



# GOODWIN

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# COLLEGE

A Two-Year Institution of Higher Education

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

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

**GOODWIN COLLEGE CALENDAR**  
**September 2005—September 2006**

**Fall Semester 2005**

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Tuesday, September 6	Fall semester begins. Orientation for new students.
Wednesday, September 7	Classes begin (Day and Evening classes)
Monday, September 12	Last day to ADD a course
Monday, September 19	Last day to DROP a course
Monday, October 10	Columbus Day—No School
Monday, October 17	Last day to WITHDRAW from an 8-week course
Monday, October 23	Exam week for first 8-week module classes
Monday, October 31	Orientation for new students. No classes for second 8-week module courses. 16-week classes in session.
Tuesday, November 2	Day classes begin for second 8-week course module
Monday, November 7	Last day to ADD an 8-week course
Monday, November 14	Last Day to DROP a second 8-week module course
Friday, November 11	Veteran's Day—No School
Thursday & Friday November 24—27	Thanksgiving Holiday
Monday, December 12	Last day to WITHDRAW from a 16-week course or a second 8-week module course
Saturday, December 17	Exam week begins
Friday, December 23	Last Day of Fall Semester
Saturday, December 24	Winter Break begins

**Spring Semester 2006**

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Monday, January 9	Spring semester begins. Orientation for new students.
Tuesday, January 10	Classes begin (Day and Evening classes)
Monday, January 16	Martin Luther King Day. No classes
Tuesday, January 17	Last day to ADD a course
Monday, January 23	Last day to DROP a course
Monday, February 20	President's Day. No classes.
Tuesday, February 21	Last day to WITHDRAW from an 8-week course
Monday, February 27	Exam week for first 8-week module classes
Monday, March 6	Orientation for new students. No classes for second 8-week module courses. 16-week classes in session.
Tuesday, March 7	Day classes begin for second 8-week course module
Monday, March 13	Last day to ADD an 8-week course
Monday, March 20	Last Day to DROP a second 8-week module course
Friday, April 14	Good Friday. No classes
Monday, April 17	Last day to WITHDRAW from a 16-week course or a second 8-week module course
Monday, April 24	Exam week begins
Sunday, April 30	Last Day of Spring Semester
Monday, May 1	Spring break begins

**Summer Semester**

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Monday, May 8	Summer semester begins. Orientation for new students.
Tuesday, May 9	Classes begin (Day and Evening classes)
Monday, May 15	Last day to ADD a course
Monday, May 22	Last day to DROP a course
Monday, May 29	Memorial Day. No classes
Monday, June 19	Last day to WITHDRAW from an 8-week course
Monday, June 26	Exam week for first 8-week module classes
Tuesday, July 4	Independence Day. No classes
Wednesday, July 5	16-week classes in session
Thursday, July 6	Orientation for new students. No classes for second 8-week module courses. 16-week classes in session.
Friday, July 7	Day classes begin for second 8-week course module
Monday, July 10	Last day to ADD an 8-week course
Monday, July 17	Last Day to DROP a second 8-week module course
Monday, August 14	Last day to WITHDRAW from a 16-week course or a second 8-week module course
Monday, August 21	Exam week begins
Sunday, August 27	Last Day of Spring Semester
Monday, August 28	Summer break begins
Monday, September 4	Labor Day. No classes
Tuesday, September 5	Fall Semester begins

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# GENERAL INFORMATION

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## OVERVIEW

Goodwin College was founded in East Hartford, Connecticut in 1999. The institution began in 1962 as Data Institute, a private career school. Branch campuses of Data Institute were established in Waterbury in 1989 and Milford in 1993. In June of 1999, Data Institute in East Hartford was licensed by the State of Connecticut Department of Higher Education to offer courses leading to an Associate in Science Degree. The name of the institution in East Hartford was officially changed to Goodwin College. The first associate degree class entered in September 1999. Goodwin College received full accreditation by the Board of Governors for Higher Education in January 2001. The first Associate of Science degrees were conferred on January 22, 2001. Currently, Goodwin College offers Associate degrees in Business Studies, Computer Technology, Medical Assisting, Human Services, and Nursing.

Goodwin College occupies a four-acre main campus at 745-763 Burnside Avenue in East Hartford, just two miles from downtown Hartford. The campus consists of three historic buildings. The Administration Building (Olmsted House) houses the Corporate Offices, Admissions Office, and conference rooms. The remodeled Goodwin House contains our new collegiate library and classrooms. The final building is our 114,500 square foot Educational Center, which houses 14 classrooms, a student lounge/cafeteria, the Academics Department, the Graduate Services Department, and the Financial Aid offices. A new Professional Development Center, which also houses our component and corporate training divisions, is located at 1137 Main Street in East Hartford. Goodwin College is handicapped accessible and located on the bus line.

Goodwin College is legally under the control of the Board of Trustees of Goodwin College, Inc., a 501(c) (3) not-for profit corporation.

## 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 9:00 a.m. to 5:00 p.m. on Friday.

**FOR ALL OFFICES:** Toll free telephone - 1-800-889-3282

Goodwin College-East Hartford

Direct Telephone: (860) 528-4111

Direct Fax: (860) 291-9550

Web Site: [www.goodwin.edu](http://www.goodwin.edu)

## OFF-CAMPUS INSTRUCTION

The Board of Trustees of Goodwin College believes it is important to make provisions that allow students from outside Hartford County easier access to courses offered at Goodwin College. All off-campus instruction will meet the same high standards required of instruction on campus.

General Education courses and advanced technical courses are offered at the following locations:

101 Pierpont Road, Suite B, Waterbury, CT  
1315 Dixwell Avenue, Suite B, Hamden, CT

Goodwin College Professional Development Center  
1137 Main Street  
East Hartford, Connecticut

## **MISSION STATEMENT**

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

## **GOALS**

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

1. To provide an environment that celebrates diverse cultures, beliefs, and opinions; challenges students to reach personal and academic potential; nurtures a sense of community among administration, staff, faculty and students.
2. To promote the study of the humanities and general education through their incorporation into all programs in order to increase appreciation and commitment of individuals toward community and society.
3. To continuously develop and refine methods to recruit and accept students who have the highest potential for success in our programs; to foster a high-quality, caring professional community that values a service-oriented teamwork approach toward the retention and personal achievement of every student.
4. To provide an education that blends specialized professional preparation with the critical thinking skills required by employers to ensure the employability of all of our graduates; to have our graduates recognized as organizational and community resources.
5. To identify career paths which offer competitive wages and career growth opportunities while meeting the needs of the community as well as provide a foundation for personal satisfaction and life long learning.

# ACCREDITATION & APPROVALS

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## ACCREDITATION STATEMENT

Goodwin College is accredited to award Associate of Science degrees and collegiate certificates by the Connecticut Board of Governors for Higher Education.

Goodwin College is accredited by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education. Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact:

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

Goodwin College is accredited by the Accrediting Council for Independent Colleges and Schools to award Associate Degrees, Diplomas and Certificates. The Accrediting Council for Independent Colleges and Schools is listed as a nationally recognized accrediting agency by the United States Department of Education. Its accreditation of degree-granting institutions also is recognized by the Council for Higher Education Accreditation. The address for ACICS is 750 First Street, NE, Suite 980, Washington, DC 20002-4241, (202) 336-6780.

## Programmatic Accreditation

**ABHES** - The Medical Assistant diploma program at Goodwin College are accredited by the Accrediting Bureau of Health Education Schools, 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.

**CAAHEP** - The Goodwin College Medical Assisