. Apply assessment and mitigation methods that are protective of environmental health and natural resources;

4. Understand the relationship between human activities, water availability, and river system sustainability;
5. Implement and understand the development and implementation of natural resource protection public policy;
6. Apply experimental design and analytical methods to scientific research;
7. Apply practical and professional skills related to environmental protection and health safety;
8. Apply written and oral skills required for effective scientific research and community engagement; and
9. Apply information technology and its practical application in the assessment and mitigation of environmental impacts.

Curriculum

Bachelor in Environmental Studies

General Education Requirements - 46 Credits

General Education Core: 40 Credits

ENG 101	English Composition	3
ENG 1XX	Writing Competency (WR)	3
ENG 2XX	Advanced Writing Elective (AW)	3
COM 1XX	Communications Competency (COM)	3
CAP 1XX	Computer Literacy Competency (CL)	3
MATH 1XX	Math Competency (MATH)	3
BIO 121	General Biology (SCI)	4
PSY 112	Introduction to Psychology (SS)	3
	Social Science Competency (SS & MC)	3
	Cultural Competency (CU)	3
ENV 110	Environmental Ethics (E/P)	3
ECN 110	Principles of Economics (G/US)	3
ENV 168	Geography (G/W)	3

Programmatic General Education Requirements: 6 Credits

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

Environmental Studies Major Core Requirements - 37 Credits

Freshman Year

CHEM 110	General Chemistry I	4
CHEM 111	General Chemistry II	4
ENV 103	Introduction to Environmental Science	4

Sophomore Year

ENV 120	Environmental Law and Regulations	3
ENV 155	Environmental Physics	3
ENV 220	Geographic Information Systems (GIS)	3

Junior Year

ENV 255	Environmental Monitoring	4
ENV 299	Environmental Studies Internship	3
ENV 310	Environmental Public Policy, Theory and Practices	3

Senior Year

ENV 410	Methods in Research and Practice (RE)	3
ENV 460	Capstone: Environmental Studies	3

Environmental Studies Electives - 37 Credits

ENV 1XX	Elective	3
ENV 3XX	Elective	9
OPEN	Open Electives	25

Environmental Health Track - 18 Credits**Junior Year**

ENV 234	Site and Risk Assessment	3
ENV 250	Environmental Contaminants and Sanitation	3
ENV 330	Principles of Environmental Health	3

Senior Year

ENV 320	Environmental and Industrial Toxicology	3
ENV 420	Environmental Health Planning	3
HSC 410	Epidemiology	3

River Studies Track - 20 Credits**Junior Year**

ENV 130	Explorations in Riverine Ecosystems	4
ENV 230	Aquatic Ecology	4
ENV 232	Principles in Floodplain Ecology	3

Senior Year

ENV 225	Geology and River Geomorphology	3
ENV 325	Land Use and Watershed Management	3
ENV 430	Current Issues in River Conservation	3

Total Credits in the Program 120-122

Associate in Science - 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 continuing into the 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 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 Environmental Studies or Health Science can apply the majority of their credits towards this degree. Students should contact the Environmental Studies or Health Science Program Directors 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 Environmental Studies****General Education Core - 25 Credits**

ENG 101	English Composition	3
ENG 1XX	Writing Competency (WR)	3
COM 1XX	Communications Competency (COM)	3
CAP 1XX	Computer Literacy Competency (CL)	3
MATH 1XX	Math Competency (MATH)	3
PSY 112	Introduction to Psychology (SS)	3
BIO 121	General Biology (SCI)	4
ENV 110	Environmental Ethics (E/P)	3

Non-major Core Requirements - 3 Credits

ASD 120	The College Experience OR General Education Elective	3
---------	--	---

Environmental Studies Major Core Requirements - 21 Credits**Freshman Year**

ENV 103	Introduction to Environmental Science	4
CHEM 110	General Chemistry I	4
STAT 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	Electives	6
OPEN	Open Elective	3-4

Total Credits in the 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 **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:

- STAT 167 - Principles of Statistics
- ENV 200 - HAZWOPER

The **Certificate of Achievement in Water Management** prepares students for the Connecticut Department of Health Services water treatment and distribution, and, small water systems operator management examination(s).

Achievement in Water Management - 16 Credits

ENV 103	Introduction to Environmental Science	4
ENV 140	Water Utility Management	3
ENV 142	Water Treatment Systems and Operations	3
ENV 146	Water Distribution and Operations	3
ENV 240	Special Topics in Water Treatment OR	
ENV 242	Special Topics in Water Distribution	3

Associate in Science - Dental Hygiene

The Goodwin College Dental Hygiene Program (DHP) is designed to equip students with the skills to become professionals ready to assist the public and the community by providing clinical and therapeutic services as well as oral dental education. The program is centered on evidence-based learning with the theoretical foundation and hands-on classwork that prepares students for the workforce and engenders an appreciation for lifelong learning.

Dental hygienists are required to be licensed in the state where they practice. Upon completion of the 81 credit-curriculum, students are qualified to take the National Board Examinations and North East Regional Board, which are requirements for state licensure. Goodwin College Dental Hygiene Program has been granted initial accreditation status by the American Dental Association Commission on Dental Accreditation for Dental Hygiene Education Programs.

Admission Requirements

Goodwin College's Dental Hygiene Program is a rigorous and intensive postsecondary program that is both physically and mentally demanding. Due to the limited number of enrollments in the program, admission is based on specific entrance criteria as well as a ranking point system. To qualify with a minimum standard for admission the applicant must:

1. Complete the application for admission into Goodwin College, if not already a student at Goodwin. Applicants to the Dental Hygiene Program must first meet the requirements for admission and be accepted into Goodwin College.
2. Attach a Health Assessment Form to application - medical examination report by a physician which describes the student's physical and emotional health and signed by the student's healthcare provider.
3. Submit an official high school transcript or General Equivalency Diploma.
4. Have a minimum college C.G.P.A. of 2.7
5. Date of application submission and points attained in the Selection Point System will dictate the class roster's placement order. Twenty-eight (28) students are accepted each summer semester.
6. Acceptance into the program is conditional pending results of the criminal background check that includes child and elderly abuse convictions.

7. Have completed required coursework for admission with a grade of C+ or better:
 - a. Math (Intermediate algebra or higher) Anatomy & Physiology I, Chemistry, Introduction to Psychology and English Composition.
 - b. Student must be enrolled in Anatomy & Physiology II at the time of application. Course must be successfully completed (C+ or better) before beginning the first DHP course.
 - c. Student could be enrolled in Microbiology for the first semester of DHP; however, this course must be successfully completed (C+ or better) before beginning the second semester of the DHP.
 - d. Exposure to community work in a health-based program is encouraged. Proof of community services should be included with the application.
8. Interview with Program Director/Essay submission.
9. Students must be able to perform all functions and tasks required of a dental hygienist. As part of the curriculum, the student would be asked to fully participate in all clinic/rotation/community service activities, these activities require the student to be prepared physically and mentally to avoid risks to the safety of a patient or the student.

Students are expected to be able to perform the following:

1. MOTOR FUNCTION-student should be able to:
 - a. Manipulate dental equipment and instruments with both hands.
 - b. Assist patients, classmates, and faculty in medical emergencies.
 - c. Demonstrate adequate motor skills to accomplish effective instrumentation.
2. VISUAL OBSERVATION-student should be able to:
 - a. Determine anatomy and pathology, through dental x-ray images characteristics.
 - b. Read material pertinent to the care and safety of the patient, classmates and faculty.
 - c. Demonstrate adequate depth perception to accomplish effective instrumentation.
3. AUDITORY (HEARING) OBSERVATION-student should be able to:
 - a. Hear alarms, telephones, as well as, patient, classmates, and faculty voice ranges.
 - b. Hear stethoscope sounds when performing blood pressure examination, and sounds from dental equipment.
4. COMMUNICATION SKILLS-student should be able to:
 - a. Have sufficient command of the English language to assure proper verbal and written communication with patients, classmates, and faculty.
5. CRITICAL THINKING SKILLS-student should be able to:
 - a. Comprehend and assimilate the knowledge acquired from didactic courses into the assessment, planning,

implementation and evaluation of dental hygiene treatment to patients.

Point System

The Goodwin College Dental Hygiene Program has limited capacity; a point system has been developed for the selection of prospective candidates. The system was developed to maintain objectivity and to follow the Dental Hygiene program's goals and competencies.

General Education GPA Per Course (Based on the following courses: Math, English Composition, Introduction/General Chemistry, Anatomy & Physiology I & II, Microbiology* & Introduction to Psychology)	Score
2.7 - 3.0	1
3.1 - 3.5	2
3.6 - 4.0	3

Overall College GPA (Based on a minimum of 12 credits. Students with less than 12 credits will be given a score of 1 point only)

2.7 - 3.0	1
3.1 - 3.5	2
3.6 - 4.0	3

Completion of Courses at Goodwin College

1 course	1
2 courses	2
3 courses	3
4 courses	4
5 courses	5
6 courses	6
7 courses	7

Previous College Education

Associate Degree	1
Bachelor's Degree	2
Master's Degree	3

Community Service Hours

15-29	1
30+	2

Essay (Writing Skills)

Poor (25-49)	1
Average (50-74)	2
Excellent (75-100)	3

Total possible points **36**

*Applicants are strongly advised to complete Microbiology prior to entering the Dental Hygiene program.

Accepted Students

Admitted students will be asked to provide confirmation of:

- All required immunizations must be completed before the start of the first DHP course.
- Evidence of non-reactive PPD within the past twelve months must be provided annually.
- Complete CPR Certification-Health Provider or Professional Rescuer by the American Heart Association

or the Red Cross before entering the DHP program and must maintain certification throughout the dental hygiene program.

- Proof of Health Insurance - Submit proof before the start of the first DHP course and annually thereafter.
- Proof of Liability Insurance - Students must obtain their own Liability Insurance before beginning the program.
- As part of the Goodwin College Dental Hygiene program admission process, criminal background checks will be conducted. Admission to the program is conditional pending receipt and evaluation of a criminal background check, Federal Criminal Check clearance, and child and/or elderly abuse clearance to determine whether there is any conviction which may bar the student from the Dental Hygiene program and/or licensure process.

Program Outcomes

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

1. Collect data, record and assess a comprehensive health history;
2. Recognize conditions that necessitate special consideration prior to or during treatment;
3. Assess the need for, expose, develop, evaluate and interpret dental radiographs to support the clinical examination;
4. Employ radiation safety principles and procedures requiring exposure to ionizing radiation;
5. Value the importance of patient-centered care and concepts of health promotion;
6. Assess, plan, implement and evaluate a dental hygiene treatment plan for the prevention and/or treatment of oral diseases;
7. Assess the need for and apply pain and anxiety management strategies;
8. Assess the need for and plan professional topical fluoride and/or self-applied fluoride; apply professional topical fluoride;
9. Apply principles of nutritional and/or tobacco cessation counseling to the management of oral health;
10. Assess, plan and perform patient oral self-care education;
11. Apply standard precautions for the prevention of disease transmission;
12. Follow all state and federal regulatory requirements when rendering patient care;
13. Apply principles of comprehensive record keeping;
14. Apply principles of professional and ethical behavior when providing patient care;
15. Apply principles of evidence-based decision making;
16. Demonstrate professional communication skills in all aspects of patient care;
17. Demonstrate concern and understanding of a variety of patient needs based on overall health, oral health, cultural, social, and economic circumstances;
18. Recommend referral for additional assessment and/or treatment;
19. Self-assess ability to perform dental hygiene services at a high standard of care; and
20. Value patient confidentiality and patient rights according to HIPAA guidelines.

Graduation Requirements

All DHP core courses must be completed with a grade of C+ or higher. In addition, the student must meet all general graduation requirements as stated in the catalog. Completion of an Associate in Dental Hygiene requires a minimum of 81 credits hours.

Curriculum

Associate - Dental Hygiene

Courses Required for Admission - NOT Included in the Curriculum

Courses are not included in the 81 credits needed for graduation

MATH 1XX	Math Competency (MATH)	3
PSY 112	Introduction to Psychology (SS)	3

General Education Core - 34 Credits

Courses Required for Admission - Included in the Curriculum

Courses that must be successfully completed (C+ or higher) before application to the Dental Hygiene program

ENG 101	English Composition	3
CHEM 101	Chemistry (SCI)	4
BIO 211	Anatomy and Physiology I	4
BIO 212	Anatomy and Physiology II	4

Concurrent Courses

Courses that may be taken along with DHP courses after acceptance into the Dental Hygiene program

ENG 1XX	Writing Competency (WR)	3
COM 1XX	Communications Competency (COM)	3
CAP 1XX	Computer Literacy Competency (CL)	3
SOC 101	Introduction to Sociology	3
BIO 235	Microbiology*	4
	Cultural Competency (CU or E/P)	3

* Applicants are strongly advised to complete Microbiology prior to entering the Dental Hygiene program.

Dental Hygiene Core Requirements - 47 Credits

First Semester

DHP 105	Radiology	3
DHP 104	Head/Neck Anatomy & Embryology	4

Second Semester

DHP 110	Principles of Dental Hygiene I	4
DHP 202	Nutrition	3

Third Semester

DHP 120	Principles of Dental Hygiene II	4
DHP 102	Periodontology	3

Fourth Semester

DHP 106	Pharmacology and Pain Management	4
DHP 103	Dental Materials	4

Fifth Semester

DHP 210	Principles of Dental Hygiene III	5
DHP 201	Community and Public Health Dentistry	4
DHP 113	General and Oral Pathology	3

Sixth Semester

DHP 220	Principles of Dental Hygiene IV	5
DHP 200	Dental Hygiene Seminar/Board Review	1

Total Credits in the Program 81

Associate in Science - Histology

The Associate Degree in Histology was designed to allow students and graduates of the certificate program the opportunity to continue on and complete an Associate Degree. This program meets the minimum educational requirements to practice Histology.

Students enrolled in the Associate in Histology program are simultaneously enrolled in the Certificate in Histologic Sciences. Upon completion, students are awarded both the Certificate in Histologic Science and the Associate Degree in Histology. The Certificate in Histologic Sciences program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Graduates of the program are eligible to sit for the Histotechnician (HT) Board of Registry exam administered by the American Society of Clinical Pathologists.

Graduates possessing a baccalaureate degree may be eligible to sit for the Histotechnologist (HTL) national examination. For more information please contact the Director of Clinical Education at 860-727-6917 or an academic advisor.

This program may be completed on-ground or in a hybrid format.

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 Histology program due to the limited number of seats available. As of September 2015, only students holding an existing degree that includes at least 12 semester hours in biology and chemistry will be allowed to obtain the Certificate only. All other students will be enrolled in the Associate of Science in Histology.

Only students admitted to the Histology program may enroll in HLT courses.

1. Complete the application for admission into Goodwin College. Applicants to the Histology program must first meet the requirements for admission and be accepted into Goodwin College.
2. Complete the Histology Program Application. This application must include:
 - a. Official high school transcript or General Equivalency Diploma.
 - i. An official college transcript proving degree completion/graduation, can be accepted in lieu of a high school transcript.
 - b. Official college transcripts, if applicable.
 - c. A signed attestation that the applicant possesses the ability to perform the tasks as stated in the Essential Functions of a Histotechnician.
3. Complete the required College Placement Evaluations. Applicants must qualify for a minimum of ENG 099 and MATH 125.
4. Complete the following prerequisite courses with a "C+" or better:
 - a. Chemistry - High School chemistry (must be within the past 5 years) or college equivalent.
 - b. Human Biology or Anatomy & Physiology - High school Biology/A&P (must be within the past 5 years) or college equivalent

Students must maintain a "C+" or better in all required program courses.

Satisfactory scores on the CLEP examinations are also acceptable in meeting these requirements.
5. Interview with the Program Director.
6. Personal Essay.
7. For students interested in enrolling into the Hybrid Histologic Science Program, lectures are completed online while the clinical portion of the program is completed on the weekend and/or evening in the student histology laboratory. Students enrolled in the hybrid program will complete their HLT 290 Clinical Practicum requirements in the student laboratory with opportunities to visit enhancement sites throughout the semester.

All required immunizations must be current before the start of the first semester.

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. 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;
9. Exercise principles of leadership, 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;
11. Recognize and act upon individual needs for continuing education as a function of growth and maintenance of professional competence;
12. Identify the ethical, legal, and regulatory framework of the healthcare industry;
13. Analyze and synthesize ideas; apply critical thinking skills in professional and personal problem solving; understand and respect a multicultural society; and
14. Take the national examination given by the American Society of Clinical Pathology (ASCP) which leads to certification as a Histotechnician (HT).

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

Associate in Histology

General Education Core - 24 Credits

ENG 101	English Composition	3
ENG 1XX	Writing Competency (WR)	3
COM 1XX	Communications Competency (COM)	3
CAP 1XX	Computer Literacy Competency (CL)	3
MATH 1XX	Math Competency (MATH)	3
BIO 101	Concepts in Human Biology OR	
BIO 120	Human Biology (SCI)	3-4
PSY 112	Introduction to Psychology (SS)	3
HSC 111	Medical Law and Ethics (CU)	3

Non-Major Core Requirements - 3 Credits

ASD 120	The College Experience OR General Education Elective	3
---------	--	---

Histology Core Requirements - 33 Credits

HLT 102	Introduction to Histology	3
HSC 105	Medical Terminology	3
HLT 110	Histology Techniques	3
HLT 113	Concepts of Staining and Fixation	3

HLT 114	Histology Laboratory Experience	2
HLT 210	Staining II	3
HLT 209	Special Staining Lab	3
HLT 290	Histology Clinical Experience	7
HLT 230	Histology Capstone and Seminar	3
OPEN	Elective	3

Total credits in the program

60-61

Certificate - Histologic Science

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. The Certificate in Histologic Sciences program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

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 toward these degrees. Students completing both the certificate and the Bachelor degree will be eligible to sit for the Histotechnologist (HTL) exam. Students should contact the Health Science Program Director for more information.

This program is offered both on-ground and via a hybrid format. Due to the high demand for trained Histology professionals, the Board of Trustees has allocated institutional aid to offset program tuition. Prospective students are encouraged to contact the Enrollment Office for information on tuition assistance.

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 Histologic Science program due to the limited number of seats available. As of September 2015, only students holding an existing degree that includes at least 12 semester hours in biology and chemistry will be allowed to obtain the Certificate only. All other students will be enrolled in the Associate of Science in Histology.

Only students admitted to the Histologic Science program may enroll in HLT courses.

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 Science Program Application. This application must include:
 - a. Official high school transcript or General Equivalency Diploma.
 - i. An official college transcript, proving degree completion/graduation, can be accepted in lieu of a high school transcript.
 - b. Official college transcripts, if applicable.
 - c. A signed attestation that the applicant possesses the ability to perform the tasks as stated in the Essential Functions of a Histotechnician.
3. Complete the required College Placement Evaluations. Applicants must qualify for placement into (or higher) ENG 099 and MATH 125.
4. Complete the following prerequisite courses with a "C+" or better:
 - a. Chemistry - High School chemistry (must be within the past 5 years) or college equivalent.
 - b. Human Biology or Anatomy & Physiology - High school biology/A&P (must be within the past 5 years) or college equivalent
 - c. Once accepted into the program, students must maintain a "C+" or better in all required program courses.

Satisfactory scores on the CLEP examinations are also acceptable in meeting these requirements.
5. Interview with the Program Director.
6. Personal essay.
7. For students interested in enrolling into the Hybrid Histologic Science Program, lectures are completed online while the clinical portion of the program is completed on the weekend and/or evening in the student histology laboratory. Students enrolled in the hybrid program will complete their HLT 290 Clinical Practicum requirements in the student laboratory with opportunities to visit enhancement sites throughout the semester.

All required immunizations must be current before the start of the first semester and no later than the start of the Histology Clinical Experience, HLT 290.

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 leadership, 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.

Histologic Science Program Policies

Policies specific to the Histologic Science program may be found in the Histologic Science Program Handbook.

Curriculum

First semester

HLT 102	Introduction to Histology	3
HSC 105	Medical Terminology	3
BIO 101	Concepts in Human Biology OR	3-4
BIO 120	Human Biology	
HLT 110	Histology Techniques	3
HSC 111	Medical Law and Ethics	3

Second semester

HLT 113	Concepts of Staining and Fixation	3
HLT 114	Histology Laboratory Experience	2
HLT 210	Staining II	3
HLT 209	Special Staining Lab	3

Third semester

HLT 290	Histology Clinical Experience	7
HLT 230	Histology Capstone & Seminar	3

Total Credits in the Program 36-37

Associate in Science - Medical Assisting

Associate in Science and Certificate Program

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 goal of the Medical Assisting program is to prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. 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, simulations, and assignments to provide students with the knowledge and skills needed to be an effective member of the healthcare team. Hands-on practice, along with clinical and work experience is gained during a supervised internship component. All courses are offered on-ground. Select courses are offered in a hybrid or online format.

Students are simultaneously enrolled in the Certificate and Associate Degree programs. Students complete the certificate first and are awarded a Certificate in Medical Assisting. Students then continue in the Associate Degree program. Graduates of the Collegiate Certificate program are eligible to sit immediately upon graduation for the Certified Medical Assistant (CMA) examination administered by the American Association of Medical Assistants (AAMA) and for the Registered Medical Assistant (RMA) examination administered by the American Medical Technologists (AMT).

Students enrolled in the Day Division can complete the certificate program attending school full-time in 45 weeks or 700 hours. Students enrolled in the Evening Division can complete the certificate program attending school part-time in 60 weeks or 700 hours.

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.

Accepted Students

Medical Assisting students will be required to have documentation of a Physical Exam and immunizations on file before the start of their second semester. Immunization requirements include the Hepatitis B inoculation series or a signed waiver of inoculation, MMR vaccination and Varicella vaccination or titer. Student immunizations must remain current throughout the program and internship.

Students will be asked to provide confirmation of the following prior to internship:

- Proof of current CPR certification--Students must obtain CPR certification for Healthcare Providers/BLS and First Aid
- Proof of Liability Insurance-Students must obtain their own liability insurance before beginning internship

- Receipt of submission of Criminal Background Check clearance

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 and HSC 111 must be completed with a grade of a "C" or higher and students must complete all of the general graduation 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 Competency (WR)	3
COM 1XX	Communications Competency (COM)	3
CAP 1XX	Computer Literacy Competency (CL)	3
MATH 1XX	Math Competency (MATH)	3
BIO 101	Concepts in Human Biology (SCI)	3
PSY 112	Introduction to Psychology (SS)	3
HSC 111	Medical Law and Ethics (CU)	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	Elective	3
OPEN	Electives	9

Total Credits in the Program **60**

Curriculum**Certificate in Medical Assisting****First Semester**

CAP 1XX	Computer Literacy Competency	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**

Associate in Science - Occupational Therapy Assistant

The Occupational Therapy Assistant Associate Degree Program prepares graduates to care for clients who are limited by a physical illness or injury, an emotional disorder, a developmental disability or the aging process. Working under the supervision of an occupational therapist, an occupational therapy assistant uses functional activities and therapeutic modalities as methods of treatment. Therapy focuses on assisting clients in regaining or maintaining independence in everyday life skills. Specific techniques that an occupational therapy assistant may utilize include training in activities of daily living, fabrication of splints, adapting home, work and school environments, vocational, training and therapeutic use of functional activities.

The Occupational Therapy Assistant Program core courses are primarily offered on evenings and weekends. The program can be completed on a part-time or full-time basis. Students should be advised and make arrangements early in their course work to accommodate the full-time requirement of Academic Fieldwork. OTA 102 Clinical Fieldwork I and OTA 250 and OTA 260 Advanced Fieldwork Level IIA and B courses are all completed during the day as required by clinical sites.

Accreditation

The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. ACOTE's telephone number c/o AOTA is 301-652-AOTA. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. When you apply to sit for the certification exam, you will be asked to answer questions related to the topic of felony convictions. For further information on these limitations, contact NBCOT. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain licensure. Connecticut requires a license in order to practice occupational therapy and the license is based on the results of the NBCOT Certification Examination.

Admission Criteria

The specific admission requirements are outlined below. It is important to note that not all qualified candidates can be offered admission to the Occupational Therapy Assistant program due to the limited number of places available. Admission is based upon completion of occupational therapy assistant prerequisites and other requirements. Beginning with candidates for Spring 2016 admission, candidates will be accepted based on the following outlined requirements listed below and the outlined point system:

1. Complete the application for admission into Goodwin College. Applicants to the Occupational Therapy Assistant program must first meet the requirement for admission and be accepted into Goodwin College.
2. Complete the Occupational Therapy Assistant Program application. This application must include:
 - a. Official high school transcript or General Equivalency Diploma.
 - i. An official Bachelor's or Master's degree transcript, with a date of completion/graduation, can be accepted in lieu of a high school transcript.
 - b. Official college transcripts, if applicable.
3. You must also have a cumulative 2.7 GPA in the last twelve college credits taken or on high school transcripts if no college courses have been taken.
4. Complete the College Placement Evaluations. Applicants must qualify for a minimum of ENG 101 and MATH 125 in order to enter the Occupational Therapy Assistant program. Any foundational courses required

as indicated by the test results must be completed before entering the Program.

5. Provide documentation of observation of occupational therapy in any specialty area. Observation must include 8 hours in prior 12 months.
6. Occupational Therapy assistant applicants who have satisfied all of the admission criteria also require an interview with the Program Director before admission.

Occupational Therapy Students who have satisfied all of the admission criteria will be selected according to the point system specified below:

Admission requirements:	Score
Previous College Education	
Associate Degree or > (60 Credits)	2
Bachelor's Degree	3
Master's Degree	4
Completion of courses at Goodwin College	
1 course	1
2 courses	2
3 courses	3
4 courses	4
Cumulative GPA	
2.7 - 3.0	1
3.1 - 3.5	2
3.6 - 4.0	3
Personal Essay /Interview	<u>7</u>
Total Possible Points	18

Accepted Students

1. Any foundational courses required in English and math as indicated by the test results must be completed before entering the Program.
2. Official college transcripts, if applicable, must be submitted by the end of the first semester of OTA course work to assure appropriate transfer of credits and prerequisite requirements are met.
3. Completion of the following prerequisite courses with a minimum grade of a "C+" or better:
 - a. HSC 105 - Medical Terminology
 - b. BIO 120 (Goodwin College) or equivalent with a laboratory OR Anatomy & Physiology I (Goodwin College) or equivalent completed within the last five years is the prerequisite for OTA 101.
4. Additional documentation required:
 - CPR certification prior to rotation
 - Physical exam within one year of start of FW II rotation
 - Fingerprinting (if required by FW site) prior to start of FW I or FW II
5. All students accepted into the OTA program must submit to a background check. Background check documentation must be submitted with acceptance paperwork. Students will be notified if the background check reveals any criminal record that might interfere with NBCOT certification or future licensure. In the event that a clinical facility finds the results of a student's

background check objectionable and, as a result, prohibits the student from participating in a clinical experience at their facility, the department will make two additional attempts to place the student in an alternative facility. If neither of the two further attempts yields a placement for the student, he or she will not be permitted to progress with the program. Students are advised to take this into consideration upon initial receipt of the results of their background check.

Program Outcomes

The goal of the Occupational Therapy Assisting Program is to provide meaningful and appropriate educational experiences that enable students to develop knowledge and achieve competency in entry-level skills. The program leads to certification as an occupational therapy assistant (COTA). Upon successful completion of all Occupational Therapy Assistant degree program requirements, graduates will be able to:

1. Sit for the National Certification Exam;
2. Demonstrate the ability to comprehend, apply, and evaluate clinical information relevant to their role as an occupational therapy assistant;
3. Demonstrate the clinical skills and proficiency in all relevant practice areas necessary to fulfill the role as an occupational therapy assistant;
4. Demonstrate professional behavior consistent with employer expectations for the occupational therapy assistant;
5. Demonstrate professional skills to begin work in any one of the specialty areas of occupational therapy practice with the general and specific tools necessary to complete the job requirements;
6. Comprehend the scope of occupational therapy practice;
7. Complete the comprehensive learning outcomes identified within each syllabus; and
8. Complete the comprehensive learning outcomes identified with the General Education Component.

Graduation Requirements

All Occupational Therapy core courses and HSC 105 (Medical Terminology) must be completed with a grade of "C+" or higher. Human Biology or equivalent must be completed with a grade of "C+" or higher. Advanced fieldwork IA and IB must be completed within 18 months of all academic course work. Additionally, students must meet general education requirements as listed in the catalog. As listed in the OTA student handbook, a student may retake only one OTA course and only one retake is allowed. Failure to pass after the second attempt will result in termination from the program.

A student is not considered a graduate until (s)he completes his/her general education, occupational therapy assistant course work and fieldwork requirements.

Curriculum

Associate in Occupational Therapy Assistant

General Education Core - 28 Credits

ENG 101	English Composition	3
ENG 1XX	Writing Competency (WR)	3
COM 1XX	Communications Competency (COM)	3
CAP 1XX	Computer Literacy Competency (CL)	3
MATH 1XX	Math Competency (MATH)	3
BIO 120	Human Biology (SCI)	4
PSY 112	Introduction to Psychology (SS)	3
	Cultural Competency (CU or E/P)	3
HSC 105	Medical Terminology	3

Non-Major Core Requirements - 6 Credits

ASD 120	The College Experience OR General Education Elective	3
PSY 212	Life Span Development	3

Occupational Therapy Assistant Major Core - 33 credits

Freshman Year

OTA 100	Foundations of Occupational Therapy and Task Analysis	3
OTA 101	Foundations of Movement and Function	3
OTA 102	Clinical Fieldwork I (FW I)	1
OTA 103	Group Dynamics in Occupational Therapy	3

Sophomore Year

OTA 204	Adult Populations and the Occupational Therapy Assistant	3
OTA 205	Pediatric Populations and the Occupational Therapy Assistant	3
OTA 206	Geriatric Populations and the Occupational Therapy Assistant	3
OTA 203	Case Studies and Practical Applications in Occupational Therapy Assistant	3
OTA 220	Occupational Therapy Assistant Seminar	1
OTA 250	Advanced Fieldwork Level IIA (FW II)	5
OTA 260	Advanced Fieldwork Level IIB (FW II)	5

Total Credits in the Program 67

Associate in Science - Ophthalmic Science

The Goodwin College Ophthalmic Science (OPS) associate's degree program is designed to prepare ophthalmic professionals for a rewarding career in the eyecare field. A Licensed Optician can be employed as an independent business owner, contact lens practitioner, optical laboratory technician, ophthalmic sales representative, optical industry business professional, wholesale laboratory professional, or as a manager of an ophthalmology or optometric practice. Ophthalmic Science Professionals work at Independent Optical Shops, Private Ophthalmology Offices, Private Optometric Offices, Optical Laboratories, Retail/High Fashion Optical Boutiques and Corporate or Chain Conglomerates

In addition to ten OPS courses, the program requires a supervised clinical externship and a core of General

Education courses for a total of 63 credits. The externship will typically take place at the student's place of employment or at an externship site. Goodwin College will provide placement assistance when appropriate to ensure students develop practical skills for both eyewear dispensing and contact lens fitting, as required for licensure. A state-of-the-art Training Store allows students to perfect their skills in a supervised setting. Important topics such as practice management, the role of fashion in eyewear, and ethical issues are addressed to create a lively and thought-provoking educational experience.

Accreditation

Students will be prepared to sit for both the American Board of Opticianry's (ABO) and the National Contact Lens Examination (NCLE). 6506 Loisdale Road - Suite 209, Springfield, VA 22150 Toll Free: 1-800-296-1379 Office: (703) 719-5800 Fax: 703-719-9144. <http://www.abo-ncle.org/>

In order for students to be eligible to take the state exam to be a licensed Optician in Connecticut, they must pass both the ABO and the NCLE and graduate from a program accredited by the Commission on Opticianry Accreditation (COA) and approved by the Connecticut Board of Examiners for Opticians. Goodwin College is actively pursuing national accreditation from the Commission on Opticianry Accreditation. Once COA accreditation is received, Goodwin College will seek final approval from the Connecticut Board of Examiners for Opticians.

Admission Criteria

The specific admission requirements are outlined below. Goodwin College Ophthalmic Science Program is a program with a strong focus in math, science and interpersonal relationship skills. It is important to note that not all qualified candidates can be offered admission to the Ophthalmic Science Program due to the limited number of places available. Admission is based upon completion of Ophthalmic Science prerequisites and other requirements. Beginning with candidates for September 2014 admission, candidates will be accepted based on the following outlined requirements listed below and the outlined Point System.

1. Complete the application for admission into Goodwin College if not already a student at Goodwin. Applicants to the Ophthalmic Science Program must first meet the requirements for admission and be accepted into Goodwin College.
2. Submit an official high school transcript or General Equivalency Diploma.
3. If a college transfer student, have a minimum college GPA of 2.3.
4. Date of application submission and points obtained in the Selection Point System will dictate the class roster's placement order. Twenty (20) students are accepted each fall semester.

5. Have completed coursework that are prerequisites with a grade of "C" or better:
 - a. Math 1XX - Intermediate Algebra or above
 - b. English 101 - English Composition

Students must be able to perform all functions and tasks required of an optician. As part of the curriculum, the student would be asked to fully participate in all clinical field experiences and community service activities. Students are expected to be able to:

1. MOTOR FUNCTION- student should be able to:
 - a. Manipulate ophthalmic tools and equipment and instruments with both hands.
 - b. Demonstrate adequate motor skills to accomplish effective use of instrumentation.
2. VISUAL OBSERVATION- student should be able to:
 - a. Determine anatomy and pathology, through biomicroscopic examination.
 - b. Read material pertinent to the care and safety of the patient, classmates and faculty.
3. AUDITORY (HEARING) OBSERVATION- student should be able to:
 - a. Hear timers, telephones, as well as, patient, classmates and faculty voices ranges
4. COMMUNICATION SKILLS- student should be able to:
 - a. Have sufficient command of the English language to assure proper verbal and written communication with patients, classmates, and faculty.
5. CRITICAL THINKING SKILLS- student should be able to:
 - a. Comprehend and assimilate the knowledge acquired from didactic courses into the fitting, design and fabrication of contact lenses.
 - b. Comprehend and assimilate the knowledge acquired from didactic courses into the fitting, fabrication and dispensing of ophthalmic eyewear.

Point System

Ophthalmic Science Students who have satisfied all of the admission criteria will be selected according to the point system specified below.

Previous College Education	Score
Associate Degree (60 Credits)	2
Bachelor's Degree	3
Master's Degree	4
Completion of Courses at Goodwin College	
1 course	1
2 courses	2
3 courses	3
4 courses	4
5 courses	5
6 courses	6
7 courses	7
Cumulative GPA	
2.5-3.0	1
3.1-3.5	2
3.6-4.0	3

Community Service Hours

1-15 hours in the past 12 months	1
16+ hours in the past 12 months	2
Total possible points	16

Accepted Students

Students accepted into the Ophthalmic Science Program should refer to the Goodwin College and Ophthalmic Science handbook for additional information and program specific information. Students should familiarize themselves with the OPS program policies and sign the form, which indicates an understanding of the policies of the OPS program. A copy of this form will be placed in the student's records.

Program Outcomes

Upon successful completion of all program requirements, graduates will:

1. Be qualified as a candidate for various certification and licensure examinations, i.e. ABO American Board of Opticianry, NCLE national Contact lens Examination, and eventual eligibility to sit for the Connecticut State Board Practical Examination and Jurisprudence Examination;
2. Deliver the highest technical and ethical standard of care as a healthcare practitioner in the field of opticianry;
3. Demonstrate the ability to use optical instruments, equipment, materials, procedures and techniques to industry standards in the design, fitting and dispensing of contact lenses;
4. Demonstrate the ability to use optical instruments and tools, materials, procedures and techniques to industry standards in the fitting, fabrication and dispensing of eyewear;
5. Demonstrate the skills, knowledge and confidence to deliver competent patient care as evidenced by successful completion of a 150-hour clinical field experience with a diverse and varied patient population; and
6. Value patient confidentiality and patient rights according to Health Insurance Portability and Accountability Act of 1996 (HIPAA).

Graduation Requirements

All Ophthalmic Science Program (OPS) courses must be completed with a "C" or better, including a supervised clinical internship. In addition, the student must meet all General Education requirements as stated in the catalog. Completion of an Associate in Ophthalmic Science requires a minimum of 63 credits.

Curriculum

Associate in Science - Ophthalmic Science

General Education Core - 25 Credits

ENG 101	English Composition	3
ENG 1XX	Writing Competency (WR)	3

COM 1XX	Communications Competency (COM)	3
CAP 1XX	Computer Literacy Competency (CL)	3
MATH 1XX	Math Competency (MATH)	3
BIO 214	Anatomy, Physiology and Pathology of the Eye (SCI)	4
PSY 112	Introduction to Psychology (SS)	3
	Cultural Competency (CU or E/P)	3

Non-Major Core Requirements - 3 Credits

ASD 120	The College Experience or Open Elective	3
---------	---	---

Ophthalmic Science Major Core Requirements - 35 Credits

OPS 101	Introduction to Ophthalmic Science	3
OPS 103	Ophthalmic Fabrication I	3
OPS 105	Ophthalmic Dispensing I	3
OPS 106	Contact Lens Theory I	3
OPS 203	Ophthalmic Fabrication II	4
OPS 205	Ophthalmic Dispensing II	4
OPS 206	Contact Lens Theory II	3
OPS 204	Contact Lens Clinical	3
OPS 201	Ophthalmic Science Synthesis	3
OPS 202	Supervised Clinical Experience	3
OPS 208	Ophthalmic Practice Management	3

Total Credits in the Program 63

Associate in Science - Respiratory Care

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 in Health Science can apply the majority of their credits towards this degree. 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 the 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 sign attestation that applicant possesses the ability to perform the tasks as stated in the Essential Functions of a Respiratory Therapist must be included.
3. Earn a minimum GPA of 2.7 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 test into ENG 101. All remedial courses must be completed before entering the program.
 5. Complete the following prerequisite courses with a "C+" or better:
 - a. Chemistry - four-credit elective with lab
 - b. Math 125
 - c. BIO 120 or BIO 121
 - d. 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)
 - e. BIO 235
 6. Interview with the Program Director.

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

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

Previous College Education	Score
Associate Degree (60 Credits)	1
Bachelor's Degree	3
Master's Degree	5

Completion of Courses at Goodwin College

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
Personal Essay	up to 5 points
Interview	up to 5 points
Total Possible Points	26

Accepted Students

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 must be current before the start of the first clinical rotation and remain current throughout the program.

Program Goals

To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by Registered Respiratory Therapists (RRT).

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 Commission 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 site (i.e., homecare, rehabilitation centers, and long-term mechanical ventilator centers).

Graduation Requirements

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

Curriculum

Associate in Respiratory Care

General Education Core - 22 Credits

ENG 101	English Composition	3
COM 1XX	Communications Competency (COM)	3
CAP 1XX	Computer Literacy Competency (CL)	3
MATH 1XX	Math Competency (MATH)	3

BIO 211	Anatomy and Physiology I (SCI)	4
PSY 112	Introduction to Psychology (SS)	3
	Cultural Competency (CU or E/P)	3

Non-Major Core Requirements - 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 124	Respiratory Diagnostics and Therapeutics	3
RSP 153	Clinical I	1
RSP 133	Principles of Mechanical Ventilation	4
RSP 154	Clinical II	2
RSP 223	Fundamentals of Critical Care	3
RSP 231	Cardiopulmonary Pathophysiology I	3
RSP 253	Clinical III	2
RSP 234	Respiratory Capstone	3
RSP 262	Neonatal and Pediatric Respiratory Care	3
RSP 254	Clinical IV	3

Total Credits in the Program

70

Certificate - Medical Billing and Coding

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, 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-10, 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 diversity, differing beliefs, value systems, and individual opinions.

Curriculum

First Semester

HSC 105	Medical Terminology*	3
BIO 101	Concepts in Human Biology*	3
MED 115	Introduction to Insurance and Coding*	3

Second Semester

MCD 213	CPT @-4 Coding 1*	3
MCD 214	CPT @-4 Coding II*	3
MCD 216	ICD-10 Coding*	3

Third Semester

CAP 1XX	Computer Literacy Competency	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.

Certificate - Paramedic Studies

The primary objective of the Paramedic Studies 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 are trained to provide the most extensive pre-hospital care and may work for fire departments, private ambulance services, police departments, aeromedical care, or hospitals.

The major goal of the Paramedic Studies program is to prepare competent entry-level Emergency Medical technician-Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Emergency medical Technician-Intermediate, and /or Emergency Medical Technician-Basic, and /or First Responder levels.

Graduates of the Paramedic Studies Program can apply credits earned toward 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 or the Homeland Security 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 Studies program due to the limited number of places available.

1. Complete the application for admission into Goodwin College. Applicants to the Paramedic Studies program must first meet the requirements for admission and be accepted into Goodwin College.
2. Complete the Paramedic Studies program application. Application must include the following:
 - a. Official high school transcript or General Equivalency Diploma
 - i. An official Bachelor's or Master's degree transcript, with a date of completion/graduation, can be accepted in lieu of a high school transcript
 - b. Proof of current EMT-B or EMT-I Certification (State of Connecticut or National Registry of EMT [NREMT]). This license must be maintained throughout the program.
 - c. Proof of current certification in Cardio-Pulmonary Resuscitation (CPR) by the American Heart Association or CPR for the Healthcare Provider by the American Red Cross. Applicants will be considered without CPR documentation; however students must complete CPR certification prior to starting program.

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

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 "National EMS Education Standards". The National EMS Education Standards define the competencies, clinical behaviors and judgments that must be met by entry-level EMS personnel to meet practice guidelines defined in the "National EMS Scope of the Practice Model"; 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

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

Fourth Semester

EMT-P 201	Paramedic IV	4
EMT-P 210	Field Internship	2

Total Credits in the Program		30
-------------------------------------	--	-----------

Certificate - Phlebotomy and Laboratory Services

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 Phlebotomy Technician Certification Exam offered by the National Healthcareer Association (NHA).

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.

Admission Criteria

Please note the following documentation is required previous to application to application to the phlebotomy and laboratory services program.

1. Official high school transcript or General Equivalency Diploma.
 - a. An official Bachelor's or Master's degree transcript, with a date of completion/graduation, can be accepted in lieu of a high school transcript
2. Proof of immunization. All required immunizations must be current prior to the start of the program. Immunizations must be kept current throughout the program.

Please note: Applicants are encouraged to apply early as there are limited number of seats and a rolling admissions process.

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.

Graduation Requirements

Students graduating with this certificate must complete PHB 120 and PHB 121 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.

Curriculum

First Semester

HSC 100	CPR for the Healthcare Professional	1
PHB 104	Medical Terminology/Anatomy and Physiology	3
PHB 103	Introduction to Laboratory Services	3
PHB 120	Principles and Practices of Phlebotomy	3
PHB 121	Advanced Phlebotomy Skills	3
PHB 299	Phlebotomy Internship/Seminar	3

Total Credits in the Program **16**

Department of Social Science, Business, Education and Manufacturing

Bachelor of Science in Business Administration

Bachelor of Science in Child Study

Bachelor of Science in Family Studies

Bachelor of Science in Human Services

Bachelor of Science in Management and Leadership

Bachelor of Science in Manufacturing Management

Bachelor of Science in Public Safety and Security

Bachelor of Science in Social Work

Associate in Science in Accounting

Associate in Science in Business Administration and Related Certificates

Associate in Science in CNC Machining

Associate in Science in Criminal Justice

Associate in Science in Early Childhood Education

Associate in Science in Family Studies

Associate in Science in Homeland Security

Associate in Science in Human Services

Associate in Science in Quality Management Systems

Associate in Science in Supply Chain and Logistics Management

Department Mission Statement

The mission of the Department of Social Science, Business and Education is to educate dedicated and caring individuals looking to make a significant difference within their communities through a career in the service professions or through the establishment of small

businesses or non-profit organizations that create economic and service opportunities while building community. Each program within the Department strives to build challenging curriculum that will prepare students to assume the job responsibilities specific to their chosen profession. Recognizing the high demand for professional and organizational knowledge in employees who seek to advance their career opportunities, 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 their organizations and 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.

Psychology Minor

Psychology is the scientific study of behavior and mental processes. A minor in psychology is useful for students who are enrolled in a Bachelor of Science degree program in business, education, health services, human services, or in any of the various fields involving human relations. Students are encouraged to work closely with their advisors to design a psychology minor that fits with their career and educational goals.

Curriculum - Minor in Psychology

Students must complete 15 credits of the Psychology courses offered at Goodwin College. Of the 15 credits, a minimum of 6 credits must be at a 200-level or higher and a minimum of 3 credits must be at a 300-level or higher.

Bachelor of Science - Business Administration

The Bachelor of Science in Business Administration (BSBA) provides the business competencies that employers look for in their work force. Students prepare to meet the challenges of a changing marketplace in a wide variety of local and global industries while preparing for leadership roles within the business arena. The Bachelor of Science in Business Administration is focused on developing students to understand and support organizational missions. The program serves multiple purposes for traditional students moving through a 4-year program, or as a degree completion program for adults who desire a better position for themselves in their respective organizations consistent with industry

expectations or to prepare them for venturing out on their own. This degree program is focused on realistic, accurate, and sound interpretations of the complexity and diversity found in today's global economy. The program strives to be consistent in scope with college standards, and consistent with industry outcomes. This program of study integrates analysis of theory, case studies, simulations and research so students may apply these to practical situations in the daily workplace. Students are further encouraged to develop thoughtful and creative approaches to understanding business models that are assessable, and observable. The degree program emphasizes ethical business behavior while promoting corporate social responsibility and social enterprise.

The Bachelor of Science in Business Administration is thus a comprehensive response for the demand for business skills in an ever-increasing global market and competitive workplace. Many people in the work place may seek career opportunities in small to mid-size businesses, explore their own start-up or franchise business or assume a role in a community-oriented nonprofit. Participants develop the requisite skills and knowledge that are needed for small business employers and nonprofit organizations. The skills and knowledge taught in this program relevant to the business arena help develop competent personnel in any organization through the understanding of marketing, operations, organizational structures and best practices for contemporary small businesses whether profit-driven or not. As participants in business life, students in this program develop the knowledge and competencies to become contributors to their organization's success. They may even exercise formal or informal leadership roles in their respective organizations and are thus well versed in contemporary business theories and practices to make their inculcation into an organization more effective.

A certificate in Human Resource Talent Development (18 credits) and Human Resource Management (30 credits) may be earned as part of the milestone policy in the BSBA program.

Program Outcomes

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

1. Communicate clearly and concisely both verbally and in writing;
2. Acquire, analyze, and synthesize data for operational and strategic decision-making;
3. Recommend ethical behaviors, promote corporate social responsibility, and engage in social enterprise;
4. Evaluate the global environment and position the business unit demonstrating multicultural awareness;
5. Manage and coordinate people, business processes, and business resources; and

6. Develop and implement components of a business plan.

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

Degree Completion Students

Because this program also serves as a degree completion program, all previous courses taken outside of Goodwin College should be submitted for programmatic review at the time of application and before acceptance into the program to assess the students overall academic status. Degree completion students may transfer in up to 90 credits provided that they were earned from accredited institutions of higher education; not all transfer credits may be applicable to the degree. See Transfer of Collegiate Credit policy.

Graduation Requirements

In addition to the general graduation requirements of Goodwin College as published in this catalog, BSBA students must maintain a GPA of 2.5 in the major and 2.0 overall.

Students must earn a minimum of 30 credits or 25% of the graduation credit and a minimum of 15 credits (5 courses) in the major core at Goodwin College. Students must also complete a minimum of 45 credits (15 courses) at the 200-level or higher, which includes a minimum of 30 credits (10 courses) at the 300- and 400-levels.

Additionally, 20 hours of documented community service must be completed prior to graduation. The requirement is intended to foster lifelong learners who develop civic responsibility. This service may be incorporated by the student as part of a particular course experience or completed during any semester. Students identify a community service project and submit same to the instructor of the course if the project is course related and/or to the BSBA program director. At the conclusion of the 20 hours of service, each student is required to submit a five-page paper describing the service experience, how it affected both themselves and the community. Community service hours and documentation must be completed in compliance with the college policy and submitted to their program director no later than two months prior to their expected graduation date.

Curriculum

Bachelor in Business Administration

General Education Requirements - 46 Credits

General Education Core Requirements - 40 Credits

ENG 101	English Composition	3
ENG 1XX	Writing Competency (WR)	3
ENG 325	Advanced Writing for the Business Professional (AW)	3
COM 1XX	Communications Competency (COM)	3
CAP 1XX	Computer Literacy Competency (CL)	3

MATH 1XX	Math Competency (MATH)	3
	Science Competency (SCI)	4
PSY 112	Introduction to Psychology (SS)	3
	Social Science Competency (SS)	3
	Cultural Competency (CU & E/P)	6
	Global Studies Competency (G/US)	3
	Global Studies Competency (G/W)	3

Programmatic General Education Requirements - 6 Credits

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

Business Major Core Requirements - 48 Credits

Freshman Year

ACC 1XX	Accounting Elective	3
BUS 101	Introduction to Management OR	
BUS 107	Introduction to Nonprofit Management	3
BUS 110	Business Law & Ethics	3
ECN 1XX	Economics Elective	3

Sophomore Year

BUS 132	Budgeting and Planning	3
BUS 135	Customer Relations in a Multicultural World (MC)	3
BUS 150	Small Business Entrepreneurship	3
BUS 215	Marketing	3

Junior Year

BUS 265	Principles of Finance	3
BUS 2XX*	Directed Elective	3
BUS 310	Targeted Marketing and Social Media	3
BUS 305	E-Business	3

Senior Year

BUS 3XX*	Directed Elective	3
BUS 410	Theory & Practice of Business Research (RE)	3
BUS 490	Capstone: Strategic Planning	3
BUS 4XX	Directed Elective	3

General Electives - 27 Credits

Total Credits in the Program **121**

*Directed elective courses may be taken in business, accounting, economics, management and leadership or manufacturing at the appropriate levels.

Business Administration Minor

Business Administration studies the business competencies and knowledge needed to meet the challenges of a changing marketplace in a variety of industries. The skills and knowledge developed in this coursework equip students with an understanding of contemporary business and the best practices needed to achieve business success. Students are encouraged to work closely with their Advisors to design a Business Administration minor that fits with their career and educational goals.

Minor in Business Administration

BUS 101	Introduction to Management OR	
BUS 107	Introduction to Nonprofit Management	3
ACC 101	Principles of Accounting I OR	
ACC 110	Applied Accounting	3

1XX*	Elective	3
2XX*	Elective	3
3XX*	Elective	3

Total Credits in the Program

15

*These courses must be selected from Business Administration courses (ACC, BMM, BUS or ECN).

Associate in Science - Accounting

The Associate Degree in Accounting program is designed to prepare students to work in a variety of positions within the accounting industry. The Accounting curriculum will engage students in the principles and applications necessary for success in corporations, small business and nonprofit organizations. Students will learn to analyze and synthesize data, report to the users of accounting information in the proper format and to make recommendations to management.

The program is designed for those who seek employment in the accounting field or for entrance into a four-year degree program. It provides a solid foundation in accounting that addresses the collecting, analyzing and reporting of financial information. Additionally, students will learn to use accounting software programs to more efficiently complete tasks.

Coursework in financial, managerial, tax accounting and accounting information systems will culminate in a capstone course which will prepare students to sit for professional certification exams in Microsoft Excel, Intuit QuickBooks and bookkeeping from the American Institute of Professional Bookkeepers.

A certificate in Bookkeeping (19 credits) may be earned as part of the milestone policy in the Accounting program.

Program Outcomes

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

1. Organize, analyze, summarize and report financial data in an ethical manner through knowledge and application of accounting concepts and principles;
2. Develop critical thinking and problem-solving skills by identifying, gathering, measuring and summarizing financial data;
3. Integrate and apply technological skills to accounting and business problems;
4. Develop awareness of professional and ethical issues facing the accounting industry;
5. Create professional financial reports and analysis for users of accounting information; and
6. Achieve professional certification in bookkeeping, QuickBooks and Microsoft Excel.

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

Graduation Requirements

In addition to the general graduation requirements of Goodwin College as published in this catalog, students in the Associate of Science in Accounting degree must maintain a GPA of 2.3 in the major and 2.0 overall.

Curriculum

Associate in Accounting

General Education Core Requirements - 24-25 Credits

ENG 101	English Composition	3
ENG 1XX	Writing Competency (WR)	3
COM 1XX	Communications Competency (COM)	3
CAP 1XX	Computer Literacy Competency (CL)	3
MATH 1XX	Math Competency (MATH)	3
	Science Competency (SCI)	3-4
PSY 112	Introduction to Psychology (SS)	3
	Cultural Competency (CU or E/P)	3

Non-Major Core Requirements - 3 Credits

ASD 120	The College Experience OR Open Elective	3
---------	---	---

Accounting Major Core Requirements - 34 Credits

Freshman Year

ACC 101	Principles of Accounting I	3
ACC 210	Principles of Accounting II	3
ACC 220	Managerial Accounting	3
ACC 230	Principles of Taxation	3
BUS 101	Introduction to Management	3
BUS 110	Business Law and Ethics	3

Sophomore Year

ACC 235	Accounting Information Systems	3
ACC 240	Intermediate Accounting	3
BUS 265	Principles of Finance	3
ECN 110	Principles of Economics	3
ACC 299	Accounting Capstone	4

Total Credits in the Program **61-62**

Accounting Minor

A minor in Accounting is useful for students in any organization, whether private or public, service or manufacturer, corporate or nonprofit. The skills and knowledge developed in this coursework equip students with an understanding of accounting operations and best practices for contemporary organizations. Students are encouraged to work closely with their Advisors to design an Accounting minor that fits with their career and educational goals.

Minor in Accounting

ACC 101	Principles of Accounting I	3
BUS 265	Principles of Finance	3
ACC 210	Principles of Accounting II	3
ACC 215	Industrial Cost Accounting OR	
ACC 220	Managerial Accounting	3
ACC 230	Principles of Taxation OR	
ACC 235	Accounting Information Systems	3

Total Credits in the Program **15**

Associate in Science - Business Administration

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 business and its global connections. It addresses business law and ethics, corporate social responsibility, social enterprise, business planning and development, effective leadership, and the fundamentals of accounting, budgeting, and marketing principles. Students also explore the basics of business communication, economic theories and effective forecasting.

Each student builds a business plan relevant to their career aspirations that integrates the skills and knowledge learned in the various courses. The final culmination of the program is a 180-hour internship capstone, undertaken at 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 option is to provide students with the general knowledge to launch, operate, and grow their own business or operate and grow an existing business. This option 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 option 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, 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 growing field. With increasing legal issues pertaining to employment and the need for organizations 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 option 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, government and nonprofit organizations. Students will learn to identify staffing needs and develop skills for recruiting, interviewing, hiring, and developing employees. They will also learn the policies, procedures, and legal aspects of human resource management. They will round out their program with studies in business management, ethics, and cultural awareness.

Students who complete this option will possess the skills necessary for many career opportunities at entry and mid-level positions in a wide variety of organizations.

Manufacturing Management Option

This option is designed to introduce students to the modern manufacturing environment. While rounding out their skills in lean manufacturing principles, this option prepares students to take the nationally recognized, portable credential as Certified Production Technician (CPT) exams in the areas of safety; quality practices and measurement; manufacturing process and production; and maintenance awareness from the Manufacturing Skill Standards Council (MSSC). Students must pass all four exams to earn the CPT. This option will also prepare students to take the national recognized, portable credential as a Certified Logistics Technician (CLT) exams in logistics from MSSC. Students must pass two logistics exams to earn the CLT. Additionally, students who complete this option may take the MSSC green manufacturing credentialing exam. Students may further seek to earn the Certificate in Manufacturing & Production and apply all of this course work toward a bachelor degree.

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 option, with a dual focus in business management and computer applications, is based on job qualifications identified by local area employers.

The option 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 option emphasizes the development of the students' problem solving, decision making and project management skills. Students who graduate from this option will be qualified to work in companies across all industry sectors.

Program Outcomes

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

1. Understand the conceptual and practical importance of the functional areas of business;
2. Construct a business practice informed by ethics and social responsibility;
3. Assess a variety of management practices and develop leadership and teamwork skills in an increasingly multicultural corporate environment;
4. Research, evaluate, and interpret financial and economic information to make sound business decisions;
5. Demonstrate an effective utilization of technology within the functional areas of business; and
6. Understand how to motivate, coworkers, and other corporate stakeholders effectively.

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.

Graduation Requirements

In addition to the general graduation requirements of Goodwin College as published in this catalog, students in the Associate in Science in Business Administration degree must maintain a GPA of 2.3 in the major and 2.0 overall.

Curriculum

Associate in Business Administration

General Education Requirements - 24-25 Credits

ENG 101	English Composition	3
ENG 1XX	Writing Competency (WR)	3
COM 1XX	Communications Competency (COM)	3
CAP 1XX	Computer Literacy Competency (CL)	3

MATH 1XX	Math Competency (MATH)	3
	Science Competency (SCI)	3-4
PSY 112	Introduction to Psychology (SS)	3
	Cultural Competency (CU or E/P)	3

Non-Major Core Requirements - 3 Credits

ASD 120	The College Experience OR	
	Open Elective	3

Business Major Core Requirements - 22 Credits

Freshman Year

BUS 101	Introduction to Management OR	
BUS 107	Introduction to Nonprofit Management	3
BUS 110	Business Law and Ethics	3
BUS 135	Customer Relations in a Multicultural World	3
ACC 1XX	Accounting Elective	3

Sophomore Year

ECN 1XX	Economics Elective	3
BUS 132	Budgeting & Planning	3
BUS 299	Cooperative Work Assignment	4

Electives - 12 Credits

BUS 1XX	Elective OR	
ACC 1XX	Elective	3
BUS 2XX	Elective OR	
ACC 2XX	Elective	6
OPEN	Elective	3

Total Credits in the Program **61-62**

Entrepreneurship Option Requirements - 12 Credits

Freshman Year

BUS 150	Small Business & Entrepreneurship	3
BUS 215	Marketing	3

Sophomore Year

BUS 210	Business Planning and Development	3
ACC 220	Managerial Accounting OR	
ECN 285	Managerial Economics	3

Human Resource Management Option Requirements - 12 Credits

Freshman Year

BUS 115	Human Resource Management	3
PSY 205	Organizational Behavior	3

Sophomore Year

BUS 230	Workforce Staffing and Planning	3
BUS 215	Marketing	3

Manufacturing Management Option Requirements - 12 Credits

Freshman Year

BMM 101	Key Principles of Manufacturing	3
BMM 110	Technology in Advanced Manufacturing	3

Sophomore Year

BMM 125	Manufacturing Logistics OR	
BMM 135	Green Manufacturing	3
BMM 210	Lean Manufacturing Principles	3

Office Management Option Requirements - 12 Credits

Freshman Year

BUS 215	Marketing	3
BUS 115	Human Resource Management	3

Sophomore Year

BUS 230	Workplace Planning and Staffing	3
CAP 230	Database Applications	3

Certificate Programs

Admissions Requirements

Students entering a direct enroll certificate program in Medical Office Management, Nonprofit Management, or Property Management and Acquisition must take the Accuplacer assessment if they have not successfully taken 6 college credits, including a college-level English or math. The Accuplacer is used for assessment purposes only and not for determining prerequisites for program enrollment. Students who have completed the equivalent of ENG 101 and CAP 110 as well as show a math proficiency are more likely to find success in these certificate programs. Students not meeting the recommended Accuplacer levels are encouraged to take tutorials in English, math and computer literacy before starting course work in a certificate. Students cannot place into ENG 088 and be enrolled in certificate programs.

Medical Office Management Certificate

As part of a growing field of health related occupations in the United States, the medical office management profession offers positive economic opportunities and personal satisfaction. As our population increases and technology advances, the need for high quality healthcare services becomes increasingly great. The medical office administration field is an integral 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 certificate 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.

Medical Office Management**First Semester**

BUS 101	Introduction to Management	3
HSC 105	Medical Terminology	3
MED 115	Introduction to Medical Insurance and Coding	3
BUS 115	Human Resource Management	3
OPEN	Elective	3

Second Semester

HSC 111	Medical Law and Ethics	3
BUS 230	Workforce Planning and Staffing	3
MED 151	Medical Assisting: Patient Care	3
MED 250	Medical Office Management	3
OPEN	Elective	3

Total Credits in the Program **30**

Nonprofit Management Certificate

The Nonprofit Management Certificate allows students to explore the range of nonprofit organizations, which include those that provide for 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, grant writing, 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.

Nonprofit Management**First Semester**

BUS 107	Introduction to Nonprofit Management	3
OS 101	Team Dynamics and Individual Skills	3
BUS 115	Human Resource Management	3
BUS 135	Customer Relations in a Multi-cultural World	3
	Directed Elective	3

Second Semester

PSY 205	Organizational Behavior	3
BUS 215	Marketing	3
BUS 132	Budgeting and Planning	3
BUS 212	Grant Writing	3
BUS 257	Institutional Development and Fundraising	3

Total Credits in the Program **30**

Property Management and Acquisition Certificate

The field of property management has a growing need for knowledgeable, skilled professionals. To the typical homeowner, a well-managed property looks good and preserves its intrinsic value. For the individual who owns property as an investment or to the business that

specializes in managing other people's property, properly managed real estate results in greater income and profits. It also enhances the lives of the renters and adds to the value of the community in which it resides. Students who complete this certificate may find opportunities in property management companies, community associations, and corporate venues. Students will learn the operation of income-producing commercial and residential properties, the assessment and application of green technologies as they relate to income properties, develop the skills and knowledge requisite to real estate licensure and develop the skills for financing properties.

Property Management and Acquisition**First Semester**

BUS 101	Introduction to Management	3
BUS 115	Human Resource Management	3
COM 105	Interpersonal Communications	3
BUS 142	Introduction to Property Management	3
BUS 146	Green Technologies in Real Estate	3

Second Semester

ACC 1XX	Accounting Elective	3
BUS 215	Marketing	3
OS 101	Team Dynamics and Individual Skills	3
BUS 242	Financing Principles of Property	3
BUS 246	Principles and Practice of Real Estate	3

Total Credits in the Program **30**

A certificate in Human Resource Talent Development (18 credit) and Human Resource Management (30 credits) may be earned as part of the milestone policy in the Business Administration program.

Associate in Science - CNC Machining

The Associate in Science in CNC (Computer Numerical Control) Machining program, prepares students for entry-level positions in CNC Manufacturing or to pursue a baccalaureate degree. It is also an excellent program for people already working in the CNC Machining field without a degree, who seek advancement opportunities in their chosen career which require an associate degree.

The program prepares graduates for employment in the manufacturing field as a CNC Machinist. This program of study integrates an understanding of manufacturing processes, a knowledge of materials, a working knowledge of manufacturing mathematics, a competence in technical drawing and specifications, an understanding of computer aided machining, and the hands-on machining skills needed for CNC machining.

Students completing an Associate in Science in CNC Machining, will earn 64 credits and have the opportunity to receive nationally recognized credentials from the Manufacturing Skill Standards Council (MSSC) as a Certified Production Technician (CPT). Students will also have the opportunity to earn National Institute for Metalworking Skills (NIMS) credentials.

A certificate in basic CNC Production (18 credits) and/or a certificate in CNC Machining (30 credits) may be earned as part of the milestone policy in the Manufacturing degree programs.

Program Outcomes

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

1. Enhance their skills and knowledge of computer numerical control (CNC) machining in manufacturing sectors through collaboration, presentation and continuous learning;
2. Earn nationally recognized, portable credentials from the Manufacturing Skill Standards Council (MSSC) and the National Institute for Metalworking Skills (NIMS);
3. Promote and facilitate upward educational and career mobility by providing students with the knowledge, skills and abilities to effectively integrate themselves into any manufacturing organization;
4. Practice critical thinking and creativity that empowers them to reach their personal, academic, and professional goals;
5. Apply critical thinking skills, the scientific method and problem analysis in manufacturing;
6. Integrate the fields of management, social sciences, and humanities into an academic tract that prepares students to utilize the skills learned in the classroom within diverse settings and with a variety of populations;
7. Develop skills to participate meaningfully in the manufacturing operations for the long-term viability of a manufacturing business for the purpose of promoting the mission, vision and core values.

Graduation Requirements

In addition to the General Education requirements of Goodwin College as published in this catalog, students in the Associate in Science in CNC Machining degree program, must maintain a GPA of 2.3 in the major and 2.0 overall.

Curriculum

Associate in CNC Machining

General Education Core Requirements 24 - 25 Credits

ENG 101	English Composition	3
ENG 1XX	Writing Competency (WR)	3
COM 1XX	Communications Competency (COM)	3
CAP 1XX	Computer Literacy Competency (CL)	3
MATH 1XX	Math Competency (MATH)	3
	Science Competency (SCI)	3-4
PSY 112	Introduction to Psychology (SS)	3
	Cultural Competency (CU or E/P)	3

Non-Major Core Requirements - 3 Credits

ASD 120	The College Experience or Open Elective	3
---------	---	---

CNC Machining Major Core Requirements - 33 Credits

Freshman Year

BMM 101	Key Principles of Manufacturing	3
BMM 110	Technology in Advanced Manufacturing	3
OS 101	Team Dynamics and Individual Skills	3
BMM 222	Technical Drawing and Specifications	3
BMM 140	Principles in Manufacturing Mathematics	3
BMM 175	CNC Machining I	3

Sophomore Year

BMM 220	Materials and Processes in Manufacturing	3
BMM 275	CNC Machining II	3
BMM 240	CAM I	3
BMM 276	CNC Machining Applications	3
BMM 241	CAM II or BMM 190 CAD	3

Total Credits in the Program

60-61

Certificate Programs

Admission Requirements

Students entering a certificate program in CNC Machining must take the Accuplacer assessment. Students who have completed the equivalent of MATH 095/096, ENG 101, and CAP 110 are more likely to find success in these certificate programs. Students must place in college-level math or successfully complete Math 095/096 in order to enter the CNC Machining certificate.

CNC (Computer Numeric Control) Machining Certificate

This 30-credit certificate program is for the student whose intention is to be hired as a CNC machinist in industry after completing the program. The 30 credits earned for this certificate may also be used as a track to the fulfillment of the requirements of the BS Degree in Manufacturing Management. In this certificate program, the student is introduced to the basic manufacturing skills of teaming, problem solving, safety, quality, production processes, and machining maintenance, while being provided with the classroom and hands-on machining skills needed for CNC machining. The student will develop technical drawing and specification skills, introduction to, and advanced CNC machining skills including machining applications, and the mathematics they will require. They will also gain an in-depth understanding of Mastercam needed for programming tool location, motion, and feeds and speeds. The student will learn about material properties and material processing in manufacturing. In addition to class lectures, this program will provide the student with hands-on CNC/CAM experience. Laboratory sessions are coordinated with the lectures and emphasize experimentation and application of the lecture content. Successful completion of this certificate program prepares participants to pursue a National Institute for Metal Working Skills (NIMS) credential as a CNC operator.

First Semester

BMM 101	Key Principles of Manufacturing (CPT)	3
BMM 220	Materials and Processes in Manufacturing	3
BMM 140	Principles in Manufacturing Mathematics	3
BMM 175	CNC Machining I	3

Second Semester

BMM 110	Technology in Advance Manufacturing (CPT)	3
BMM 222	Technical Drawings and Specifications	3
BMM 240	CAM I	3

Third Semester

BMM 241	CAM II	3
BMM 275	CNC Machining II	3
BMM 276	CNC Machining Applications	3

Total Credits in the Program **30**

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, and are able to apply this knowledge into their practice. They 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 course work 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

To assist our community in providing trained child-care professionals, the Board of Trustees has allocated institutional aid to offset program tuition. Prospective students are encouraged to contact the Enrollment office.

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.

Students should be aware that a background check is required during the spring term before enrolling in ECE 251 - Student Teaching I. Another background check may be required in the summer term before enrolling in ECE 450 - Capstone Experience. Students who have criminal records may be prohibited from completing these courses and thus completing the degree. 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 course work, they would not need to complete these items. For any questions, students should speak with the program director before enrolling in the college.

The Associate degree in Early Childhood Education and the Bachelor degree in Child Study are both approved programs for the Connecticut State Early Childhood Teaching Credential (ECTC). Beginning in 2015, this credential will become a requirement, in addition to a completed degree, for professionals to gain employment in a Connecticut funded state-run early childhood program. Students completing either of our early childhood programs successfully may qualify for this credential. Upon graduation, a short application is filed with Connecticut Charts-a-Course (a non-profit early childhood professional development organization) in order for the student to register with the state. The credential will then be mailed to the student.

Director's Credential

The Connecticut (CT) Director's Credential is a portfolio-based credential for early childhood professionals in administrative roles or for those who have goals of becoming early childhood administrators. In order to be eligible for this credential, candidates need 9 to 15 credits in specific coursework in the areas of early childhood administration/supervision, leadership, family partnerships, budgeting and human resources. Goodwin College offers courses in each of these areas, which will lead students to meeting the educational requirements for the CT Director's Credential. The specified courses can be taken by students as part of a degree program or

as a non-matriculated student. If you would like additional information, please contact the Program Director for Early Childhood Education and Child Study.

Bachelor of Science - 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 lifelong 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 and while completing field work assignments;
8. Utilize a process of self-evaluation that fosters personal and professional growth and contributes to lifelong 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 251 Student Teaching I and ECE 252 Student Teaching II are transferable into the program only if the student has completed an Associate degree in Early Childhood Education and completed student teaching in order to complete their degree. The ECE 450 Capstone is not transferable into the program from another institution.

Curriculum

Bachelor in Child Study

General Education Requirements - 43 Credits

General Education Core Requirements - 40 Credits

ENG 101	English Composition	3
ENG 1XX	Writing Competency (WR)	3
ENG 2XX	Advanced Writing Elective (AW)	3
COM 1XX	Communications Competency (COM)	3
CAP 1XX	Computer Literacy Competency (CL)	3
MATH 1XX	Math Competency (MATH)	3
	Science Competency (SCI)	4
PSY 112	Introduction to Psychology (SS)	3
	Social Science Competency (SS)	3
	Cultural Competency (CU & E/P)	6
HIS 1XX	US History I or II Global Studies Competency (G/US)	3
	Global Studies Competency (G/W)	3

Programmatic General Education Requirements - 3 Credits

ASD 120	The College Experience OR General Education Elective	3
---------	--	---

Child Study Major Core Requirements - 60 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 Young 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 251	Student Teaching I	3
ECE 252	Student Teaching II	3

Junior Year

ECE 220	Multicultural Aspects in Education (MC)	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 365	Advanced Child Development	3
ECE 410	Education Research (RE)	3
ECE 411	Action Research Project	3
ECE 3XX	Elective	3
ECE 450	Capstone	6

Electives - 18 Credits

OPEN 3XX	Electives	6
ECE 3XX	Electives	6
OPEN 1XX	Electives	6

Total Credits in the Program

121

Associate in Science - 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 toward a bachelor degree in Child Study or related fields.

Accreditation

The Early Childhood Education program is accredited by the National Association for the Education of Young Children (NAEYC), located at 1313 L Street, NW, Suite 500, Washington, DC 20005. Telephone 202-232-8777 or, toll-free, 800-424-2460.

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 lifelong 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 lifelong 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 251 Student Teaching I and ECE 252 Student Teaching II are the capstone experiences for graduation and are not transferable into the program from another institution.

Curriculum

Associate in Early Childhood Education

General Education Requirements - 24-25 Credits

ENG 101	English Composition	3
ENG 1XX	Writing Competency (WR)	3
COM 1XX	Communications Competency (COM)	3
CAP 1XX	Computer Literacy Competency (CL)	3
MATH 1XX	Math Competency (MATH)	3
	Science Competency (SCI)	3-4
PSY 112	Introduction to Psychology (SS)	3
	Cultural Competency (CU or E/P)	3

Non-Major Core Requirements - 3 Credits

ASD 120	The College Experience OR Open Elective	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 Young 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 251	Student Teaching I	3
ECE 252	Student Teaching II	3

Total Credits in the Program

60 - 61

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

Bachelor of Science - Family Studies

The Bachelor of Science in Family Studies provides an interdisciplinary approach, drawing from a variety of disciplines to furnish students with a framework for understanding and evaluating the development of individuals throughout the lifespan, family dynamics, communication techniques, approaches to intervention, etc. The bachelor's degree prepares students for work in a variety of organizations and provides an emphasis on policy development and leadership skills to assist with career advancement and provide a pathway to graduate-level work.

A bachelor degree in Family Studies provides students with research, analysis, critical thinking, and problem-solving skills that would be valuable for any number of employers. Typical job titles that a Family Studies graduate would pursue include Parent Educator, Family Development Specialist, Site Coordinator, Family Advocate, Social Services Manager, etc.

The objectives of the Bachelor of Science in Family Studies are to prepare competent and dynamic professionals who have:

- Advanced knowledge in the changes in development from birth through death;
- A thorough and comprehensive understanding of the multiple influences on the family unit, including society, socioeconomic status, culture, and individual dispositions;
- The ability to integrate biological factors, sociological factors and psychological factors in planning for their work with children and families;
- The ability to evaluate and approach problems flexibly and non-judgmentally;
- Extensive exposure to research and theory within the profession; and
- The commitment to uphold ethical standards in their work.

Program Outcomes

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

1. Demonstrate competence in understanding, planning, and evaluating programs for individual and family development;
2. Define and describe child, lifespan and family development and show an ability to differentiate between varying theories of practice and schools of thought;
3. Analyze and apply knowledge from family studies research, theory, practice and the liberal arts to professional family studies practice through a guided fieldwork experience;
4. Characterize and compare effective methods to support and empower families in order to design a program that promotes holistic family development;
5. Apply professional, ethical and culturally sensitive practices through their field work and course assignments;
6. Utilize critical-thinking skills to assess family's needs, design possible interventions, and make connections to resources useful in strengthening families; and
7. Demonstrate a commitment to lifelong learning by engaging in continuous professional development and reflection in order to inform practice and by assuming responsibility for professional career planning, advanced education and active membership in the profession.

Students should be aware that a background check might be required for various internship, fieldwork, and capstone experiences. Students who have criminal records may be prohibited from completing these courses, and thus completing the degree. If a student is working, it will be determined by the program director if he/she can complete the corresponding assignments in that workplace. This is not a guarantee. For any questions, students should speak with the program director before enrolling in the college.

Graduation requirements

All Family Studies major core requirements must be completed with a cumulative grade point average (GPA) of 2.5 or higher in the Bachelor degree program.

Curriculum - Bachelor in Family Studies

General Education Requirements - 46 Credits

General Education Core - 40 Credits

ENG 101	English Composition	3
ENG 1XX	Writing Competency (WR)	3
ENG 2XX	Advanced Writing Elective (AW)	3
COM 1XX	Communications Competency (COM)	3
CAP 1XX	Computer Literacy Competency (CL)	3
MATH 1XX	Math Competency (MATH)	3
	Science Competency (SCI)	4
PSY 112	Introduction to Psychology (SS)	3

	Social Science Competency (SS)	3
	Cultural Competency (CU & E/P)	6
HIS 1XX	US History I or II Global Studies Competency (G/US)	3
	Global Studies Competency (G/W)	3

Programmatic General Education Requirements - 6 Credits

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

Family Studies Major Core Requirements - 43 Credits

Freshman Year

FS 102	Introduction to Family Studies	3
ECE 221	Social Emotional Development	3
PSY 212	Life-Span Development	3
OS 101	Team Dynamics and Individual Skills	3

Sophomore Year

ECE 201	The Exceptional Child and Learner OR	
PSY 315	Psychology of Death and Dying	3
ECE 220	Multicultural Aspects of Early Childhood OR	
PSY 350	Cross-Cultural Psychology (MC)	3
FS 251	Family Studies Internship	3

Junior Year

PSY 365	Advanced Child Development OR	
SOC 301	Sociology of Aging	3
ECE 315	Family-School Community Partnerships	3
FS 301	Family Relationships and Communication Systems	3
FS 310	Family Policy	3

Senior Year

FS 401	Family Interventions	3
FS 410	Research in Family Studies	3
FS 450	Family Studies Capstone Seminar	4

General Electives - 33 Credits

Total Credits in the Program

122

Associate in Science - Family Studies

The Associate Degree is structured to provide students with the knowledge and skills necessary to successfully serve the needs of children and families in a variety of community settings while providing a foundation for success in the bachelor degree program.

Students should be aware that a background check might be required for various internship, fieldwork, or capstone experiences. Students who have criminal records may be prohibited from completing these courses, and thus completing the degree. If a student is working, it will be determined by the program director if he/she can complete the corresponding assignments in that workplace. This is not a guarantee. For any questions, students should speak with the program director before enrolling in the college.

The objective of the Associate in Science in Family Studies is to prepare competent and dynamic professionals who have:

- knowledge in the changes in development from birth through death;
- a basic understanding of the multiple influence on the family unit, including society, socioeconomic status, culture, and individual dispositions by demonstrating the ability to describe and define these facets;
- the ability to discuss and approach problems flexibly and non-judgmentally;
- exposure to research and theory within the profession; and
- the commitment to uphold ethical standards in their work.

Program Outcomes

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

1. demonstrate competence in understanding and planning for individual and family development;
2. define and describe child, lifespan and family development;
3. analyze and apply knowledge from family studies research, theory, practice and the liberal arts to professional family studies practice through a guided fieldwork experience;
4. summarize and discuss effective methods to support and empower families;
5. apply professional, ethical and culturally sensitivity practices through their field work and course assignments;
6. utilize critical-thinking skills when discussing family development and individual needs;
7. become familiar with the profession and successfully research professional development opportunities in order to promote lifelong learning.

Graduation Requirements

All Family Studies major core requirements must be completed with a cumulative grade point average (GPA) of 2.3 or higher in the Associate degree program.

Curriculum - Associate in Family Studies

General Education Requirements - 27-28 Credits

General Education Requirements - 24-25 Credits

ENG 101	English Composition	3
ENG 1XX	Writing Competency (WR)	3
COM 1XX	Communications Competency (COM)	3
CAP 1XX	Computer Literacy Competency (CL)	3
MATH 1XX	Math Competency (MATH)	3
	Science Competency (SCI)	3-4
PSY 112	Introduction to Psychology (SS)	3
	Cultural Competency (CU or E/P)	3

Non-Major Core Requirements - 3 Credits

ASD 120	The College Experience	OR	
	Open Elective		3

Family Studies Major Core Requirements - 21 Credits

Freshman Year

FS 102	Introduction to Family Studies	3
PSY 212	Life-Span Development	3
ECE 221	Social Emotional Development	3
OS 101	Team Dynamics and Individual Skills	3

Sophomore Year

ECE 201	The Exceptional Child and Learner	OR	
PSY 315	Psychology of Death and Dying		3
ECE 220	Multicultural Aspects of Early Childhood	OR	
PSY 350	Cross-Cultural Psychology		3
FS 251	Family Studies Internship		3

General Electives - 12 Credits

Total Credits in the Program

60-61

Bachelor of Science - Human Services

The Bachelor of Science in Human Services (BSHS) program is designed to prepare students for entry- and mid-level positions in a wide array of human services organizations. Coursework is designed around three primary areas: general education core, human services core, and electives.

General Education core courses, help students develop broad skills specifically identified by employers throughout our region as being essential for success in the human services field. Those include writing, public speaking and communication, ethics and computer literacy among others.

Human Services core courses, help students develop competence in the broader areas of the human services profession such as conducting intakes and assessments, interviewing and counseling, case management, and advocacy. These competencies are used by human services professionals in a wide array of careers and are generally applicable to the broad spectrum of human services positions.

Electives, chosen in conjunction with the advisor, enable the student to focus his or her degree on a specific area of interest within the profession. These include, among other areas: counseling and behavioral health, children and youth, disability studies, crisis prevention and intervention, substance abuse, community organization and advocacy, criminal justice, and gerontology.

Early in their program, students will have exposure to the field through a 180-hour internship where they will apply their recent learning at a local human service organization and experience first-hand the day-to-day practices of human service professionals. During their senior year, students will participate in a capstone project. For this project students will:

Perform a 180-hour field work experience where they will integrate the knowledge, theory, skills and professional behaviors that they have learned and developed in the classroom; and

Utilize this experience, together with research of current human services issues, to identify and conduct a comprehensive yet focused research project. The project will identify an issue, problem, information gap, or creative endeavor that the student will explore, research, evaluate, and present in a final paper.

Through our extensive connections to the regional human service community, we seek to match students for their internship and field work experience 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 answer questions designed to assess their mastery of the Human Services program outcomes. This enables the staff of the program to assess the effectiveness of the program and also serves to identify the degree of competence the student has attained and provide suggestions for further study.

Students earning a Bachelor of Science in Human Services degree are prepared to make a significant contribution to the human services workforce, the people they serve, and their community. Others may choose to continue their studies in a range of master's level programs including Human Services, Social Work, Psychology, Rehabilitation, Counseling, Youth Development, Gerontology, Criminal Justice, and Education among many others.

Program Outcomes

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

1. Discuss the historical development and scope of human services;
2. Demonstrate knowledge and skills pertaining to various human systems including: individual, interpersonal, group, family, organizational, community, and societal;
3. Demonstrate an understanding of the human conditions and factors which present barriers and challenges to human functioning and those that promote successful functioning;
4. Demonstrate knowledge and skills in the scope, development and use of management information associated with the field of human services;
5. Demonstrate the ability to identify and analyze overall service needs, plan appropriate services and intervention strategies for various populations, implement services and evaluate outcomes of services;

6. Provide entry-level direct care services and appropriate interventions to individual or groups of clients;
7. Utilize critical thinking skills to assess client needs, plan appropriate interventions and advocate for unmet needs;
8. Demonstrate interpersonal skills expected of successful human service professionals;
9. Demonstrate knowledge, theory and skills in the administrative aspects of human services organizations;
10. Demonstrate effective written and oral communication skills that represent competence and professionalism in the human services field;
11. Utilize a process of self-evaluation that fosters a commitment to lifelong learning in areas including professional career planning, advanced and continuing education, and active membership in appropriate professional organizations;
12. Exemplify the values, attitudes and ethics expected of human service practitioners;
13. Demonstrate awareness of their own values, personalities, reaction patterns, interpersonal styles and limitations and how they affect the people they serve; and
14. Apply the competencies expected of entry-level human service professionals.

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

Graduation Requirements

BSHS students must complete the Human Service major core courses and PHIL 105 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 of Goodwin College as published in this catalog.

Students must earn a minimum of 30 credits or 25% of their graduation credit and a minimum of 15 credits (five courses) in the major core at Goodwin College. Students must also complete a minimum of 45 credits (15 courses) at the 200 level or higher, which includes a minimum of 30 credits (10 courses) at the 300 and 400 levels.

Additionally, twenty hours of documented community service must be completed prior to graduation. The requirement is intended to foster lifelong learners who develop civic responsibility. This service requirement is imbedded in the course HSR 101 - Introduction to Human Services. Students identify a community service project and present their proposal to the course instructor and Human Services Program Director. Upon completion of the twenty hours of service, each student is required to submit a four to five page paper that addresses, among other topics, how their service helped the organization, how it made a difference in the

community, what the student learned from the experience, and how the student will incorporate community service into his or her life in the years ahead. A "Documentation of Community Service" form must be completed and, along with the paper, will be filed in accordance with college policy. Community service hours and all required documentation must be completed no later than two months prior to the expected graduation date. In addition, students must complete all of the general graduation requirements as stated in the catalog.

Curriculum - Bachelor in Human Services

General Education Requirements - 46 Credits

General Education Core Requirements - 40 Credits

ENG 101	English Composition	3
ENG 1XX	Writing Competency (WR)	3
ENG 325	Advanced Writing for the Business Professional (AW)	3
COM 1XX	Communications Competency (COM)	3
CAP 1XX	Computer Literacy Competency (CL)	3
MATH 1XX	Math Competency (MATH)	3
	Science Competency (SCI)	4
PSY 112	Introduction to Psychology (SS)	3
SOC 101	Introduction to Sociology (SS)	3
	Cultural Competency (CU)	3
PHIL 105	Ethics Values and Cultural Competence in Human Services (E/P)	3
	Global Studies Competency (G/US)	3
	Global Studies Competency (G/W)	3

Programmatic General Education Core Requirements - 6 Credits

ASD 120	The College Experience OR General Education Elective	3
PSY 212	Lifespan Development	3

Human Services Major Core Requirements - 44 Credits

Freshman Year

HSR 101	Introduction to Human Services	3
HSR 105	Community Organization and Advocacy	3
BUS 107	Introduction to Non-profit Management	3
SOC 110	Contemporary Social Problems	3

Sophomore Year

HSR 210	Introduction to Research in Human Services	3
HSR 225	Interviewing, Intake and Information Management	3
HSR 230	Introduction to Counseling	3
HSR 299	Human Services Internship	4

Junior Year

HSR 325	Case Management: Principles and Practices	3
HSR 335	Social Welfare Policy	3
PSY 350	Cross-Cultural Psychology (MC)	3

Senior Year

HSR 410	Research in Human Services (RE)	3
HSR 495	Human Services Capstone	6
HSR 499	Presentation of Competence in Human Services	1

Human Services Electives - 12 Credits

DIRECTED	Electives	12
----------	-----------	----

Electives - 18 Credits

OPEN	Electives	18
------	-----------	----

Total Credits in the Program

120

Associate in Science - Human Services

The Associate in Science in Human Services program prepares students for entry-level positions in the human services field or to pursue a baccalaureate degree. It is also an excellent program for people who are working in the human services field without a degree who seek advancement opportunities in their chosen career that require an associate degree.

The program is designed to help students develop the core competencies required for professionals in many human services organizations including conducting intakes, performing assessments, interviewing, counseling and case management. These and other courses, including electives, provide a foundation for students to be successful in a wide array of human service professions.

The culminating course for students in the Associate in Science in Human Services (ASHS) program is a 180-hour internship where they will apply their learning at a local human service organization. This is an in-depth 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 help students obtain internship experiences with organizations that offer the services that they would ultimately like to provide during their careers.

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.

Program Outcomes

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

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

6. Successfully apply the knowledge, skills and competencies of entry-level human services professionals.

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

Graduation Requirements

ASHS students must complete the Human Service major core courses and PHIL 105 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 of Goodwin College as published in this catalog.

Curriculum

Associate in Human Services

General Education Core Requirements - 24-25 Credits

ENG 101	English Composition	3
ENG 1XX	Writing Competency (WR)	3
COM 1XX	Communications Competency (COM)	3
CAP 1XX	Computer Literacy Competency (CL)	3
MATH 1XX	Math Competency (MATH)	3
	Science Competency (SCI)	3-4
PSY 112	Introduction to Psychology (SS)	3
PHIL 105	Ethics Values and Cultural Competency in Human Services (E/P)	3

Non-Major Core Requirements - 9 Credits

ASD 120	The College Experience OR	
	Open Elective	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 105	Community Organization and Advocacy	3

Sophomore Year

HSR 225	Interviewing, Intake and Information Management	3
HSR 230	Introduction to Counseling	3
HSR 325	Case Management: Principles and Practices	3
HSR 299	Human Service Internship	4

Human Services Electives - 9 Credits

DIRECTED	Electives	9
----------	-----------	---

Total Credits in the Program **61-62**

Bachelor of Science - Management and Leadership

The Bachelor of Science in Management and Leadership is a comprehensive response to the high demand for organizational knowledge in employees who may seek career opportunities in government, corporate and nonprofit entities. Participants develop skills and knowledge that transcend organizations, whether private or public, service or manufacturer, corporate or non-

profit, which helps develop competent personnel in any organization through the understanding of organizational structures and best practices for contemporary organizational success. Through the exploration of individual, group and organizational behaviors, students integrate knowledge of human action, communication and change in the organization. As participants in organizational life, students in this program develop the knowledge and competencies to become contributors to their organization's success. They may even exercise formal or informal leadership roles in their respective organizations and are thus well versed in contemporary organizational theories and practices to make their integration into an organization more effective. Participants may further seek to pursue administrative, supervisory or advanced roles within their organization.

This program is designed to meet the needs of traditional students moving through a 4-year program or as a degree completion program for adults who desire to better position themselves in their respective organizations consistent with industry expectations. This program of study integrates analysis of theory, case studies, service learning and research while encouraging thoughtful and creative approaches to understanding organizational structure that are assessable, measurable and observable. This degree program is focused on realistic, accurate, and sound interpretations of the complexity and diversity found in different organizational settings. The program strives to be consistent in scope with college standards, and consistent with industry outcomes.

Admission Requirements / Degree Completion Students

Since this program also serves as a degree completion program, all previous courses taken outside of Goodwin College ought to be submitted for programmatic review at the time of application and before acceptance into the program to assess the students overall academic status. Degree completion students may transfer in up to 90 credits provided that they were earned from accredited institutions of higher education. Not all transfer credits may be applicable to the degree. See transfer of collegiate credit policy.

A certificate in Management (18 credits) may be earned as part of the milestone policy in the Management & Leadership program.

Program Outcomes

In addition to the general program outcomes expressed by the Department of General Education, participants who successfully complete of all program requirements will be able to:

1. Analyze effective organizational structure, culture, strategy and change;
2. Integrate elements of successful organizational communications across multi-cultural perspectives;

3. Assess worker behavior and appraise performance management systems in light of talent development;
4. Incorporate and support team-building skills and processes;
5. Assess effective organizational leadership development-theory and practice; and
6. Evaluate and practice ethical decision making in the organization.

Graduation Requirements

In addition to the general graduation requirements of Goodwin College as published in this catalog, BSML students must maintain a GPA of 2.5 in the major and 2.0 overall.

Students must earn a minimum of 30 credits or 25% of the graduation credit and a minimum of 15 credits (5 courses) in the major core at Goodwin College. Students must also complete a minimum of 45 credits (15 courses) at the 200 level or higher, which includes a minimum of 30 credits (10 courses) at the 300 and 400 levels.

Additionally, 20 hours of documented community service must be completed prior to graduation. The requirement is intended to foster lifelong learners who develop civic responsibility. This service may be incorporated by the student as part of a particular course experience or completed during any semester. Students identify a community service project and submit same to the instructor of the course, if the project is course related, and/or to the BSML program director. At the conclusion of the 20 hours of service, each student is required to submit a five-page paper describing the service experience, how it affected both themselves and the community. Community service hours and documentation must be completed in compliance with the college policy and submitted to their program director no later than two months prior to the expected graduation date.

Curriculum

Bachelor in Management and Leadership

General Education Requirements - 46 Credits

General Education Core Requirements - 40 Credits

ENG 101	English Composition	3
ENG 1XX	Writing Competency (WR)	3
ENG 325	Advanced Writing for the Business Professional (AW)	3
COM 1XX	Communications Competency (COM)	3
CAP 1XX	Computer Literacy Competency (CL)	3
MATH 1XX	Math Competency (MATH)	3
	Science Competency (SCI)	4
PSY 112	Introduction to Psychology (SS)	3
	Social Science Competency (SS)	3
	Cultural Competency (CU & E/P)	6
	Global Studies Competency (G/US)	3
	Global Studies Competency (G/W)	3

Programmatic General Education Requirements - 6 Credits

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

Management and Leadership Major Core Requirements - 36 Credits

Freshman Year

OS 101	Team Dynamics and Individual Skills	3
OS 160	Leadership Theory and Practice in the Organization	3
OS 180	Organizational Supervision and Administrative Roles	3

Sophomore Year

OS 210	Organizational Communications	3
OS 230	Organizational Ethics	3
OS 250	Understanding Worker Behaviors	3

Junior Year

OS 315	Organizational Theory	3
OS 320	Cross-cultural Competencies in the Organization (MC)	3
OS 330	Talent Development and Performance Assessment	3

Senior Year

OS 355	Project Management OR	
OS 425	Facilitating Groups	3
OS 430	Organizational Change	3
OS 450	Capstone: Strategic Planning for Organizations (RE)	3

Directed Elective - 12 Credits

ACC 1XX	Accounting Elective	3
BUS 101	Introduction to Management	3
PHIL 101	Introduction to Logic and Critical Thinking	3
PSY 205	Organizational Behavior	3

General Electives - 27 Credits

Total Credits in the Program **121**

Management and Leadership Minor

Management and Leadership is the study of how organizations operate as a collection of individuals and groups, and focuses on the psychological and communicative requirements of successful organizations. A minor in Management and Leadership is enormously useful for students in any organization, whether private or public, service or manufacturer. Students are encouraged to work closely with their advisors to design a Management and Leadership minor that fits with their career and educational goals.

Minor in Management and Leadership

		Credits
OS 101	Team Dynamics and Individual Skills OR	
OS 160	Leadership Theory and Practice in the Organization	3
OS 2XX	Electives	6
OS 3XX	Electives	6

Total Credits in the Program **15**

Bachelor of Science - Manufacturing Management

The Bachelor of Science in Manufacturing Management is designed to prepare students for entry- and mid-level positions in a wide array of manufacturing organizations. Coursework is designed around three primary areas:

General Education core courses facilitate the student's development in broad skills specifically identified by employers throughout our region as being essential for success in manufacturing management. Those include computer literacy, communication, math, science, social science, and a global perspective.

Manufacturing core courses provide the student with the knowledge necessary to develop competencies and obtain the skills that they need to succeed. Focus is on supervision of manufacturing processes, management of human and machine resources, assurance of lean processes and production of high-quality product, all of this within budgetary and schedule constraints. Core manufacturing courses in conjunction with manufacturing electives, chosen with advice from the Program Director, enable the student to focus his or her degree on a specific area of interests within the manufacturing profession. These include, operations management, manufacturing supervision, lean manufacturing, green manufacturing, manufacturing logistics, industrial safety, production planning and control, quality management, purchasing and customer service. The students will also gain hands-on experience in fabrication, quality, logistics and advanced manufacturing laboratories. Throughout the manufacturing management program there is a strong emphasis on leadership, teamwork, problem solving and safety.

In addition to earning 121 college credits, the student will have the opportunity to earn nationally-recognized, portable credentials from the Manufacturing Skill Standards Council (MSSC) including the Certified Production Technician (CPT) credential, the Green Manufacturing credential and the Certified Logistics Technician (CLT) credential.

Students earning a Bachelor of Science in Manufacturing Management degree are prepared to make a significant contribution to manufacturing and production.

Program Outcomes

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

1. Control the flow of material with appropriate process documentation in the most efficient manner, while employing lean principles, operational flow strategies, value stream management, inventory mapping, inventory control and scheduling;

2. Apply management competencies toward human capital and other resources in the manufacturing process;
3. Apply financial metrics to the manufacturing decision process;
4. Apply stakeholder relevant competencies in support of customer desires and needs;
5. Develop skills to manage operations and strategically plan for the long-term viability of a manufacturing business for the purpose of promoting the mission, vision and core values;
6. Establish a quality management process, develop grades and standards of quality, and provide staff training to facilitate corrective action;
7. Implement a manufacturing process that results in recognized credentials from CPT, CPT-Green, and CLT; and
8. Apply relevant metrics to drive continuous improvement.

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

Graduation Requirements

In addition to the General Education requirements of Goodwin College as published in this catalog, students in the Bachelor of Science in Manufacturing Management degree must maintain a GPA of 2.3 in the major and 2.0 overall.

Students must earn a minimum of 30 credits or 25% of their graduation credit and minimum of 15 credits (five courses) in the major core at Goodwin College. Students must also complete a minimum of 45 credits (15 courses) at the 200 level or higher, which includes a minimum of 30 credits (10 courses) at the 300 and 400 levels.

Additionally, twenty hours of documented community service must be completed prior to graduation. The requirement is intended to foster lifelong learners who develop civic responsibility. Students identify a community service project and present their proposal to the Manufacturing Management Program Director. Upon completion of the twenty hours of service, each student is required to submit a four-to-five page paper that addresses, among other topics, how his/her service helped the organization, how it made a difference in the community, what the student learned from the experience, and how the student will incorporate community service into his or her life in the years ahead. A "Documentation of Community Service" form must be completed and, along with the paper will be filed in accordance with college policy. Community service hours and all required documentation must be completed no later than two months prior to the expected graduation date. In addition, students must complete all of the general graduation requirements as stated in the catalog.

Curriculum

Bachelor in Manufacturing Management

General Education Requirements - 43 Credits

General Education Core Requirements: 40 Credits

ENG 101	English Composition	3
ENG 1XX	Writing Competency (WR)	3
ENG 325	Advanced Writing for the Business Professional (AW)	3
COM 1XX	Communications Competency (COM)	3
CAP 1XX	Computer Literacy Competency (CL)	3
MATH 1XX	Math Competency (MATH)	3
	Science Competency (SCI)	4
PSY 112	Introduction to Psychology (SS)	3
	Social Science Competency (SS)	3
	Cultural Competency (CU & E/P)	6
	Global Studies Competency (G/US)	3
	Global Studies Competency (G/W)	3

Programmatic General Education Requirements: 3 Credits

ASD 120	The College Experience OR General Education Elective	3
---------	--	---

Open Electives - 27 Credits

Manufacturing Management Major Core Requirements - 51 Credits

Freshman Year

BMM 101	Key Principles of Manufacturing	3
BMM 110	Technology in Advanced Manufacturing	3
OS 101	Team Dynamics and Individual Skills	3
OS 180	Supervision and Administrative Roles	3
BUS 101	Introduction to Management	3

Sophomore Year

ACC 101	Principles of Accounting I OR	
ACC 110	Applied Accounting	3
BMM 125	Manufacturing Logistics	3
BMM 135	Green Manufacturing	3
BMM 210	Lean Manufacturing Principles	3
OS 210	Organizational Communication	3

Junior Year

ACC 215	Industrial Cost Accounting	3
BMM 3XX	Manufacturing Elective	3
BMM 320	Facility Planning and Selection	3
BUS 330	Operations Management	3

Senior Year

BMM 4XX	Manufacturing Elective	3
BMM 440	Industrial Safety	3
BMM 460	Quality Management Systems	3

121

Certificate Programs

Admissions Requirements

Students entering a direct enroll certificate program in Manufacturing and Production must take the Accuplacer assessment if they have not successfully taken 6 college credits, including a college level-English or math. The Accuplacer is used for assessment purposes only and not

for determining prerequisites for program enrollment. Students who have completed the equivalent of ENG 101 and CAP 110, as well as show a math proficiency, are more likely to find success in these certificate programs. Students not meeting the recommended Accuplacer levels are encouraged to take tutorials in English, math and computer literacy before starting course work in a certificate. Students cannot place into ENG 088 and be enrolled in certificate programs.

Manufacturing and Production Certificate

Technical certificate programs provide education in conceptual and technical skills for specific occupations. Many available manufacturing jobs require advanced education beyond the high school diploma. This certificate content is designed to develop competency in the comprehension of general technical skills. This certificate may be earned on the way to acquiring the Associate degree in Business Administration with a focus in Manufacturing Management. It includes and builds upon the manufacturing option of the business program. Beyond the introduction to the modern manufacturing environment and credentials from MSSC as Certified Production Technician (CPT) and/or the CPT Green manufacturing option; this certificate includes the Computer Numerical Control (CNC) Machining introductory course.

A certificate in Manufacturing Management (18 credits) may be earned as part of the milestone policy in the Manufacturing Management program.

Manufacturing and Production

First Semester

BMM 101	Key Principles of Manufacturing	3
OS 101	Team Dynamics and Individual Skills	3

Second Semester

BMM 110	Technology in Advanced Manufacturing	3
OS 210	Organizational Communication	3

Third Semester

BMM 135	Green Manufacturing OR	
BMM 210	Lean Manufacturing Principles	3
BMM 175	CNC Machining	3

Total Credits in Program

18

Associate in Science - Quality Management Systems

The Associate in Science in Quality Management Systems program prepares students for entry-level positions in the quality management field or to pursue a baccalaureate degree. It is also an excellent program for people who are working in the field without a degree who seek advancement opportunities in their chosen career that require an associate degree.

The Associate in Science in Quality Management Systems covers the basics of quality management, manufacturing

principles, quality inspection techniques, interpreting engineering drawings, problem solving, measurement and test equipment, calibration, lean manufacturing, statistical process control, teamwork and supplier quality control.

Students completing an Associate in Science in Quality Management Systems will earn 61 credits and have the opportunity to receive nationally-recognized credentials from the Manufacturing Skill Standards Council (MSSC) as a Certified Production Technician (CPT). Students may choose to continue their studies in a range of baccalaureate programs including Manufacturing and Business Administration programs.

Program Outcomes

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

1. Earn nationally-recognized, portable credentials from the Manufacturing Skills Standards Council (MSSC);
2. Contribute to manufacturing system technology and quality management, with an understanding of Lean Six Sigma tools;
3. Apply lean tools to manage inventory, production process and quality to meet financial and supplier requirements;
4. Establish quality assurance processes and train staff to meet quality audits;
5. Develop and characterize careers and trends in manufacturing using cost of quality, impact of quality, and safety on the production process;
6. Develop grades and standards of quality, acceptance sampling and inspection procedures and prepare and institute quality assurance mechanisms;
7. Apply financial metrics to the manufacturing decision-making process;
8. Apply stakeholder relevant competencies in support of customer desires and needs;
9. Analyze and manage key elements of a high performance manufacturing organization related to logistics, quality, and manufacturing;
10. Integrate regulatory and government regulations into the quality management systems environment;
11. Demonstrate competency in the research, product development and test process, including the handoff between processes as it applies to manufacturing; and
12. Access and evaluate strategies for production and quality systems for an organization.

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

Graduation Requirements

In addition to the General Education requirements of Goodwin College as published in this catalog, students in

the Associate in Science in Quality Management Systems degree must maintain a GPA of 2.3 in the major and 2.0 overall.

Curriculum

Associate in Quality Management Systems

General Education Core Requirements - 24 - 25 Credits

ENG 101	English Composition	3
ENG 1XX	Writing Competency (WR)	3
OS 210	Organizational Communications (COM)	3
CAP 1XX	Computer Literacy Competency (CL)	3
MATH 1XX	Math Competency (MATH)	3
	Science Competency (SCI)	3-4
PSY 112	Introduction to Psychology (SS)	3
	Cultural Competency (CU or E/P)	3

Non-Major Core Requirements - 12 Credits

ASD 120	The College Experience OR	
	Open Elective	3
ACC 110	Applied Accounting	3
STAT 167	Principles of Statistics	3
	Open Elective	3

Quality Management Systems Major Core Requirements - 24 Credits

Freshman Year

BMM 101	Key Principles of Manufacturing	3
BMM 110	Technology in Advanced Manufacturing	3
BMM 210	Lean Manufacturing Principles	3
BMM 220	Materials and Processing in Manufacturing	3

Sophomore Year

BMM 222	Technical Drawings and Specifications	3
BMM 224	Metrology and Calibration	3
BMM 226	Principles of Quality Management	3
BMM 228	Quality Management and Supplier Integration	3

Total Credits in the Program

60-61

Associate in Science - Supply Chain and Logistics Management

The Associate in Science in Supply Chain and Logistics Management program prepares students for entry-level positions in the Supply Chain and Logistics Management field or to pursue a baccalaureate degree. It is also an excellent program for people who are working in the Supply Chain and Logistics Management field without a degree who seek advancement opportunities in their chosen career that require an associate degree.

The Associate in Science in Supply Chain and Logistics Management covers the basics of supply chain management, manufacturing planning and control, purchasing and the physical distribution of goods to customers. Teamwork and communications skills will be enhanced by the use of lean process improvement techniques to improve warehouse, inventory and transportation costs for domestic and international supply chain operations.

Students completing an Associate in Science in Supply Chain and Logistics Management will earn 61 credits and have the opportunity to receive nationally-recognized credentials from the Manufacturing Skill Standards Council (MSSC) as a Certified Production Technician (CPT) and as a Certified Logistics Technician (CLT). Students may choose to continue their studies in a range of baccalaureate programs including Manufacturing Management and Business Administration programs.

A certificate in Manufacturing and Logistics (18 credits) may be earned as part of the milestone policy in the Associate in Science Supply Chain and Logistics Management program.

Program Outcomes

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

1. Earn nationally-recognized, portable credentials from the Manufacturing Skills Standards Council (MSSC) manufacturing areas (CPT, CLT);
2. Contribute to supply chain and logistics system technology, with an understanding of materials management, procurement and Lean Six Sigma tools to reduce costs;
3. Control the flow of material with appropriate process documentation in the most efficient manner, while employing lean principles, operational flow strategies (JIT), value stream mapping, inventory control, and scheduling materials requirements planning (MRP);
4. Coordinate and communicate key metrics and strategies, with various stakeholders inside and outside the organization;
5. Manage materials for operations, supply chains, warehouse and distribution networks;
6. Forecast materials and manage inventory requirements;
7. Utilize transportation and logistics strategies to manage domestic and international distribution networks;
8. Perform warehousing activities effectively with linkage to logistics, supply chain strategies and processes; and
9. Develop skills to meet the challenge of a dynamic, evolving profession, utilizing a scholarly approach to acquire new knowledge.

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

Graduation Requirements

In addition to the General Education requirements of Goodwin College as published in this catalog, students in the Associate in Science in Supply Chain and Logistics Management degree must maintain a GPA of 2.3 in the major and 2.0 overall.

Curriculum

Associate in Supply Chain and Logistics Management

General Education Core Requirements - 24-25 Credits

ENG 101	English Composition	3
ENG 1XX	Writing Competency (WR)	3
COM 1XX	Communications Competency (COM)	3
CAP 1XX	Computer Literacy Competency (CL)	3
MATH 1XX	Math Competency (MATH)	3
	Science Competency (SCI)	3-4
PSY 112	Introduction to Psychology (SS)	3
	Cultural Competency (CU or E/P)	3

Non-Major Core Requirements - 12 Credits

ASD 120	The College Experience OR Open Elective	3
ACC 110	Applied Accounting	3
OS 210	Organizational Communications	3
BUS 135	Customer Relations in a Multicultural World	3

Supply Chain and Logistics Management Major Core Requirements - 24 Credits

Freshman Year

BMM 101	Key Principles of Manufacturing	3
BMM 110	Technology in Advanced Manufacturing	3
BMM 125	Manufacturing Logistics	3
BMM 126	Introduction to Materials and Logistics Management	3

Sophomore Year

BMM 221	Warehouse and Distribution Center Management	3
BMM 223	International Logistics	3
BMM 225	Transportation Traffic and Contract Management	3
BMM 227	Lean Supply Chain and Logistics Management	3

Total Credits in the Program

60-61

Bachelor of Science - Public Safety and Security

The Public Safety and Security program is designed to be an interdisciplinary, bachelor's degree program. The program will allow students to advance through in a traditional bachelor degree program, following either a Criminal Justice or Homeland Security Track. The coursework will build upon the foundation of the Criminal Justice and Homeland Security associate degree programs and allow students to continue their education in the Public Safety and Security program for degree completion.

Goodwin College developed this program to prepare students for leadership roles in public safety and security and as a foundation for graduate school. The degree emphasizes the development of professional skills and knowledge of public safety to include grant writing, risk assessment, research methodology, policy analysis and safety and security planning. Students will learn and apply the skills associated with evidence based decision

making. Either through the individuals Tracks, or as part of the programs, students will obtain hands-on experience through an Internship. The coursework will culminate in a practical application of experiences and theory through the Capstone: Seminar in Public Safety and Security course.

The Track system allows students an opportunity to gain a foundation in either Homeland Security or Criminal Justice. The Homeland Security Track prepares students for entry-level positions in emergency management, national security or homeland security agencies. The courses emphasize emergency planning, the National Incident Management System, and personal and physical security. The Criminal Justice Track prepares students for entry-level positions in law enforcement, corrections, courts and corporate security. The courses emphasize criminal investigation, criminal procedure and the development of the criminal justice system. Upon completion of either track, students will be prepared to further their education in the Public Safety and Security program.

The development of the Program was guided by the Program Advisory Board to ensure that the coursework is appropriate for the needs of modern public safety and security organizations. The Program Advisory Board is comprised of professionals representing emergency management, fire service, law enforcement, corporate security, and government agencies.

The program integrates theoretical principles with practical application and offers a broad preparation for positions in local, state, federal and private agencies, such as public and private security, Department of Homeland Security agencies, law enforcement, probation and parole, emergency management, and homeland, corporate and national security agencies.

Prospective students should be aware that most Public Safety and Security agencies require background checks prior to participating in an internship or making an offer of employment.

Admission Requirements / Degree Completion Students

All general admissions requirements for Goodwin College must be fulfilled. Since this program also serves as a degree completion program, all previous courses taken outside of Goodwin College should be submitted for programmatic review at the time of application and before acceptance into the program to assess the students overall academic status. Degree completion students may transfer in up to 90 credits provided that they were earned from accredited institutions of higher education; not all transfer credits may be applicable to the degree; only credits earning a grade of "C" or higher will be accepted. Relevant CLEP exams, other recognized standardized tests for college credit and CBEs are acceptable at any time during the course of study.

Program Outcomes

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

1. Demonstrate proficiency in preparing and delivering professional oral presentations and researching and preparing concise written communications;
2. Demonstrate competency in the research process as it applies to public safety and security;
3. Demonstrate an understanding of a diverse workplace and multicultural society;
4. Recognize ethical issues in public safety and security professions and apply a framework for addressing them;
5. Identify problems and needs within public safety and security, review literature, collect data, and apply analytical skills in policy analysis and a research project;
6. Explain and demonstrate strategic planning, policy development and policy analysis process;
7. Demonstrate skills related to: grant writing, policy analysis, risk management and research;
8. Identify sources of data and analyze qualitative and quantitative data;
9. Articulate an awareness and understanding of the varied roles, relationships and responsibilities comprising professions in public safety and security;
10. Defend the importance of evidence-based decision making in public safety and security; and
11. Demonstrate theories and practices involving contemporary issues in public safety and security.

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

Graduation Requirements

Students must complete the Public Safety and Security 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.

Students must earn a minimum of 30 credits or 25% of the graduation credit and a minimum of 15 credits (5 courses) in the major core at Goodwin College. Students must also complete a minimum of 45 credits (15 courses) at the 200 level or higher, which includes a minimum of 30 credits (10 courses) at the 300 and 400 levels.

Additionally, 20 hours of documented community service must be completed prior to graduation. The requirement is intended to foster lifelong learners who develop civic responsibility. This service may be incorporated by the student as part of a particular course experience or completed during any semester. Students identify a community service project and submit same to the instructor of the course if the project is course related

and/or to the PSS program director. At the close of the 20 hours of service, each student is required to submit a five-page paper describing the service experience, how it affected both themselves and the community. Community service hours and documentation must be completed in compliance with the college policy and submitted to their program director no later than two months prior to expected graduation date.

Curriculum

Bachelor in Public Safety and Security

General Education Requirements - 49 Credits

General Education Core Requirements - 40 Credits

ENG 101	English Composition	3
HSM/CJS 106	Investigative Report Writing (WR)	3
ENG 212	Grant Writing	3
COM 1XX	Communications Competency (COM)	3
CAP 1XX	Computer Literacy Competency (CL)	3
MATH 1XX	Math Competency (MATH)	3
	Science Competency (SCI)	4
PSY 112	Introduction to Psychology (SS)	3
	Social Science Competency (SS)	3
	Cultural Competency (CU & E/P)	6
	Global Studies Competency (G/US)	3
	Global Studies Competency (G/W)	3

Programmatic General Education Requirements - 9 Credits

ASD 120	The College Experience OR General Education Elective	3
STAT 167	Principles of Statistics	3
	Social Science Elective	3

Public Safety Major Core - 42 Credits

Public Safety Lower Division - Completion of one of the two following tracks listed below:

Criminal Justice Track 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 Project	3

Homeland Security Track Requirements - 21 Credits

Freshman Year

HSM 101	Introduction to Homeland Security	3
HSM 102	Introductions 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 235	Principals of Personal and Physical Security	3
HSM 290	Internship OR	
HSM 275	Research Project	3

Public Safety and Security Core

Public Safety and Security Upper Division Core Requirements - 21 Credits

Junior Year

PSS 390	Research Methodology and Writing (RE)	3
PSS 360	Risk reduction through Environmental Design	3
PSY 350	Introduction to Cross-Cultural Psychology	3

Senior Year

PSS 391	Quantitative Applications in Public Safety and Security	3
PSS 350	Multiculturalism in Public Safety and Security (MC)	3
PSS 450	Public Policy Analysis	3
PSS 490	Capstone:Seminar in Public Safety and Security (AW)	3

Directed Elective - 12 Credits

1XX	Elective	6
2XX	Elective	3
3XX	Elective	3

General Education Electives - 18 Credits

1XX	Open Electives	12
3XX	Open Electives	6

Total Credits in the Program

121

Associate in Science - Criminal Justice

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 classroom 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 (TSA), 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; and
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 must complete the Criminal Justice 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 Criminal Justice

General Education Core Requirements - 24-25 Credits

ENG 101	English Composition	3
CJS 106	Investigative Report Writing (WR)	3
COM 1XX	Communications Competency (COM)	3
CAP 1XX	Computer Literacy Competency (CL)	3
MATH 1XX	Math Competency (MATH)	3
	Science Competency (SCI)	3-4
PSY 112	Introduction to Psychology (SS)	3
PHIL 103	Ethical and Legal Issues OR	
PHIL 105	Ethics, Values, and Cultural Competence in Human Services (CU) OR	
HSM 105	Contemporary Ethical Perspectives	3

Non-Major Core Requirements - 3 Credits

ASD 120	The College Experience OR Open Elective	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	3
CJS 290	Research Project in Criminal Justice OR	
CJS 250	Service Learning	

Electives - 12 Credits

CJS 1XX	Electives	6
CJS 2XX	Elective	3
OPEN	Elective	3

Total Credits in Program

60-61

Associate in Science - Homeland Security

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.

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 must complete the Homeland Security 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 Homeland Security

General Education Core Requirements - 24-25 Credits

ENG 101	English Composition	3
HSM 106	Investigative Report Writing (WR)	3
COM 1XX	Communications Competency (COM)	3
CAP 1XX	Computer Literacy Competency (CL)	3
MATH 1XX	Math Competency (MATH)	3
	Science Competency (SCI)	3-4
PSY 112	Introduction to Psychology (SS)	3
HSM 105	Contemporary Ethical Perspectives OR	
PHIL 105	Ethics, Values, and Cultural Competence in Human Services (CU)	3

Non-Major Core Requirements - 3 Credits

ASD 120	The College Experience OR Open Elective	3
---------	---	---

Homeland Security Major Core Requirements - 21 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 235	Principles of Personal and Physical Security	3
HSM 275	Research Project OR	
HSM 290	Internship	3

Electives - 12 Credits

HSM/CJS 1XX	Electives	6
HSM/CJS 2XX	Elective	3
OPEN	Elective	3

Total Credits in the Program

60-61

Bachelor of Science - Social Work

The Bachelor of Science in Social Work (BSSW) is designed to prepare students for direct, entry-level social work positions in a variety of social service agencies. The program also prepares students for graduate-level education and lifelong learning. Students are provided with the theories and skills required to become generalist social work practitioners. Social workers, at the Bachelor's level, support individuals, families, small groups, organizations, and communities - all of which center around the "person in environment" practice approach. The social work program curriculum prepares students to take on key roles in advocacy, referral, case management and problem-solving functions - especially for those considered to be the most oppressed and marginalized in our society. The BSW program seeks to provide students with the knowledge, values and various frameworks necessary to engage in ethical, and culturally-competent practice with a focus on advancing social and economic justice.

Admission Requirements

Since this program also serves as a degree completion program, all previous courses taken outside of Goodwin College must be submitted for programmatic review at the time of application and before acceptance into the program to assess the students overall academic status. Degree completion students may transfer in up to 90 credits provided that they were earned from accredited institutions of higher education. Not all transfer credits may be applicable to the degree. See transfer of collegiate credit policy.

Program Outcomes

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

1. Identify as a professional social worker and conduct oneself accordingly;
2. Apply social work ethical principles to guide professional practice;

3. Apply critical thinking to inform and communicate professional judgments;
4. Engage diversity and difference in practice;
5. Advance human rights and social and economic justice;
6. Engage in research-informed practice and practice-informed research;
7. Apply knowledge of human behavior and the social environment;
8. Engage in policy practice to advance well-being and deliver services;
9. Respond to contexts that shape practice; and
10. Engage with individuals, groups, organizations, and communities.

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

Graduation Requirements

In addition to the general graduation requirements of Goodwin College as published in this catalog, BSSW students must maintain a GPA of 2.35 in the major and 2.0 overall.

Students must earn a minimum of 30 credits or 25% of their graduation credit and minimum of 15 credits (five courses) in the major core at Goodwin College. Students must also complete a minimum of 45 credits (15 courses at the 200 level or higher, which includes a minimum of 30 credits (10 courses) at the 300 and 400 levels.

Additionally, twenty hours of documented community service must be completed prior to graduation. The requirement is intended to foster lifelong learners who develop civic responsibility. This service may be incorporated by the student as part of a particular course experience or completed during any semester. Students identify a community service project and submit same to the instructor of the course, if the project is course related, and/or to the BSSW program director. Community service hours and documentation must be completed in compliance with the college policy and submitted to their program director no later than two months prior to their expected graduation date.

Curriculum

Bachelor in Social Work

General Education Requirements - 46 Credits

General Education Core Requirements: 40 Credits

ENG 101	English Composition	3
ENG 115	Writing for the Human Service Professional (WR)	3
ENG 2XX	Advanced Writing (AW)	3
COM 1XX	Communications Competency (COM)	3
CAP 1XX	Computer Literacy Competency (CL)	3
MATH 135	Math Competency (MATH)	3
	Science Competency (SCI)	4
PSY 112	Introduction to Psychology (SS)	3
SOC 101	Social Science Competency (SS)	3

	Cultural Competency (CU & E/P)	6
	Global Studies Competency (G/US)	3
	Global Studies Competency (G/W)	3

Programmatic General Education Core Requirements: 6 Credits

ASD 110	Intro. to Library Research	0
ASD 120	The College Experience OR Open Elective	3
PSC 201	The Legislative Process	3

Social Work Major Core Requirements - 43 Credits

Freshman Year

SWK 110	Introduction to the Social Work Profession	3
SOC 201	Multicultural Issues (MC)	3
SWK 260	Human Behavior & the Social Environment I	3

Sophomore Year

SWK 250	Social Work Practice in Research I	4
SWK 310	Human Behavior and the Social Environment II	3
SWK 390	Generalist Practice I	3

Junior Year

SWK 320	Social Work Practice in Research II	3
HSR 335	Social Welfare Policy	3
SWK 410	Generalist Practice II	3
SWK 420	Generalist Practice III	3

Senior Year

SWK 450	Social Work Internship and Seminar I	6
SWK 460	Social Work Internship and Seminar II	6

Social Work Electives - 15 Credits

DIRECTED	Electives	15
Open	Electives	18

Total Credits in the Program

122

Department of Nursing

Bachelor of Science in Nursing (RN-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 lifelong 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 his/her professional nursing career by integrating theory and research into professional nursing practice.

Bachelor of Science - RN to BSN Completion Program

Program Description

The RN-BSN Nursing Program at Goodwin College is specifically designed for the Registered Nurse who wants to complete the baccalaureate degree in nursing. Classroom and clinical experience 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 300 Foundations of Professional Nursing.

The program is offered in a hybrid or a totally online format.

Only students with a current unencumbered RN license may register for NUR 300-400 level courses.

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. For acceptance into the RN-BSN program, applicants must hold a current unencumbered Registered Nurse license in the state where they practice nursing.
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.**
5. A professional résumé.
6. An interview with the Program Director, a faculty member, or advisor.

Accepted Students

All required immunizations and requirements must be completed before the start of the clinical nursing courses. If a student has declined the Hepatitis B vaccination series, a signed declaration form must be in his/her file.

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.

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 healthcare settings. They are also prepared to enter graduate study.

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

1. 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;
2. Synthesize and apply knowledge from nursing theory, practice, research, and the liberal arts and sciences to professional nursing practice;
3. Integrate and demonstrate beginning leadership and management skills utilizing critical and creative thinking, ethical decision making, and evidenced-based practice;
4. Design, manage and coordinate care to patients, families, groups and communities utilizing communication skills honed by self-awareness and self-evaluation;
5. 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;
6. Collaborate and communicate, using a variety of modalities, with patients, families and interdisciplinary team members to maximize patient's level of wellness; and
7. Make a commitment to lifelong learning by assuming responsibility for professional career planning, advanced education and active membership in the profession.

Program Highlights

- Students are assigned a nursing department advisor upon receipt of application;
- Program is designed to meet the needs of the adult learner;
- Clinical experiences are individually arranged in collaboration with student, faculty, and clinical organization; and

- Nursing courses may be taken while the student is completing general education courses.

Graduation Requirements

To complete the BSN degree, the student must achieve a cumulative GPA of 2.0 or higher and a minimum of a C+ in each NUR course or a course that is substituting for a NUR course (e.g. HSC 350). In addition, the student must meet all general graduation requirements as stated in the catalog. A minimum of thirty credit hours must be completed at Goodwin College. A minimum of 120 credits is required for the BSN degree.

Curriculum

Bachelor in Nursing

ADN or Diploma Pre-Licensure Program - 62 Credits*

AP 1 (SCI), AP II, MICRO, ENG 101 and 1XX (WR), PSY 112 (SS) and 212 (SS) SOC 101, and Lower Division Nursing Courses 62

General Education Courses - 27 credits

ENG 3XX	Advanced Writing Competency (AW)	3
COM 1XX	Communications Competency (COM)	3
CAP 110	Computer Applications (CL)	3
MATH 1XX	Math Competency (MATH)	3
STAT 167	Principles of Statistics	3
HSC 305	Ethical and Legal Issues in Healthcare (E/P)	3
	Cultural Competency (CU)	3
	Global Studies Competency (G/US)	3
	Global Studies Competency (G/W)	3

Open Electives - 7 Credits

Open Elective 1XX	4
Open Elective 1XX	3

Upper Division Nursing Courses- -24 Credits

NUR 300	Foundations of Professional Nursing	3
NUR 310	Health Assessment	3
NUR 351	Introduction to Nursing Research (RE)	3
NUR 361	Public and Community Health Nursing (MC)	3
NUR 363	Clinical Nursing Leadership	3
NUR 458	Contemporary Topics in Nursing	3
NUR 460	Seminar in Professional Nursing Leadership	3
NUR 3XX	Open Elective (NUR 379, 442, or 470; HSC 310 or 350)	3

Graduation Requirements - 0 Credits

Library Research (ASD 110)	0
Community Service Initiative (20 hours and paper)	0

Total Credits in the Program 120

*Students may receive 62 credits for previous nursing course work via the Connecticut Articulation Model.

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 study 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. If a student's clinical attendance and/or performance are deemed unsatisfactory by the faculty, they are at risk for failing the course. A positive drug screen will preclude admission consideration unless justified through physician documentation as being "medically necessary".

Admission Requirements

These admission requirements are in effect for students applying to the nursing program.

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 Office 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 as many times as they wish. Any submitted applications that do not meet the minimum required GPA and the required score on the National League for Nursing (NLN) examination being utilized as the pre-admission exam will not be considered.

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.
 - a. Official college transcripts are required with the application if the applicant has courses from another institution that will need to be transferred in to meet the prerequisite courses required for admission or to use as proof of level of education for the admission point system.
3. Take the NLN Exam being used for pre-admission. This examination is administered at Goodwin College three times a year, (January, May and September). The cost of the Exam is the responsibility of the applicant. Students may only register for the Exam when they are submitting an application or reactivating an application that is already on file. It is the student's responsibility to follow the deadlines and instructions posted on the application. All questions regarding Exam registration must be directed to the Nursing Department or refer to Goodwin College web site [www.goodwin.edu] for Exam dates and deadlines. Students may take The Pre-Entrance Examination as many times as they wish.
4. Students must be completing A&P 2 when they register for the pre-entrance exam. Students must score at **50 percent or higher on this exam** to be considered for admission.
5. 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 at Goodwin College.
6. All students accepted to the AD Nursing program must submit to a background check and drug screening. Tuition covers the cost of both. However, if the drug screen result is "negative dilute", the student must assume the cost of a second drug screen. Students will be notified if the background check reveals any criminal record that might interfere with future licensure. In the event that a clinical facility finds the results of a student's background check objectionable and, as a result, prohibits the student from participating in a clinical experience at their facility, the department will make two additional attempts to place the student in an alternative facility. If neither of the two further attempts yields a placement for the student, he or she will not be permitted to progress with the program. Students are advised to take this into consideration upon initial receipt of the results of their background check.
7. Complete the required College Placement Evaluations. Applicants must qualify for a minimum of 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.
8. Complete the following prerequisite courses with a minimum grade of "**C**", prior to applying:
 - a. MATH 125 (Goodwin College) or higher or score into a college level math on the college placement test. This course fulfills the Math Competency general education graduation requirement.
 - b. Chemistry - CHEM 101 (Goodwin College) or equivalent.
 - c. 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)

9. Complete the following prerequisite courses with a minimum grade of "C+" or better:
 - a. Biology - BIO 211, Anatomy & Physiology I, (Goodwin College) or equivalent completed within the last five years.
 - b. BIO 212 Anatomy & Physiology II (Goodwin College) or equivalent completed within the last five years.

Any prerequisite courses transferred from another college must be equivalent to Goodwin College courses and must meet the grade requirement of C+ as previously stated.

Applicants are strongly advised to complete Microbiology (must be completed with a C+ or better) prior to entering the Nursing program. If a student takes NUR 100 and Microbiology together and then decides to withdraw from NUR 100 he/she 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:

Previous College Education	Score
Associate Degree or >60 Credits	2
Bachelor's Degree	3
Master's Degree	4
Completion of courses taken at Goodwin College	
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
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
Total Possible Points	25

Accepted Students

Once accepted, students are required to submit a \$500 non-refundable tuition deposit to hold their place in the class. Students must obtain their own Malpractice Insurance and also become members of the National Student Nurse Association (NSNA).

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 his/her file. All students in the program must receive a flu shot annually.

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.

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. LPNs apply in September for the January semester and in January for the May semester. LPNs adhere to the same admission point system as other applicants. LPN's may not apply in May for acceptance in the September semester.

*Microbiology must be completed before NUR 200. It is recommended that it be completed prior to admission into Nursing.

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.

For students entering the college in September 2012 or after, who are seeking admission to the nursing program, BIO 211, BIO 212 and BIO 235 must be completed with a C+ or better.

A student is not considered a graduate until (s)he scores at least 65.3 on the ATI 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 and scope of practice for registered nurses;
2. Utilize critical thinking and information technology, to plan and implement culturally appropriate client care which is safe and holistic;
3. Engage in therapeutic and professional communication skills with all members of the healthcare team including the patient/family to meet patient/family centered goals;
4. Utilize a process of self-evaluation that fosters personal and professional growth and contributes to lifelong learning;
5. Demonstrate the ability to use evidence-based practices and quality-improvement methods to facilitate the delivery of safe and appropriate patient care; and
6. Articulate their role and responsibility in the larger system of health care.

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 Competency (WR)	3
COM 1XX	Communication Competency (COM)	3
CAP 1XX	Computer Literacy Competency (cl)	3
BIO 211 *	Anatomy and Physiology I (SCI)	4
PSY 112	Introduction to Psychology (SS)	3
	Cultural Competency (CU or E/P)	3
SOC 101	Introduction to Sociology	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 the Lifespan	7
NUR 220	Integration of Nursing Skills: Adults with Complex Health Problems	9

Total Credits in the Program

71

* There may be a prerequisite course that must be successfully completed prior to taking the course. Please see course descriptions in this catalog. This table reflects core credits of the ADN Program per state regulation.

Online Studies

Goal of the Online Studies Department

To provide our online students with interactive educational online experiences that are engaging and stimulating for strong learning.

About our Online Programs

Our online programs offer a wealth of multimedia-driven content, providing the authentic skills employers are looking for.

These online courses offer the identical level of interactivity and engagement that students receive in a traditional classroom setting.

Online Studies System Requirements

Students enrolling in online studies programs use Blackboard for delivery of all courses and services. Online students complete an extensive online orientation course prior to starting their first online course.

System Requirements

In order for students to successfully access Blackboard from their home computers, they should have access to Microsoft Office 2007 or higher and will need the following:

1. **Operating Systems:** (Any of the following): Windows Vista, or 8.1; Mac OSX 10.5 or 10.6
2. **Browsers** (Any of following): Internet Explorer 9, 10, 11 for Windows, Firefox 31, 32, Chrome 37, and Safari 6, 7, and 8. Must have Java 7 and JavaScript & Cookies must be enabled.
3. **Media plugins:** Free Adobe Flash, Acrobat Reader.

Additional Items

Certain courses require students to record themselves using a form of video and audio.

Online Programs of Study

Associate Online Degree Programs

Business Administration*
 Criminal Justice*
 Early Childhood Education*
 Environmental Studies*
 Family Studies*
 General Studies*
 Health Science*
 Histology*
 Homeland Security*

Medical Assisting*
 Quality Management Systems*
 Supply Chain and Logistics Management*

Bachelor Online Degree Programs

Business Administration*
 Child Study*
 Environmental Studies*
 Health Science*
 Human Services*
 Management and Leadership**
 Manufacturing Management*
 Public Safety and Security*
 RN-BSN**
 Social Work*

Certificate Programs

All certificates related to online approved degree programs**

Histologic Science*

NOTE: Phlebotomy and Paramedic Studies are not available online.

*Program offered 50% online or more

**Program offered 100% online

For programs that are listed as 100%, prospective students should check with Goodwin College admissions to see if their state is one where we can offer their 100% online program of interest.

Online Academic Success Resources

Academic Technology Training Center

This support center is located in the River Campus 247 Building in Room 201.
 Support Phone: 860-913-2152
 Email: bbsupport@goodwin.edu

Academic Tutoring

E-tutoring services are available to all students in each online course.

Online Bookstore

Books can be ordered online at <http://www.bkstr.com/>

Online Student Orientation Course

A self-paced web-based student orientation course is available by clicking on the "Student Orientation" link found on the Goodwin College website in the Online Studies and Student Services sections. This is highly recommended that all students who take online classes complete.

Continuing Education Programs

English as a Second Language Certificate

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

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

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

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

The 24 institutional credits received for the ESL program cannot be applied or transferred to any degree program at Goodwin College.

Admission Requirements

Applicants may self-certify that they have obtained a high school diploma and are not required to submit an official high school transcript.

Program Outcomes:

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

1. Use basic survival vocabulary needed for real-life situations in order to function independently;
2. Display a command of Basic English grammatical structures both orally and in writing;
3. Write comprehensively, demonstrating an organized presentation of ideas;
4. Read familiar and unfamiliar English displaying good comprehension;
5. Participate effectively in conversations concerning everyday situations; and
6. Appreciate the cultural diversity in American society.

Program Sequence of Courses

Course No.	Title	Credits
Level 1		
ESL 010	Beginning English I	1.5
ESL 011	English Vocabulary Studies I	1.5
ESL 012	English Conversation Practice I	1.5
ESL 013	ESL Survival Skills I	1.5
Level 2		
ESL 020	Beginning English II	1.5
ESL 021	English Vocabulary Studies II	1.5
ESL 022	English Conversation Practice II	1.5
ESL 023	ESL Survival Skills II	1.5
Level 3		
ESL 030	Intermediate English I	1.5
ESL 031	Reading Skills and Strategies I	1.5
ESL 032	Oral Communication Techniques I	1.5
ESL 033	English Writing I	1.5
Level 4		
ESL 040	Intermediate English II	1.5
ESL 041	Reading Skills and Strategies II	1.5
ESL 042	Oral Communication Techniques II	1.5
ESL 043	English Writing II	1.5

Total: 24 institutional credits; 16 courses; 32 Weeks - Day Classes; 52 Weeks - Evening Classes

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, BUS for business, etc. 000 are the numbers of the course. Courses beginning with the digit "0" are foundational courses. These are 0-credit courses 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", "3", and "4" are advanced-level courses.

The following codes found at the end of course descriptions denote the competency requirements the course fulfills:

COM – Communication Competency; **CL** – Computer Literacy Competency; **CU** – Cultural Competency; **MATH** – Mathematics Competency; **SCI** – Science Competency; **SS** – Social Science Competency; **WR** – Writing Competency; **AW** – Advanced Writing Competency; **E/P** – Ethics/Philosophy Competency; **G/US** – Global Competency United States focus; **G/W** – Global Competency World focus; **MC** – Multicultural Competency; **RE** – Research Competency

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

The * indicates the course is offered every **odd** year. The ** indicates the course is offered every **even** year.

Courses are offered in three modalities. Almost all are offered as traditional on-ground courses. Many are also offered online or in a hybrid or blended format. Hybrid courses usually meet a few times on campus during the semester. The remainder of the course work is done in an online format. Course offerings for each semester are published approximately fifteen weeks prior to the beginning of the semester and are listed online in the Student Information System.

Please note: Students placing into Foundational English courses will need permission from their advisor to register for any college-level course work.

ACC 110 - Applied Accounting

3 credits (PREREQUISITES: MATH 098; CAP 110)

This course is designed to introduce the basic principles of accounting analysis to the non-accounting major. Focusing on the knowledge and skills a manager needs to understand standard financial documents produced by accountants, students will develop an understanding of financial topics including current assets, plant assets, depreciation and amortization of intangible assets. This course will also discuss accounts receivables, payables,

inventory and cost of goods sold. Students will prepare and perform analysis of financial statements. Financial Statement ratios will be introduced as an integrated analysis. Students will learn to read and understand an annual report. **(F, Sp)**

ACC 210 - Principles of Accounting II

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

This course is designed to further the study of generally accepted accounting principles. Accounting for plant and intangible assets, depreciation and amortization, payroll, long-term assets and liabilities. The statement of cash flows, partnerships, and corporations will be covered. Students will be assigned a project involving analysis of an annual report of a corporation. **(F, Sp)**

ACC 215 - Industrial Cost Accounting

3 credits (PREREQUISITE: ACC 101 or ACC 110)

This course stresses accounting concepts from the perspective of a manufacturing environment. Preparation and analysis of external and internal financial statements will be presented in the context of economic decision-making. Job order costing, process costing and the application of manufacturing overhead costs will be presented. Inventory valuation, inventory cost flows, equivalents units, fixed, variable and mixed costs, contribution margin, gross margin and breakeven point are elements of this course. **(F, Sp)**

ACC 220 - Managerial Accounting

3 credits (PREREQUISITE: C- or BETTER IN ACC 101 or ACC 110)

This course provides a basic understanding of the role of accounting information in the business decision-making process. 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. Using the Master Budget and Preparing Flexible Budgets with variance Analysis will also be covered. **(F, Sp, Su)**

ACC 225 - Manufacturing Accounting

3 credits (PREREQUISITE: C- or BETTER IN ACC 101 or ACC 110. Students who have completed ACC 215 or ACC 220 cannot earn credit for this course)

This course is designed to provide students with a focus on accounting from the manufacturing perspective. Students will improve their decision making skills, and understand how to use accounting information to make quality financial decisions. Students will learn to calculate break-even point, target net income, job-order and process costing, Cost Volume Profit Analysis and to use accounting in a manufacturing environment. Students will learn to interpret internal accounting reports and to consider

quantitative and qualitative factors in financial decision making. **(Sp)**

ACC 230 - Principles of Taxation

3 credits (PREREQUISITE: NONE)

This course presents the study of federal taxation as it relates to filing requirements, compliance, tax planning and reporting. Students will analyze the basic framework utilized in measuring and reporting taxable income for individuals and businesses. Tax rates, exemptions, credits, deductions, filing deadlines, extensions and amended returns will also be studied. **(F, Sp, Su)**

ACC 235 - Accounting Information Systems

3 credits (PREREQUISITE: C- or BETTER IN ACC 210)

This course provides an overview of QuickBooks and Peachtree accounting software. The course will also introduce SAP and Oracle Hyperion accounting software. The course will cover the major points of using QuickBooks and Peachtree to enter transactions and generate forms and reports. The focus of the course will be to use the tools the software offers and to integrate accounting concepts and principles with the software designed to apply them. **(F, Sp, Su)**

ACC 240 - Intermediate Accounting

3 credits (PREREQUISITE: C- or BETTER IN ACC 210)

An examination of generally accepted accounting principles related to the preparation of financial statements including a review of current assets and liabilities. The study of non-current assets and liabilities, debt and equity financing and earnings per share is studied in detail. **(F, Sp)**

ACC 299 - Accounting Capstone

4 credits (PREREQUISITE: Successful Completion of All Accounting Program Courses or DEPARTMENTAL PERMISSION)

Students will work to acquire Certified Bookkeeper designation from the American Institute of Professional Bookkeepers, the Intuit QuickBooks Certified User designation from Intuit Corp. and the Microsoft Office Specialist Designation in Excel from Microsoft Corp. Software package certifications will be comprised of the most appropriate version available. Students will also be required to complete a resume and comprehend interviewing, teamwork and communication skills. **(F, Sp, Su)**

ASD 088 - Tools for Success

0 credits (COREQUISITE: ENG 088)

This course is designed to support students as they develop the skills necessary to transition to college. Students will discuss the benefits of higher education, become familiar with a college setting, and learn the technology needed to access instructional and support services. Emphasis will be placed on self-assessment, goal setting and the creation of a life and career plan. Course activities will reinforce skills learned in other classes as well as help students develop personal networks, problem

solving skills and effective study habits that will better position them to take control of their future. **(F, Sp, Su)**

ASD 120 - The College Experience

3 credits (PREREQUISITE: NONE)

This provides students with the skills and knowledge required to succeed in college. The course engages students in the college community and prepares students to become leaders, self-advocates and active participants in their education. Topics covered include time management, critical thinking, test preparation strategies, information literacy and technology skills. Students will demonstrate civic responsibility by completing a community learning project. **(F, Sp, Su)**

ASL 101 - Beginning American Sign Language

3 credits (PREREQUISITE: NONE)

This course introduces students to the fundamentals of American Sign Language (ASL). ASL is a conceptual language with its own grammar and structure and not merely encoded or fingerspelled English. Students will experience and acquire ASL skills through conversations, group activities, role-play and interpreted music. This class will also address the various aspects of Deaf culture, such as sociology, education and theater, with weekly readings and discussions. **CU (F, Sp)**

ASL 201 - Sign Language II

3 credits (PREREQUISITE: ASL 101)

This course is a continuation of Beginning American Sign Language I. Students will continue to acquire the fundamentals of ASL, but with more nuanced usage. Unique conceptual grammatical elements such as classifiers, that are hand shapes representing a specific subject, will be explored and emphasized during this semester. Students will experience and acquire ASL skills through conversations, group activities, role-play and interpreted music. This class will also continue to address the various aspects of Deaf culture, such as current issues, sociology, education and theater, with weekly readings and discussions. **CU (Sp, Su)**

BIO 101 - Concepts in Human Biology

3 credits (PREREQUISITE: NONE)

This 45- hour 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, Occupational Therapy, and Respiratory Care programs. **SCI (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. **SCI (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 interrelationship 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. **SCI (Sp)**

BIO 120 - Human Biology**4 credits** (PREREQUISITE: Successful completion of foundational Math and English or DEPARTMENTAL PERMISSION)

This course introduces the principles and concepts of human biology. Topics including chemical basis of life, cellular organization and all organ systems (digestive, endocrine, cardiovascular, lymphatic, nervous and reproductive systems) will be discussed with an emphasis on how they maintain homeostasis. The lab topics of the course are coordinated with the lecture content and will include some dissection. **SCI (F, Sp, Su)**

BIO 121 - General Biology**4 credits** (PREREQUISITE: Successful completion of foundational Math and English 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. **SCI (F)**

BIO 211 - Anatomy and Physiology I**4 credits** (PREREQUISITES: BIO 120 or BIO 121 and CHEM 101 or CHEM 110)

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, specimen dissection, chemical experimentation and review of anatomical models. **SCI (F, Sp, Su)**

BIO 212 - Anatomy and Physiology II**4 credits** (PREREQUISITE: BIO 211 and CHEM 101 or CHEM 110)

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

BIO 214 - Anatomy, Physiology and Pathology of the Eye**4 credits** (PREREQUISITE: NONE)

Anatomy, Physiology, and Pathology of the Eye is a fundamental course in helping ophthalmic science professionals learn how the eye functions. Topics include the overall anatomy of the eye and orbital structure, how the sense of sight is produced, anatomical and biological causes of refractive errors and common eye disorders, as well as diseases of the eye and associated treatments. Laboratory sessions are coordinated with the lectures and emphasize experimentation and application of the lecture content. Experiments are supplemented by the review of anatomical models, dissection, identification of various eye pathology, introduction to ophthalmic equipment and instrumentation. Students will also observe techniques in modern cataract surgery (phacoemulsification) and LASIK. **SCI (F)**

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

BMM 100 - Introduction to Manufacturing**3 credits** (PREREQUISITE: NONE)

This course provides a comprehensive introduction to the field of manufacturing. It introduces the student to the structure and operations of the well-running manufacturing organization. The lean production process is described, as well as the controls needed to ensure that high-quality products are manufactured at a competitive cost. The importance of meeting customer requirements is stressed. Functions that support the production process such as

Quality Management and Logistics and the Supply Chain are evaluated. The role and importance of the suppliers to the company is explored. The efficient use and maintenance of production equipment is explained. Problem solving techniques are defined and their usage is described. Several inventory techniques are compared. Interpersonal skills used in leadership, teaming and meetings are emphasized. Advanced manufacturing equipment, processes and techniques are introduced. **(F, Sp, Su)**

BMM 101 - Key Principles of Manufacturing
3 credits (PREREQUISITE: NONE)

This course explores the exciting field of manufacturing. It introduces the student to concepts of production, logistics and inventory controls and their relationships to the local and global economy. The basic principles and practices of a safe and productive manufacturing environment are explored. Safety instruction covers topics including; Material Safety Data Sheets (MSDS), confined space, lock out/tag out, zero energy state, hazardous materials, storage of flammable materials, storage of fuel gas and high pressure gas cylinders, portable powered tool safety, hand tool safety, record keeping, training, employer enforcement of safety regulations, and right to know. This course also covers communication and teamwork skills as they relate to the manufacturing workplace and explores the roles and responsibilities in managing customer expectations. This course will use lecture, group work, online simulation and programming to prepare students for Production Certification Testing through Manufacturing Skill Standards Council (MSSC). **(F, Sp, Su)**

BMM 110 - Technology in Advanced Manufacturing
3 credits (PREREQUISITE: BMM 101 of DEPARTMENTAL PERMISSION)

This course introduces the student to the manufacturing processes through an exploration of the basics of production, the types and sources of raw materials as well as production processes that include casting, molding, and forming. Students explore the types of machining, conditioning of parts, finishing and assembly. Additional topics include manufacturing planning, production control, and product distribution. Students will be expected to understand the product life cycle from conception through distribution. This course also focuses on technologies used in production processes. Basic power systems, energy transfer systems, machine operation and control will be explored. A focus on safety and quality for continuous improvement is highlighted. This course will use lecture, online simulation and programming to prepare students for Production Certification Testing through Manufacturing Skill Standards Council (MSSC). **(F, Sp, Su)**

BMM 125 - Manufacturing Logistics
3 credits (PREREQUISITE: NONE)

Introductory logistics classes familiarize students with the basic concepts of product distribution and the terminology

used in the logistics field. Students learn the process of planning effective product distribution and discuss methods of transportation and traffic management techniques. Other topics covered in introductory logistics classes may include inventory control, protective packaging and customer service. This course will use lecture, group work, online simulation and programming to prepare students for certification as a Manufacturing Logistics Technician (CLT) through Manufacturing Skill Standards Council (MSSC). This credential requires the successful completion of two exams, the CLA at the midterm and the CLT at the final. Students must pass the CLA exam before they can be admitted to the CLT exam. **(F, Sp, Su)**

BMM 126 - Introduction to Materials and Logistics Management
3 credits (PREREQUISITE: NONE)

This course will cover all the essentials of materials management, manufacturing planning, purchasing and physical distribution of products from marketing to customers. Students will learn production planning and material requirements planning (MRP), enterprise resource planning (ERP) and capacity planning. Case studies and in-class exercises will provide students with a step-by-step approach to calculate and analyze inventory lot sizes, Kanban, safety stock, forecasting and logistics requirements. In addition, students will develop skills in, lean production, JIT manufacturing and terms for use in global supply chain management. **(F, Sp, Su)**

BMM 135 - Green Manufacturing
3 credits (PREREQUISITE: NONE)

This course provides an overview about green technologies and green jobs in manufacturing. Students will develop the skills necessary to preserve and restore environmental quality and create a green working environment for your company. This course introduces students to local, state and national green/clean/lean/sustainable resources, share industry success stories (learn how your business neighbors are implementing sustainable practices) and gather input from companies on what educators should be doing to prepare the current/future green workforce. This course will use lecture, group work, online simulation and programming to prepare students for Green Manufacturing Technician Certification Testing through Manufacturing Skill Standards Council (MSSC). **(F, Sp, Su)**

BMM 140 - Principles in Manufacturing Mathematics
3 credits (PREREQUISITE: NONE)

This course begins with a review of basic operations of numbers, fractions and decimals. It then covers the practical mathematics that every machinist is expected to use in the shop in the creation of machined parts and maintenance of tools and fixtures. This includes common fraction to decimal and vice-versa conversions, inch to metric and vice-versa conversions, calculating part and feature dimensions and locations, calculating speeds and

feeds, calculating tap drill sizes with formulas and charts, converting surface feet per minute to RPM's, calculating tapers for machine set-up, plane geometry calculations, sine bar set-up, measurements of right triangles, angular and simple indexing calculations. **(F, Sp, Su)**

BMM 175 - CNC Machining

3 credits (PREREQUISITE: BMM 101 or DEPARTMENTAL PERMISSION)

This course focuses on the modern computer numeric control (CNC) operator. Through the use of interactive virtual simulators students learn the essentials of CNC machining. Participants will learn mill, lathe and grinder set-up and operation; tool identification, set-up, use and maintenance; statistical process control (SPC); and the skills operators need. Students will experience lecture, demonstration, and online simulation to prepare for NIMS certification as a CNC operator. **(F, Sp, Su)**

BMM 210 - Lean Manufacturing Principles

3 credits (PREREQUISITE: NONE)

This course introduces the student to the philosophical background, historical development, and fundamental concepts of lean manufacturing with a focus on the Toyota Production System. Students explore lean strategies around inventory, lead time, and cultural change requirements. Students learn strategies for lean implementation, planning, goal setting and sustaining gains. The course also applies to the application of lean disciplines and concepts to service and support industries. The use and implementation of lean disciplines promote continuous improvement, eliminate waste, reduce operating cost, improve quality, and achieve measurable improvement in customer satisfaction. **(F, Sp, Su)**

BMM 220 - Materials and Processes in Manufacturing

3 credits (PREREQUISITE: NONE)

Students are provided with essential information on material properties, material behaviors and material manufacturing processes. The atomic, crystal, grain and defect structure will be introduced, and their effect on the mechanical properties of materials will be presented. Equilibrium phase diagrams will be discussed. An understanding of the properties of iron alloys and steels will be developed. Material processing techniques such as heat treatment, casting, metal forming, welding, coatings and adhesive bonding will be covered. Powder metallurgy processing and material processes will be introduced along with a brief introduction to non-destructive test (NDT) methods. **(F, Sp, Su)**

BMM 221 - Warehouse and Distribution Center Management

3 credits (PREREQUISITE: NONE)

This course will introduce the student to distribution and warehouse management with emphasis on supply chain networks. Students will learn various aspects of warehouse

operations management, bar coding, radio frequency (RFID), Kanban, just-in-time (JIT) manufacturing, inventory replenishment systems and third party logistics, including; analysis of warehouse locations, operations and management. This course also includes describes controls and procedures, financial analysis, security, cargo, materials handling, productivity and legal/export requirements. **(F, Sp)**

BMM 222 - Technical Drawings and Specifications

3 credits (PREREQUISITE: BMM 101 or DEPARTMENTAL PERMISSION)

This course introduces the basic principles of engineering drawings. It addresses line types, orthographic projection, and isometric views that are used in industry standards. The six basic views of parts are designed to acquaint the student with a pictorial vision of a 3D part in a flat pattern view. Areas of study include: line types, orthographic projection, isometric views, fundamental tools of title block information, drawing standards, general and special notes such as quality assurance data, non-destructive testing, symbology, geometric dimensioning and tolerancing parameters, blueprint drawing abbreviations, linear units of measurement, rules of dimensioning, inclined surfaces, measurement of angles, holes and bolt hole patterns, drawings to scale, blueprint revisions and notes. Upon completion, students should be able to interpret basic prints and visualize the features of a part or system. **(F, Sp, Su)**

BMM 223 - International Logistics

3 credits (PREREQUISITE: NONE)

This course will review the principles and practices of international logistics including the transportation and distribution process. Students will learn international distribution systems and various multimodal transportation methods. Other topics that will be examined include: currency, fees, tariffs, trade policies and import and export regulations. Students will also develop international logistics knowledge of packaging, security requirement and the various forms of documentation required for international logistics. **(F, Sp)**

BMM 224 - Metrology and Calibration

3 credits (PREREQUISITE: BMM 101)

This course focuses on how to develop, implement, and maintain a calibration system. Evaluation of the calibration program is further deepened through continuous improvement efforts. Conformity to ISO 9001 requirements enhances the credibility of calibration systems to ensure reliability and traceability. This course looks at calibration processes such as calibration procedures & records, out of tolerance conditions, calibration schedules and intervals. Students will learn and practice techniques for setting size blocks to predetermined distances to measure product, develop continuous improvement programs, create training programs and audit the calibration system. **(F, Sp)**

BMM 225 - Transportation Traffic and Contract Management

3 credits (PREREQUISITE: NONE)

This course will provide students with an understanding of the fundamental role and importance of transportation in companies and in society, as well as the complex environment in which transportation service is provided today. Topics covered include in-depth examination of the various modes of transportation including discussions of regulations, economics and various aspects that characterize transportation modes. Students will learn costing and pricing issues related to transportation and the relationships between buyers and sellers of transportation.

(F, Sp)

BMM 226 - Principles of Quality Management

3 credits (PREREQUISITE: NONE)

This course addresses the study of theory and practice for quality management. The theories of past management contributors are examined as a precursor for today's quality management practices. An in-depth view of the writings from Philip Crosby, W. Edward Deming, Armand Feigenbaum, Kaoru Ishikawa, Joseph Juran, John Oakland, Taiichi Ohno, Shigeo Shingo and Genichi Taguchi are examined. This course introduces the student to contemporary developments in theory and practice of quality thinking to improve quality systems. Applied principles and techniques of quality philosophies are examined and utilized to drive resolution in quality manufacturing. A look at benchmarking and lean tools for continuous improvement, quality circles to engage both internal and external stakeholders is reviewed. What are Quality Systems and how does ISO 9000 affect them; how is ISO 9000 interpreted and what are its limitations. Areas of study include: barriers to quality, the emergence of management, contingency theory, critical systems thinking including Senge's Learning Organization, managing responsibilities of a quality system, a comparison of significant contributors to quality theories and organizations as systems. **(F, Sp)**

BMM 227 - Lean Supply Chain and Management

3 credits (PREREQUISITE: BMM 125, BMM 126 OR DEPARTMENTAL PERMISSION)

This course introduces the student to the philosophical background, historical development, and fundamental concepts of lean with a focus on supply chain and logistics. Students explore lean strategies around inventory, lead time, and cultural change requirements. Students will learn the various processes and terminology used in managing supply networks. These functions include the overview of customer requirements, order entry systems, MRP, quote process and generation/issue of purchase orders, roles and functions of purchasing, inventory control, physical distribution, warehousing, transportation methods, packaging, and customs. Lean and analytical techniques will be applied to improve customer metrics. The use and

implementation of lean disciplines promote continuous improvement, eliminate waste, reduce operating cost, improve quality, and achieve measurable improvement in customer satisfaction. **(F, Sp)**

BMM 228 - Quality Management and Supplier Integration

3 credits (PREREQUISITE: BMM 222 OR DEPARTMENTAL PERMISSION)

This course addresses current quality improvement concepts and techniques in industry with an emphasis on integrating the supplier in the internal quality process. This course introduces lean principles as they are used as tools in organizations to improve quality systems. Applied principles and techniques of quality philosophies are examined and utilized to drive resolution in quality manufacturing. Areas of study include: process control charts, nature of variation, attributes and variable charts, managing responsibilities of a quality standards in the supply base, concept of poke-yoke, and comparison of significant contributors to quality theories. **(F, Sp)**

BMM 240 - CAM I

3 credits (PREREQUISITE: NONE)

The purpose of this course is to review design and manufacturing software and instruct the student on feature-based modeling systems called SolidWorks and Mastercam. Students will learn how to create simple 2-D objects such as lines and arcs to create CAD solid models and add numerical dimensions and geometries. After CAD Models are created in SolidWorks, the files will be loaded into Computer Aided Manufacturing (CAM) Mastercam for CNC programming. **(F, Sp, Su)**

BMM 241 - CAM II

3 credits (PREREQUISITE: BMM 240)

Graphical software is used to generate part programs for CNC Turning and Milling operations. Emphasis of the course is to learn additional elements of Computer Aided Manufacturing (CAM) to manipulate engineering part geometry and convert screen graphics into Computerized Numerical Controlled (CNC) programs. Students will learn the fundamentals of how to file and manage part models from design to manufacturing. Mastercam software will be applied for CNC programming of more complex 3-D CAD files. **(F, Sp, Su)**

BMM 275 - CNC Machining II

3 credits (PREREQUISITE: BMM 175)

This course provides additional concepts of CNC and the importance of fixtures and tooling and how they interface with Mastercam software. CNC programs will be developed to perform contouring operations for milling machine centers. Application of more complex features will be used to develop G and M codes to produce CNC programs to produce Climb, Pocket and Contour milling. Tooling interface, speed and feed rates will be developed along

with X, Y, Z data using the Cartesian coordinate system. **(F, Sp, Su)**

BMM 276 - CNC Machining Applications

3 credits (PREREQUISITE: C- or higher in BMM 275)
CNC programming tasks are applied to produce more complex part geometries with added features. Parts geometries will be milled and turned based on solid model geometry. Various operations will be performed where parts are located using datum dimensions. Setup, fixtures, and tooling will be used to produce hardware. Multi-featured parts will be measured and inspected per work instructions and geometric tolerance requirements including true position, perpendicularity, flatness and other requirements. **(F, Sp, Su)**

BMM 320 - Facilities and Planning

3 credits (PREREQUISITE: NONE)
This course provides students with a broad, practical understanding of the facilities planning and design process. The critical nature of a global supply chain and the need for efficient material handling is discussed and approaches to designing optimal handling systems are examined. The tools of operations, the systems involved in manufacturing and facilities and the development of quantitative approaches to planning are examined. Participants engage in real-world examples and problems to understand the practices of facilities planning. **(F, Sp)**

BMM 355 - Manufacturing Regulations and Compliance

3 credits (PREREQUISITE: BMM 101)
This course examines the manufacturing regulation system that is focused on real manufacturing issues as related to ISO 9001, whose quality standards are designed to help ensure the needs of the stakeholders and customers are met. Also examined are the requirements of federal regulatory agencies such as OSHA, the EPA, state and local compliance agencies, and other regulatory bodies that support health, safety and the environment for industry. **(F, Sp)**

BMM 375 - Advanced Lean Manufacturing

3 credits (PREREQUISITE: BMM 210 OR DEPARTMENTAL PERMISSION)
This course provides students with the necessary skills for aligning lean activities with strategic objectives, solving real process problems and continuously improving operations. This course moves knowledge to application. The course has a focus on value stream assessment skills to identify and remove waste in a process, and maintain the new standard. Participants learn how to apply such advanced lean tools as Kanban (pull systems), Just-in-Time (JIT), and TPM (Total Productive Maintenance). In addition, students will more deeply explore such basic Lean concepts as process controls, visual controls and 5S; then use these tools to uncover opportunities and make improvements that align with strategic objectives. **(F, Sp)**

BMM 440 - Industrial Safety

3 credits (PREREQUISITE: NONE)
Stakeholder safety is a critical component of running a successful business, whether the business is in manufacturing, healthcare or banking. Participants in this course will learn to identify ways to reduce workplace and job-related hazards to keep workers, clients and environmental conditions safe. Procedures for handling common industrial materials are examined. Participants learn to select proper protective gear, avoid common industrial accidents, and respond to potential hazards found in the workplace. Participants in this course will integrate contemporary safety practices into risk assessment plans for their organizations based on state, federal and industry safety standards. **(F, Sp)**

BMM 460 - Quality Management Systems

3 credits (PREREQUISITE: BMM 228)
This course addresses current quality improvement concepts and techniques in industry with an emphasis on modern manufacturing requirements. This course introduces the fundamental tools of Statistical Process Control (SPC) as they are used in industry to reduce costs, identify root cause, and increase productivity at a predictable quality level. Applied principles and techniques of total quality management systems will be utilized to ensure correct definition, measurement, analysis, improvement and control (DMAIC) of common manufacturing problems. Areas of study include: basic statistical and probability theory, sampling techniques, process control charts, nature of variation, histograms, attributes and variable charts, managing responsibilities of a quality standards department, development of grades/standards of quality, acceptance sampling/inspection, recording, reporting/use of control charts. **(F, Sp)**

BMM 475 - Product Development Management

3 credits (PREREQUISITE: NONE)
Students are introduced to concepts of material structure, property and testing methods as they relate to material selection and processing decisions. Participants learn the strategies and processes to respond to customer needs for product creation and modification. Quality assurance aspects of the development process are presented. Methods to identify opportunities for improvement are stressed. Dynamic input from consumers via sales and marketing is integrated in the process. The design and manufacturing of the product incorporates the quality parameters which will deliver the product that will meet the consumer's expectations. **(F, Sp)**

BMM 495 - Supply Chain Management

3 credits (PREREQUISITE: NONE)
This course analyzes the dynamic nature of supply chain management of products and services in a domestic and global economy. This course will expose students to topics related to design and management of supply chains, from

incoming raw materials to final product delivery. While participants will be grounded in solid theory of supply chain design, they will also build a solid foundation of requisite knowledge, skills and strategies for all aspect of integrated supply chain management. This includes forecasting, postponement, globalization and sourcing, network design, and virtual integration (web-centric) through group work and case studies. **(F, Sp)**

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 107 - Introduction to Non-profit Management

3 credits (PREREQUISITE: NONE)

This course provides students with an understanding of the basics on nonprofit organizations that are driven by a purposeful mission yet founded on the principles of sustainable business models. It provides an overview of the nonprofit sector and explores best practices in contemporary nonprofit organizations. It examines the structures of nonprofits, with consideration of each component as building blocks to a successful organization, including governing and leadership structures; accountability and performance measurement; strategies for building capacity and planning for change; and managing paid staff and volunteers. Students also explore areas of marketing, communication, fiscal management and acquiring resources in the nonprofit venue. **(F, Sp, Su)**

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. A review of the court system, litigation process and regulatory process will be discussed. 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,Su)**

BUS 121 - Personal Finance and Insurance

3 credits (PREREQUISITE: MATH 098 or equivalent)

This course presents an analysis of the many financial situations and decisions confronting an individual that will raise consumer awareness. Students learn the proper management of personal income and expenses. Additional topics include cost of credit, budgeting, and individual tax preparation. A focus on financial and retirement planning includes concepts of life, health, homeowners and auto insurance. Students also learn about the various financial products offered by banks, credit unions and financial institutions. Students become aware of the laws that affect them as employees or small business owners. **(Su)**

BUS 123 - Principles of Insurance

3 credits (PREREQUISITE: NONE)

This course is designed to provide students with a solid foundation in the principles of insurance, especially property and casualty coverage. Students will learn about insurance regulation, general insurance concepts, property and casualty insurance basics, dwelling and homeowners policies, auto insurance, commercial package policies, business-owners coverage, workers' compensation insurance, and other surplus and excess lines of coverage. Successful understanding of the above topics will prepare students to sit for the state licensure examination in property/casualty insurance. The course will also delve into general principles of life and health insurance. **(F, Sp)**

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 a 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 132 - Budgeting and Planning

3 credits (PREREQUISITES: C- OR BETTER IN ACC 101 or ACC 110; CAP 110)

This course will provide an understanding of the budgeting process. Students will create a master budget and Pro Forma Financial Statements. Students will perform Horizontal and Vertical Analysis of these statements, interpret results and determine master budget variances. This course will include budget set-up and forecasting, and using budgeted financial statements to plan for analysis. Students will also develop flexible budgets and determine which variances require investigation using management by exception. The importance of budgeting as a planning and decision making tool will also be stressed in this course. **(F, Sp)**

BUS 135 - Customer Relations in a Multi-cultural 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. **MC (F, Sp)**

BUS 142 - Introduction to Property Management

3 credits (PREREQUISITE: NONE)

This course provides a foundation in property management services and an exploration of investing in real estate. Students learn the process of developing a real estate/property management company which includes the duties of evaluating properties for investment; marketing properties; selecting tenants; contracting with owners, vetting tenants and vendors. Additionally, the role of a property manager's responsibilities and day-to-day duties are developed, which includes a knowledge of environmental and hazardous substance risks; the servicing and maintenance of properties; property accounting/bookkeeping and risk mitigation pertaining to property management. Students develop an understanding of fair housing and civil rights laws concerning property. **(F)**

BUS 146 - Green Technologies in Real Estate

3 credits (PREREQUISITE: BUS 142 or DEPARTMENTAL PERMISSION)

This course provides a foundation in facility and property management technologies with a concentration on the latest building techniques and products such as geo-thermal heating, HVAC, and solar. Students develop a knowledge of increasing energy and water efficiency, zero energy buildings; waste reduction strategies as well as demolition and waste requirements. Assessment of costs and return on investment of these technologies is stressed. Students become familiar with government regulations and other related technologies to inform the student of options

in the development and maintenance of properties with an eco-friendly focus. **(F)**

BUS 150 - Small Business and Entrepreneurship

3 credits (PREREQUISITE: NONE)

This course will provide an introduction to exploring fundamental business principles with an emphasis on a practical approach to the entrepreneurial process and the skills for starting a small business. The course will include studying ethics, the global environment, forms of business ownership, starting a small business, an entrepreneur's acquisition of capital, small business management, networking, and managing financial resources. The course further explores issues with franchising and other business opportunities. **(F, Sp)**

BUS 205 - Employment Law and Benefits

3 credits (PREREQUISITE: NONE)

Students will learn the basics of employment law, compensation and benefits, so as to avoid potential pitfalls and grow their organizations by hiring, evaluating, and compensating employees effectively. This course focuses on two key areas. Students will first assimilate all necessary information about employees and their benefits including taxes, discrimination issues, unionization, and workplace safety. Students will also learn effective evaluation techniques and how to resolve issues before they escalate; in addition, students will learn the proper methods and procedures to terminate employees. Following employment laws at both the federal and state levels is also emphasized in this course. **(F, Sp)**

BUS 210 - Business Planning and Development

3 credits (PREREQUISITE: BUS 101, or BUS 107)

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)**

ACC 101 - Principles of Accounting I

3 credits (PREREQUISITE: MATH 098; CAP 110)

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)**

BUS 212 - Grant Writing**3 credits** (PREREQUISITE: ENG 101)

This course is 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. Study in this course includes common grant applications, letters of inquiry, introductory letters, written contracts, formal reports and common correspondence. Students will learn how to search for grant availability and then develop an original grant application for a project or organization of their choice. (Cross-referenced to ENG 212). **WR (F, Sp, Su)**

BUS 215 - Marketing**3 credits** (PREREQUISITE: NONE)

This course examines marketing principles, strategies, and methods practiced by modern businesses and organizations including product/service 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 role of ethics, corporate social responsibility, and public policy that are intrinsic to marketing efforts will also be explored. **(F, Sp, Su)**

BUS 218 - Event Management**3 credits** (PREREQUISITE: NONE)

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 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: NONE)

This advanced course will examine strategies for staffing the workplace. Students will study human resource processes used to recruit and retain a workforce that will enable an organization to meet its business objectives. The process of on-boarding through assessment of performance and then to career development are examined in light of the strategic staffing requirements of an organization. Specific duties of developing job descriptions from job analysis, forecasting and managing work flow are emphasized. **(S, Su)**

BUS 240 - Current Topics in Management**3 credits** (PREREQUISITE: NONE)

In this course, students will research, discuss, and analyze current trends and issues in management. A seminar in design, students will explore such contemporary topics as the role of leadership and management in organizations, work place bullying, and discrimination in the work place. Other "hot" topics include corporate social responsibility, pay equity and work-life balance. **(F, Sp, Su)**

BUS 242 - Financing Principles of Property**3 credits** (PREREQUISITES: BUS 142)

This course explores a variety of financing techniques concerning the acquisition or disposal of personal and commercial real estate. Students develop a working knowledge of primary and secondary mortgage markets and review loan programs. Consideration is also given to the various costs involved in property financing, including tax and insurance structures, and closing costs, document and process fees. Federal and state financing legislation is explored. The duties of the mortgagor are included as are strategies for avoiding the default of a mortgage. Maintaining relevant financial documents for business and tax purposes is also featured. **(F, Su)**

BUS 246 - Principles and Practice of Real Estate**3 credits** (PREREQUISITE: BUS 142 or DEPARTMENTAL PERMISSION)

This course provides the student with all the skills necessary to buy and sell properties within the state and industry specific guidelines. Students will understand various principles of real estate such as real property, home ownership, agency, brokerage, buyer representation, interests, ownership and liens. Students will examine legal descriptions of properties and property titles; and differentiate among contracts, titles and leases. Students further learn to evaluate the quality of assessments and appraisals. Laws pertaining to fair housing and environmental issues are explored. Successful completion of this course prepares students to sit for state licensure as a real estate agent if that credential is desired. **(F, Su)**

BUS 250 - International Business**3 credits** (PREREQUISITE: BUS 101, or BUS 107)

This course provides the theory and practice of international business including such topics as the global market place, the role of culture, ethics and corporate social responsibility in international business. The course stresses the study of national trade policies, international monetary systems, managing international business and international marketing and operations management. Students learn to access the global market for their small business enterprise. (Sp)

BUS 257 - Institutional Development and Fundraising**3 credits** (PREREQUISITE: BUS 107 or DEPARTMENTAL PERMISSION)

This course explores both the art and science of successful revenue-building through the development of charitable contributions, grants and sponsorships. It examines the best practices in building sustainable nonprofit organizations through smart development and fundraising. All facets of fundraising are addressed including the structuring of different types of gifts, endowments, capital giving campaigns, donor relations and special events. The processes for development are also examined including the use of technology and social networking to advance the sustainability of the organization. The management process of institutional development is also addressed along with the ethical implications of the profession. (F, Sp)

BUS 265 - Principles of Finance**3 credits** (PREREQUISITE/CO-REQUISITES: C- or better in ACC 1XX or ECN1XX)

The focus of this course is the fundamentals of sound financial management. Students will study the time value of money, risk/return analysis, cash flow management, the basics of capital budgeting, working capital management, financial forecasting, inventory management and basic financial ratios. (F, Sp)

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)

BUS 305 - E-Business**3 credits** (Prerequisites: BUS 101 and BUS 215)

This course explores the conduct of commercial business through the use of the internet and associated technological innovations, as well as the controversies

related to social constructs and business. This course helps students design e-commerce strategies based on models and concepts of contemporary e-commerce practices with an emphasis on business-to-business commerce and collaboration. It stresses the use of mobile devices and applications to extend and engage in electronic business transactions. Students develop the requisite skills to integrate e-business principle and practices into their business plans. (F, Sp)

BUS 310 - Targeted Marketing and Social Media**3 credits** (PREREQUISITE: BUS 101 or BUS 107 and ENG 101; OR DEPARTMENTAL PERMISSION)

This course covers important aspects of online marketing in the social media age with emphasis on developing targeted marketing strategies using social media. Topics will include: search engine optimization, online advertising, pay-per-click advertising, e-mail marketing strategies, mobile marketing, online reputation management, web public relations, web development, and how social media works. (F, Sp)

BUS 330 - Operations Management**3 credits** (PREREQUISITE/CO-REQUISITES: BUS 101 or BUS 107)

This course will lead the student through the concepts, principles, problems, and practices of operations management—an area of management focused on overseeing and designing business operations in the production of goods and services. Participants will examine best practices for the efficient use of resources to meet customer requirements and related activities including purchases, inventory control, quality control, storage, logistics and evaluation of the processes. Understanding the process that turns inputs (design, material and labor) into outputs (goods/services) is central to effective operations management. Participants will learn strategies for adding value to the process in consort with marketing activities. (F, Sp)

BUS 350 - Small Business Finance**3 credits** (PREREQUISITES: BUS 101 or BUS 107, BUS 265, ENG 101)

This course will cover the various debt and equity financing sources available for new and existing small business ventures. The day-to-day financial decisions of a small business and the development of a financial plan to acquire various financing instruments will be discussed. Avoiding common mistakes in attempting to acquire funds will also be covered. Additionally, various filing options, tax entity, federal and state tax laws and payroll tax requirements of the federal and state governments will be stressed in this course. Tax implications of managerial decisions will also be discussed. (F, Sp)

BUS 355 - Financial Management for Non-profit Institutions

3 credits (PREREQUISITES: BUS 101 or BUS 107, BUS 265, ENG 101)

This course will provide an overview of the skills required for financial planning and management of a nonprofit organization. Preparation and use of budgets and financial reports will be covered. Compliance with reporting requirements of government agencies and funding sources will also be addressed. Interpretation of financial reports and audit results will be discussed as well as how to safeguard assets, manage resources and ensure financial solvency with adequate cash flow. (F, Sp)

BUS 410 - Theory and Practice of Business Research

3 credits (PREREQUISITES: BUS 101 or BUS 107, STAT 167 or Equivalent, ENG 101)

This course brings the student through the research process as it applies to business. Participants learn the process of research in anticipation of entering the business arena or in preparation for advanced degree work. They explore the various research approaches and the review of existing literature. The foundations of research, from data collection to the measurement process and design, help students understand the factors behind business trends and conceptualize new possibilities for future trends and practices through the analysis of data. Reporting of research findings is also critical in the research process.

RE (F, Sp)

BUS 430 - Small Business in a Global Environment

3 credits (PREREQUISITES: BUS 101 or BUS 107, ENG 101)

This course explores the impact of economic issues of global significance on the small business economy. Students will examine financial events and trends in the U.S. national economy and in the local economy as they pertain to small business. Small business connections to the global economy are explored through the management of international supply-chain processes and how small business networks sell in the global market. Additionally, students will study how small businesses engage in the emerging markets as they adapt to the appropriate customs when doing business with an international client base. Legal, political, and economic issues related to conducting business across national boundaries will be stressed. (F, Sp)

BUS 435 - Auditing Procedures for Managers

3 credits (PREREQUISITES: BUS 101 or BUS 107, ACC 1XX, BUS 265)

This course will introduce auditing practices and procedures to management students. Policies and procedures will be analyzed to determine if they are in compliance with auditing standards. Focus of the course will be on the role of the auditing committee. Internal control, risk assessment, proper documentation and

assurance of proper accounting are discussed. Formerly known as Non-profit Auditing Procedures (F, Sp)

BUS 490 - Capstone: Strategic Planning

3 credits (PREREQUISITES: DEPARTMENTAL PERMISSION)

This is a capstone course in which students learn how business leaders formulate strategies for business that are global and dynamic. This course examines the process of developing vision for an organization and defining its goals in light of the organization's mission. Students examine the process of strategic planning for long-term viability of an organization and the dynamics that drive the strategic planning process. Essential to that process is developing a vision for an organization and defining its goals in light of the organization's mission. Therefore, in this course, students will understand the role each organizational member plays in developing and executing a strategic plan. Developing critical, research-based, decision-making skills, as integral to the strategic planning process, is also a focal element of this course. (Cross-referenced to OS 450) **RE (F, Sp)**

CAP 110 - Computer Applications

3 credits (PREREQUISITE: NONE)

This course is designed to enhance student knowledge, usage and skills with computers and Microsoft Office software. This includes creating documents in Word, spreadsheets and charts in Excel, e-mail functions in Outlook and presentations in PowerPoint. Students will also learn about the world-wide web, Internet usage and the effects of social media on society. **CL (F, Sp, Su)**

CHEM 100 - Introduction to Chemistry

3 credits (PREREQUISITE: Successful completion of foundational Math and English)

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. **SCI (Su)**

CHEM 101 - Chemistry

4 credits (PREREQUISITE: Placement in or completion of ENG 101 and completion of MATH 125 or higher with a "C" or better)

This course is a survey study of chemistry. Emphasis is on the aspects of General, Organic, and Biological Chemistry. These concepts will include interactions of matter and energy, nuclear radiation, measurement, chemical reactions, solutions, gas laws, acid and bases, as well as general concepts of organic chemistry, and the four major organic compound groups essential for life (Lipids, Carbohydrates, Proteins, and Nucleic Acids). Laboratory

sessions are coordinated with the lectures and emphasize experimentation and application of the lecture content. **SCI (F, Sp, Su)**

CHEM 110 - General Chemistry I

4 credits (PREREQUISITES: Placement in or completion of ENG 101 and completion of MATH 125 or higher with a "C" or better)

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, gases and kinetic molecular theory, chemical thermodynamics and chemical equilibrium. **SCI (F)**

CHEM 111 - General Chemistry II

4 credits (PREREQUISITE: 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. **SCI (Sp)**

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 to 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) **WR (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. Issues 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. **(Sp)**

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: NONE)

This course offers an introduction to information systems used within the national security system. A framework is provided for understanding the needs, types, capabilities and applications of management information systems. An overview of existing security information systems is presented with implications for the future requirements. This course will provide an overview of computer crime and the procedures forensic computing specialists, law enforcement investigators, and prosecutors must invoke to prosecute computer criminals successfully. 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) **(F)**

CJS 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 HSM 131) **(Su)**

CJS 132 - Forensic Science

3 credits (PREREQUISITE: NONE)

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. **(F)**

CJS 135 - Forensic Photography

3 credits (PREREQUISITE: NONE)

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 be 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: NONE)

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

CJS 150 - Criminology

3 credits (PREREQUISITE: NONE)

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. **(F)**

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 101)

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 101)

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. **(F)**

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) **(Sp)**

CJS 231 - Information System Threats/Attacks/Defense

3 credits (PREREQUISITE: CJS/HSM 130 OR DEPARTMENTAL PERMISSION)

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) **(Su)**

CJS 232 - Computer Crime Forensics and Investigative Procedures

3 credits (PREREQUISITE: CJS 130 OR DEPARTMENTAL PERMISSION)

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 - Principles of Personal and Physical Security

3 credits (PREREQUISITE: NONE)

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) **(Sp)**

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

3 credits (PREREQUISITE: CJS 101)

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. **(F)**

CJS 243 - Juvenile Justice in America

3 credits (PREREQUISITE: CJS 101)

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. **(Sp)**

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 101)

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. **(By Arrangement)**

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)

This course is designed to develop public speaking and listening skills so that students may become more effective communicators. Students will learn research techniques and how to organize, deliver, and adapt their message to an audience. They prepare and deliver several major speeches. Students also apply interviewing and group discussion techniques. **COM (F, Sp, Su)**

COM 105 - Interpersonal Communications

3 credits (PREREQUISITE: NONE)

This course introduces students to effective communications in work settings. Topics include communicating in one-on-one conversations; participating in and leading meetings; creating e-mail, phone, social media, and written communications; making presentations; and resolving conflicts. Students learn how to be active listeners, interpret body language, tailor communications to different audiences, and other skills. **COM (F, Sp, Su)**

DHP 102 - Periodontology

3 credits (PREREQUISITES: DHP 104, DHP 105, DHP 110, DHP 202; COREQUISITE: DHP 120)

Emphasis on the study of normal and diseased periodontium, from client assessment, etiology and pathology to therapeutic treatment. This course provides fundamental information of periodontal anatomy, immunology and pathogenesis of the periodontal diseases, and an introduction to modern rational periodontal therapy, including preventive, nonsurgical, and surgical methods. **(Sp)**

DHP 103 - Dental Materials

3 credits (PREREQUISITES: DHP 104, DHP 105, DHP 110/120, DHP 202; COREQUISITE: DHP 106)

This course is the study of dental materials used in the dental office and their relationship to the oral environment.

The student will be introduced to the terminology, properties, and proper techniques of managing and selecting dental materials. This course incorporates a laboratory component to include hands-on laboratory experiences understanding of the physical and chemical properties of materials. **(Su)**

DHP 104 - Head and Neck Anatomy and Embryology
4 credits (PREREQUISITE: Admission to Dental Hygiene Program; COREQUISITE: DHP 105)

This course is the study of anatomic structures of the head and neck region, including embryological and histological foundations of each of the structures. Additionally, this course covers tooth anatomy and development. **(Su)**

DHP 105 - Radiology

3 credits (PREREQUISITE: Admission to Dental Hygiene Program; COREQUISITE: DHP 104)

Dental Radiology lectures along with the laboratory experience will focus on the introduction and development of technical skills in exposing, processing and mounting digital and film radiographs. Students will develop and perfect intra- and extra-oral exposure techniques, working with dental manikins. Based on the scope of practice, the student will utilize critical thinking and evidenced-based decision making skills that will guide them through dental hygiene care. This course is designed to include a major online component. Assignments, lectures, practice tests, simulations, and discussion will be held online. Time spent in laboratory will be on practice, in-class discussion, knowledge evaluation and group work. **(Su)**

DHP 106 - Pharmacology and Pain Management

4 credits (PREREQUISITES: DHP 104, DHP 110/120; COREQUISITE: DHP 103)

The pharmacology segment of this course will provide the student with basic pharmacology knowledge as it pertains to the practice of dental hygiene. The course will guide students to effectively communicate with patients, dentist and other medical professionals regarding medications commonly used in a dental office or medications frequently taken by patients. The pain management segment of this course will provide students with the academic and practical aspects of administration of pain control techniques and local anesthesia. The students will understand the general principles and the indications for administering anesthesia. The laboratory section will expose students to the application of pain management and anxiety for dental patients. **(Su)**

DHP 110 - Principles of Dental Hygiene I

4 credits (PREREQUISITES: DHP 104, DHP 105; COREQUISITE: DHP 202)

The Principles of Dental Hygiene lectures along with laboratory experience will focus on dental hygiene theory and practice that will provide the student with the necessary knowledge to develop a patient-centered process of care. Students will be able to assess, and

diagnose a patient's oral and dental status, then plan, implement and evaluate an appropriate treatment strategy. Based on the scope of practice, the student will utilize critical thinking and evidenced-based decision making skills that will guide them through dental hygiene care. This course is designed to include a major online component. Assignments, lectures, practice tests, simulations, and discussion will be held online. Time spent in laboratory will be on instrumentation practice, in-class discussion, and group work. The laboratory sessions of this course will consist of exercises that coordinate with the reading assignments and lectures. The students will first be introduced to the exercises by the faculty members demonstrating the processes and discussing the purposes for the steps to be followed during the exercises. The students will then practice the exercises until a lab practical examination is given to test the student's proficiency and level of competence. It is suggested that each student use the practice time wisely as the course faculty members will be available during that time for guidance and assistance. The practical examinations will be given randomly. **(F)**

DHP 113 - General and Oral Pathology

3 credits (PREREQUISITES: DHP 102, DHP 103, DHP 104, DHP 105, DHP 106, DHP 110/120, DHP 202; COREQUISITE: DHP 210, DHP 201)

This course will study the fundamentals of the disease process in the human body, underlining the oral cavity and surrounding areas, and analyzing the aspects of prevention, recognition, and treatment; including the causes of inflammation and healing, developmental disturbances; pathology of dental cavities, dental and oral abnormalities; and oral injuries. Premalignant lesions and their differences from common benign conditions are emphasized. **(F)**

DHP 120 - Principles of Dental Hygiene II

4 credits (PREREQUISITES: DHP 104, DHP 105, DHP 110, DHP 202; COREQUISITE: DHP 102)

The Principles of Dental Hygiene II lectures along with clinic experience continues to focus on dental hygiene theory and practice that will provide the student with the necessary knowledge to develop a patient-centered process of care. Students will be able to assess, and identify patients' oral and dental status, followed by developing a treatment plan, implementing treatment and evaluate results. Based on the scope of practice, the student will utilize critical thinking and evidenced-based decision making skills that will guide them through dental hygiene care. Skills introduced in DHP I will be reinforced. Discussion about calculus, dental stains, stain removal, dental charting and the dental hygiene care plan will also be discussed as they relate to patient care and dental hygiene treatment planning. Instruction in periodontal debridement/scaling instruments continues to improve instrumentation skills. Topics will include, but are not limited to, periodontal

conditions and therapy, advanced instrumentation techniques, dental implants and treatment to special needs patients, the dental hygiene process of care and treatment planning and patient management, sharps stick protocols, OSHA and CDC guidelines and emergencies. This course is designed to include a major online component. Assignments, lectures, practice tests, simulations, and discussion will be held online. Time spent in clinic will be on instrumentation practice and patient care. The clinic sessions of this course will consist of exercises that coordinate with the reading assignments and lectures. **(Sp)**

DHP 200 - Dental Hygiene Seminar

1 credit (PREREQUISITES: DHP 102, DHP 103, DHP 104, DHP 105, DHP 106, DHP 110/120/210, DHP 113, DHP 201, DHP 202; COREQUISITE: DHP 220)

The course is designed to assist the dental hygiene student in preparation for their dental hygiene boards. The course will help student to become familiar with the format used in the National Board Examination. Students also will have the opportunity to supplement and review their existing knowledge acquired throughout the academic curriculum. A portion of the course will be dedicated simulated National Board Examination. Included is a comprehensive, on-demand module on test-taking strategies and methods to further develop and enhance dental hygiene critical thinking skills. **(Sp)**

DHP 201 - Community and Public Health Dentistry

4 credits (PREREQUISITES: DHP 110/120/210; COREQUISITE: DHP 220, DHP 113)

Introduction to the concepts of public health and issues in healthcare delivery, with emphasis on access to dental care and the role of the dental hygienist in the promotion of oral health, as well as, prevention of dental diseases in the community. Students are introduced to the principles of research methodology and biostatistics, epidemiological indices, population needs, and community health planning methods for dental education of the public. Through this course, students will acquire knowledge, attitudes, skills and behaviors necessary for the promotion of dental health and prevention of disease through community-based dental health programs. The student will have the opportunity to interact with a diversified community performing preventive dental services. **(F)**

DHP 202 - Nutrition

3 credits (PREREQUISITE: Admission to Dental Hygiene Program; COREQUISITE: DHP 110)

Fundamentals of nutrition with an emphasis on the relationship of diet and dental health combined with Lipids, Carbohydrates, Proteins, and Nucleic Acids. The application of this knowledge is in the form of nutritional counseling of patients who wish to prevent or control nutritionally-related oral health problems. **(F)**

DHP 210 - Principles of Dental Hygiene III

5 credits (PREREQUISITES: DHP 102, DHP 103, DHP 105, DHP 106, DHP 110/120, DHP 202; COREQUISITE: DHP 113, DHP 201)

Principles of Dental Hygiene III will enhance clinical techniques and skills, technology and current procedural practices of the dental hygienist with emphasis on self-evaluation, excellence and quality assurance. Students will also gain knowledge about ethics in the professional clinical setting. This course continues clinical development skills necessary to perform dental hygiene care including the principles learned in DHP110 and DHP 120 course work. Implementation of case studies will provide insights into the complex issues of patient care and to stimulate critical thinking. This course is designed to include a major online component. Assignments, lectures, practice tests, simulations, and discussion will be held online. Time spent in clinic will be dedicated to patient care. **(F)**

DHP 220 - Principles of Dental Hygiene IV

5 credits (PREREQUISITES: DHP 102, DHP 103, DHP 104, DHP 105, DHP 106, DHP 110/120/210, DHP 113, DHP 201, DHP 202; COREQUISITE: DHP 200)

This course permits refinement of clinical techniques and skills, technology and current procedural practices of the dental hygienist with emphasis on self-evaluation, excellence and quality assurance. Students will also gain knowledge about ethics in the professional clinical setting. This course continues clinical development skills necessary to perform dental hygiene care including the principles learned in previous course work. Emphasis is placed on case studies to provide insights into the complex issues of patient care and to stimulate critical thinking. This course is designed to include a major online component. Assignments, lectures, practice tests, simulations, and discussion will be held online. Time spent in clinic will be dedicated to patient care. **(Sp)**

ECE 101 - Introduction to Early Childhood Education

3 credits (PREREQUISITE: Successful completion of ENG 099 & MATH 099 or equivalent or CO-REQUISITE ENG 099 & MATH 099)

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 the 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. This course requires an observation in an early childhood environment in order to complete assignments. **(F)**

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

3 credits (PREREQUISITE: Successful completion of ENG 099 & MATH 099 or equivalent or CO-REQUISITE ENG 099 & MATH 099)

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. This course requires an observation in an early childhood environment in order to complete assignments. **(Sp)**

ECE 110 - Creativity and the Young Child

3 credits (PREREQUISITE: NONE)

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. This course requires an observation in an early childhood environment in order to complete assignments. **(F)**

ECE 120 - Math and Science for Young Children

3 credits (PREREQUISITE: NONE)

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. This course requires an observation in an early childhood environment in order to complete assignments. **(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. Not open to students who have completed ECE 210.

(F)

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. **(S)**

ECE 201 - The Exceptional Child and Learner

3 credits (PREREQUISITE: NONE)

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. Not open to students who have completed EDU 121. This course requires an observation in an early

childhood environment in order to complete assignments. (F)

ECE 210 - Observation and Assessment in the Early Childhood Classroom

3 credits (PREREQUISITE: NONE)

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: NONE)

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. This course requires an observation in an early childhood environment in order to complete assignments.

MC (Su)

ECE 221 - Social and Emotional Development in Young Children

3 credits (PREREQUISITE: NONE)

This course is designed for students to gain knowledge and understanding of social-emotional development in young children from birth-age 8. Students will explore attachment theory as it relates to children's development and examine how children develop socially throughout early childhood. Using the lens of the Connecticut Early Learning Development and Standards, creating supportive environments, building relationships, facilitating transitions, and identifying children's feelings will be examined during this course. This course requires an observation in an early childhood environment in order to complete assignments. (Su)

ECE 231 - Early Language and Literacy Development

3 credits (PREREQUISITE: NONE)

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 using the lens of the Connecticut Early Learning Development and Standards. This course requires an observation in an early childhood environment in order to complete assignments (F)

ECE 251 - Student Teaching I

3 credits (PREREQUISITE: DEPARTMENTAL PERMISSION and minimum CGPA of 2.0)

Students will participate in 113 hours of training at an approved early childhood site. Students will work closely with the mentoring teacher and assume appropriate responsibilities within the classroom. IN addition to the 113-hour classroom experience, students are required to attend a 3-hour per week seminar. (F)

ECE 252 - Student Teaching II

3 credits (PREREQUISITE: Students must successfully complete ECE 251 with a C or better)

Student Teaching II is an extension of student Teaching I. In this course, students will work to complete their 112 hours of student teaching at their approved site. A student teaching experience is defined as direct involvement in a non-college classroom setting, sponsored by an institution of higher education, and jointly and cooperatively supervised agency and college personnel. Students will work closely with the mentoring teacher and assume appropriate responsibilities. In addition to the 112-hour training, students are required to attend a 3-hour weekly seminar. The completion of 112 hours and attendance at the seminars are required in order for successful completion of this course. (Sp)

ECE 302 - Infant and Toddler Growth and Development

3 credits (PREREQUISITE: PSY 115)

This course is an in-depth study of the growth and development of young children 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 learn about various approaches to working with infants and toddlers such as the R.I.E. approach and responsive caregiving. This course will also focus the many ways in which to connect with the families of our youngest children. Students will examine the findings of current brain research that impact the work with infants and toddlers. (Cross-referenced to PSY 302) (F)

ECE 303 - Infant and Toddler Methods and Techniques

3 credits (PREREQUISITE: ECE 302)

This course is designed to provide students with a solid theoretical foundation of infant and toddler development along with a practical application component for program and curriculum planning. Students will discuss typical and

atypical development and plan for inclusive environments. Family involvement is vital to the quality of an infant toddler program and this course will provide students with ways in which to incorporate families into their programs. The ability to qualitatively observe very young children and gain valuable knowledge from observations is an important aspect of working with infants and toddlers. Thus, students will have extensive exposure to the observation process as well as to how to turn observations into curriculum and program planning. **(Sp)**

ECE 304 - Infant and Toddler Assessment

4 credits (Prerequisite/Co-requisites: ECE 302 and ECE 303)

This course is designed for students to examine closely the development of infants and toddlers and to gain the ability to observe and assess infants and toddlers using a variety of methods. Students will use various screening and developmental tools (standardized, criterion-referenced and qualitative), in order to assess children's developmental levels and determine needs. Students will need to work with typically and atypically developing infants and toddlers in order to complete this course. Fieldwork sites will be provided by the program. Students should plan to spend approximately 15 hours throughout the semester in a classroom with infants and toddlers. **(Su)**

ECE 315 - Family-School-Community Partnerships

3 credits (PREREQUISITE: DEPARTMENTAL PERMISSION)

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. Topics in social studies will be explored as students have opportunities to discuss the importance of involving community partners, culture and diversity in the school system. Major theorists will be studied. This course also includes a 20-hour community volunteer project of the student's choice. This course is designed to meet the Connecticut Director's Credential Category of Family/Community Partnerships. (Cross-referenced to SOC 315) **(F)**

ECE 320 - Technology and Education

3 credits (PREREQUISITE: DEPARTMENTAL PERMISSION)

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). Students should have access to Microsoft Office and Media Player to be successful in this course. **(Sp)**

ECE 330 - Teaching Social Studies in Early Childhood

3 credits (PREREQUISITE: 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. This course requires an observation in an early childhood environment in order to complete assignments. **(Sp)**

ECE 340 - Exceptional Child II

3 credits (PREREQUISITE: ECE 201)

This course is designed to promote child development and learning by familiarizing students with the characteristics and needs of all exceptional learners. A continual introduction of terms and concepts within a more narrowly defined topic area with discussions of videos, case studies, and presentations of the review of related literature pertaining to exceptional children will be engaged. These activities will add to the emergence of terms and concepts associated with special education. The concept of Inclusion as a means of educating students with special needs will be deeply discussed and students will become familiar with the historical events and social reform that laid the background for this method of instruction. Students will have opportunities to ponder opposing viewpoints on special education issues. Students will investigate the use of drugs as a means of curbing inappropriate conduct of students with special needs and 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. (Cross-referenced to PSY 340) **(F)**

ECE 350 - 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. The course utilizes national standards (NAEYC Program Standards and Accreditation Criteria) and the NAEYC Code of Ethical Conduct as the underlying framework for the best practice in the administrative realm. This course will explain and discuss the role of the administrator in private, public, and federally-funded schools. It will address various program philosophies, comprehensive programs, methods of managing staff and program, regulations, facilities, and developing family and community partnerships. This course is designed to meet the requirement for the Connecticut Director's Credential as the introductory survey course. **(Su)**

ECE 370 - Leadership in Early Education

3 credits (PREREQUISITE: DEPARTMENTAL PERMISSION)

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. This course is designed to meet the Connecticut Director's Credential Category of Leadership **(F)**

ECE 402 - Children's Literature

3 credits (PREREQUISITE: ECE 101 & ECE 231)

This course is designed to acquaint students with the variety of literature available 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. This course requires a 5-hour volunteer experience. **(F)**

ECE 406 - Advanced Curriculum Planning

3 credits (PREREQUISITE: DEPARTMENTAL PERMISSION only)

This course is designed for those students who have a high interest in curriculum planning. This course concentrates on individualizing curriculum to meet the needs of all children in the classroom and on building a holistic and creative curriculum using the CT State Common Core expectations for young children, the CT Early Learning Development and Standards. Students will explore methods of curriculum planning while focusing on the Reggio Emilia approach to young children's learning. The course is designed for students to develop an in-depth comprehension of the Cycle of Intentional Teaching and to be able to do so in a variety of early learning settings. Connecting environments with curriculum and providing evidence of their relationship to each other will be a primary focus in this course. **(Su)**

ECE 410 - Education Research

3 credits (PREREQUISITE: NONE)

This course concentrates on the details of social science research methods. 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 previous courses. **RE (F)**

ECE 411 - Action Research Project

3 credits (PREREQUISITE: ECE 410 - must have received a C- or better)

This course concentrates on the details of social science research methods and is a continuation of Educational Research (ECE 410). It is designed to guide students through a step-by-step approach of action research using qualitative, comparative, and quantitative research designs and analysis methods. Students, having learned the language of research, various methods for conducting research and how to identify and synthesize research literature from Educational Research (ECE 410), will conduct a SHORT action research project during this course. Students will carry out a SHORT action research project completing a research question and justification, literature review, methods and findings/recommendations sections. Additionally, students will propose their research topic to the college's Internal Review Board (IRB). This course will build on concepts covered in Educational Research (ECE 410) as well as from other previous course work. **RE (Sp)**

ECE 430 - Ethical Trends and Issues in Early Education

3 credits (PREREQUISITE: DEPARTMENTAL PERMISSION)

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. **E/P (Su)**

ECE 450 - Child Study Capstone

6 credits (PREREQUISITE: DEPARTMENTAL PERMISSION)

This course is designed to give students hands-on learning experiences in the field or in performing action research, at the culmination of their bachelor degree. Students will examine issues in education and advocacy during the seminar as well as share their experiences and insight. Students will use reflective practice and critical-thinking techniques in this course by reflecting on readings as well as in formal debates on current issues in education. Students will have the opportunity to choose the type of

final project they would like to engage in based upon their career interests. **(Sp)**

ECN 101 - Macroeconomics

3 credits (PREREQUISITES: *MATH 098 or equivalent*)

This course covers a broad range of macro-economic 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: *MATH 098 or equivalent*)

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)**

ECN 110 - Principles of Economics

3 credits (PREREQUISITES: *MATH 098 or equivalent*)

This course provides an introduction to macroeconomic and microeconomic fundamental principles. Supply and demand, market equilibrium, scarcity and choice, factors of production, unemployment and inflation, gross domestic product and its relationship to business cycles will be covered. Price ceilings, price floors, costs and profit maximization and market structures will also be stressed. Students will understand the influence of economic principles on the domestic and global business environment. **G/US G/W (F, Sp)**

ECN 285 - Managerial Economics

3 credits (PREREQUISITE/CO-REQUISITES: *BUS 101 or BUS 107; ECN 110*)

This course covers the study of managerial decision-making using tools and principles of economic analysis. Topics such as production and cost, market structure, profit maximization, forecasting techniques, consumer behavior, and business behavior will be stressed. Students will be expected to apply managerial economic principles in a course project. Formerly known as BUS 285 **(F, 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** (COREQUISITE: 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 - Foundations for College Reading and Writing**0 credits** (PREREQUISITE: PLACEMENT EVALUATION SCORE)

This course is designed to enhance students' competence in reading, writing, listening, and speaking in preparation for college-level assignments. Emphasis is on developing the cognitive strategies applicable to reading and writing as interactive processes. Students analyze a variety of readings through class discussions and written responses that focus on reading comprehension as well as on accurate sentence, paragraph and essay structure. The goal of this course is to provide enriched opportunities to improve reading comprehension, vocabulary, and fundamental writing skills. Note: Students must complete the GAP program by demonstrating competency by passing the final exam and earning an overall grade of C to move into ENG 089. GAP Students Only. **(F, Sp, Su)**

ENG 089 - Introduction to College Reading and Writing**0 credits** (PREREQUISITE: PLACEMENT EVALUATION OR "C" OR BETTER IN ENG 088)

This course is designed to enhance students' competence in reading, writing, listening, and speaking in preparation for college-level assignments. Emphasis is on applying cognitive strategies to the reading process as students analyze a variety of readings and rhetorical patterns through class discussions and written responses. Students utilize the writing process to develop accurate sentence,

paragraph and essay structures in response to readings and assigned rhetorical patterns. The goal of this course is to engage students in developing analytical and interpretive reading and writing skills and mastering grammar, mechanical, and syntactical concepts of writing. **(F, Sp, Su)**

ENG 099 - Reading/Writing Connection

0 credits (PREREQUISITE: PLACEMENT EVALUATION OR "C" OR BETTER IN ENG 089)

This course builds on students' previous reading and writing practices through completion of critically reflective reading and writing assignments. Through this sequence, students develop multiple ways of interpreting texts, critically connecting ideas from one text to others as well as to their own experiences. The course focuses on the writing and editing process needed to shape the meaning of a text in order to meet readers' expectations and to enhance students' fluency with academic writing conventions. Varied reading samples are used for class discussion and written responses. Note: Students must earn a grade of C or better to take ENG 101. **(F, Sp, Su)**

ENG 101 - English Composition

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

This course is designed to develop effective collegiate writing competencies. Students develop deeper understanding of the stages of the writing process, including generating, revising, proofreading, and editing essays. Using a collaborative approach, students will produce essays in various genres with emphasis on rhetorical effectiveness, focusing on organization, thesis, purpose, and audience awareness. The course emphasizes academic inquiry through focused research, including retrieving, interpreting, and synthesizing sources effectively and ethically. **WR (F, Sp, Su)**

ENG 102 - Composition and Literature

3 credits (PREREQUISITE: ENG 101)

This course provides additional composition skill-building. Students are required to write extensively on topics related to various genres of 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. **WR (F, Sp, Su)**

ENG 103 - Writing a Life: Biographies and Personal Narratives

3 credits (PREREQUISITE: ENG 101)

Biographies, autobiographies, diaries, and personal narratives are all ways of telling the narrative of a life. In this course, students will examine how writers take a life lived and turn it into a story. They will read biographies, autobiographies, and biographical narratives. The focus will be on reading widely and on intense engagement with the texts. Students will have the opportunity to create book

lists, book talks, and/or web pages to explore their interpretations of biographical materials. **WR (Sp,Su)**

ENG 104 - News Writing

3 credits (PREREQUISITE: ENG 101)

This course introduces students to news gathering and writing. Topics of exploration include collecting research, conducting interviews, news format, and ethics. Students learn elements of print and online reporting. **WR (F)**

ENG 106 - Composition and Medical Literature

3 credits (PREREQUISITE: C or better in ENG 101)

This course focuses on the development of writing skills for the healthcare professional, emphasizing writing as an academic skill necessary to prepare students for entering the healthcare field. The course contains a particular focus on cultivating empathy and developing cross-cultural sensitivity in healthcare environments. In order to prepare students for successful written communication in their chosen field, students will learn to write in a way that targets specific audience members, such as the patient, family members of the patient and fellow healthcare professionals. The course also emphasizes questions and responses that stimulate thought, examine ethics, relate the material to broader universal issues, and necessitate critical interpretation. Students will be required to compile, organize, and logically present scientific and health information in research paper format, using citation and references. In addition, students will be expected to read literature related to healthcare issues and respond in journal and essay format. **WR (F, Sp)**

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

ENG 201 - Introduction to Literature

3 credits (PREREQUISITE: ENG 101)

This course provides students with a broad overview of literary genres, history, and analysis. Students will read, discuss and write about stories, poems, and plays. They will develop strategies for reading with optimal comprehension and will also probe more deeply into the themes, symbols, and other forms of significance that can be found in rich and complex texts by such authors as Shakespeare, Poe, Dickinson, Faulkner, and Morrison. **CU (Sp)**

ENG 212 - Grant Writing**3 credits** (PREREQUISITE: ENG 101)

This course is 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. The course includes common grant applications, letters of inquiry, introductory letters, written contracts, formal reports and common correspondence. (Cross-referenced to BUS 212). **WR (F, Sp, Su)**

ENG 225 - Creative Writing**3 credits** (PREREQUISITE: ENG 101 & 3 additional credits in composition)

This course explores writing as a creative art. Students will practice techniques for stimulating creativity and expressing ideas in innovative, original, and personalized ways. The course incorporates peer review and self-assessment strategies and encourages students to apply creative thinking to a wide range of communication situations. Students will read, discuss, and write poetry, fiction, essays, and plays. **CU (Su)**

ENG 227 - Writing for Social Media**3 credits** (PREREQUISITES: NONE)

This course introduces students to the fundamentals of how to compose content for a variety of media platforms. Students will maintain and add content to a website of their own design, updating it with periodic blog entries, PowerPoint presentations, white papers and e-books, podcasts, videos, and other media. Students will study both the technical skills they will need to produce this media as well as strategies for writing effectively and professionally in electronic formats. **WR (F, Sp, Su)**

ENG 230 - American Literature I**3 credits** (PREREQUISITE: ENG 101 & 3 additional credits in composition)

This course 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. **CU (F)**

ENG 235 - American Literature II**3 credits** (PREREQUISITE: ENG 101 and 3 additional credits in composition)

This course introduces students to selected works of literature that represent major trends in American literature since the end of World War II. This course will help students understand the relationship between literature and life in contemporary America. **CU (Sp)**

ENG 240 - The American Short Story**3 credits** (PREREQUISITE: ENG 101 & 3 additional credits in composition)

In this course 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. **CU (F)**

ENG 245 - Contemporary American Poetry**3 credits** (PREREQUISITE: ENG 101 & 3 additional credits in composition)

This course provides an introduction to contemporary poetic voices and reviews the predecessors and progresses to our modern poets: Lowell, Plath, Wilbur, Ginsberg, Bishop, and Brooks. The course 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. Students will have discussions on the emergence of poetic movements such as the Beats, Language and Confessional Poetry, Feminism, Multiculturalism and Urban Poetry. **CU MC (Sp)**

ENG 250 - English Literature I**3 credits** (PREREQUISITE: ENG 101 & 3 additional credits in composition)

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

ENG 255 - English Literature II**3 credits** (PREREQUISITE: ENG 101 & 3 additional credits in composition)

This course 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 will be selected from a list of authors whose works have been recognized for their literary merit. **CU (Sp)**

ENG 260 - Stage, Screen and Television Drama**3 credits** (PREREQUISITE: ENG 101)

Dramatized scenarios play out around us all of the time. Because our culture avidly consumes plays, films, and scripted television shows, we rely on dramatic conventions in commercials, concerts, political demonstrations, and religious rituals. This course investigates these conventions through discussions of dramatic texts, including (but not limited to) plays, movies, and television shows. The course will provide students with an introduction to performance studies, media theory, and techniques of visual literacy, and will investigate various types of dramatic performance within a historical context. **CU (Su)**

ENG 265 - Caribbean Literature and Culture**3 credits** (PREREQUISITE: ENG 201, ENG 250, and ENG 255)

This course will explore the literature of the Caribbean from the nineteenth century to contemporary times. The course will focus on fiction and poetry of writers of the Diaspora and incorporate the history, politics, and culture that have helped shape the literature of the region. Themes addressed are: colonialism, language, migration/immigration, identity, and spirituality. **CU MC (Sp)**

ENG 300 - Advanced Composition**3 credits** (PREREQUISITE: ENG 101 & 3 additional credits in composition)

This course is designed to provide students with opportunities to develop their writing skills across a range of styles of professional and academic writing. Using a process approach to writing, students will develop, draft, and revise a variety of written assignments, including persuasive arguments, formal research essays, and critical evaluations. Students will cultivate an understanding of the manner in which writing clearly and confidently can enrich their personal, academic, and professional lives. **AW (F, Sp, Su)**

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

For hundreds of years, novels have played an important role in representing the diversity and complexity of modern civilization. In our dynamic and global contemporary world, the power of the novel to bring together different voices is more important than ever. In this course, students will read, analyze, and discuss representative novels from the twentieth and twenty-first centuries by authors such as Laura Esquivel, Khaled Hosseini, Kurt Vonnegut, and Toni Morrison. Course includes a research paper. **CU (F)**

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

This course 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. The focus will be on literary works from the Middle Ages to the nineteenth and twentieth centuries. Students will read, study and discuss the literary expressions throughout the ages including one of the longest surviving Old English epic poems, Beowulf, and selected works of Shakespeare, Goethe, Wordsworth, Beckett, Whitman, Dickens, Twain, and Faulkner. **CU (Sp)**

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

This course examines the extant tragedies of Aeschylus, Sophocles, and Euripides, and the world which frames

these works. Students will explore 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. The topics covered will consider the evolution and conventions of Greek drama and its influence on later literature, music, and film. (Cross-referenced with HUM 311) **CU MC (F)**

ENG 320 - Advanced Writing for Health Professionals**3 credits** (PREREQUISITE: ENG 101 & 3 additional credits in composition)

This intensive writing course focuses on the development of writing skills for the healthcare professional, emphasizing writing as a communication skill necessary in the healthcare field. This advanced writing course centers on writing based on reading, interpretation, and discussion of academic and literary texts from personal, literary, scientific, and technological sources. The course also emphasizes questions and responses that stimulate thought, relates the material to broader universal issues, and necessitates critical interpretation. As an advanced writing course, it demonstrates how reading and writing in standardized English assists in enriching one's life and includes vigorous review of grammar, mechanics, paraphrasing, essay structure and development of stylistic strategies and techniques often using group and collegial critiques. The course also includes compiling, organizing, and logically presenting scientific and health information in research paper format, using citation and references. In addition, students will be expected to read literature related to healthcare issues and respond in journal and essay format. **AW (F, Sp)**

ENG 325 - Advanced Writing for the Business Professional**3 credits** (PREREQUISITE: ENG 101 & 3 additional credits in composition)

This course is designed to improve the writing competence of the business student for management level communications. It will utilize rhetorical principles and strategies to help students shape their business writing and oral presentations ethically, for multiple audiences, in a variety of professional situations. There is an emphasis on applying these rhetorical tools to on-the-job communications and to the development and editing of documents appropriate to business. Students will examine major forms of business and industrial writing, including correspondence, memoranda, and reports, such as executive briefs and annual reports. **AW (F, Sp)**

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

Environmental science is a study of how we use and steward the ecological systems that support us. This introductory course provides an overview of physical and biological processes affecting the environment and

exploration of current environmental issues. Topics may include biomes and biodiversity, population and community ecology, conservation biology, water and air quality, solid and hazardous waste and environmental policy and sustainability. Weekly laboratory sessions are coordinated with lecture content. Occasional field trips will be required.

SCI (F, Sp, Su)

ENV 107 - Environmental Justice

3 credits (PREREQUISITE: NONE)

This course introduces students to environmental issues through the lens of the environmental justice (EJ) movement. Students will explore how the impact that exposure to environmental hazards impact has on an individual's health. Topics include air and water pollution, toxic chemicals, industrial waste, lead, mercury, and the effects of climate change. Access to or lack of affordable healthy food and safe places to engage in physical activity will also be discussed. These topics will be explored using a social, political and economic lens. Using a case study approach, students will examine and explore local, national and global EJ issues with particular emphasis on civil rights, equity, community assets and the active role of citizens in affecting positive changes. Field trips in the local community and action-oriented class projects will also provide students "hands-on" experiences with EJ issues.

(Su)

ENV 110 - Environmental Ethics

3 credits (PREREQUISITE: NONE)

This course examines diverse perspectives regarding values and environmental responsibility as well as the social factors 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. **CU E/P (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 local 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. **(Su)**

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. **(F)**

ENV 145 - Oceans and Human Health

3 credits (PREREQUISITE: NONE)

This course examines the interdisciplinary nature of relationships between the oceans and human health. Global climate change, Harmful Algal Blooms (HABs),

marine biopharmaceuticals, and the use of marine organisms as biomedical models will be some of the topics presented. Federal policies on oceans and human health will also be explored. Offered online. **(Sp)**

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 150 - Introduction to Sustainable Energy

3 credits (PREREQUISITE: NONE)

This introductory course provides information on global and national energy resources. The course explores the availability and consumption patterns of fossil fuels, nuclear fuels and alternative energy sources. The course will also investigate the topics such as electricity generation, transmission and distribution. Students will be introduced to concepts of transportation planning, sustainability and resource conservation as solutions to global challenges. **(Su)**

ENV 155 - Environmental Physics

3 credits (PREREQUISITES: MATH 130)

This course will introduce students to the application of core physics concepts related to energy and the environment, with special focus on: energy production, use and conversion; factors influencing the Earth's temperature; environmental monitoring techniques. The course should develop students' problem-solving abilities, provide practice in the applications of physics and help to develop a critical awareness of the wider context of aspects of science and technology. **(F)**

ENV 168 - Introduction to Geography

3 credits (PREREQUISITE: NONE)

This is an introductory course in geography. The course encourages students to investigate the relationships between people, places and their way of life. Students will explore the topics such as physical earth (oceans, rivers, landscapes, mountains and deserts etc.); cultural patterns, how people live in different parts of the world, what they eat and why, what resources are available in which parts of the world, religions, languages, political divisions, economic

activities and the interdependence of people. This course will make students aware of the physical world, maps, latitudes, longitudes and concepts of countries, city states and maritime boundaries. The course will also introduce various disciplines of geography such as human geography, physical, social, political and economic geography. **G/W MC (Su)**

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 220 - Geographic Information Systems (GIS)

3 credits (PREREQUISITES: CAP 110)

Students in this course will explore the concepts of geography including natural features, population distribution and cultural aspects. Concepts will be discussed using a global focus. Geographic patterns will be examined by introducing students to the theory and applications of GIS software. GIS facilitates the organization and analysis of spatial data for research and for resource management. Topics include geographical data input, storage, manipulation, maintenance, analysis and retrieval. Students will have the opportunity to experiment with existing natural resource databases using GIS applications to produce spatial distribution maps of selected natural resources. **(Sp)**

ENV 225 - Geology and River Geomorphology

3 credits (PREREQUISITE: ENV 130)

This course is designed to build a general understanding of the physical processes that shape the earth's crust such as core heat, plate tectonics, earthquakes, volcanoes, climatology, erosion and sedimentation including those processes that form and alter rivers and streams. We will examine formation of the varying types of geologic materials and structures and in particular the implications with respect to fluvial (river) geomorphology. The course examines the classic themes in fluvial geomorphology, including stream flow, river hydraulics, sediment transport and storage, channel shape and stability, riverine habitat and riparian vegetation, and stream corridor rehabilitation. This course coupled with a study of geography will provide students a global perspective on the interrelationship between the earth's physical processes and natural resources. **(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

3 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 234 - Site and Risk Assessment

3 credits (PREREQUISITE: NONE)

This course will survey the general principles and practices of environmental health risk assessment for chemicals in the environment and interactions with other factors continuing to human health risks. A variety of case studies will be used to demonstrate the basic methods and results of risk assessment, from hazard and dose-response assessment to uncertainty analysis and risk communication. **(F)**

ENV 235 - Remediation and Restoration

3 credits (PREREQUISITE: NONE)

Investigates pollution sources, fundamental principles of site assessment, and techniques, processes, and technologies commonly used to remediate and restore sites. This course also covers how to assess the environmental parameters of a given site, develop site remediation plans and review site remediation and restoration case studies. **(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. **(Su)**

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)**

ENV 310 - Environmental Public Policy, Theory and Practices

3 credits (PREREQUISITES: ENV 120)

This course presents an overview of major federal, state, and local environmental policy domains. Analyzes political, social, economic, and other forces influencing federal and

state public policy responses to land use, natural resources, pollution, and conservation dilemmas. **(Sp)**

ENV 315 - Geography and Rivers of the World
3 credits (PREREQUISITES: ENV 168)

Environmental geology encompasses natural science, social science and humanistic understandings of the Earth's environment from a global perspective. In this course we build on the study of physical and human geography undertaken in ENV 2XX and examine global differences in geology and geomorphology of river systems. Regional and global differences in geology and hydrology create variations in fluvial geomorphology with dramatically differing impacts on water availability, water quality, and aquatic resources. Collectively these factors directly influence human population distribution and relative well-being. Students will select a river system and explore in detail its geomorphology, natural resources and cultural implications. **(Su)**

ENV 320 - Environmental and Industry Toxicology
3 credits (PREREQUISITES: CHEM 110 & CHEM 111)

Presents an overview of information needed to assess the relationship between the environment, workplace and health. Topics include facets of industrial hygiene, air and water pollution, radiation monitoring, toxicology studies, clinical occupational medicine and biologic monitoring. **(Sp)**

ENV 325 - Land Use and Watershed Management
3 credits (PREREQUISITES: ENV 130)

The purpose of this course is to develop skills in watershed-based, economic and environmental problem-solving; to understand linkages between biological, physical, hydrologic and socio-economic processes; and to develop an interdisciplinary perspective in evaluating and managing watersheds as a system. Students will explore the public policies and practices of watershed planning by examining case studies in water supply, water quality, drought, floodplain, and stormwater management in the Connecticut River basin. The watershed management curriculum will utilize a multi-disciplinary approach involving the fields of geography, environmental science, geology, public policy, urban and regional land planning, geographic information systems (GIS). **(F)**

ENV 330 - Principles of Environmental Health
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. (Cross-referenced with HSC 330) **(F)**

ENV 410 - Methods in Research and Practice

3 credits (PREREQUISITE: ENG 101 and 3 additional credits in composition and STAT 167)

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. **RE (F)**

ENV 420 - Environmental Health Planning

3 credits (PREREQUISITES: NONE)

Study of strategic and operational planning methodologies employed by environmental health administrators, educators and planners involved with community environmental health agencies and programs. **(Sp)**

ENV 430 - Current Issues in River Conservation

3 credits (PREREQUISITES: ENV 130)

This course will explore current issues in river conservation technology with a focus on the Connecticut River and its role as a regional resource. Guest speakers will address present day problems managing water ways on a local, regional and global basis. Students will work in groups to research watershed management techniques. **(Sp)**

ENV 435 - Senior Seminar in River Conservation

3 credits (PREREQUISITES: ENV 130)

This is a senior level course based on interactive dialogue, research papers and seminars. Students will identify a particular area of interest related to the problems of water sustainability, resource protection, watershed development, as examples, to develop a problem statement. Students will then undertake literature-based research to develop and articulate our current understanding of the issue and the implications relative to public policy. Students will draw upon their class learnings and other experiences to identify the issue of interest to them, to prepare a research paper and to present the findings in a formal seminar setting to fellow students. **(Sp)**

ENV 460 - Capstone: Environmental Studies

3 credits (PREREQUISITES: ENVIRONMENTAL STUDIES BS DEGREE CORE)

The Capstone course is designed to provide graduating seniors with an opportunity to integrate the sum of their learning and acquired skills in a particular study area and to demonstrate they have achieved the goals established by Goodwin and their department. Seniors will work with their respective department advisors to develop a specific project that may take a variety of forms: senior research project and paper; portfolio; or multi-faceted project. Oral presentations to peers and faculty will be required. Students wishing to pursue graduate school may choose a

narrowly-defined topic consistent with their career aspirations. **(F, Sp, Su)**

FS 102 - Introduction to Family Studies

3 credits (PREREQUISITE/CO-REQUISITES: Successful completion of all foundational course work)

This course is an overview of the concepts relevant to family studies. The content includes the family life cycle under healthy circumstances, in addition to issues affecting family life and relationships, such as abuse. Traditional and non-traditional relationships are also covered. **(F)**

FS 251 - Family Studies Fieldwork

3 credits (PREREQUISITE/CO-REQUISITES: FS 102 and 30 Accumulated Credits and Minimum 2.3 Family Studies Cumulative G.P.A. (grade point average))

This course is designed to expose students to real-world experience in the field of Family Studies. This 120-hour fieldwork opportunity is individually designed based on student interests and career goals. Students will meet weekly for a 3-hour seminar in addition to their fieldwork hours. During the weekly seminar, current topics related to the field of Family Studies will be explored and discussed. The seminar will also serve as a forum for students to share their fieldwork experiences and reflect on their time in local agencies. **(Sp)**

FS 301 - Family Relationships and Communication Systems

3 credits (PREREQUISITE: FS 102)

This course covers the various effective and ineffective ways in which communication takes place within family relationships. Topics include communication within the different stages of the family life cycle, such as conflict resolution, abuse, the evolution of relationships and communication styles, as well as, ways to effectively identify and end relationships when necessary. The core of this course content is taken from the Center for the Study of Social Policy's Strengthening Families: A Protective Factors Framework Approach. Students will gain understanding of family systems, internal and external factors that affect relationships and communication, and increase their awareness of protective factors. **(Su)**

FS 310 - Family Policy

3 credits (PREREQUISITES: FS 102 and PSY 212)

This course will cover an analysis of government and community programs and various policies which impact the lives of families. Topics will include child welfare, education, poverty, youth with disabilities, child mental health, adolescent substance abuse, juvenile justice policies and programs, and other information relevant to the health, education, and welfare of families. Students will examine the process of policy development and evaluate the effectiveness of current policies which address family health care needs.

FS 401 - Family Interventions

3 credits (PREREQUISITE: FS 102)

This course covers historical and current trends of family intervention including, psychodynamic, transgenerational, experiential, and Milan models. Key theorists such as Freud, Bowen, Whitaker, and Haley will be discussed.

Legal and ethical considerations will also be addressed.

(Sp)

FS 410 - Research in Family Studies

3 credits (PREREQUISITE/CO-REQUISITES: Successful completion of all foundational course work)

This course concentrates on the details of social science research methods. 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 previous courses. **(F)**

FS 450 - Family Studies Capstone Seminar

4 credits (PREREQUISITE/CO-REQUISITES: All core Family Studies courses and minimum 2.5 Family Studies Cumulative G.P.A. (grade point average))

This course is designed to extend student's learning by engaging them in project-based work in the field of family studies. Students in this course will work with leaders in the community and learn how to formulate goals, strategies and objectives for a project. The project should be designed to enhance current practices within an organization that serves families. The student will choose an organization that represents most closely the type of work they wish to have upon completion of their degree. If applicable, the organization could be the student's place of work if it meets the criteria set by program and course advisor. In addition to the field project, the student will also engage in a 3-hour per week instructional seminar where he/she will explore current topics and trends impacting the field of family studies today as well as reflect on their project experiences. Students will have many opportunities to build metacognitive skills and extend their critical thinking skills as they reflect, evaluate, compare and synthesize their projects and the information presented to them in seminar. **(Sp)**

HIS 101 - American History Since 1900

3 credits (PREREQUISITE: NONE)

This course provides a study of America's political, social, intellectual, and diplomatic history from its post-Civil War industrialization to the present. Topics cover the development of a city-based industrial economy, World War I, the interwar years, the New Deal, World War II, Vietnam, race relations, social and political conflicts, and later economic changes of the 20th century. The course provides study of recent Presidential administrations and 21st century domestic and international issues, including

the impact of a global economy on contemporary America.

G/US (F, Sp)

HIS 119 - Introduction to Early World History

3 credits (PREREQUISITE: NONE)

This course surveys the political, economic, cultural, and intellectual development of cultures across the world from earliest times to the Industrial Revolution. **G/W (F)**

HIS 120 - Introduction to Modern World History

3 credits (PREREQUISITE: NONE)

This course 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. Topics include 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, and global interrelations today. **G/W (F, Sp, Su)**

HIS 210 - Introduction to African American Studies

3 credits (PREREQUISITE: NONE)

This course provides an interdisciplinary survey of the African-American experience from pre-colonial Africa to the present. Topics will focus on key figures, a wide range of contemporary issues, and history of slavery and the struggle for freedom and justice. **G/US MC (Sp)**

HIS 310 - Social History of American Women

3 credits (PREREQUISITE: ENG 101)

This course covers the social history of American women from colonial times through modern times. A diversity of women's and ethnic groups will be studied in terms of their specific experiences and how they have been affected by the cultural ideals and basic institutions of American society, including European Americans, Native Americans, African Americans, Latinos, and Asian Americans. The course also covers the history and present-day trends involved with topics such as women and work, women and education, alternate gender orientations/sexualities, and female-headed households. **G/US SS MC (Sp, Su)**

HIS 315 - Minorities and Immigrants in the United States

3 credits (PREREQUISITE: 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, then moving 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 (F)**

HIS 320 - Topical Studies in Modern World History

3 credits (PREREQUISITE: ENG 101)

Political, economic, and cultural causes of significant events and controversies in modern world history are analyzed, with emphasis on student research and use of primary sources. Topics include ethnic rivalries in the Balkans just prior to World War I and again after the Cold War; economic and political stresses on the post-World War I governments of Great Britain, France, Italy, and Germany; Marxism, Russian Communism, and Fascism as effective tools of national economic development; the rise of Japan and the internal political struggles within China and India; economic disparities, democracy, and dictatorship in Latin America; and the economic and political consequences of independence movements in Africa. Emphasis is placed on student investigation and reporting in seminar fashion. Students are required to write a major documented research paper and develop a classroom presentation on a crisis confronting a modern state since 1940. **G/W MC (F, Sp)**

HIS 330 - Hispanic Culture and History

3 credits (PREREQUISITE: ENG 101)

Students will study how major historical events influenced the evolution of Hispanic culture. Students will also research and discuss relevant literature, music, art, theater, religion, politics and current events. Writing assignments will challenge students to consider the development of Hispanic values in the United States and around the world. **CU G/W (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, safety procedures in the laboratory setting, an online Safety Training that introduces the student to blood-borne pathogens and infection control practices, glassware, solution preparation, troubleshooting, quality control, care and use of a microscope and 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 (PREREQUISITE: NONE)

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. Students also demonstrate writing proficiency as they are introduced to concepts of leadership. **(F, Sp)**

HLT 113 - Concepts of Staining and Fixation**3 credits** (Prerequisite: HLT 110)

This course builds on the foundation of Histologic Techniques I and describes organic and inorganic chemistry in relation to histology. Theoretical and practical methods of basic nuclear and cytoplasmic staining and tissue fixation are presented. Students learn the classification of biological stains and their applications in succession with the principles and concepts that closely coincide with the laboratory content taught in the student lab. Fixation topics include the utilization of primary fixatives, modifiers and mixtures necessary for optimum fixation of tissue specimens. Artifacts, oxidation, reduction, compatible staining procedures, and instruments employed during tissue fixation are discussed. **(Sp, Su)**

HLT 114 - Histology Laboratory Experience**2 credits** (PREREQUISITE: HLT 102 & HLT 110)

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. The opportunity to evaluate and present a scholarly journal article is also included. **(Sp, Su)**

HLT 209 - Special Staining Lab**3 credits** (PREREQUISITE: HLT 102 & HLT 110)

This course is offered concurrently with Staining II Lectures and offers hands-on application of dyes and microscopic evaluations demonstrating special staining and immunohistochemistry techniques. **(Sp, Su)**

HLT 210 - Staining II**3 credits** (PREREQUISITE: HLT 102 & HLT 110)

This staining course closely coincides with chemistry and 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 230 - Histology Capstone and Seminar**3 credits** (PREREQUISITE: DEPARTMENTAL PERMISSION)

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 each student. **(F, Su)**

HLT 290 - Histology Clinical Experience**7 credits** (PREREQUISITE: DEPARTMENTAL PERMISSION)

Students master the procedures and hone their technical skills at a clinical site under the supervision of an experienced, certified (HT/HTL, ASCP) technician and in the equipped student laboratory under the guidance of the course professor. Clinical significance of laboratory procedures in diagnosis and treatment is applied. Students

perform various routine duties (processing, sectioning, staining, decalcification, coverslipping, 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 Healthcare Professional**1 credit** (PREREQUISITE: PHB 120)

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). This course is intended for participants who provide healthcare 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. **(F, Sp, Su)**

HSC 105 - Medical Terminology**3 credits** (PREREQUISITE: NONE)

This 45-hour 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. **(F, Sp, Su)**

HSC 110 - Medicine and Society**3 credits** (PREREQUISITE: NONE)

This course focuses on individual, community and institutional healthcare needs and issues from both the bio-medical and socio-cultural points of view. It explores issues regarding healthcare 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. **(F, Sp, Su)**

HSC 111 - Medical Law and Ethics**3 credits** (PREREQUISITE: NONE)

This 45-hour 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. **CU E/P (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, Sp)**

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 210 - Writing in the Sciences

3 credits (PREREQUISITE: Successful completion of ENG 101 and any college level science course)

This course is a writing-intensive class that is centered on the types of writing required of professionals in the Health and Environmental Sciences fields. Writing in a scientific voice requires the ability to access, evaluate, and interpret information and arguments in the sciences. Students develop skills in paraphrasing and summarizing written communication, as well as the ability to analyze experiments. This course will make extensive use of collaboration, peer review, and of repeated revision of drafts until a satisfactory level of writing is achieved. Students work throughout the course to develop an independent perspective on a scientific topic of interest. Writing projects include a lab report, an article written for a general audience, and a review paper that incorporates all of the skills amassed during the course. **WR (F, Sp, Su)**

HSC 212 - Health Information Systems

3 credits (PREREQUISITE: CAP 110)

Coursework includes organizational change issues in healthcare 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 healthcare workers will also be covered. Relevant applications and issues related to health services will also be explored. **(F, Sp, Su)**

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. **(F)**

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 healthcare 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 healthcare 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, Su)**

HSC 299 - Health Science Internship Experience

3 credits (PREREQUISITE: DEPARTMENTAL PERMISSION)

This course is a 150-hour practical field experience that is based on theories and learning outcomes associated with the Associate in Health Science curriculum. It provides an opportunity for students to blend theory and practice through an actual supervised work experience in a health services organization. Specific learning objectives for the experience will be developed through a collaboration of the student, host organization and faculty member. **(F, Sp, Su)**

HSC 301 - Leading in Healthcare Environments

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

This course focuses on leadership development of the healthcare professional. Hospitals and health systems are challenged to respond to the rapidly changing healthcare environment. As leadership behaviors are more likely to be spread across disciplines within an organization, the response to these challenges must consider the capabilities of all healthcare professionals. Students will explore leadership theories, case studies, and ethics in health leadership to strengthen their own style of leadership in the healthcare environment. **(F)**

HSC 302 - Public Health and Personnel Administration

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

This course covers selection and management of personnel in healthcare, effects and development of review systems and assessment. It includes discussions of accountability and productivity of healthcare employees. **(Su)**

HSC 305 - Ethical and Legal Issues in Healthcare

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

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. **CU E/P (F, Sp, Su)**

HSC 310 - U.S. Healthcare Delivery Systems

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

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. **(F, Su)**

HSC 312 - Organization and Administration of Long-Term Care

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

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, Su)**

HSC 320 - Health Administration

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

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

HSC 330 - Principles of Environmental Health Science

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

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. **(Sp)**

HSC 340 - Physical Agents/Ergonomic Hazards in the Workplace

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

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: ENG 101 and 3 additional credits in composition)

This course provides basic principles associated with Total Quality Management (TQM) and Continuous Quality Improvement (CQI). The concepts covered in this course will allow students to identify and solve issues surrounding quality management in healthcare 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. **(F, Sp, Su)**

HSC 410 - Epidemiology

3 credits (PREREQUISITE: ENG 101 and 3 additional credits in composition and STAT 167)

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. **(F)**

HSC 420 - Methods in Research and Practice

3 credits (PREREQUISITE: ENG 101 and 3 additional credits in composition and STAT 167)

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. (Cross-referenced with ECE 410) **RE (F, Sp)**

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.

HSC 460 - Health Science Internship

3 credits (PREREQUISITE: DEPARTMENTAL PERMISSION)

This course provides at least 150-hours of an internship in a health service organization. Under the supervision of a full-time faculty member and an approved preceptor, students who are in their final 9 credits of coursework will work on a project related to management, development or administration in health science. This course allows students to demonstrate professional competency in health sciences. The internship is an integral part of the Health Science curriculum as it is intended to broaden students' perspectives and provide experience in applying the theory and content learned in their didactic course work. (F, Sp, Su)

HSC 470 - Health Science Study Abroad

3 credits (PREREQUISITE: Department Permission)

This independent study provides the student with the opportunity to have a short-term study abroad experience. The student will study healthcare in an international environment. This course is intended for the student who is volunteering for a healthcare experience outside of the USA.

HSM 101 - Introduction to Homeland Security

3 credits (PREREQUISITE: Placement in ENG 099 or higher)

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. (Sp)

HSM 102 - Introduction to Weapons of Mass Destruction (WMD)

3 credits (PREREQUISITE: NONE)

This course will provide a study of WMD to include the definition, the identification, the analysis, the threats (international and domestic) and a review of risk assessment issues. There will be a general recognition of chemical, biological, radiological, nuclear, and explosive agents, and defensive considerations and control issues associated with 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: NONE)

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)

HSM 104 - Domestic and International Terrorism

3 credits (PREREQUISITE: NONE)

This course introduces students to various aspects of international terrorism. Included will be the basic principles of terrorist investigation, Federal and state terrorism laws, prosecution of international terrorists, domestic security threats, malicious religious extremists, drug cartels, and the motivational factors and tactics that drive these organizations. G/US G/W (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. E/P (Sp)

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) WR (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: NONE)

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. **(Su)**

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: NONE)

This course offers an introduction to information systems used within the national security system. A framework is provided for understanding the needs, types, capabilities and applications of management information systems. An

overview of existing security information systems is presented with implications for the future requirements. This course will provide an overview of computer crime and the procedures forensic computing specialists, law enforcement investigators, and prosecutors must invoke to prosecute computer criminals successfully. 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)**

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) **(F)**

HSM 142 - Intelligence Analysis and Security Management**3 credits** (PREREQUISITE: NONE)

This course examines intelligence analysis and its indispensable relationship to the security management of terrorist attacks, man-made disasters and natural disasters. It also explores vulnerabilities of our national defense and private sectors, as well as the threats posed to these institutions by terrorists, man-made disasters, and natural disasters. Students will discuss substantive issues regarding intelligence support of homeland security measures implemented by the United States and explore how the intelligence community operates. Students will be able to identify important components of Intelligence Analysis and Security Management. **(Sp)**

HSM 143 - Transportation and Border Security**3 credits** (PREREQUISITE: NONE)

This course provides an in-depth view of modern border and transportation security. Topics of study will include: aircraft and airports; trains, ground transportation and related terminals; ships and seaports; and major border-crossing control points. Existing and emergent technologies needed to detect terrorists, their weapons, and inherent vulnerabilities in infrastructure will be a special emphasis of the course. Additional topics will include: legal, economic, political and cultural aspects of transportation safety and border security. The course will provide students with an understanding of the variety of challenges inherent in transportation and border security. **(Su)**

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. **(Sp)**

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) **(Sp)**

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) **(Su)**

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 - Principles of Personal and Physical Security

3 credits (PREREQUISITE: NONE)

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) **(Sp)**

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 healthcare and high risk populations and commercial, technical operations, and industrial occupancies as well as scenarios and case studies to enhance student learning. **(Sp)**

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. **(Sp)**

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

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

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. **(F, Su)**

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 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. **(Sp)**

HSR 200 - Personal Growth and Development**3 credits** (PREREQUISITE: NONE)

This course provides the student with an exploration into the bio-psycho-social events that have shaped their life thus far and the enhancement of personal development. Emphasis is placed on self-esteem and self-worth, relationships, cultural values, embracing diversity, meeting challenges of adulthood and autonomy, and pathways to personal growth. Course assignments, readings, journaling, and group work are designed to promote student's oral and written skills, social interaction, and personal development. **(F, Sp, 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 create a written research paper that will be presented in class. **RE (F, Sp, Su)**

HSR 211 - Youth Development Connections**3 credits** (PREREQUISITE: NONE)

This course will prepare students to implement current real world techniques and strategies to foster positive youth development. Various methods of communication will be examined as a foundation for establishing effective relationships with youth and families. Through self-exploration and classroom experiences 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 as well as best practices for the delivery of services. Students will also be introduced to the network of youth agencies within the local area and will explore a range of resources, services and systems that are available to help support the youth and families with whom they work. Formerly listed as HSR 111 **(Sp)**

HSR 225 – Interviewing, Intake and Information Management

3 credits (PREREQUISITE: HSR 101)

This course will provide the student with an understanding of the basic concepts and methodologies of gathering, assessing and integrating relevant information concerning prospective clients in order to determine eligibility and facilitate admission to services. Students will study and apply various interviewing, intake and assessment techniques specifically used in the human services field as well as topics relevant to interviewing, such as confidentiality, recording of interviews and nonverbal communication. Students will learn the scope and variety of information that is collected and utilized in the delivery of basic human services as well as methods of determining the adequacy, appropriateness, accuracy and relevance of information, including information obtained from other sources. Ethical behavior related to conducting intakes and assessments will also be addressed. Both practical and theoretical perspectives will be examined in this course. **(F, Sp, Su)**

HSR 230 – Introduction to Counseling

3 credits (PREREQUISITE: PSY 112)

This course is designed to acquaint the student with the historical development of counseling, knowledge of the counseling profession, roles and functions of counselors, professional expectations, and introductory counseling skills and techniques. In addition, students will demonstrate the ability to create documentation typically used in the counseling professions. This course provides a foundation for students to take advanced counseling courses such as individual and group counseling. **(F, Sp, Su)**

HSR 250 - 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. Formerly listed as HSR 120. **(F)**

HSR 260 – Issues in Gerontology

3 credits (PREREQUISITE: NONE)

This course focuses on the major issues that people face as they age and become elderly. It explores the needs of older adults, their families, partners and others in their support systems. Challenges related to retirement, health, financial security, transportation, and housing will be studied from social, service delivery and community resource perspectives. Major support systems and

resources for the aged will be identified and examined as well as political issues that affect the elderly. End-of-life issues including social practices related to dying, death and bereavement will also be explored. **(Sp)**

HSR 299 - Human Services Internship

4 credits (PREREQUISITE: 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. **(F, Sp, Su)**

HSR 312 – Youth: Challenges and Interventions

3 credits (PREREQUISITE: HSR 230)

This course examines the range of crises confronting today's youth and strategies to help them overcome those challenges. Students will explore the impact of drug and alcohol abuse, sexual and physical abuse, bullying, neglect and abandonment, pregnancy, gangs, peer pressure and other issues confronting youth. Particular focus will be on identifying issues, building effective relationships, implementing positive interventions, advocating for needed services, connecting with community resources, promoting positive behavior, and helping youth to develop self-esteem and self-advocacy skills. **(Su)**

HSR 320 - Health and Social Issues in Aging

3 credits (PREREQUISITE: NONE)

This course will explore health issues of the aging adult, including biological and environmental factors that may impede upon one's quality of life and also investigates the socialization of the aging population in the 21st century. This course provides the student with an understanding of health issues, social interactions, relationships, and cognitive functions of the aging population. **(F, Sp, Su)**

HSR 325 – Case Management: Principles and Practices

3 credits (PREREQUISITES: HSR 225 and HSR 230)

This course covers the range of functions associated with case management in human services settings. Topics include service planning, needs assessment, referral procedures and follow-up and integration of services. Upon completion, students should be able to effectively manage the care of the whole person from initial contact through termination of services. 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. Students will develop skills in managing multiple aspects of human service interventions in dual roles of coordinator and provider of direct services. Coordination with and referral to other service providers will be addressed and the role and importance of professional ethics will also be incorporated. **(F, Sp, Su)**

HSR 330 - Rehabilitation Counseling

3 credits (PREREQUISITES: HSR 108 and HSR 230)

This course provides the student with an understanding of the field and practice of rehabilitation counseling. It is designed to help students understand and work to overcome the barriers to full participation of people with disabilities in the community and society. The major elements encompassing the rehabilitation service system will be explored including the federally-legislated state/federal program, the not-for-profit community, rehabilitation programs, and the private-for-profit rehabilitation counseling business. The course will address the disability rights movement and the history of significant disability-related legislation as well as the scope of practice in rehabilitation counseling. Students will study the professional issues related to the role of the rehabilitation counselor, the process of rehabilitation, and develop an understanding of a wide-range of techniques and methodologies utilized by professional rehabilitation counselors. **(Sp)**

HSR 335 - Social Welfare Policy

3 credits (PREREQUISITE: NONE)

This course investigates the historical and philosophical roots of social welfare from ancient cultures to contemporary America. Students will experience an in-depth analysis of current social and public policies that impact community, state, and federal agencies and organizations. This course will generate student knowledge related to design and management of service programs and situations within a constantly changing political and social environment. **(F, Sp, Su)**

HSR 350 – Crisis Prevention and Intervention

3 credits (PREREQUISITE: HSR 230)

This course provides an introduction to the theories, principles, concepts and techniques of crisis theory and practice carried out in a variety of human service environments. The range of cognitive, emotional, and behavioral responses of those experiencing crises will be explored. Effective crisis management is explored to learn how people feel, think, and behave during periods of crisis, and what strategies and resources are available to them. Specific types of crises are reviewed (e.g. developmental, crises of abuse, trauma, grief and loss) and the student will learn typical intervention strategies for various crisis situations. Finally, the student will learn about professional challenges associated with conducting crisis intervention

work and issues such as compassion, fatigue and stress management. **(F, Sp, Su)**

HSR 410 – Research in Human Services

3 credits (PREREQUISITE: HSR 210 and MATH 1XX or higher)

In this course students will learn how to apply quantitative, qualitative and mixed methods of analysis to research. Students will learn how to select a research design appropriate to their intended area of research, conduct a review of the literature related to the research and construct research questions and a hypothesis. In addition, students will learn how to interpret results of research, summarize research findings, and utilize research findings in typical human services applications. Students will conduct original research in an area of interest within the field of human services and write a research paper utilizing traditional elements of research reporting. **RE (F, Sp, Su)**

HSR 425 – Program Design, Implementation and Evaluation

3 credits (PREREQUISITES: BUS 107 and HSR 101)

This course is designed to prepare students to identify unmet human needs, problems and barriers to quality of life and to conceptualize services and interventions that could address them. Students will learn to conduct needs assessments, design programs and services to meet those needs, identify funding sources and how to secure funding, develop budgets, plan for staffing requirements, and understand legal, regulatory, policy and procedural issues pertaining to the development and operation of a program. In addition, students will learn methodologies and techniques to design, implement and utilize systems for evaluating the effectiveness, efficiency, goals relating to the process and outcomes of the program and other indicators of program success. In addition, students will understand how to identify the various stakeholders of the program, how to obtain and utilize feedback from them, and how to effectively communicate program results to them. **(Su)**

HSR 495 – Human Services Capstone

6 credits (PREREQUISITE: HSR 299, HSR 410 or DEPARTMENTAL PERMISSION; enrolled in final semester)

The Human Services Capstone is an in-depth, student-centered course that requires the student to perform a 180-hour fieldwork experience where they will integrate the knowledge, theory, skills and professional behaviors that they have learned in the classroom. Utilizing this experience, students will identify and conduct a final research project. The student will explore, research, evaluate, and theorize a focused area of his/her interest within the human services field. Topics may include a specific population issue, current problem, information gap, culturally diverse client populations or a student/organization identified service need. **(F, Sp, Su)**

HSR 499 – Presentation of Competence

1 credit (PREREQUISITE: DEPARTMENTAL PERMISSION; enrolled in final semester leading to BSHS degree)

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, make a formal presentation and be asked questions designed to assess their mastery of the Human Services program outcomes. It is expected that students will spend a considerable amount of time preparing for this presentation and should draw extensively on work accomplished in previous courses, application of critical thinking skills, and integration of field experiences and coursework. Each student will be assigned a faculty advisor for this course. The scheduling of the presentation will be determined collaboratively between the student and faculty advisor. **(F, Sp, Su)**

HUM 100 - Introduction to the Humanities

3 credits (PREREQUISITE: NONE)

This course provides a multi-disciplinary introduction to a global view of the arts and humanities. The emphasis of the course is on the interaction of art, poetry, literature, philosophy, music, and dance with the social issues of all cultures considered. **CU (F, Sp)**

HUM 150 - Fundamental of Art Techniques

3 credits (PREREQUISITE: NONE)

This hands-on course introduces students to the creative experience in a variety of art forms, including drawing, painting, printmaking, photography, sculpture, and architecture. The course is designed to help students develop their own creative and plastic skills; understand the elements and the principles of design; and appreciate the aesthetic and humanist values of the arts. Classes will be a combination of lectures and hands-on projects. This course offers a practical approach to rationalizing many of the facets that visual art has to offer. **CU (F)**

HUM 160 - Introduction to Popular Music

3 credits (PREREQUISITE: NONE)

This course covers the basic musical and lyrical building blocks of American popular music. Students examine the musical elements of American "roots" music, namely blues, gospel, jazz, and country and relate those early styles to modern and contemporary styles of popular music. Students consider issues of multiculturalism, race, ethnicity, gender, social class, and commercialism as they relate to the production and promotion of popular music. **CU (Su)**

HUM 201 - Music History and Appreciation

3 credits (PREREQUISITE: NONE)

This course intensively covers development of classical orchestral music, vocal music, opera, and ballet. Topics include modern dance, musical theater, jazz, and hip-hop. This course employs recordings, visual presentations,

lectures, and discussions. Students are exposed to a wide variety of music forms, develop their own critical judgment and tastes in music and evaluate the impact of music on culture and their own lives. **CU MC (Su)**

HUM 202 - Art History and Appreciation

3 credits (PREREQUISITE: NONE)

This course introduces students to the arts, especially painting, sculpture, and architecture, from antiquity to the present. Students will develop their own aesthetic and humanist values, understand the elements and principles of design, and appreciate the arts. **CU MC (F)**

HUM 204 - Modern Popular Music: America and the World

3 credits (PREREQUISITE: NONE)

This course 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. It considers 20th Century music from a musical as well as a social, cultural, economic and political perspective in American and world society. Finally, it examines the relationship of specific issues of race, gender, ethnicity and age as they relate to contemporary music. **CU MC (Sp)**

HUM 242 - World Cultures and Foods: Italy

3 credits (PREREQUISITE: NONE)

This course combines a sampling of Northern Italian regional cooking with the history, language, music, culture and traditions of the Italian people, and finally with the impact of Italians and Italian-Americans on the United States. Each class begins with a short exercise in Italian vocabulary and key phrases, then focuses on a prepared meal from one of the many regions of Italy, and the economic and geographic factors influencing the food of that area. The remainder of each class considers many aspects of Italian culture. **CU MC (F, Sp)**

HUM 311 - Greek Tragedy in Translation

3 credits (PREREQUISITE: ENG 101 & ENG 102)

This course 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. Students will consider the evolution and conventions of Greek drama and its influence on later literature, music, and film. (Cross-referenced with ENG 311) **CU MC (F)**

HUM 320 - Exploring the World's Diverse Cultures

3 credits (PREREQUISITE: NONE)

This course focuses on themes and concepts in Cultural Anthropology that have been used to understand people of the world and cultural diversity, with an emphasis on social change and globalization. Students will read and analyze case studies on different societies in the world in addition to conducting an observational fieldwork project. **G/W, MC (F)**

IS 110 - Portfolio Review for Experiential Learning and Credit

1 credit (PREREQUISITE: *Permission of Transfer Coordinator*)

Students learn how to organize, assess and articulate knowledge and skills acquired through work and other life experiences and relate that learning to specific college-level curricula. Student will develop a Credit for Lifelong Learning Portfolio that they may submit to an Assessment Committee for possible award of college credit. **(F, Sp, Su)**

IS 150 - Career Planning and Development

3 credits (PREREQUISITE: *NONE*)

This course presents practical strategies that prepare students to confirm an appropriate career, to conduct a successful job search, and to lay the foundation for successful career development. Emphasis is on Career Action assignments to assess your skills and interests, to research prospective employers, to learn about current application requirements, to prepare resumes and cover letters, to practice meeting with business people in your targeted career field, and to practice interviewing. These assignments polish job search and career management skills so students can apply them directly to achieving immediate and future career goals. **(F, Sp, Su)**

IS 160 - Service Learning

3 credits (PREREQUISITE: *NONE*)

In this course, students will engage in public service in partnership with agencies or organizations in the Greater Hartford area. Through written work and class discussions, they will reflect on both the purposes of that work and also on how that work responds to specific needs within the community and within the more general context of social justice. Students will also explore issues of social responsibility and citizenship in the professions and business world in relation to the social problems they encounter through their community work. Class may be either online or on ground. **(F, Sp, Su)**

IS 289, 389 or 489 – Independent Study

3-12 credits (PREREQUISITE: *DEPARTMENTAL PERMISSION*)

This course provides students with the opportunity to design and conduct an in-depth study/project within their major field of study under the guidance of a faculty mentor and with permission of the department chairperson. The faculty and chair determine the appropriate level of the Independent Study. Independent Study Contracts are available from the Registrar's office. Students should meet with their faculty mentor to discuss the proposed study and to obtain approval prior to registering for the course. Independent Studies must meet all the requirements outlined in the Goodwin College Catalog. **(F, Sp, Su)**

MATH 095 – Foundations of College Mathematics 1
0 credits (PREREQUISITE: *PLACEMENT EVALUATION SCORE*)

This course develops the basic mathematical skills required for all subsequent mathematics courses. Topics include whole numbers, estimation, rounding, order of operations, exponents, fractions, decimals, ratios, proportions, percents, perimeter, area, volume, square roots, Pythagorean Theorem, signed numbers, algebraic expressions, solving linear equations in one variable, introduction to graphing linear equations in two variables, and introduction to probability and statistics. This is a competency-based course that takes place in a math lab and utilizes online instructional software along with on-demand, personalized assistance from the instructor and other math lab personnel. Students work at their own pace toward weekly curriculum targets. Students must show competency on 10 curriculum modules. Students have access to videos, assignments, and quizzes both in the math lab and also from any computer with internet access. The class meets weekly at a scheduled time for 3 hours in the math lab, in addition to assigned homework in outside hours. Each student is also expected to spend a minimum of 2 additional hours per week in the math lab at their convenience during math lab hours. Math 095 does not count towards credit requirement for any certificate or degree programs. **(F, Sp, Su)**

MATH 096 – Foundations of College Mathematics 2
0 credits (PREREQUISITE: *7 completed modules in Math 095*)

This course is a continuation of Math 095 for those students who have completed at least 7 curriculum modules. The class meets weekly for 15 weeks for 3 hours in the math lab, in addition to assigned homework in outside hours. Each student is also expected to spend a minimum of 2 additional hours per week in the math lab at their convenience during math lab hours. Math 096 does not count towards credit requirement for any certificate or degree programs. **(F, Sp, Su)**

MATH 125 - Mathematical Applications for the Health Sciences

3 credits (PREREQUISITE: *PLACEMENT EVALUATION SCORE OR COMPLETION OF MATH 095/096 WITH "C" OR BETTER.*)

This course is designed for those entering the health professions. Students learn techniques for solving mathematical problems encountered in health-related fields. Students become proficient at converting measurements using dimensional analysis, calculating a variety of prescribed dosage amounts, determining intravenous flow rates, preparing solutions, and reading measuring instruments. **MATH (F, Sp, Su)**

MATH 130 - Mathematics for Science and Technology

3 credits (PREREQUISITE: PLACEMENT EVALUATION SCORE OR COMPLETION OF MATH 095/096 WITH "C" OR BETTER.)

This course provides the underlying mathematical concepts and processes applied in the fields of science and the technologies. Students become proficient in converting measurements using dimensional analysis, using scientific notation, approximating numbers to the appropriate significant digit, solving linear equations, using formulas, solving problems using proportions, logarithms, and exponents, graphing functions, finding perimeters, areas, and volumes of basic geometric figures, and using the Pythagorean Theorem and right triangle trigonometry. A scientific calculator is required for this course. **MATH (F, Sp, Su)**

MATH 135 - Contemporary Mathematics

3 credits (PREREQUISITE: PLACEMENT EVALUATION SCORE OR COMPLETION OF MATH 095/096 WITH "C" OR BETTER.)

This course is a survey of a wide range of topics that gives students the opportunity to apply mathematics to the solution of everyday problems. Students will become proficient in problem solving with percents, calculating simple and compound interest, computing payments and finance charges for consumer loans, solving problems involving angle relationships, finding perimeter, area, volume, and surface area of basic geometric figures, using the Pythagorean Theorem, converting measurements using dimensional analysis, solving counting problems using permutations and combinations, calculating probabilities, and calculating and interpreting measures of central tendency. A scientific calculator is required for this course.

MATH (F, Sp, Su)

MATH 186 - Precalculus

3 credits (PREREQUISITE: COMPLETION OF MATH 125, MATH 130, OR MATH 135 WITH A GRADE OF "C" OR BETTER)

This course is for students who want to expand on their advanced mathematics skills and acquire the foundation for Calculus. This course is especially appropriate for those pursuing careers in any of the sciences, engineering, business, pharmacy, economics, or technologies. Topics included are linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions and applications thereof. A scientific calculator is required and a graphing calculator will be very helpful. **MATH (F, Sp)**

MATH 254 - Introductory Calculus

4 credits (PREREQUISITE: COMPLETION OF MATH 186 WITH A GRADE OF "C" OR BETTER)

This course is for students who are interested in continuing their study of advanced mathematics. It is especially appropriate for those interested in any of the math-related fields including any of the sciences, engineering, pharmacy,

business, economics, or technologies. Topics included are limits, continuity, and the derivative and its applications including optimization. A graphing calculator is required for this course. **MATH (F, Sp)**

MATH 255 - Calculus II

4 credits (PREREQUISITE: COMPLETION OF MATH 254 WITH A GRADE OF "C" OR BETTER)

This second course in Calculus is intended for students who are interested in continuing their study of advanced mathematics. It is especially appropriate for those interested in any of the math-related fields including any of the sciences, engineering, pharmacy, business, economics, or technologies. Topics included are integration, applications of integration, integration techniques, improper integrals, sequences and series, conics, and parametric equations. A graphing calculator is required for this course. **MATH (F, Sp)**

MCD 213 - CPT @-4 Coding I

3 credits (PREREQUISITE: BIO 101 and HSC 105; COREQUISITE: 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. **(Sp, Su)**

MCD 214 - CPT @-4 Coding II

3 credits (PREREQUISITE: BIO 101 and HSC 105, 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 216 - ICD-10-Coding

3 credits (PREREQUISITES: MED 115, BIO 101, HSC 105)

Health care in America has undergone tremendous change and a major change is progressing to ICD-10. This course is designed to give the student the skills to be able to translate a medical diagnosis into alpha-numeric codes in the outpatient setting. Students will learn to read medical documents and convert the medical terms into a diagnostic ICD-10-CM code. **(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-10) and procedural (CPT-4) coding. The emphasis will be on accurately coding medical and

operative reports using ICD-10-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, Sp, Su)**

MED 115 - Introduction to Medical Insurance and Coding

3 credits (PREREQUISITE or COREQUISITE: HSC 105)
This 45-hour 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, 10th Edition, Clinical Modification (ICD-10-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 60-hour course is designed to introduce the student to basic medical procedures; the student will gain an understanding of the cycle of infection, principles of medical asepsis, and importance of Universal Precautions. The student will also 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, Sp, Su)**

MED 152 - Medical Assisting: Diagnostic Procedures

3 credits (PREREQUISITE: MED 151)
This 60-hour course is designed to teach the student about various medical specialties and procedures; including Obstetrics and Gynecology, Ophthalmology, and Otolaryngology. In addition, students will become familiar with electrocardiography, radiology, and introduced to various first aid procedures. Students also learn various minor office procedure techniques. **(F, Sp, Su)**

MED 153 - Medical Assisting: Laboratory Procedures

3 credits (PREREQUISITE: MED 151)
This 60-hour 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 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)
From this 45-hour course, 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 60-hour course is a medical office simulation where students will be able to successfully manage a mock medical practice. Students will have the opportunity to complete all aspects of the billing process from registration to filing of the insurance claim. 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 healthcare 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)**

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 195 - LPN Bridge Course**1 credit** (PREREQUISITES: NUR 190 AT Charter Oak State College)

This course is taken by Licensed Practical Nurses (LPN) who have been accepted into the Associate Degree Nursing Program and have completed the 3-credit NUR 190 course through Charter Oak College. This one credit course covers the key concepts of NUR 100 and NUR 110 and validates nursing skills. Taking this course is part of the state's articulation process and enables the student to advance place to NUR 200.

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 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 healthcare 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 in acute and non-acute settings as well as the Hartford Public school system. **(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 are provided in acute medical-surgical settings. **(F, Sp, Su)**

NUR 300 - Foundations of Professional Nursing**3 credits** (PREREQUISITE: Current unencumbered RN license in the state where the student practices nursing; acceptance into the RN-BSN Program)

This initial Nursing course introduces and orients the BSN student to the Nursing Theoretical Framework at Goodwin College, Quality and Safety Education for Nurses (QSEN) to baccalaureate nursing education, and the role of the nurse as a Health Promoter, Care Provider, and a member of a profession. The role and expectations of the baccalaureate-prepared Registered Nurse are explored and integrated into personal professional practice. Students are required to purchase Taskstream for the Program. Classes are offered either online or in a hybrid format. **(F, Sp, Su)**

NUR 310 - Health Assessment**3 credits** (PREREQUISITE/CO-REQUISITE: NUR 300)

This course builds on the professional nurse's theoretical knowledge, the skills necessary to perform a comprehensive health assessment and physical examination on clients across the life span. Students will

build skills in history taking and physical examination. Each student will have the opportunity to perform a focused examination under the observation of the instructor or will submit a specific focused exam provided by 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. Classes are offered either online or in a hybrid format. Fee required. **(F, Sp, Su)**

NUR 351 - Introduction to Nursing Research

3 credits (PREREQUISITE: STAT 167; PREREQUISITE/COREQUISITE: NUR 310)

This 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. Classes are offered either online or in a hybrid format. (Formerly NUR 350) **RE (F, Sp, Su)**

NUR 361 - Public and Community Health Nursing

3 credits (PREREQUISITES: NUR 351 or NUR 350)

This course focuses on the client as a healthcare consumer and member of a community. The student will apply the Goodwin College Nursing Theoretical 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 course requires 45 clinical hours and meets the multi-cultural (mc) competence requirement. Classes are offered either online or in a hybrid format. (Formerly NUR 361) **MC (F, Sp, Su)**

NUR 363 - Clinical Nursing Leadership

3 credits (PREREQUISITES: NUR 351 or 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 Theoretical Framework and criteria from Quality and Safety Education for Nurses (QSEN), students will develop an evidence-based practice change project for the clinical setting. This course allows the nurse to apply and integrate previously learned skills in research, leadership, management, and nursing in order to transition into a more independent practitioner role. Classes are offered either online or in a hybrid format. **(F, Sp, Su)**

NUR 379 - Pharmacology in Nursing Practice

3 credits (PREREQUISITES: NUR 310)

This elective course is designed to increase the RN-BSN student's knowledge base of pharmacology. General concepts of pharmacology are reviewed. Pharmacology of body systems and disease states are examined. Nursing practice topics such as IV therapy nutrition, pain management, drug calculations, geriatric considerations and patient education are further explored. Specialty practice considerations are included. Classes are offered in either online or in a hybrid format. **(Sp)**

NUR 442 - Career Exploration in Nursing

3 credits (PREREQUISITES: NUR 351 or NUR 350, NUR 361, NUR 363, and DEPARTMENTAL PERMISSION)

In this elective course, the student will have a clinically-focused experience in a specialty area new to them. The experience is designed collaboratively with student and faculty to meet individual student needs. At the end of the experience, the student will be able to determine if this new area of practice is a future career option. The student must complete an application and have a minimum 3.5 QPA. This course includes 90 hours of clinical work, a research project and weekly contact with faculty. (Formerly NUR 441) **(By arrangement, one semester in advance). (F, Sp, Su)**

NUR 460 - Seminar in Professional Nursing Leadership

3 credits (PREREQUISITE: NUR 351 or NUR 350, NUR 361, NUR 363, and DEPARTMENTAL PERMISSION)

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. Using the Goodwin College Theoretical Framework, Quality and Safety Education for Nurses (QSEN) and the American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education for Professional Nursing Practice*, the student analyzes and evaluates the RN-BSN Program outcomes and its relationship to the effective management of client care as a professional nurse leader. Classes are offered either online or in a hybrid format. **(F, Sp, Su)**

NUR 458 - Contemporary Topics in Nursing

3 credits (PREREQUISITES: NUR 351 or NUR 350)

This course examines contemporary topics affecting professional nursing practice from national and global perspectives including but not limited to affordable health care, advanced practice, nursing ideology, independent practice, international migration of nurses, and technological advances in informatics. This course will enhance skills in investigation, literature review, critical thinking and persuasive argument of an issue of interest to the student. Classes are offered either online or in a hybrid format. (Formerly NUR 468) **(F, Sp, Su)**

NUR 470 - Nursing Study Abroad

3 credits (PREREQUISITES: NUR 351 or NUR 350, NUR 361 and DEPARTMENTAL PERMISSION)

This elective 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 another country. The course requires daily journals of the experience, a paper of publishable quality demonstrating application of the Goodwin College Theoretical Framework and a presentation of the experience to the Goodwin College Community. Students should obtain departmental permission one semester in advance. Students are encouraged to complete NUR 351 and NUR 361 in order to enhance their learning experience. **(By arrangement, one semester in advance) (F, Sp, Su)**

OPS 101 – Introduction to Ophthalmic Science

3 credits (PREREQUISITE: Admission to the Ophthalmic Science Program; COREQUISITE: "C" or better in BIO 214)

This introductory course in Ophthalmic Science will introduce students to the field of opticianry. Students will study the scope of practice for opticians, optical terminology, related careers in eyecare and professional ethics. Students will discover how lenses correct vision, components of ophthalmic frames, history of eyewear, prescription analysis, professionalism in the work place, career development, and state and national opticianry regulations. **(F)**

OPS 103 – Ophthalmic Fabrication I

3 credits (PREREQUISITE: Admission to the Ophthalmic Science Program)

This is the first essential course in how to fabricate eyewear based on a doctor's prescription and a patient's visual needs. This course begins by providing a knowledge base in applied geometric and ophthalmic optics. Students study lens materials (plastic, glass, polycarbonate, high index) and designs (single vision, bifocals, progressive/no-line multifocals). The use of instrumentation that determines lens powers is also covered, culminating with an introduction to the use of fabrication equipment that grind ophthalmic lenses to fit into frames. **(F)**

OPS 105 – Ophthalmic Dispensing I

3 credits (PREREQUISITE: Admission to the Ophthalmic Science Program)

Students will discover the functional and cosmetic aspects of frame and lens selection and positioning. In the hands-on component of the course, students will measure interpupillary distance and bifocal segment heights. Students will be introduced to proper frame alignments, frame adjustment techniques and minor frame repairs. Record keeping and the role of fashion will also be covered. In this course, students will practice fitting and dispensing on

each other in the Clinical Dispensing Lab (Training Store) prior to working with actual patients. **(Sp)**

OPS 106 – Contact Lens Theory I

3 credits (PREREQUISITE: Admission to the Ophthalmic Science Program)

This course will explore the historical development of contact lenses and contact lens optics. Students will study the indications and contraindications for contact lens wear, keratometry, biomicroscopy, contact lens fitting and dispensing. Students will study proper contact lens follow up care of rigid and soft contact lenses. **(Su)**

OPS 201 – Ophthalmic Science Synthesis

3 credits (PREREQUISITE: Admission to the Ophthalmic Science Program)

In this course, students will review all the concepts presented in the program: practical application of ophthalmic fabrication and dispensing, contact lens design, fitting and dispensing, record keeping and reviewing CT State Statutes governing opticians. Additionally, students will engage in identifying a community need in which they can serve a needy population while perfecting their ophthalmic skills and capabilities. Through written work and class discussions, students will reflect on both the purposes and the experience of this service learning work. Transportation to Service learning site is the responsibility of the student. **(Sp)**

OPS 202 – Supervised Clinical Experience

3 credits (PREREQUISITE: Admission to the Ophthalmic Science Program)

This course provides students with practical experience through a 150-hour field experience (internship). Students and the Clinical Coordinator will agree to a learning contract that establishes goals. Students are expected to keep a reflective notebook of their experience and will meet collectively on campus during the semester to share their experiences and to present brief reports. The Clinical Coordinator will visit each supervising establishment no less than twice per semester. Transportation to internship sites is the responsibility of the student. **(Sp)**

OPS 203 – Ophthalmic Fabrication II

4 credits (PREREQUISITE: Admission to the Ophthalmic Science Program, "C" or better in OPS 103)

This course puts concepts into practice that were mastered in OPS 103. Students will make eyewear by implementing optical calculations to determine proper layout of lenses to provide eyewear that matches prescription and patient measurements. Students will be provided with weekly opportunities in the fabrication of eyeglasses utilizing various techniques: layout, marking, edging, tinting, bench alignment and final inspection. Best-practices in frame repairs will also be discussed. Students will study lab safety and environmental health, production and quality control methods and ophthalmic equipment maintenance. **(Sp)**

OPS 204 – Contact Lens Clinical

3 credits (PREREQUISITES: Admission to the Ophthalmic Science Program, "C" or better in OPS 106)

This clinical course will put concepts mastered in OPS 106, in conjunction with content in the concurrent course OPS 206 (Contact lens Theory II), into practice. Students will use contact lens equipment to design, fit, verify and dispense contact lenses. Students will perfect their skill in this hands-on course with an emphasis on proper use of instrumentation, hygiene and follow-up care. **(F)**

OPS 205 – Ophthalmic Dispensing II

4 credits (PREREQUISITE: Admission to the Ophthalmic Science Program, "C" or better in OPS 105)

This course builds on the concepts mastered in OPS 105. Students will complete a rotation in the Clinical Dispensing Lab (Training Store), fitting and dispensing eyewear to patients. In this hands-on course, students will discover best practices of proper frame adjusting and will become experienced in all aspects of the retail optical environment. Students will discover best methods on the use and application of various hand tools. Topics include proper frame and lens selection, ocular measurements, managed care terminology, information gathering, ophthalmic sales skills, and problem prevention and solving. **(Su)**

OPS 206 – Contact Lens Theory II

3 credits (PREREQUISITE: Admission to the Ophthalmic Science Program, "C" or better in OPS 106)

This course builds on the concepts mastered in OPS 106, by concentrating on the impact of systemic and anatomical disorders on the contact lens environment. Students will learn about toric, aspheric, therapeutic, pediatric and multifocal contact lenses. Students will use case studies to gain experience in fitting contact lenses to a variety of situations. **(F)**

OPS 208 – Ophthalmic Practice Management

3 credits (PREREQUISITE: Admission to the Ophthalmic Science Program)

This course aims to prepare the eyecare professional in the business aspects of managing an ophthalmic practice. Students will explore business management, opticianry sales techniques, patient relationships, professional ethics, and current trends in the optical industry. Best practices in marketing as it applies to running a successful ophthalmic practice. Students will be familiar with the current vision care plans offered in the marketplace. **(Sp)**

OS 101 - Team Dynamics and Individual Skills

3 credits (PREREQUISITE: NONE)

This course focuses on the organizational structure as it relates to individual and team contributions. The role of teams and their functions are explored to develop team-based skill sets for contemporary organizations. This course looks at team processes, development, diversity and conflict management within the team. Students will learn and practice techniques for setting group goals,

creating safe environments, managing groups effectively and encouraging the formation of group identity. Students will identify ethical concerns relating to teams. **SS (F, Sp, Su)**

OS 160 - Leadership Theory and Practice in the Organization

3 credits (PREREQUISITES: NONE)

The focus of this course is on contemporary leadership theories and the dual role organizational personnel find themselves in as followers, team members and leaders. This course explores the dynamics and responsibilities of each role and the situational and ethical applications that may be encountered. Students will explore personal inventories and assessments to enhance self-awareness and personal leadership style. The leader's role in the organization's culture and ethics is examined. **(F, Sp, Su)**

OS 180 - Organizational Supervision and Administrative Roles

3 credits (PREREQUISITES: NONE)

This course focuses on the organizational essentials of supervising personnel and the connections with Human Resources, unions and the organizational mission. Topics include supervisory principles, the role of discipline, motivation and the practice of coaching, teambuilding and mentoring. Ethical concerns of supervision are discussed in case studies. Monitoring and assessing performance to detect and correct substandard performance is also examined. It further looks at management's role in the supervisory process and develops good decision-making approaches to supervisory challenges. Supervisory ethical considerations are explored. **(F, Sp, Su)**

OS 210 - Organizational Communications

3 credits (PREREQUISITES: NONE)

The focus of this course explores the variety of ways communications are carried out in the organization and the meanings and effects of those communications. The course provides an overview of contemporary communications theory, principals and practices that drive organizational effectiveness. Students will examine effective communication planning for the organization as well as identify communication skills necessary to build their personal communication competencies such as persuasion, influence, negotiation and instructing. Students will explore the ethical considerations around the sharing of information and the communication process. Students will develop a communication plan. **COM (F, Sp, Su)**

OS 230 - Organizational Ethics

3 credits (PREREQUISITES: NONE)

This course focuses on the role of ethics in the organization and includes the study of ethical paradigms, the ability to make value judgments, think critically and apply sound problem-solving models to address ethical dilemmas within organizations. **E/P (F, Sp, Su)**

OS 250 - Understanding Worker Behaviors

3 credits (PREREQUISITES: All OS 100 level courses, PSY 112 or DEPARTMENTAL PERMISSION)

This course is designed to explore the variety of workplace structures that employees encounter and allows the participant to understand their worker preferences in structuring their work environment, whether as individual or team member, leader or follower. Developing a social perceptiveness to others' actions in the work place fosters more effective responses to workplace challenges, allows finding better fits between worker styles and tasks, and creating positive work environments. Participants also explore several personality traits of the worker as well as emotional intelligence in the workplace. Students examine the ethical aspects of worker behaviors and their impact on the organization. This course includes the development of a written analytical piece on worker hindering behaviors and solutions via the use of case studies and student observations. **(F, Sp, Su)**

OS 310 - Positive Mentoring

3 credits (PREREQUISITE: NONE)

This course is designed to assist students in understanding the foundational knowledge and skills in being effective mentors or mentees in any occupational setting. Students will review best practices for specific mentoring strategies, develop effective communication skills for ensuring success of knowledge/skill transfer, understand the importance and benefits of diversity in a mentoring relationship given generational, cultural, and gender differences, and explore effective means for conflict resolution through teachable moments. Throughout the course, students will gather useful strategies and resources for both themselves and their potential mentees for effective relationship development and sustainability. Students will develop a mentor resource manual for an organization (for-profit or nonprofit) that includes: potential policies/procedures, communication strategies for mentors, assessment initiatives to gauge mentoring success, conflict management strategies, how to address mentorship within a diverse organization, and a guide to effective strategies for developing teachable moments. This resource manual will serve as a foundational guide for mentors and mentees as they work to develop and foster relationships within an organization. **(F, Sp, Su)**

OS 315 - Organizational Theory

3 credits (PREREQUISITES: NONE)

This course explores classical and neoclassical theories of organizations along with the traditional and contemporary structures of organizations and provides insights into the dynamics of modern organizational structure. It further considers the interaction of personnel and organizational characteristics as they relate to job performance and attitudes in Human Resource Theory. Students also examine the effects of active learning and listening within the organization and the process of making the

organization a learning organization through the lens of culture and environment. **(F, Sp, Su)**

OS 320 - Cross-cultural Competencies in Organizations

3 credits (PREREQUISITES: NONE)

This course examines the diversity of the workplace and its connection to local and global communities. It develops a social perceptiveness and explores the realities of cultural differences across boundaries in the modern workplace and examines those implications. Strategies for effectively building diverse workplaces are explored as are the ethical implications that arise in areas of diversity. **MC (F, Sp, Su)**

OS 330 - Talent Development and Performance Assessment

3 credits (PREREQUISITES: All OS 100 & 200 level courses or DEPARTMENTAL PERMISSION)

This course focuses on processes and approaches to ensure that organizational goals are met effectively and efficiently, building on the KSA's of OS180. Emphasis is placed on how to affect behavior and results, through a positive performance assessment process and develop personal development plans for career advancement within an organization or career field. Developing skills in personal planning, needs assessment and developing one's own talent within the organization is included. Students learn how behaviors and competencies support the organization vision and mission and how their productivity supports organizational goals. Students are also introduced to a holistic approach to understanding stakeholders in an organization that includes both internal and external factors and focuses on the methods and tools necessary to develop the commitment and relationships with stakeholders to solidify the organization's structure and mission. The ethical standards of performance assessment are also discussed. **(F, Sp, Su)**

OS 355 - Project Management

3 credits (PREREQUISITES: DEPARTMENTAL PERMISSION)

This course introduces students to the complexities of designing, initiating and managing workplace projects. Skills such as time management, resource management, problem identification, budgeting and finance, and coordinating group efforts are integrated into a semester-long project. Use of project management software is also introduced. **(Su)**

OS 425 - Facilitating Groups

3 credits (PREREQUISITES: DEPARTMENTAL PERMISSION)

This course is designed to develop the competencies of participants to work in groups effectively and produce results in a timely fashion. Leading groups or teams through facilitation takes a special set of competencies in communication, listening, group dynamics, coaching, problem-solving and conflict resolution. **(F, Sp, Su)**

OS 430 - Organizational Change

3 credits (PREREQUISITES: All OS 300 level courses or DEPARTMENTAL PERMISSION)

This course focuses on the change process within an organization and examines that change through a variety of change models. Students learn about the mechanical side of change along with the human side. It also examines change behaviors and coping strategies for personnel engaged in organizational change, such as overcoming resistance. Students learn to identify critical elements of organizational change and the importance of excellent communications to facilitate sustainable change. (F, Sp, Su)

OS 450 - Capstone: Strategic Planning for Organizations

3 credits (PREREQUISITES: DEPARTMENTAL PERMISSION)

Designed as a capstone course for the BSOS degree, this course examines the process of strategic planning for long-term viability of an organization, and the dynamics that drive the strategic planning process. Essential to that process is developing a vision for an organization and defining its goals in light of the organization's mission. Therefore, in this course, students will understand the role each organizational member plays in developing and executing a strategic plan. Developing critical, research-based, decision-making skills, as integral to the strategic planning process, is also a focal element of this course. The student must obtain a grade of B- (2.7) or better to successfully complete this course. (Cross-referenced to BUS 490) RE (F, Sp, Su)

OTA 100 - Foundations of Occupational Therapy and Task Analysis

3 credits (PREREQUISITE: NONE)

This course provides an introduction to the profession of occupational therapy. The history and philosophy of the profession is presented with a focus on professional roles and responsibilities and standards of practice within a variety of treatment settings. Students are introduced to the Official Documents of the American Occupational Therapy Association and legislative acts that influence the practice of occupational therapy. In addition to exposure to various practice areas and the changing practice of healthcare. Students are introduced to occupational therapy media and its application to the specific life tasks of the disabled. Activity analysis and occupational activities are defined and explored. Students explore the foundations of treatment planning and activity adaptation. (F, Sp)

OTA 101 - Foundations of Movement and Function

3 credits (PREREQUISITE OR COREQUISITE: "C+" or higher in BIO 120 or BIO 211, OTA 100)

This course provides students with an understanding of human movement as a vital component to occupation. The course presents the active and passive structures involved in movement. Students explore biomechanical analysis, neurodevelopment foundations to movement and function.

Initial exposure to evaluation and intervention techniques used by occupational therapy practitioners. (F, Sp)

OTA 102 - Clinical Fieldwork I (FW I)

1 credit (PREREQUISITE OR COREQUISITE: OTA 101)

This course introduces occupational therapy assistant students to the clinical requirements of fieldwork experiences. Students participate in a variety of learning experiences to prepare them for observation and participation opportunities in clinical and community settings. This course also introduces documentation practices, principles and practice of safety techniques and data collection. 40 hours on site and 20 hours didactic. (F, Sp, Su)

OTA 103 - Group Dynamics in Occupational Therapy

3 credits (PREREQUISITE: PSY 112, PREREQUISITE OR COREQUISITE: PSY 212)

This course presents a theoretical basis and practical application of group treatment within the context of theories commonly used in occupational therapy treatment. The greater emphasis is on application of skills in psychosocial settings, however, focused discussion and application to behavioral and rehabilitation settings occurs as well. (F, Sp)

OTA 203 - Case Studies and Practice Applications in Occupational Therapy Assistant

3 credits (PREREQUISITE or COREQUISITE: OTA 204, OTA 205, OTA 206)

This course presents problem-based learning cases, to allow students to apply the Occupational Therapy Practice Framework to simulated practice situations. Students develop essential clinical reasoning skills and professional behaviors for future practice. This course also addresses clinical relevance of general health, safety procedures, models of reimbursement and documentation. (F, Sp, Su)

OTA 204 - Adult Populations and the Occupational Therapy Assistant

3 credits (PREREQUISITE or COREQUISITE: OTA 101)

This course presents the pathophysiology, etiology, clinical signs and implications for intervention of various conditions seen in adult disabilities across practice settings, in a problem-based learning approach with didactic and hands-on activities. Students study the principles and practices of occupational therapy for adults with physical and psychosocial disabilities. Students are provided with an overview of various practice models employed in working with adults with disabilities. The student will explore the therapeutic intervention process utilizing the occupational therapy practice framework. The impact of models of reimbursement and documentation will also be addressed. (Sp, Su)

OTA 205 - Pediatric Populations and the Occupational Therapy Assistant

3 credits (PREREQUISITE or COREQUISITE: OTA 101)

This course presents the pathophysiology, etiology, clinical signs and implications for intervention of various conditions seen in pediatric disabilities across practice settings, in a problem-based learning approach with didactic and hands-on activities. This course presents the principles and practices of occupational therapy for services provided for infants, children and adolescents. Students study provision of occupational therapy services in medical, educational and community-based settings. Additionally, this course presents management aspects of occupational therapy practice in addition to reimbursement models and documentation. **(Sp, Su)**

OTA 206 - Geriatric Populations and the Occupational Therapy Assistant

3 credits (PREREQUISITE or COREQUISITE: OTA 101)

This course presents the pathophysiology, etiology, clinical signs and implications for intervention of various conditions seen in geriatric disabilities across practice settings, in a problem-based learning approach with didactic and hands-on activities. Identification of geriatric physical and psychological diseases common to occupational therapy practice and exploration of the therapeutic intervention process utilizing the occupational therapy practice framework. This course addresses the impact of environmental, cultural and community influences on the older individual, focusing on an ever changing occupational status through the influences of component skills. The methods of geriatric treatment and reimbursement available to the occupational therapy practitioner within the context of health care and the community are addressed.

(F, Sp, Su)

OTA 220 - Occupational Therapy Assistant Seminar

1 credit (PREREQUISITE: OTA 203; COREQUISITE OTA 250)

Provides for discussion of Level II fieldwork experiences and opportunity to apply logical thinking, critical analysis, problem solving, and creativity to application problems. Addresses preparation for registration and licensing as well as preparation for the role of professional on the job site.

(F, Sp, Su)

OTA 250 - Advanced Fieldwork Level IIA

5 credits (PREREQUISITE: OTA 203, COREQUISITE OTA 220)

Provides an eight-week, full-time or a part-time (equal to eight weeks full-time), supervised clinical internship to develop professional behaviors consistent with the profession's standards and ethics, and apply previously learned academic knowledge as an OT team member. The student will gain experience in application of the OT treatment process from admission to discharge for patients from a variety of socio-cultural backgrounds and ages in the practice area of physical disabilities. **(F, Sp, Su)**

OTA 260 - Advanced Fieldwork Level IIB

5 credits (DEPARTMENTAL PERMISSION)

Provides an eight-week, full-time or a part-time (equal to eight weeks full-time), supervised clinical internship to develop professional behaviors consistent with the profession's standards and ethics, and apply previously learned academic knowledge as an OT team member. The student will gain experience in application of the OT treatment process from admission to discharging for patients from a variety of socio-cultural backgrounds and ages in the practice area of behavioral, sensorimotor, and/or developmental disabilities. **(F, Sp, Su)**

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. **(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. **(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, students will acquire the theory and skill required to safely draw blood using routine venipuncture techniques. **(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. **(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. Additionally, students will be required to attend workshops and seminars specifically geared towards examining the role of professionalism in Phlebotomy. Finally, students will be required to attend CPR for the Healthcare Professional (F, Sp, Su)

PHIL 100 - Introduction to Philosophy**3 credits** (PREREQUISITE: NONE)

This course 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. Students will consider 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. (CU E/P (F, Su)

PHIL 101 - Introduction to Logic and Critical Thinking**3 credits** (PREREQUISITE: NONE)

This course teaches how to identify, understand, and evaluate arguments by developing critical thinking and logic skills. The course emphasizes the distinction between fact and opinion, inductive and deductive reasoning, logical fallacies, and critical analysis of controversial social, political, and ethical issues with an emphasis on implications for business management and leadership. (CU E/P (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. (CU 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. Codes of ethics from various human service professional organizations will be studied and the course will also explore the role and importance of civility and values as they relate to providing services to people. In addition, students will develop an understanding of cultural competence and the need to reflect it when working with

typical populations served by human service professionals. Other topics that will be studied include conscious use of self, clarification of values, awareness of diversity, choosing the least intrusive intervention in the least restrictive environment, client self-determination, confidentiality of information, recognition of the worth and uniqueness of the individual including culture, ethnicity, gender, religion, abilities, sexual orientation, and other expressions of diversity, and, belief that individuals, services systems, and society can change. (CU E/P (F, Sp, Su)

PHIL 301 - Contemporary Perspectives in Philosophy**3 credits** (PREREQUISITE: ENG 101 & PHIL 100 or PERMISSION OF INSTRUCTOR)

This course provides students with 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. Students will be encouraged to refine their critical thinking, logic, and argumentation skills. (CU E/P (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)

This course provides an introduction to world governmental structures 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. Topics include the examination of fundamental concepts, the varieties of governmental structures, political philosophies and institutions, and contemporary political issues. (G/W (F)

PSC 201 - The Legislative Process**3 credits** (PREREQUISITES: NONE)

This course reviews the basic structures of American national and local government, and then analyzes the lawmaking process in Congress and in the legislative branch of the Government of Connecticut. Students will consider the role of public-interest groups in educating public officials on the need for a bill, the mobilization of public opinion in favor of the bill through letters to newspapers and other organs of public discourse, appearing before legislative committees to advocate for the bill, considering the economic aspects related to the bill, and tracking the bill through the legislative bodies to passage and signing by the chief executive. The course also impresses on students the potential power each

citizen has to influence lawmaking, and provides hands-on experience in lobbying and advocacy at the Connecticut State Legislature. **G/US (F)**

PSS 310 - Organized and White Collar Crime

3 credits (PREREQUISITES: Completion of CJS or HSM Track or Departmental Approval)

Students will examine the history and development of organized crime. The course will examine the structure and organization of traditional organized crime entities and street gangs within a national and global perspective. The theories and development of white collar crime will be evaluated. Students will examine the development of white collar crime and describe its relationship to corporate crime, state crime and political corruption. **(F)**

PSS 315 - Drugs and American Society

3 credits (PREREQUISITES: Completion of CJS or HSM Track or Departmental Approval)

The course provides a contemporary look at drug use and its impact on public safety and security professionals and their environment. Students will examine the effects of drugs as they related to ethnicity, social class, gender and age. **(Su)**

PSS 320 - Cyber Hate: Bullying, Hate Groups and Terrorism

3 credits (PREREQUISITES: CAP 110 and CJS/HSM 130 or CJS/HSM 131 and CJS/HSM 230 or CJS/HSM 231 or CJS/HSM 232)

The course will examine the social, legal and psychological implications of cyber bullying and cyber hate. Students will gain insight into the high risk behaviors of youths and their vulnerabilities. Students will also discuss cyber threats, cybercrime and cyber terrorism, as a national and international trend. Students will examine the relationships between various forms of cyber hate and the strategies to prevent cyber hate. **(Sp)**

PSS 330 - Advanced Theories of Criminology and Justice

3 credits (PREREQUISITES: Completion of CJS or HSM Track or Departmental Approval)

Students will gain an in-depth knowledge of various criminological theories for criminal behavior. Students will examine theories as they developed through history and how they impact social policy and the criminal justice system. The course will discuss various theories of crime and contemporary theories of 'justice' and peacemaking, both in the United States and internationally. **(F)**

PSS 340 - Business Continuity

3 credits (PREREQUISITES: Completion of CJS or HSM Track or Departmental Approval)

The course will examine the application and value of business continuity plans. Students will design a hypothetical, all-hazards, business continuity plan. Students will gain an understanding of the business continuity cycle, to include: plan design, plan development,

exercise planning and assessing and revising the plan. Students will be exposed to case studies and conduct business impact analysis. **(Sp)**

PSS 350 - Multiculturalism in Public Safety and Security

3 credits (PREREQUISITES: HSM 105, PHIL 103 or PHIL 105 or Departmental Approval)

This course will examine the importance of multiculturalism within public service as well as the relationship of public service and a multicultural society. Students will identify differences between specific cultures and how to address stereotypes and related issues. Students will examine how cultural differences impact perceptions and relationships. The course will identify barriers to communication and issues related to discriminatory activities. National and international trends will be identified and compared. **MC (Sp)**

PSS 360 - Risk Reduction through Environmental Design

3 credits (PREREQUISITES: Completion of CJS or HSM Track or Departmental Approval)

This course will give students an in-depth understanding of the historical, theoretical, legal and practical development of reducing security threats through environmental design. Environmental design has become an important part of infrastructure protection and crime prevention. Students will be able to assess and identify potential protective measures and apply design strategies. **(F)**

PSS 390 - Research Methodology and Writing

3 credits (PREREQUISITES: HSM/CJS 106 and STATS 167 or Departmental Approval)

Students will explore the practice of research within the social sciences, specifically as it applies to Public Safety and Security. The individual student research will result in the creation of a research paper. Students will examine research designs, sampling and general issues associated with academic research. **RE (F)**

PSS 391 - Quantitative Applications in Public Safety and Security

3 credits (PREREQUISITES: STAT 167 and PSS 390)

Students will be introduced to statistical analysis and methodology used in social science research. Students will gain experience using SPSS for data analysis. The course will explore probability theory, hypothesis testing, and testing for bivariate relationships. Students will be able to analyze and identify relationships between groups. **(Sp)**

PSS 450 - Public Policy Analysis

3 credits (PREREQUISITES: PSS 390 and PSS 391)

Students will examine the process of designing and implementing a public policy. Students will research and develop a policy addressing a current public issue: including researching and analyzing data. The development of the policy will include theoretical and statistical analysis.

The course will prepare students for designing new policy and analyzing existing policy. **(Su)**

PSS 490 - Capstone: Seminar in Public Safety and Security

3 credits (PREREQUISITES: PSS 390 and PSS 391)

This is a capstone course in which students will research and analyze a contemporary Public Safety and Security issue. Students will integrate qualitative and/or quantitative data to support the research and analysis. The course will challenge students as they defend the research and conduct an oral presentation of the findings to faculty and peers. Students will practice the skills critical to program management, research and problem analysis. **AW (Su)**

PSY 112 - Introduction to Psychology

3 credits (PREREQUISITE: NONE)

This course introduces the fundamental concepts of psychology, including physiological psychology, neuropsychological principles, sensation and perception, cognition, learning, child and adult development, social psychology, personality, and abnormal psychology. Students will focus on understanding human behavior and its application to everyday life. **SS (F, Sp, Su)**

PSY 115 - Child Development

3 credits (PREREQUISITE: Successful completion of all foundational course work)

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. **SS (Su)**

PSY 205 - Organizational Behavior

3 credits (PREREQUISITE: NONE)

This course provides theoretical and practical knowledge for understanding motivation, leadership, managerial decision making, group processes and conflict resolution within the context of organizational design and culture. Students will examine the 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. **SS (F, Su)**

PSY 210 - Psychology of Learning

3 credits (PREREQUISITE: PSY 112)

This course provides a study of human behavior in learning situations, including theories of development and learning, individual differences, conditions for learning, and dynamics of achieving learning outcomes. Students will focus on working with individuals in a variety of educational and agency settings. **SS (Su)**

PSY 212 - Life-Span Development

3 credits (PREREQUISITE: PSY 112)

This course presents the basic theories and concepts used in the study of the human lifespan, including physical, cognitive, personality, and social development from conception through death. Students will examine the cultural nature of human development and relevant socio-emotional processes. Topics will emphasize the understanding of human development from personal, theoretical and professional perspectives. **SS (F, Sp, Su)**

PSY 215 - Abnormal Psychology

3 credits (PREREQUISITE: PSY 112)

This course provides students with a basic understanding of abnormal human behavior by examining an overview of psychiatric disorders. Students will examine the history, theories, models and classification of mental disorders and approaches to their treatment and become familiar with vocabulary and diagnostic categories currently in use including DSMIV-TR. Topics will cover the mental health profession and relevant legal, social and ethical issues. **SS (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 in this course. Students will consider the influence of heredity, family, peers, school, media and community as contexts within which adolescents develop. Discussion will focus on diversity issues such as culture, socio-economic class, ethnicity, gender, and sexual orientation, as well as common adolescent problems. **SS (Sp)**

PSY 300 - Health Psychology

3 credits (PREREQUISITE: PSY 112)

This course serves as a comprehensive introduction to the field of health psychology. Students will address 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. **SS (Sp)**

PSY 302 - Infant and Toddler Growth and Development

3 credits (PREREQUISITE: PSY 115)

This course is an in-depth study of the growth and development of young children 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 learn about various approaches to working with infants and toddlers such as the R.I.E. approach and responsive caregiving. This course will also focus the many ways in which to connect with the families of our youngest

children. Students will examine the findings of current brain research that impact the work with infants and toddlers. (Cross-referenced to ECE 302) **SS (Sp*)**

PSY 305 - Psychology of Personality

3 credits (PREREQUISITE: PSY 112)

This course provides an overview of the major personality theories and contributing research evidence. Students will examine the theoretical differences in the motivation and dynamics of behavior, analyze and critique the major approaches to personality theory (psychodynamic, learning, dispositional, humanistic/existential), and study research strategies specific to the study of personality. **SS (F, Su)**

PSY 310 - Motivation

3 credits (PREREQUISITE: PSY 112)

This course covers motivational processes underlying the arousal, direction and maintenance of behavior, evaluates major theories of motivation with an emphasis on recent empirical findings and their relevance for future research. Students will analyze social, biological, and cognitive factors involved in motivated behaviors and emotional states. **SS (Sp)**

PSY 315 - Psychology of Death and Dying

3 credits (PREREQUISITE: PSY 112 OR DEPARTMENTAL PERMISSION)

This is an intense course in both its emotional content and its learning activities. As Homo-sapiens we are the only species conscious of our own mortality. The course provides students with an understanding of the human processes of dying, death and bereavement; topics on attitudes and practices in preparation for death; understanding of and care for the terminally ill; funeral rituals, burial, mourning and grief practices; grief counseling; and suicide and euthanasia. To confront 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. **SS (F)**

PSY 320 - Group Counseling

3 credits (PREREQUISITE: PSY 112)

This course addresses the use of groups in the practice of counseling. Its purpose is to help students become more effective group leaders, whether leading a therapy or a training group, and to be able to influence the process of groups in which they are members. To this end, students will participate on several levels of involvement: (1) Principles, theories, concepts, and techniques of group leadership will be investigated; (2) Group dynamics will be discussed and observed in external groups and in the class interaction; (3) Students will lead a group session with a co-leader; and (4) Students will be group members. Students will not be asked to self-disclose. **SS (Sp)**

PSY 330 - Tests and Measurement

3 credits (PREREQUISITE: NONE)

This course addresses the basic theories, applications and issues in psychological testing. Topics covered include reliability, validity and norming common to all test construction; legal and ethical issues relevant to psychological testing; major instruments used in the measurement of intelligence, personality, aptitude, and achievement; and, uses of testing in special situations (e.g., clinical and counseling settings, industrial/organizational settings). By the end of this course, students will be able to describe the theory and procedures that underlie the construction, validation and interpretation of psychological tests; demonstrate the administration, scoring, interpretation and reporting of selected tests; demonstrate competence in the use of library & Internet sources of information about psychological tests; and, describe some of the issues involved in the actual use of testing for decision-making. **SS (Sp)**

PSY 340 - Exceptional Child II

3 credits (PREREQUISITE: ECE 101 and ECE 201)

This course is designed to promote child development and learning by familiarizing students with the characteristics and needs of all exceptional learners. A continual introduction of terms and concepts within a more narrowly defined topic area with discussions of videos, case studies, and presentations of the review of related literature pertaining to exceptional children will be engaged. These activities will add to the emergence of terms and concepts associated with special education. The concept of Inclusion as a means of educating students with special needs will be deeply discussed and students will become familiar with the historical events and social reform that laid the background for this method of instruction. Students will have opportunities to ponder opposing viewpoints on special education issues. Students will investigate the use of drugs as a means of curbing inappropriate conduct of students with special needs and 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. (Cross-referenced to ECE 340.) **SS (Su)**

PSY 350 - Cross-Cultural Psychology

3 credits (PREREQUISITE: PSY 112)

This course is an introduction to culture's influence on human behavior and mental processes. Topics begin with an examination of theoretical definitions of culture, and cover a broad range of theories and research findings regarding cultural influences on human behavior and cognitive processes (lifespan development, abnormal behavior and mental health, self-concept, emotion, motivation, learning, intelligence, perception, memory, communication, social cognition, and social behavior). Students will examine the 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 better equipped to interact in a world where there is increasing contact among different cultures. Students will also gain knowledge in cross-cultural research methodology. **SS MC (F)**

PSY 365 - Advanced Child Development

3 credits (PREREQUISITE: PSY 115 OR PSY 212)

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 develop school and community partnerships. **SS (Su)**

RSP 110 - Cardiopulmonary Anatomy & Physiology

3 credits (PREREQUISITE: BIO 212)

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 124 - Respiratory Diagnostics and Therapeutics

3 credits (PREREQUISITES: RSP 110, RSP 112)

A study of diagnostic and therapeutic procedures used by a respiratory care practitioner. Topics include patient assessment, arterial blood gas and pulmonary function test

analysis, chest x-ray interpretation, and advanced airway management. **(Sp)**

RSP 133 - Principles of Mechanical Ventilation

4 credits (PREREQUISITES: RSP 120, RSP 124)

A study of mechanical ventilators used in respiratory care with an in-depth explanation of function and clinical application. Indications, desired outcomes, hazards and complications of mechanical ventilation will be emphasized. This course includes a skills lab. **(Su)**

RSP 153 - Clinical I

1 credit (PREREQUISITES: RSP 110, RSP 112)

Supervised clinical application of principles learned in the classroom. Students will be scheduled for clinical rotations at various healthcare facilities. Topics include: medical gas therapy, patient assessment, aerosolized medication delivery documentation and chart research. **(Sp)**

RSP 154 - Clinical II

2 credits (PREREQUISITES: RSP 120, RSP 124, RSP 153)

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 therapy, noninvasive positive pressure ventilation, introduction to mechanical ventilation, and radiographic and laboratory assessment of the respiratory patient. **(Su)**

RSP 223 - Fundamentals of Critical Care

3 credits (PREREQUISITE: RSP 133)

A study of current issues in critical care medicine, including the assessment and treatment of critically ill patients. Topics include hemodynamic monitoring, EKG interpretation, capnography, and pharmacologic and mechanical support of circulation. **(F)**

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 234 - Respiratory Capstone

3 credits (PREREQUISITES: RSP 223, RSP 231)

This course is designed to prepare the student to sit for the Certified Respiratory Therapist (CRT) and Registered Respiratory Therapist (RRT) exams administered by the National Board of Respiratory Care (NBRC). The course provides an in-depth review of the content areas and competencies assessed on the exams. Other topics covered include career counseling, transitioning from student to professional, and workshops in professionalism and patient centered care. **(Sp)**

RSP 253 - Clinical III

2 credits (PREREQUISITES: RSP 131, RSP 154)

Supervised clinical application of the principles of mechanical ventilation and adult critical care. **(F)**

RSP 254 - Clinical IV

3 credits (PREREQUISITES: RSP 153, RSP 223, RSP 231)

Supervised clinical application of the principles of mechanical ventilation as well as critical care monitoring of adult, pediatric and neonatal patients. Students will be scheduled for clinical rotations at various healthcare facilities. **(Sp)**

RSP 262 - Neonatal and Pediatric Respiratory Care

3 credits (PREREQUISITES: RSP 223, RSP 231)

An in-depth study of respiratory care modalities used in the care of neonatal and pediatric patients. Topics include diagnostic and therapeutic procedures, fetal cardiopulmonary development, airway and ventilator management and neonatal and pediatric critical care. **(F)**

SCI 100 - Investigating Science

4 credits (PREREQUISITE: Successful completion of foundational Math and English or DEPARTMENTAL PERMISSION)

Through a hands-on survey of forensic science, this course illustrates the fundamentals of scientific inquiry and basic concepts in biology, chemistry and physics. Through intensive interactive learning, students will cover topics such as the history of forensic science, hair and fiber analysis, fingerprint analysis, document analysis, serology, and DNA typing. **NOTE:** Designed for non-science majors, this course fulfills a lab science requirement. Although it will expose students to modern forensic techniques, this course is not intended to train professionals in forensic science. **SCI (F, Sp, Su)**

SOC 101 - Introduction to Sociology

3 credits (PREREQUISITE: NONE)

This course examines the theoretical perspectives, origins and history of sociology. Students will be challenged to do research and to think critically in examining cultural issues in American society and the world. Topics include human socialization, 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. **SS (F, Sp, Su)**

SOC 110 - Contemporary Social Problems

3 credits (PREREQUISITE: NONE)

This course considers contemporary social problems and their implications for human services from historical, sociological, political and economic perspectives. Students will focus on the development of critical-thinking skills. Topics will cover poverty, educational underachievement, crime and violence, and emerging problems of under-resourced communities. Students will consider the impact of race, ethnicity, and gender as variables in contemporary social problems. **SS MC (F, Sp)**

SOC 201 - Multicultural Issues

3 credits (PREREQUISITE: NONE)

This course 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. Students will examine myths concerning group differences and assumptions regarding ethnicity and culture of the economically deprived, senior citizens, and children. This course looks at political and social oppression of minorities and their status in the U.S. Students will be expected to participate in open discussions and engage in scholarly readings. **SS MC (F, Su)**

SOC 301 - Sociology of Aging

3 credits (PREREQUISITE: NONE)

This course examines demographic changes, role shifts, age stereotyping, age norms, stratification, retirement and institutionalization from a sociological perspective, and their implications for the treatment and status of older adults. Students will explore the processes of aging in the later years and the impact of the same on people's lives. The focus of this course is on aging in American society. **SS (Sp, Su)**

SOC 315 - Family-School-Community Partnerships

3 credits (PREREQUISITE: DEPARTMENTAL PERMISSION)

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. Topics in social studies will be explored as students have opportunities to discuss the importance of involving community partners, culture and diversity in the school system. Major theorists will be studied. This course also includes a 20-hour community volunteer project of the student's choice. (Cross-referenced to ECE 315) **(F)**

SPAN 101 - Elementary Spanish I

3 credits (PREREQUISITE: NONE)

This course 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. Students will be provided with a foundation in speaking and writing the Spanish language and understanding Hispanic culture. No previous knowledge of the Spanish language is required. **CU (F, Sp, Su)**

SPAN 102 - Elementary Spanish II

3 credits (PREREQUISITE: C- OR BETTER IN SPAN 101 OR PROFICIENCY EXAM)

This course continues to expand students' understanding and practice of spoken and written Spanish. Topics will emphasize building progressively complex grammar and conversational skills. Students will be exposed to Hispanic literature and culture with increasingly advanced scope and depth. **CU (Sp)**

SPAN 103 - Spanish for Health Care Professionals

3 credits (PREREQUISITE: NONE)

This course focuses on teaching Spanish to students entering or currently in the medical field. Students will learn the terminology, phrases and information relevant to the medical work environment. This course includes an intensive study and practice of communication skills required in "real world" medical work situations and provides the fundamentals of the Spanish language. **CU (F, Sp, Su)**

SPAN 203 - Spanish for Health Care Professionals II

3 credits (PREREQUISITES: SPAN 103 or consent of department)

This course focuses on the continued development of skills initiated in Spanish 103. The enhanced study of functional Spanish vocabulary and grammar prepares healthcare workers to interact with their patients and their patients' families with cultural sensitivity. **CU (F, Sp)**

SPAN 206 - Spanish for Heritage Speakers

3 credits (PREREQUISITE: Native to Near Native Spanish)

This course is designed to specifically promote Spanish proficiency in Native/Heritage Spanish-for speakers who plan to use their language in a Human Services setting. Students who are looking to write grammatically-correct Spanish, improve reading comprehension and expand their vocabulary in order to express themselves formally, are encouraged to take this course. These tools will help students become more proficient in the Spanish language and be able to use these skills in Spanish-speaker interactions. *Students who are interested in taking this course will be directed to talk with the Spanish Course Coordinator before signing up for the course. Please note: This course will be taught in Spanish. **CU (F, Sp, Su)**

STAT 167 - Principles of Statistics

3 credits (PREREQUISITE: COMPLETION OF MATH 125, MATH 130, MATH 135, OR HIGHER WITH A GRADE OF "C" OR BETTER.)

This course introduces students to the basic concepts and processes of descriptive and inferential statistics. Topics include the collection, organization, and graphical representation of data, measures of central tendency and dispersion, probability, the normal distribution, sampling distributions, confidence intervals and hypothesis testing for population means, and linear regression and

correlation. Students will be required to use a TI-83 or TI-84 graphing calculator. **(F, Sp, Su)**

SWK 110 - Introduction to the Social Work Profession

3 credits (PREREQUISITE: NONE)

This course explores the profession of social work as a career choice. An overview of social services is provided including the history of the field as well as the values and skills required for generalist social work practice. There is a focus on social justice, human rights perspective, and social work practice as a response to social problems. Students will be introduced to NASW Code of Ethics and ethical issues that professional social workers face. This course is intended to help students assess the "fit" between themselves and the social work profession. **(F, Sp, Su)**

SWK 250 - Social Work Practice in Research I

3 credits (PREREQUISITE: NONE)

This is the first of a two-course sequence. In Research Methods I, students are introduced to social work research, covering the scientific method from the development of a researchable hypothesis to the point of data collection. This includes developing a researchable question; ethics and values related to that question; sampling; design; data collection; and the development of measurement techniques. The practical application is usually related to the class research project that is started in Research Methods I and completed in Research Methods II. **(F, Sp, Su)**

SWK 260 - Human Behavior and the Social Environment (HBSE) I

3 credits (PREREQUISITE: NONE)

Human Behavior and the Social Environment (HBSE) is a foundation-level course for Social Work majors and is the first of a two-semester course sequence. This course provides the theoretical and empirical foundation for understanding the influence of macro and micro systems which interact with human behavior at all levels (individual, family, small group, community and society). There is a focus on theories of human development from infancy through late childhood in the context of families and communities, as well as the biological, psychological, socioeconomic, spiritual, and cultural influences on development. Risk and protective factors within the family and community contexts will be examined, as well as the impact of trauma, and resilience, as they relate to development from birth through childhood. This course intends to develop students' awareness of self and others as shaped by these positive and negative forces by examining oppression and privilege. HBSE will emphasize a strengths-based perspective for viewing individuals and families in the context of their environments. **(F, Sp, Su)**

SWK 310 - Human Behavior and the Social Environment (HBSE) II**3 credits** (PREREQUISITE: SWK 260)

This course is the second in a two-semester sequence and is a requirement for all Social Work majors. HBSE II expands students' knowledge of theoretical perspectives regarding the person-in-environment focus upon which social work bases its practice; with a focus on development from adolescence through adulthood-including elders. This course examines the roles of risk, life stressors, coping strategies, and resilience factors in the bio-psycho-social environment and the larger ecosystem. Students will consider theories of development as they relate to changing social environments and cultural contexts. At the end of the course, students are able to identify and discuss existing risk and protection of individuals, families, and communities at different points in the lifespan. The application of theoretical knowledge and assessment skills will be emphasized. **(F, Sp, Su)**

SWK 320 - Social Work Practice in Research II**3 credits** (PREREQUISITE: SWK 250)

This is the first of a two-course sequence. In Research Methods I, students are introduced to social work research, covering the scientific method from the development of a researchable hypothesis to the point of data collection. This includes developing a researchable question: ethics and values related to that question, sampling, design, data collection, and the development of measurement techniques. The practical application is usually related to the class research project that is started in Research Methods I and completed in Research Methods II. **(F, Sp, Su)**

SWK 390 - Generalist Practice I (Engagement, Assessment, and Contracting)**3 credits** (PREREQUISITE: NONE)

Generalist Practice I (Engagement, Assessment and Contracting) is the first course in a three-course series. Generalist Practice I focuses on theories of professional values and skills of the helping process within social work practice during engagement, assessment and contracting phases. The goals of Generalist Practice I are to integrate knowledge with practice and to help students begin to self-identify as Social Workers. Students will learn the interviewing, evaluation and observation skills that will inform case formulations and assessments, and become familiar with contracting for agreed upon services and interventions. The course outline follows the stages of clinical work and coincides with client-worker relationships students are developing in field-practice placements. This class emphasizes using strengths-based and culturally-informed perspectives as they apply to individuals, families and groups. **(F, Sp, Su)**

SWK 410 - Generalist Social Work Practice II (Treatment and Termination)**3 credits** (PREREQUISITE: SWK 390)

Generalist Practice II: Treatment and Termination is a foundation-level course for Social Work majors and is the second course in a three-course series. Generalist Practice II focuses on theories of professional values and skills of the helping process within social work practice during treatment through termination phases of social worker-client relationships. Students will also focus on group intervention as a continuation of skills learned in Generalist Practice I. This course outline follows the stages of clinical work and coincides with client-worker relationships students have developed in field-practice placements. The class emphasizes using strengths-based and culturally-informed perspectives as they apply to individuals, families and groups. **(F, Sp, Su)**

SWK 420 - Generalist Social Work Practice III (Communities and Organizations)**3 credits** (PREREQUISITE: SWK 410)

This is the third course in a three-course series. Generalist Practice III focuses on assessment, goal setting, intervention and evaluation as they are applied to larger settings such as formal and informal organizations and communities. Social justice, social change, and utilizing an empowerment approach will be emphasized. **(F, Sp, Su)**

SWK 450 - Social Work Internship and Seminar I**6 credits** (PREREQUISITE: NONE)

The Social Work Internship and Seminar I provides a minimum of 200 hours of generalist practice field work under the supervision of a social work professional. Weekly seminar sessions integrate knowledge, values, and skills gained from classroom instruction and the field experience. In addition, the seminar provides students with a forum where they can share their experiences in the field, learn about ways social workers function in different settings, work toward the development of increased self-awareness, receive additional knowledge to supplement their academic and field experience, and learn to mutually support one another. **(F, Sp, Su)**

SWK 460 - Social Work Internship and Seminar II**6 credits** (PREREQUISITE: SWK 450)

The Social Work Internship and Seminar II provides an additional minimum of 200 hours of generalist practice field work under the supervision of a social work professional. Students are expected to build on what they learned during the first semester's experience by assuming new responsibilities and challenges at their field placement sites. Weekly seminar sessions integrate knowledge, values, and skills gained from classroom instruction and the field experience. In addition, the seminar provides students with a forum where they can share their experiences in the field, learn about ways social workers

function in different settings, work toward the development of increased self-awareness, receive additional knowledge to supplement their academic and field experience, and learn to mutually support one another. **(F, Sp, Su)**

Continuing Education Course Descriptions

ESL 010 - Beginning English I

1.5 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 011 - English Vocabulary Studies I

1.5 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 012 - English Conversation Practice I

1.5 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 013 - ESL Survival Skills I

1.5 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 everyday situations.

ESL 020 - Beginning English II

1.5 credits (PREREQUISITE: ESL 010, ESL 011, ESL 012, AND ESL 013 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 021 - English Vocabulary Studies II

1.5 credits (PREREQUISITE: ESL 010, ESL 011, ESL 012, AND ESL 013 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 022 - English Conversation Practice II

1.5 credits (PREREQUISITE: ESL 010, ESL 011, ESL 012, AND ESL 013 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 023 - ESL Survival Skills II

1.5 credits (PREREQUISITE: ESL 010, ESL 011, ESL 012, AND ESL 013 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 030 - Intermediate English I

1.5 credits (PREREQUISITE: ESL 020, ESL 021, ESL 022, AND ESL 023 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 031 - Reading Skills and Strategies I

1.5 credits (PREREQUISITE: ESL 020, ESL 021, ESL 022, AND ESL 023 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 032 - Oral Communication Techniques I

1.5 credits (PREREQUISITE: ESL 020, ESL 021, ESL 022, AND ESL 023 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 033 - English Writing I

1.5 credits (PREREQUISITE: ESL 020, ESL 021, ESL 022, AND ESL 023 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 040 - Intermediate English II

1.5 credits (PREREQUISITE: ESL 030, ESL 031, ESL 032, AND ESL 033 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 041 - Reading Skills and Strategies II

1.5 credits (PREREQUISITE: ESL 030, ESL 031, ESL 032, AND ESL 033 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 042 - Oral Communication Techniques II

1.5 credits (PREREQUISITE: ESL 030, ESL 031, ESL 032, AND ESL 033 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 043 - English Writing II

1.5 credits (PREREQUISITE: ESL 030, ESL 031, ESL 032, AND ESL 033 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

Maria Ellis, M.D., Chairman
South Windsor, CT
Physician, Obstetrics & Gynecology

Se-Min Sohn, Vice Chairman
West Hartford, CT
Vice President Business Development, GenNx360

A. Raymond Madorin, Treasurer
Farmington, CT
Attorney at Law

Mark E. Scheinberg, Secretary
Haddam Neck, CT
President, Goodwin College

Julio Maturana

West Hartford, CT
Business Manager,
Catholic Communities of East Hartford - North

Megan Mehr

West Hartford, CT
Education Consultant, International Network for Public
Schools

Al Veniscofsky

South Windsor, CT
Vice President, American Automobile Association (AAA),
Retired

John Walters, Ph.D.

Moodus, CT
Move Program, Goodwin College
Connecticut Department of Higher Education, Retired

Sherrilyn Bernier, Ed.D.

East Windsor, CT
Chairman of Faculty Senate, Goodwin College

Members

Frank Amodio

Farmington, CT
Amodio Realty

Kevin Armata

Suffield, CT
President, Windsor Marketing Group

Michele Bush

Chicago, IL
Ethics Officer, Illinois State Board of Investment

Edward Casares, '09

Hartford, CT
Chief, Hartford Fire Department, Retired

Karen Chadderton

Enfield, CT
Administrator, Riverside Health & Rehabilitation Center

Martin D'Eramo

Glastonbury, CT
Public Affairs, Pratt & Whitney Aircraft

Merilee DeJohn, '07

Rocky Hill, CT
Alumni Representative

C. Anthony DiFatta, Jr.

Simsbury, CT
Principal, DiFatta Realty Group

Ethan Foxman, M.D., Ph.D.

West Hartford, CT
President and CEO, Jefferson Radiology

Donna Galluzzo, Ph.D., R.D.

Durham, CT
President and CEO, Healthcare Management Solutions,
Inc.

Jackie Jacoby, Ed.D.

Cromwell, CT
Magnet Schools and Search Consultant, CABA

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

Danielle S. Wilken, Vice President for Academic Affairs/Dean of Faculty

Todd J. Andrews, Vice President for Economic and Strategic Development

Bryant L. Harrell, Vice President for Physical Facilities and Information Technology

Daniel Noonan, Vice President for Enrollment, Communications and Marketing

Brooke Penders, Vice President for Advancement

Henriette M. Pranger, Assistant Vice President for Institutional Effectiveness

Sharon N. Daddona, Assistant Vice President for Finance & Business Services

Daniel Larson, Assistant Vice President for Physical Facilities

Nicholas Lentino, Assistant Vice President for Enrollment

Jean McGill, Assistant Vice President for Human Resources

Clifford E. Thermer, Assistant Vice President for Strategy & Business Development

Ann Zajchowski, Executive Assistant to the President

Maura Callahan, Executive Assistant to the Provost, Chief Financial Officer, and the Vice President for Physical Facilities and Information Technology

Kelly Britt, Executive Assistant to the Vice President for Academic Affairs and to the Vice President for Enrollment

Gretchen Goode, Executive Assistant to the Vice President for Economic and Strategic Development and the Vice President for Advancement

Holly Greene, Executive Assistant to the Assistant Vice President for Institutional Effectiveness

Academic Affairs and Registrar Services

Allison Misky, Registrar

Rebecca Straub, Assistant Registrar

Simona Burgio, Data Systems Coordinator

Joseth DaCosta, Academic Progress Coordinator

Kathy Brochu, Scheduling Specialist

Kimberly Wennerberg, Transfer Coordinator

Mary Henderson, Visitor and Student Liaison

Ivy Kimble, Student Records Specialist

Christine Boudreau, Student Records Specialist

Ora Campbell, Student Records Specialist

Anne Marie Andrews, Administrative Assistant, Social Science, Business and Education

Ellen Pelletier, Administrative Assistant, Social Science, Business and Education

Marilyn Portilla, Foundational Advisor, Social Science, Business and Education

Charles Thermer Manufacturing Program Administrator, Social Science, Business and Education

Beverly Carter, Administrative Assistant, General Studies

Christine Thurston, Administrative Assistant, General Studies

Jaria Aljoe, Foundational Advisor, General Studies

Nicole Rychling, Administrative Assistant, Health and Natural Sciences

Gayle McDonald, Administrative Assistant, Health and Natural Sciences

Leila Moshiri, Administration Assistant, Health and Natural Sciences

Marlene Harris, Program Assistant, Medical Billing and Coding

Catie Grosso, Health and Natural Science Academic Advisor

Amy Holland, Health and Natural Science Academic Advisor

Bryce Jones, Health and Natural Science Academic Advisor

Stephanie Kirkendall, Health and Natural Science Academic Advisor

Lindsey Oliveto, Health and Natural Science Academic Advisor

Frank Ruotolo, Nursing Academic Advisor

Adriane Copley, Administrative Assistant, Nursing

Advancement

Marion Leonard, Director of Grants and Planned Giving

Holly Winters, Director of Advancement

Carol Powers, Senior Grants Officer

Sonya Richmond, Senior Grants Officer

Alexis Surovov, Annual Fund and Donor Relations Manager

Karen Gilbert, Advancement Events Coordinator

Greg Jordan, Advancement Associate

Beckie Johansen, Administrative Assistant

Business Services/Finance

Sharon N. Daddona, Assistant Vice President for Finance & Business Services

Edwin Meyer Jr., Director of Finance

Nancy Li, Accounts Payable Manager

Melissa Gaudet, Assistant Director

Michele Beauge, Student Account Specialist

Kelly Bednarz, Supervisor Business Office

Nathan Briggs, Senior Student Account Specialist
Andrea Brown, Magnet School Accountant
Veronica Bueno, Magnet School Accounts Payable
Rosemary Afholderbach, Staff Accountant
Michael Ramsey, Book Store Manager
Ali Welcome, Bookstore Assistant Manager
Deanna Fell, Student Account Specialist
Brittany Garofola, Administrative Associate
Laura Fritch, Administrative Associate

Economic and Strategic Development

Gary Minor, Director of College Relations
Guy LaBella, Assistant Director of College Relations
Alan Kramer, Dean of Magnet Schools
Lynn Guerriero, Director of Magnet Schools Operations
Alex Henschel, Project Manager

Enrollment Services

Nicholas Lentino, Assistant Vice President for Enrollment Services
Claudia Lange, Assistant Director of Admissions
Daniel Williamson, Assistant Director of Adult Admissions
Bobella Daley, Admissions Manager
Kim Nadeau, Admissions Manager
Lori Jarvis, Admissions Coordinator
Susan Hogan, Academic Community Liaison
Monica Carbone, Admissions Officer
Ashley Cattano, Admissions Officer
Meredith Hughes, Admissions Officer
Andrea Huggins, Admissions Officer
Michael McCarthy, Admissions Officer
Kristin Moreland, Admissions Officer
Paula Nixon, Admissions Officer
Danielle Phinn-Lawrence, Admissions Officer
Jessica Slaper, Admissions Officer
Tanya Williams, SNAP Program Manager
Erin Clark, Applicant Advising Manager
Charita Alston, Applicant Advisor
Glenn Black, Applicant Advisor
Matthew Welles, Applicant Advisor
Jason Atsales, Applicant Advisor
Anaise Prince, Admissions Reservation Center Representative
Angela Gaudet, Admissions Reservation Center Representative

Carissa Sanchez, Admissions Reservation Center Representative
Soledad Soltren, Admissions Reservation Center Representative
Jamie Suchecki, Admissions Reservation Center Representative
Allison Nelson, SNAP Program Supervisor
Johanna Serrata, SNAP Intake Facilitator
Stephanie Kuhn, Guest Services Representative

Facilities Management

Daniel Larson, Assistant Vice President for Physical Facilities
James Nargi, Director of Maintenance
Brian Beechinor, Director of Property Management and Grounds-keeping
Ray Maselek, Director of Custodial Services
James Arsenault, Project Manager
Katie Vallier, Administrative Assistant-Campus Realty
Devin Raeli, Administrative Assistant-Facilities
Salvatore Cantone, Supervisor of Maintenance, Campus Realty
Randy Goven, Maintenance
Fady El-Hachem, Maintenance
Ray Larson, Maintenance
Gerald Jarvis, Supervisor of Grounds-keeping
Connor Martin, Lead Grounds-keeping Specialist
Erich Todte, Grounds-keeping
Jonathan Wyman, Grounds-keeping
Brandon Boudreau, Grounds-keeping
Tim Carey, Grounds-Keeping
R.J. Solomson, Supervisor of Maintenance
Andrew Dawson, Supervisor of Maintenance
Zabdiel Roman, Maintenance Specialist
Steven Lipman, Maintenance Specialist
Serayban Alcantara, Lead Custodian, CTRA
Ismael Roman, Lead Custodian, College Buildings
Tim Perkins, Lead Custodian, Early Childhood Magnet School
Juana Toro Sanchez, Custodian
Bajram Hidri, Custodian
Judy Klotzbier, Custodian
Jim Lacey, Custodian
Roger Plourde, Custodian
Luan Qazimi, Custodian
Manola Qazimi, Custodian

Amerfi Roman, Custodian

Financial Aid

Sharon N. Daddona, Assistant Vice President for Finance & Business Services

Bonnie Soltz-Knowlton, Director of Financial Aid

Jennifer Burrell, Assistant Director Financial Aid

Andrea Young, Financial Aid Supervisor

Maria Cruz, Senior Financial Aid Counselor

Georgeta Moarcas, Senior Financial Aid Counselor

Eleni Beka, Financial Aid Counselor

Lindsay Demonstranti, Financial Aid Counselor

Roberta Frick, Financial Aid Counselor

Ashley Benner, Financial Aid Counselor

Tara Hall, Financial Aid Counselor

Gloria Rivera, Financial Aid Counselor

Mike Bozzuto, Financial Aid Counselor

Karen DiGalbo, Loan Repayment Counselor

Robin Glover, Loan Repayment Counselor

Human Resources

Jean McGill, Assistant Vice President for Human Resources

Terry Antoine, Human Resources Specialist

Lori Loening, Payroll Specialist

Leah Peters, Executive Assistant

Information Technology

John Ruggirello, Interim Director

Dan Bonacum, Database Administrator

Randy Swanson, Systems Administrator

Gary Wright, Help Desk Support Coordinator

Jose Romero, Help Desk Support Specialist

Piotr Krzemien, Help Desk Support Specialist

Matthew Goodwin, Help Desk Support Specialist

Institutional Effectiveness

Craig Esposito, Director of Educational Assessment

David Schwegman, Research Analyst

Megan Monahan, Compliance Specialist and Title IX Coordinator

Amanda Daddona, Project Manager

Library Services

Marilyn L. Nowlan, Director of Library Services, Assistant Professor of English

Christina Deptulski, Librarian

Cynthia Hunt, Librarian, Reference, and Special Collections

Briana McGuckin, Librarian

Conor Perreault, Systems Librarian

Tracy Schulz, Library Coordinator

Marketing and Communications

Philip Moore, Director of Marketing and Communication

Caleb Prue, Creative Manager

Robert Muirhead, Media Relations Coordinator

Erica Daigle, Senior Marketing Coordinator

Samantha Binette, Graphic Designer

Charissa Bass, Digital Design and Content Coordinator

Hannah Stacy, Marketing Coordinator

Kevin Peloquin, Graphic Designer

Online Studies

Mark Fazioli, Director of Online Studies

Kathy Jensen, Instructional Designer/Technologist

Howard Satinsky, Instructional Coach/Designer

Eli Cabrera, Instructional Technology Support Developer

Student Services

Tamara O'Day-Stevens, Dean of Students

Aaron Isaacs, Assistant Dean of Students

Martha Ifkovic, Administrative Assistant

Patricia Cicchetti, Director of Career Services

Eric Emet, Director of Student Retention

Antaya Lee, AccessAbility Coordinator

Stephanie Frascadore, Therapist

Kevin Ervingham, Veteran and Military Services Coordinator

Nicole Miller, Student Engagement Coordinator

Vanessa Pergolizzi, Student Engagement Associate

Surbhi Patel, Academic Success Center Coordinator

John Walters, MOVE and WISE Consultant

Latanya Kennedy, WISE Coordinator

Manny Sanchez, Employer Relations Coordinator

Martin Levine, Placement Coordinator

Marrie Ayub, Student Services Program Assistant

Travis Samuels, Student Services Associate

Goodwin College Faculty

Faculty

- Deanne Anderson**, Program Director and Assistant Professor of Occupational Therapy Assisting. (B.S., Quinnipiac University; M.S., Central Connecticut State University)
- Allan J. Ballinger**, Curriculum Director of Humanities. (B.A. Excelsior College; M.A., M.S., Central Connecticut State University; D.M.A., University of Connecticut)
- Amy Beauchemin**, Program Director of General Studies and Assistant Professor of Computer Literacy. (B.B.A., Western Connecticut State University; M.S.E., University of Bridgeport)
- Anjanette Bennar**, Curriculum Director of Computer Literacy. (B.S., 6th Year Certificate, Central Connecticut State University; M.S., M.Ed., University of New Haven)
- Sherrilyn Bernier**, Assistant Professor of Human Services. (B.A., M.S., Central Connecticut State University; Ed.D., University of Hartford)
- Paula H. Bowley**, Nursing Clinical Instructor. (B.S.N., M.S.N., University of Hartford; Diploma, St. Mary's School of Nursing)
- Cheryl Braxton**, Assistant Professor of Human Services. (B.S., M.S., Springfield College; Ed.D., University of Massachusetts/Amherst)
- Anne Marie Buonocore**, Assistant Professor of Nursing. (B.S.N., University of St. Joseph; M.S., Syracuse University; Ph.D., University of Connecticut)
- Karen Carney**, Assistant Professor of Human Services. (B.A., Central Connecticut State University; M.S.W., Southern Connecticut State University)
- Thomas P. Corbin**, Program Director and Assistant Professor of Supply Chain and Logistics. (M.S., M.B.A., Rensselaer Polytechnic Institute; D.B.A., National Graduate School)
- Janice F. Costello**, Department Chair and Associate Professor of Nursing. (R.N., Hartford Hospital School of Nursing; B.S.N., M.S.N., University of Hartford)
- Carlita R. B. Cotton**, Assistant Professor of Science. (B.A., State University of New York; M.Div., Howard University; Ph.D., University of Connecticut)
- Robin Cournoyer**, Assistant Professor of Nursing. (B.S.N., Saint Anselm College., M.S.N., University of Connecticut)
- Paul Danese**, Assistant Professor of Science. (B.S., University of Massachusetts; M.S., Ph.D., Princeton University)
- Geraldine Dees**, Nursing Clinical Instructor. (B.S.N. University of Maryland; M.S.N. University of California)
- Betsy De La Cruz**, Assistant Professor of Human Services. (B.S., M.S., Springfield College)
- Michelle Dent**, Assistant Professor of Child Study. (B.A., State University of New York at Albany; M.B.A., New York University; M.S.E., Fordham University)
- Kerryann Deschaies**, Instructor of Nursing. (B.S.N., Our Lady of Elms College; M.S.N., University of Hartford)
- Vinod Dhar**, Curriculum Director of Chemistry and Associate Professor of Science. (B.S., Kashmir University; M.S. Kumaon University; M.Phil., and Ph.D., Kashmir University)
- Brian Dixon**, Assistant Professor of English. (B.A., Eastern Connecticut State University; M.A., Ph.D., University of Rhode Island)
- Paula Dowd**, Department Chair and Associate Professor of Health and Natural Sciences. (B.S., University of Connecticut; M.A., Hartford Graduate Center)
- Susan H. Eichar**, Program Director of Post-Licensure Nursing Programs and Associate Professor of Nursing. (B.S.N., Cedar Crest College; M.S.N., Saint Joseph College; Ed.D., University of Hartford)
- Roger Ellsbury**, Associate Professor of English and Mathematics. (B.A., M.A., University of Connecticut; C.A.G.S. 6th Year Certificate, Saint Joseph College)
- Kelson Ettienne-Modeste**, Assistant Professor of Science. (B.S., Trinity College; M.D., Howard University College of Medicine)
- Mark Fazioli**, Director of Online Studies and Associate Professor of Computer Literacy. (B.S., Charter Oak State College; M.S., Southern Connecticut State University; Ph.D., Capella University)
- William T. Forte**, Assistant Professor of Management and Leadership. (B.A., University of Connecticut; M.S.O.L., Quinnipiac University)
- Phillip Fox**, Assistant Professor of English. (B.A., Connecticut College; M.A., National University)
- Kathleen Gavin**, Assistant Professor of Early Childhood. (B.A., Eastern Connecticut State University; M.S., Central Connecticut State University)
- Lauren Gibson-Carter**, Program Director and Assistant Professor of Family Studies. (B.S., Empire State College; M.S.W., University of Connecticut)
- Linda Gilbert**, Assistant Professor of Nursing. (B.S.N., M.S.N., University of Phoenix)
- Isalena Gilzene**, Program Director and Assistant Professor of Social Work. (B.A., Eastern Connecticut State University; M.S.W., University of Connecticut)
- Kelli Goodkowsky**, Program Director and Assistant Professor of Histologic Sciences. (B.S., M.Ed., Elms College; HT, ASCP, Hartford Hospital School of Allied Health)
- Kieasha S. Goods**, Instructor of Mathematics. (B.S., M.Ed., University of Hartford)
- Tina Grove**, Assistant Professor of Business Administration and Management and Leadership (B.A., Southern Illinois University; M.A.T., Sacred Heart University; Ph.D., Capella University)
- Leslie Harris**, Assistant Professor of Nursing. (B.A., Eastern Nazarene College; M.S.N., Ed.D., University of Hartford)

- Rosemary Hathaway**, Associate Professor of Nursing. (B.S., Boston College; M.S., Ph.D., University of Connecticut)
- Carmen Hufcut**, Program Director and Assistant Professor of Dental Hygiene. (B.S., M.S.D.H, University of Bridgeport, Fones School of Dental Hygiene)
- Katherine Kalagher**, Instructor of English. (B.A., University of Hartford; M.A., Trinity College; Ph.D., American International University)
- John Kania**, Assistant Professor of English. (B.A., Assumption College; M.S., Anna Maria College; M.Ed., Harvard Graduate School of Education; Ed.D., University of Massachusetts, Lowell)
- Edward Kobylanski**, Associate Professor of Nursing. (A.D., St. Vincent's College; B.S., Daemen College; M.S.N., University of Hartford)
- Sharon Koch**, Department Chair and Associate Professor of General Education. (B.A., M.S.W., University of Connecticut; M.Ed., University of New Haven; Ed.D., University of Hartford)
- Ellen Kraemer**, Clinical Instructor, (B.S., Kent State University; M.S.N. Pace University)
- Randy Laist**, Curriculum Director and Associate Professor of English. (B.A., M.A., Ph.D., University of Connecticut)
- Elizabeth A. Lane**, Associate Professor of English. (B.A., M.Ed., American International College)
- Patricia Maloy**, Director of Clinical Education and Assistant Professor of Respiratory Care. (B.S., University of Hartford; M.Ed., Cambridge College)
- Kim Mansfield**, Program Director of Child Studies and Early Childhood Education. (B.A., Eastern Connecticut State University; M.A.T., Sacred Heart University)
- Dawn Mapp**, Clinical Faculty, (B.S.N. Asnuntuck Community College; M.S.N. University of Hartford)
- Sabrina Marler**, Instructor of Mathematics. (B.S., College of Charleston; M.S., Virginia Polytechnic Institute and State University)
- Cyndy Marshall**, Clinical Lab. Coordinator, (B.S.N. Fitchburg State College)
- Donnette Martin**, Practicum Coordinator and Assistant Professor of Medical Assisting. (A.S. Goodwin College; B.S., Charter Oak State College; M.S. New England College)
- Jack Matthews**, Program Director and Assistant Professor of Human Services. (B.A., M.Ed., Springfield College)
- Claude Ewart Phillibert Mayo**, Assistant Professor of First Year Experience. (B.S., Cornell University; J.D., The Pennsylvania State University Dickinson School of Law; M.P.A., Cornell University)
- Jillian McDonald**, Program Director and Assistant Professor of Medical Assisting. (A.S., Manchester Community College; B.S., Charter Oak State College)
- Cynthia McHale-Hendricks**, Associate Professor of English. (B.A., Albertus Magnus College; M.A., Trinity College)
- Sally Mirtl**, Assistant Professor of Respiratory Care. (A.S., Manchester Community College; B.G.S., Eastern Connecticut State University)
- Michelle B. Moeller**, Assistant Professor of Nursing. (A.D.N., Holyoke Community College; B.S., Springfield College; M.S.N., University of Hartford)
- Amy Mongillo**, Assistant Professor of Dental Hygiene. (B.S., Marquette University; M.S., Southern Connecticut State University)
- Barbara Morey**, Associate Professor of Nursing. (B.S.N., Central Connecticut State University, M.S.N., University of Hartford; Ph.D.c, Nova Southeastern University)
- Bruce Morton**, Program Director and Associate Professor of Environmental Studies. (B.A., State University of New York at Plattsburgh; M.E.P.C., The Pennsylvania State University)
- Michael Murphy**, Program Director and Assistant Professor of Respiratory Care (B.A., Western Connecticut State University)
- Kimberly A. Myers**, Assistant Professor of Criminal Justice and Homeland Security. (B.A., Central Connecticut State University; M.S., American International College)
- Vicky Navaroli**, Associate Professor of Science. (B.S., University of Connecticut; Ph.D., University of Illinois at Chicago)
- Yvette Onye**, Instructor of Computer Literacy. (B.S., Westfield State college; M.M., Cambridge College)
- Joanna Plizska**, Assistant Professor of Histologic Studies. (B.S., M.S., Higher Pedagogical School in Olsztyn)
- Henriette M. Pranger**, Assistant Vice President for Institutional Effectiveness and Associate Professor of Humanities. (B.A., Trinity College; M.A., Ph.D., University of Connecticut)
- Albert T. Pucino**, Program Director and Assistant Professor of Manufacturing Management (B.E.S., M.S., Ph.D., Stony Brook University)
- Kimberly A. Reese**, Associate Professor of Science. (B.S., Southern Connecticut State University; M.H.S., Quinnipiac University)
- Michael P. Rotondo**, Associate Professor of Business Administration and Curriculum Director for Accounting. (B.S., Central Connecticut State University; M.B.A., University of Hartford)
- Chantelle Rouleau**, Assistant Professor of Respiratory Care (B.S., University of Hartford)
- Jayanti Roy**, Associate Professor of Psychology. (B.A., M.A., University of Delhi, India; M.Phil., Ph.D, Jawaharlal Nehru University, India)
- Rebecca Ryznar**, Assistant Professor of Science. (B.S., M.A., Central Connecticut State University)
- Regina E. Salvio**, Associate Professor of English. (B.A., University of New Hampshire; M.A.L.S., Wesleyan University)
- Maryann Santos**, Program Director and Assistant Professor of Ophthalmic Science. (A.S., Middlesex Community College; B.S., Central Connecticut State University)
- Salvatore Secondo**, Associate Professor of Science. (B.S., M.S., Central Connecticut State University)

- Nicole Segovia**, Assistant Professor of Psychology. (B.A., University of California, Riverside; M.S., University of Hartford; Ph.D., University of Connecticut)
- Cynthia Seiwert**, Assistant Professor of Science. (B.A., Earl Ham College; Ph.D., Cornell University)
- Cheyenne Seymour**, Curriculum Director and Assistant Professor of English and Communications. (B.A., Long Island University; M.A., Trinity College)
- Jason T. Shea**, Assistant Professor of Mathematics. (B.S., M.S., Eastern Connecticut State University)
- Stephen G. Socolosky**, Assistant Professor and Curriculum Director of CNC Machining. (B.S., Technology Education Teacher Certification, Central Connecticut State University)
- Rebecca Soto**, Practicum Coordinator of Ophthalmic Science (B.S., Southern Connecticut State University)
- Diane Sperger**, Curriculum Director and Assistant Professor of English. (B.A., Salve Regina University; M.S., Central Connecticut State University; Ed.D., University of Hartford)
- Clifford E. Thermer**, Assistant Vice President, Strategy & Business Development; Chair and Associate Professor of Social Science, Business & Education (M.P.A., University of New Haven; B.A., Ed.D. University of Hartford)
- Cassandra Tierney**, Program Director Health Sciences and Assistant Professor of Science. (B.S., Fairfield University; Ph.D. University of Connecticut)
- Lisa Toussaint**, Field Work Coordinator and Assistant Professor of Occupational Therapy Assisting. (B.S., OTR/L, Quinnipiac University)
- Ernesto Varela**, Program Director Business Administration. (B.A., M.A., University of Miami Florida; M.B.A. University of Florida; Ed.D., Argosy University)
- Vita Vernace**, Curriculum Director of Upper Division Sciences and Assistant Professor of Science. (B.A., M.A., State University of New York at Buffalo; M.Phil, Ph.D., The Graduate School and University Center City University of New York)
- Pamela Walker**, Associate Professor of Nursing. (B.S., University New York Regents; M.S.N., University of Hartford)
- Tammy Webb**, Curriculum Director Social Sciences and Associate Professor of Psychology. (B.S., M.A., American International College)
- Fred White**, Assistant Professor of Mathematics. (B.S., Adelphi University; B.S., Dickinson College; J.D., Western New England School of Law)
- Michael Wolter**, Program Director and Assistant Professor of Management and Leadership. (B.S., M.S., Eastern Connecticut State University)
- Margot Zaharek**, Assistant Professor of Health Science. (B.A., Muhlenberg College; M.A., Wesleyan University; M.S., M.Phil, Ph.D., Columbia University)
- Elizabeth Acevedo**, Instructor of Medical Assisting. (B.A., University of Puerto Rico; M.B.A., Metropolitan University)
- Jaria C. Aljoe**, Instructor of Academic Skill Development and Human Services. (B.S., Eastern Connecticut State University; M.S., Central Connecticut State University)
- Abby Alter**, Instructor of Human Services. (B.S., State University of New York at Albany; M.P.A., New York University)
- Angela Atwater**, Instructor of Business Administration. (B.A., M.A., University of Connecticut)
- Steven Autieri**, Instructor of Science. (B.S., Keene State; M.S., University of Rhode Island)
- Edward R. Azzaro**, Instructor of Sociology. (B.S., Western New England University; M.S., Southern Connecticut State University; J.D., Western New England University School of Law)
- Robert P. Bagioni**, Instructor of Science. (B.S., Central Connecticut State University; M.A., St. Joseph College)
- Natalie Belanger**, Instructor of History. (B.A., Smith College; M.A., University of Maryland)
- Sarah A. Bement**, Instructor of Human Services. (B.S., Springfield College; M.A., Vermont College of Norwich University; Ph.D., Capella University)
- Eric Bennett**, Clinical Coordinator of Paramedic Studies. (B.S., M.B.A., University of Hartford; NREMT)
- Cynthia Berlin**, Instructor of Science. (B.S., University of Hartford; M.S., University of Bridgeport)
- Lori L. Blake**, Associate Professor of Child Study and Early Childhood. (B.S., University of Connecticut; M.S., Central Connecticut State University)
- Dawn Blake-Holmes**, Instructor of Nursing. (B.S.N., Russell Sage College; M.S.N., University of Connecticut)
- Evelyn Bollert**, Instructor of English. (B.A., University of Connecticut; M.A., Yale University)
- Stacey Bottone**, Instructor of Health Science. (B.S., Charter Oak State College, M.B.A., Salve Regina University)
- Linda Boucher**, Instructor of Medical Assisting and Psychology. (B.S.N., Saint Joseph's College; M.A., Saint Joseph's College)
- Anna Bourgault**, Nursing Clinical Instructor, (B.S.N., San Francisco State University; University of Phoenix, MSN)
- Tanya Bourne**, Instructor of Nursing. (A.D.N., Goodwin College; B.S.N., M.S.N., Sacred Heart University)
- Mara Braverman**, Instructor of Communications and English. (B.A., New York University; M.P.A., J.D., University of Southern California)
- Nicole Brewer**, Instructor of English. (B.A., Hollins University; M.A., New York University)
- Ashika Brinkley**, Instructor of Science. (B.S., Morgan State; M.P.H., Yale University)
- Jill M. Brown**, Instructor of Sociology. (B.S.W., Western New England College; M.S.W., University of Connecticut)

Adjunct Faculty

- Priya Abraham**, Instructor of Medical Assisting. (M.D., University of Debreceen Medical School)

- Eric Brummit**, Instructor of Humanities. (B.M., University of Oregon; M.M., Wichita State University; Ph.D., University of Michigan)
- Pamela Burke**, Instructor of Medical Assisting. (B.A., Northwood University; M.B.A., University of Phoenix)
- Erika Cappelluti**, Instructor of Respiratory Care. (B.S., Virginia Tech University; Ph.D., M.D., Medical College of Virginia/Virginia Commonwealth University)
- Kathryn Kleis Carbone**, Assistant Professor of Criminal Justice, Homeland Security, and Public Safety and Security. (B.S., University of Connecticut; B.A., Western Connecticut State University; M.A., John Jay College of Criminal Justice)
- Judy Carson**, Instructor of Child Study. (B.A., Austin College; M.S., The Pennsylvania State University; Ph.D., Brandeis University)
- Michael Cassone**, Instructor of Science. (B.A., University of Connecticut; M.S., Southern Connecticut State University)
- Stephanie Cavanna**, Instructor of Sociology. (B.S., University of Connecticut; M.Ed., Post University)
- Michael Clarke**, Instructor of English. (A.A., Edison Community College; B.A., M.A.W., Manhattanville College)
- Raffaella Coler**, Program Director of Paramedic Studies. (B.S., Post College; M.Ed., Cambridge College)
- Margaret Concannon**, Instructor of Health Science. (B.A., Central Connecticut State University; M.Ed., Springfield College)
- Karen Contorno**, Instructor of Science. (B.S., M.S., Cedar Crest College)
- Matthew P. Cooper**, Instructor of Human Services. (B.A., Hofstra University; M.S., Central Connecticut State University; M.B.A., University of New Haven)
- Anne O. Cross**, Clinical Instructor of Nursing. (B.S.N., University of Hartford; M.S.N. University of Connecticut)
- Lauren Coughlin**, Instructor of Occupational Therapy Assisting. (B.S., University of Hartford; M.S., Boston University)
- Adam Craig**, Instructor of Science. (B.S., University of Massachusetts - Amherst; N.D., University of Bridgeport)
- Barbara Crouch**, Instructor of Human Services. (B.A., M.P.A., University of Mississippi)
- Marisol Cruz-St. Juste**, Instructor of Psychology. (B.A., Eastern Connecticut State University; M.A., Canyon College)
- Heather Czaplá**, Instructor of Science. (B.S., M.S., University of Vermont)
- Angelina Dale**, Instructor of Communications. (B.A., University of Connecticut; M.A., National University)
- Diane D'Alessio**, Instructor of Nursing. (B.S.N., University of Hartford; RN Diploma, Saint Francis Hospital)
- 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)
- Gaunet Davis**, Instructor of English. (B.A., M.S., Lehman College)
- Thomas Davoren**, Instructor of Management and Leadership and Business Administration. (B.S., Charter Oak State College; M.B.A., Western New England College)
- John Day**, Instructor of Medical Assisting. (B.A., Ohio Wesleyan University; M.S., Southern Connecticut State University; M.B.A., University of Hartford)
- Mary Deleo**, Instructor of Nursing. (B.S.N., Georgetown University; M.S.N., Columbia University; M.S.N., University of California)
- Jennifer Dickman**, Instructor of Statistics. (B.S., University of Connecticut; M.Ed., University of Bridgeport)
- Don DiGenova**, Instructor of Environmental Studies & Mathematics. (B.E., Stevens Institute of Technology; M.S., Rensselaer Polytechnic Institute; M.S., University of Connecticut)
- Kodjo Djinadji**, Instructor of Psychology. (B.S., M.S., University of Lome)
- Meredith A. Dodge**, Nursing Clinical Instructor. (B.S.N., Elmira College; M.S.N.; University of Hartford)
- Marcia Dunne**, Instructor of Histologic Studies (B.S., University of Connecticut)
- Zoe Durkin**, Instructor of Histologic Studies. (A.S., Centenary College; HT, University of Pennsylvania; M.Ed., Cambridge College)
- Lorraine Egan**, Instructor of English. (B.A., University of Connecticut; M.A., University of Chicago)
- Dawn Ellsworth**, Instructor of Child Study. (B.A., Eastern Connecticut State University; M.A., Sacred Heart University)
- Brian Enns**, Instructor of Criminal Justice. (B.S., Westfield State College; M.P.A., University of Hartford)
- Martha Erdman**, Instructor of Psychology. (B.A., Siena College; M.S., Southern Connecticut State University)
- German Escudero**, Instructor of Science. (B.A., Central Connecticut State University; M.H.S., Quinnipiac University)
- Craig Esposito**, Instructor of Child Study. (B.A., Cornell University; Ph.D., University of Connecticut)
- Kathleen Favoccia**, Instructor of American Sign Language. (B.A., Western Connecticut State University; M.S., University of Bridgeport)
- Gregory Feeley**, Instructor of English. (B.A., Yale College; M.A., Southern Connecticut State University)
- Sandor Feher**, Instructor of Business Administration. (B.S., University of Connecticut; M.B.A., Case Western Reserve University)
- Eileen Ferris**, Instructor of Communications. (B.A., California State University; M.S., University of Hartford; J.D., University of Connecticut)
- Ellen M. Festi**, Instructor of Computer Applications. (B.S., Siena College; M.S., Central Connecticut State University)
- Ann Finateri-Laist**, Instructor of Humanities. (B.A., Mount Holyoke College; M.S.Ed., University of Bridgeport)
- Deborah Finnegan**, Nursing Clinical Instructor. (B.S.N., Connecticut State College; M.S.N., University of Connecticut)

- Frederick C. FitzGerald**, Assistant Professor of Mathematics. (B.S., Ed., Westfield State University; M.Ed., Boston University)
- Elizabeth Fitzroy**, Instructor of Sociology. (B.A., University of Hartford; M.A., Trinity College)
- Casey Freeman**, Instructor of Science. (B.S., Texas Tech University; M.H.S., Quinnipiac University; J.D. Quinnipiac University School of Law)
- Richard Fritz**, Instructor of Respiratory Care. (B.A., University of Connecticut; M.S., M.Ed., Ed.D., University of Hartford)
- Keely Garden**, Instructor of First Year Experience and History. (B.A., M.S., Southern Connecticut State University)
- Rebecca C. Geary**, Instructor of English. (B.A., University of Connecticut; M.S., Southern Connecticut State University)
- Timothy Genck**, Instructor of Business Administration. (B.A., Benedictine University; M.S.O.L., Quinnipiac University)
- Debra Glover**, Instructor of Medical Assisting. (B.S.N., University of Connecticut)
- Mark Glover**, Instructor of Computer Literacy. (B.S., Eastern Connecticut State University; M.S., M.B.A., Rensselaer Polytechnic Institute)
- Levanuel Griffin**, Instructor of Computer Literacy. (B.A., University of Connecticut; M.B.A., Rensselaer Polytechnic Institute)
- Thomas Grimaldi**, Instructor of Criminal Justice and Homeland Security. (B.S., Albertus Magnus College; M.S., St. Joseph College)
- Neil Groberg**, Instructor of Business Administration. (B.S., University of Pennsylvania; J.D., Hofstra Law School)
- Jason Grosso**, Instructor of Mathematics. (B.S., University of Hartford; M.S., Walden University)
- Kathryn M. Gundersen**, Instructor of Statistics. (B.A., Assumption College; M.S., Central Connecticut State University)
- Kimberley Hagerty**, Instructor of Manufacturing. (B.S., M.A., American Military University)
- Evan Halpine-Berger**, Instructor of English. (B.A., Eastern Connecticut State University; M.A., National University)
- Scott Hawk**, Instructor of Computer Applications. (B.S., University of Nebraska)
- Lorraine Hawkins**, Instructor of History. (M.A., Louisiana State University; Ph.D., Binghamton University)
- Kathy Heim**, Instructor of Nursing. (A.D.N. Manchester Community College; M.S.N., University of Phoenix)
- Pamela Held**, Instructor of Medical Assisting. (B.S., University of Hartford; M.S., University of New Haven)
- Corrie Henry**, Instructor of Nursing. (B.S.N, University of Connecticut; M.S.N., University of Connecticut)
- William S. Hettinger**, Instructor of Business Administration. (B.A., State University of New York at Buffalo; M.B.A., Rensselaer Polytechnic Institute; Ph.D., University of Southern Mississippi)
- Heidi Higgins**, Instructor of Business Administration. (B.S., Pennsylvania State University; M.B.A., Rensselaer Polytechnic Institute)
- Kathryn Higgins**, Instructor of English. (B.A., University of California; M.F.A., Sarah Lawrence College)
- James Hochdorfer**, Instructor of Mathematics. (B.S., Eastern Connecticut State University; M.S., Central Connecticut State University)
- Matthew R. Hodgman**, Instructor of English. (B.A., George Washington University; M.A., Georgetown University; M.S., University of Pennsylvania; M.S., Johns Hopkins University; M.A., West Virginia University; Ph.D., University of Pittsburgh)
- Janine Holstein**, Instructor of Sociology. (B.A., Queens College; M.S.W., New York University; M.S., University of North Texas; Ph.D., Pacifica Graduate Institute)
- Najah Hopkins**, Instructor of Business Administration. (B.A., University of Southern California; M.S.W., New York University; M.B.A., J.D., Howard University)
- Paula Hopkins**, Instructor of Computer Literacy. (B.S., M.Ed., Rhode Island College)
- Judith Howell-Smith**, Nursing Clinical Instructor. (B.S.N., M.S.N., University of Hartford)
- Kevin M. Hurley**, Instructor of History. (B.A., Bryant University; M.A., Ph.D., University of Connecticut)
- Jeff Ibsen**, Instructor of Spanish. (B.A., George Washington University; J.D., Northeastern University)
- Kristin Ingellis**, Instructor of Sociology. (B.A., M.P.A., University of Connecticut)
- Maryam Jernigan**, Instructor of Psychology. (B.A., Fisk University; M.A.T., Vanderbilt University; Ph.D., Boston College)
- Michelle Joyce**, Instructor of Business Administration. (B.S., M.B.A., Bay Path College)
- Vishnu Khade**, Instructor of Environmental Studies. (B.S., Indian Institute of Technology; M.S., M.B.A., Ph.D., University of Cincinnati)
- Colleen O'Connell Kim**, Instructor of Human Services. (B.S., Albertus Magnus College; M.S., St. Joseph's College of Maine)
- Katherine King**, Instructor of Nursing. (B.S.N., University of Connecticut; M.S.N., Quinnipiac University)
- Kay King**, Instructor of Medical Assisting. (B.S., Excelsior College; M.S., University of Bridgeport; D.C., Palmer College of Chiropractic West)
- Bujar Konjusha**, Instructor of Mathematics. (B.S., University of Prishtina; M.A., Central Connecticut State University)
- Fekrija Konjusha**, Instructor of Mathematics. (B.S., M.S., University of Prishtina)
- Nicholas J. Kosloski**, Instructor of Manufacturing. (B.S., M.S., Central Connecticut State University)
- Kavita Kostek**, Instructor of Psychology. (B.A., St. Joseph College; M.A., Central Connecticut State University; Ph.D., Capella University)

- Nicole Kras**, Instructor of Psychology. (M.S., Southern Connecticut State University; M.A., Albertus Magnus)
- Kirsten LaBranche**, Instructor of English. (B.S., M.A., University of Connecticut)
- Frank Lamagna**, Instructor of Manufacturing. (B.S., Eastern Connecticut State University; M.S., Albertus Magnus College; Ph.D., Saybrook University)
- Paul J. LaRocca**, Associate Professor of History and Humanities. (B.A., M.A., Trinity College; J.D., Cornell University)
- Laura Lemay**, Instructor of Nursing. (B.S.N., Western Connecticut State University; M.S.N., University of Phoenix)
- Jennifer Lentino**, Instructor of Psychology. (B.A., University of Connecticut; M.S., University of New Haven)
- Joan C. Lester**, Instructor of Nursing. (B.S., Southern CT State University; M.S.N., Yale University; Ph.D., Antioch New England University)
- John Levesque**, Instructor of Science. (B.S., Truman State University; M.S., Barry University)
- Cathy A. Levey**, Instructor of Criminal Justice. (B.A., Iona College; M.A., Queens College-City University of New York; M.A., Ph.D., Adelphi University)
- Teshia Levy-Grant**, Instructor of Academic Skill Development. (B.A., Wesleyan University; M.S., Connecticut State University)
- Nicholas LoPreiato**, Instructor of Business Administration and Computer Literacy. (B.S., Central Connecticut State University; M.S., National University)
- Ethan Mable**, Instructor of Criminal Justice and Homeland Security. (B.A., Norwich University: The Military College of Vermont; M.B.A., University of New Haven)
- Anthony Magnano**, Instructor of Science. (B.S., Charter Oak State College; M.S., Southern Connecticut State University)
- Jeffrey J. Mainville**, Instructor of History. (B.A., Eastern Connecticut State University; M.A., Trinity College)
- Lisa Manley**, Associate Professor of Computer Literacy. (B.A., Worcester State College; M.S., Central Connecticut State University; Ph.D., Capella University)/
- Cyndi Marshall**, Clinical Lab Coordinator, (B.S.N., Fitchburg State University)
- Devi Mathur**, Instructor of Medical Assisting. (B.S., M.D., Saba University School of Medicine)
- Ira Mayo**, Instructor of Management and Leadership and Business Administration. (B.S., J.D., Western New England College)
- Edward McAndrews**, Instructor of Medical Assisting. (B.S., The Elms College)
- Shelley M. McCone**, Instructor of Early Childhood Education. (B.A., Central Connecticut State University; M.A., St. Joseph College)
- Kathryn McDonald**, Instructor of Science. (B.A., Connecticut College; Ph.D., Wesleyan University)
- Milva McGhee**, Instructor of Psychology. (B.A., Hendrix College; M.S., Southern Illinois University)
- Marcella McHugh**, Instructor of English. (B.A., Georgian Court University, M. Ed., Bloomsburg University)
- Michelle McKelvey**, Clinical Instructor of Nursing. (B.S.N., St. Joseph College; M.S.N., University of Hartford)
- Angela M. McNabola**, Instructor of Histologic Science (B.S., Philadelphia College of Pharmacy and Science; M.S., Quinnipiac University)
- Matthew McNally**, Instructor of Criminal Justice and Homeland Security. (B.S., Western Connecticut State University; M.S., University of New Haven)
- John Mercier**, Instructor of Computer Literacy. (B.S., University of Connecticut; M.S., University of New Haven)
- Matthew Meisterling**, Instructor of Manufacturing. (B.S., Central Connecticut State University)
- Steven Michaud**, Instructor of Psychology. (B.A., M.A., and 6th Year Certificate, University of Hartford)
- Nicole Miller**, Instructor of Sociology. (B.A., University of Hartford; M.Ed., Northeastern University)
- Gail Mishler**, Instructor of Child Study. (B.A., Albertus Magnus College; M.S., Southern Connecticut State University)
- Nutan Mishra**, Instructor of Sociology. (B.A., M.A., Ph.D., University of Lucknow)
- Don Mitchell**, Instructor of Environmental Studies. (B.A., University of Connecticut; M.P.H., Southern Connecticut State University)
- Megan Monahan**, Instructor of English. (B.A., Bryn Mawr College; J.D., Quinnipiac University School of Law)
- Jonathan Morrison**, Instructor of Environmental Studies. (B.S., Eastern Connecticut State University; M.S., University of Connecticut)
- Louise Murray**, Instructor of Medical Assisting. (B.S., M.S., Eastern Connecticut State University)
- Daniel Noonan**, Instructor of Business Administration. (B.S., Charter Oak State College; M.S., University of St. Joseph)
- Tamara O'Day-Stevens**, Instructor of Human Services. (B.A., University of Connecticut; M.A., Seton Hall University; Ph.D., Colorado State University)
- Gloria Ortiz-Rivera**, Instructor of Human Services. (B.S., Springfield College; M.S., Minot State University)
- Anthony Paquette**, Instructor of Paramedic Studies. (B.S., Charter Oak State College; M.P.H., University of Connecticut)
- Niralee Patel-Lye**, Instructor of Human Services. (B.A., State University of New York at Albany; B.S., M.S., Central Connecticut State University; Ed.D., Southern Connecticut State University)
- Jesse Patterson**, Instructor of Philosophy, (B.S., M.A., University of Connecticut)
- Michael Pence**, Instructor of Science. (B.S., Benedictine University; M.S., Pennsylvania State University)
- Tanya Perkins**, Instructor of Psychology. (B.A., M.A., University of Hartford; B.C.B.A., University of North Texas)
- David Plouffe**, Instructor of Management and Leadership and Business Administration. (B.S., Excelsior College; B.A.,

- Thomas Edison State College; M.A., University of Oklahoma)
- Seth Pollock**, Instructor of Psychology. (B.A., University of Connecticut; M.Ed., University of Hartford)
- Natasha Progonati**, Instructor of Mathematics. (B.S., University of Egerem Cabej; M.A., Central Connecticut State University)
- Lisa Pudlo**, Instructor of Criminal Justice and Homeland Security. (B.A., University of Massachusetts/Amherst; M.A., University of Massachusetts/Lowell)
- 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)
- Penny L. Rearick-Murcia**, Instructor of Human Services. (B.S.W., Southern Illinois University; M.S.W., Fordham University)
- Katherine Ricci**, Instructor of Science. (B.S., Castleton State; M.S., Southern Connecticut State University)
- Ralph Riola**, Instructor of English. (B.A., M.A., University of Connecticut)
- Kathleen Rondinone**, Instructor of Mathematics. (B.A., Boston College; M.Ed., Towson University; M.A., Central Connecticut State University; Ph.D., University of Maryland)
- Barbara L. Rutigliano**, Instructor of Health Science. (B.A., University of Connecticut; M.S., Southern Connecticut State College)
- David Samuels**, Instructor of Paramedic Studies. (B.S., University of Hartford; J.D., Quinnipiac University School of Law)
- Heather Sandler**, Instructor of Human Services. (B.S., Elmira College; M.S.W., University of Connecticut)
- Maria Santos**, Instructor of Nursing. (B.S.N., M.S.N., University of Hartford)
- Howard Satinsky**, Instructor of English, Communications and History. (B.A., Trinity College; M.S., Southern Connecticut State University)
- Haley M. Scott**, Instructor of Human Services. (B.S., Springfield College; M.Ed., Cambridge College)
- Richard M. Seethaler, Jr.**, Instructor of Management and Leadership. (B.S., M.S., Quinnipiac University)
- Richard M. Seethaler, Sr**, Instructor of Management and Leadership and Business Administration. (B.A., Villanova University; M.S., Southern Connecticut State University)
- Elizabeth Horton Sheff**, Instructor of Sociology. (B.S., Charter Oak State College; M.Ed., University of Hartford)
- Jackelynne Silva-Martinez**, Instructor of Mathematics. (B.A., B.S., Rutgers University; M.A.S., Embry Riddle Aeronautical University)
- Kara E. Simmers**, Instructor of Communications. (B.A., M.A.L., University of Pennsylvania)
- Don E. Smith**, Instructor of Communications. (B.A., Curry College; M.A., Fairfield University)
- Kaprece Smith**, Instructor of Academic Skill Development. (B.A., M.Ed., Lynchburg College)
- Christopher Sparke**, Instructor of Science. (A.S., SUNY at Farmingdale; D.C., New York Chiropractic College)
- Patricia Spencer**, Instructor of Medical Assisting. (B.A., Ohio Northern University; M.D., Medical College of Ohio)
- Lisa Stafford**, Instructor of Business Administration. (B.S., Babson College; M.B.A., Bryant College)
- Christa Sterling**, Instructor of Business Administration. (B.F.A., Central Connecticut State University; M.B.A., Rensselaer Polytechnic Institute)
- Marcie Stock**, Instructor of Health Science. (B.S., State University of New York at Albany; Doctor of Chiropractic, Life Chiropractic College West)
- Karl Stocker**, Instructor of Philosophy. (B.A., Ohio State University; M.A., University of Connecticut)
- Milaim Tahiri**, Instructor of Mathematics. (B.S., Charter Oak State College; M.A., Central Connecticut State University)
- Audrey Thompson**, Instructor of English. (B.A., Hampton University; M.Div., Virginia Union University; Th.M., Ph.D., Princeton Theological Seminary)
- Robert Tierney**, Instructor of Mathematics. (B.A., Ithaca College; M.Ed., Worcester Polytechnic Institute)
- Daniel Twomey**, Instructor of Criminal Justice. (B.A., Eastern Connecticut State University; M.A., University of Connecticut)
- Teresa C. Twomey**, Associate Professor of Nursing. (B.S.N., The Catholic University of America; M.S.N., Ed.D., University of Hartford)
- Lewis P. Vasquez**, Instructor of Criminal Justice and Homeland Security. (B.A., Norwich University; M.M.A.S., Command and General Staff College U.S. Army; M.P.A., M.B.A., University of Hartford)
- Jerry K. Volpe**, Instructor of Mathematics. (B.A., Eastern Connecticut State University; M.A., University of Saint Joseph)
- Alice Walker**, Instructor of Histologic Studies. (A.S., Goodwin College; B.S., Sacred Heart University)
- Harvey Wall**, Instructor of Environmental Studies. (B.S., M.B.A., Colorado State University - Pueblo)
- Leonard Walsh**, Instructor of Manufacturing. (B.S., Villanova University; M.B.A., Rensselaer Polytechnic Institute; M.S., D.B.A., National Graduate School)
- Raymond Ward**, Instructor of Medical Assisting. (B.A., University of Connecticut)
- Michael Walters**, Instructor of Communications. (B.A., North Carolina A&T; M.Ed., Cambridge College; M.S., University of New Haven)
- Pamela Weiman-Kudra**, Instructor of Science. (B.A., University of Connecticut; M.S., Central Connecticut State University)
- Kathleen Wentworth**, Instructor of Nursing. (B.S.N., University of Delaware; M.S.N., University of Hartford)

Dan Williamson, Instructor of Communications and Psychology. (B.A., Westfield State College; M.A., Saint Joseph College)

Veronica Woodard, Instructor of Computer Literacy. (B.A., Central Connecticut State University; M.M., University of Phoenix)

Connie Yan, Instructor of Communications and Sociology. (B.A., University of Connecticut; M.S., Central Connecticut State University)

Arben Zeqiraj, Instructor of Mathematics. (B.S., M.A., Central Connecticut State University)

Paul Zliczewski, Instructor of Manufacturing. (B.S., M.S., Central Connecticut State University)

Continuing Education Faculty

Full-Time Faculty

William Toftness, Program Director and Instructor of English as a Second Language. (B.A., University of Connecticut; M.S., Central Connecticut State University)

Alicia Hall, Instructor of English as a Second Language. (B.A., Central Connecticut State University; M.S., Walden University)

Roxanne Leach, Instructor of English as a Second Language (B.A., Southern Connecticut State University; M.S. Southern Connecticut State University)

Mary Ellen Rund, Instructor of English as a Second Language. (B.A., Saint Joseph College.)

Anna M. Ulatowska, Instructor of English as a Second Language (B.A., Warsaw University; M.A. Warsaw University; M.S., Central Connecticut State University)

Part-Time Faculty

Abigail Huber, Instructor of English as a Second Language (B.A., Wesleyan University; M.A. University of Tubingen)

Dragana Marosz, Instructor of English as a Second Language (B.A., University of Belgrade; M.S., Central Connecticut State University)

Julia Zeeck, Instructor of English as a Second Language (B.A., University of Mainz ; M.A. University of Connecticut)

Index

- A**
- About our Online Programs • 102
 - About Us • 5
 - Academic Advising • 34
 - Academic Affairs and Registrar Services • 168
 - Academic Integrity • 36
 - Academic Placement Evaluation • 34
 - Academic Regulations • 34
 - Academic Success Center • 8
 - AccessAbility Resources • 9
 - Accreditation & Approvals • 6
 - Accreditation Statement • 6
 - Adding a Course • 39
 - Additional Resources • 17
 - Adjunct Faculty • 173
 - Administration • 168
 - Admission Requirements • 12
 - Admissions • 12
 - Admissions Requirements • 12
 - Advancement • 168
 - Alternative Loan Programs • 17
 - Anti-Violence Policy • 31
 - Appeal of Grades • 40
 - Appeal Process • 21
 - Appeal Process, Financial Aid Probation, and Probation Plan • 21
 - Appealing Financial Aid/Finance Issues • 24
 - Appeals and Grievances • 31
 - Applicant Advising • 12
 - Applying for Financial Aid • 18
 - Arbitration Agreement • 31
 - Associate in Science - Accounting • 72
 - Associate in Science - Business Administration • 73
 - Associate in Science - CNC Machining • 76
 - Associate in Science - Criminal Justice • 93
 - Associate in Science - Dental Hygiene • 54
 - Associate in Science - Early Childhood Education • 80
 - Associate in Science - Environmental Studies • 53
 - Associate in Science - Family Studies • 82
 - Associate in Science - Health Science • 51
 - Associate in Science - Histology • 57
 - Associate in Science - Homeland Security • 94
 - Associate in Science - Human Services • 85
 - Associate in Science - Medical Assisting • 59
 - Associate in Science - Occupational Therapy Assistant • 61
 - Associate in Science - Ophthalmic Science • 63
 - Associate in Science - Quality Management Systems • 89
 - Associate in Science - Respiratory Care • 65
 - Associate in Science - Supply Chain and Logistics Management • 90
 - Associate in Science in General Studies • 48
 - Associate in Science in Nursing • 98
 - Attendance & Tardiness • 37
- B**
- Bachelor of Science - Business Administration • 70
 - Bachelor of Science - Child Study • 79
 - Bachelor of Science - Environmental Studies • 52
 - Bachelor of Science - Family Studies • 81
 - Bachelor of Science - Health Science • 49
 - Bachelor of Science - Human Services • 83
 - Bachelor of Science - Management and Leadership • 86
 - Bachelor of Science - Manufacturing Management • 88
 - Bachelor of Science - Public Safety and Security • 91
 - Bachelor of Science - RN to BSN Completion Program • 97
 - Bachelor of Science - Social Work • 95
 - Business Services/Finance • 168
- C**
- Campus Security Act Information • 10
 - Career Services • 7
 - Certificate - Histologic Science • 58
 - Certificate - Medical Billing and Coding • 66
 - Certificate - Paramedic Studies • 67
 - Certificate - Phlebotomy and Laboratory Services • 68
 - Children on Campus Policy • 29
 - College Transfer Advising • 34
 - Community Service Requirement • 42
 - Computer Literacy Requirement • 42
 - Continuing Education Course Descriptions • 165
 - Continuing Education Faculty • 178
 - Continuing Education Programs • 103
 - Copyright Infringement Policy • 26
 - Counseling Services • 7
 - Course and Program Changes • 41
 - Course Descriptions • 104
 - Course Incompletes • 40
 - Course Prerequisite Requirements • 37
 - Course Repeats • 38
 - Credit for Lifelong Learning • 14
 - Credit Hour System • 37
 - Cumulative Grade Point Average (CGPA) Requirements • 19
- D**
- Dental Hygiene, Associate in Science • 6
 - Department of General Education • 48
 - Department of Health and Natural Sciences • 49
 - Department of Nursing • 97
 - Department of Social Science, Business, Education and Manufacturing • 70
 - Dismissal • 22
 - Double Major and Dual Degree Enrollment • 35
 - Drug and Alcohol Policy • 29
- E**
- Early Childhood Education • 78
 - Early Childhood Education, Associate in Science • 6
 - Early College Program • 12
 - Economic and Strategic Development • 169
 - Educational Opportunities through the Hartford Consortium • 10
 - Eligibility for Financial Aid • 17
 - Employment • 15
 - English as a Second Language Certificate • 103
 - Enrollment Services • 169
 - Establishing Course Attendance • 37
 - eTutoring • 9
 - Evaluation Points • 19
- F**
- Facilities Management • 169
 - Faculty • 171
 - Fees (Non-refundable) • 23
 - Financial Aid • 15, 170
 - Financial Aid Probation/Academic Probation • 21
 - Financial Aid Warning/Academic Warning • 21
 - Foundational Courses • 36
 - Full- Time Faculty • 178
- G**
- Gender and Sexual Misconduct Policy • 30
 - General Admission Policy • 12
 - General Education Requirements • 44
 - General Education Requirements for Associate Degrees • 47
 - General Education Requirements for Bachelor Degrees • 47
 - General Graduation Requirements • 42
 - General Information • 5
 - General Policies • 26
 - Goal of the Online Studies Department • 102
 - Goodwin Achievement Program (GAP) • 13
 - Goodwin College • 1

Goodwin College Board of Trustees • 167
Goodwin College Calendar • 3
Goodwin College Faculty • 171
Goodwin College Staff • 168
Goodwin College Technology Access • 26
Goodwin College's Appeals Board • 31
Grading System • 38
Graduation and Degree Conferral • 41
Grants • 15

H

Histologic Science, Collegiate Certificate • 6
History • 5
Hoffman Family Library • 9
Housing • 10
How Foundational Courses Affect SAP • 20
How Incomplete Grades Affect SAP • 20
How Medical Withdrawals Affects SAP • 21
How Repeated Courses Affect SAP • 20
How Transfer Credit Affects SAP • 21
How Withdrawing from a Course Affects SAP • 20
Human Resources • 170

I

Immunization • 14
Independent Study • 36
Information Literacy Requirement • 42
Information Technology • 170
Institutional Effectiveness • 170
Institutional Grants • 16
Institutional Outcomes • 5
Institutional Scholarships • 16
International Students • 18
Internet Usage • 26

L

Library Services • 170
Loans • 15

M

Marketing and Communications • 170
Math Lab • 9
Maximum Time Frame • 19
Medical Assisting, Collegiate Certificate • 6
Medical Withdrawal • 41
Minors • 36
Mission Statement • 5

N

Non-discrimination Statement and Acts of Intolerance Policy • 30
Non-Matriculated Students • 14
Notification of Awards • 18
Notification of Rights Under the Family Educational Rights and Privacy Act (FERPA) • 43
Nursing, Associate in Science • 6

O

Occupational Therapy Assistant, Associate in Science • 7
Office Hours • 5
Online Academic Success Resources • 102
Online Programs of Study • 102
Online Studies • 102, 170
Online Studies System Requirements • 102
Orientation • 8
Other Funding Sources • 17

P

Paramedic Studies, Certificate • 7
Part-Time Faculty • 178
Persons with Disabilities Policy • 30
Policy Disclaimer • 33
Prerequisite Course Waiver and Course Substitution • 37
Program Transfers or Program Option Transfers • 40
Programmatic Accreditation • 6
Programs of Study • 44

R

Rate of Completion Requirements • 20
Readmission • 14
Refund Policy • 24
Refund Policy for Students Participating in Federal Title IV Student Aid Programs • 25
Registration • 35
Reinstatement of Eligibility • 22
Repayment Solutions • 19
Respiratory Care, Associate in Science • 7

S

Satisfactory Academic Progress • 19
Scholarships and Institutional Grants • 16
School Closings • 11
Second Chance Program • 40
Selective Admission Programs • 13
Single Course/Workshop Refund Policy • 24
Sources of Financial Aid • 15
Student Classification • 38
Student Organizations • 8
Student Services • 7, 170
Student Teaching/Internship/Externship Requirement • 37
Student's Right to Know • 43

T

Tax Credit Programs • 19
Testing • 9
Transfer of Collegiate Credit • 13
Transfer Students • 13
Tuition • 23
Tuition and Fees • 23

U

Unauthorized Peer-to-Peer (P2P) File Sharing and Other Copyright Infringement • 28

V

Veterans/Yellow Ribbon Program • 17

W

Wait List Management Policy • 35
Weapons Policy • 31
Withdrawing from a Course • 39
Withdrawing From the College • 41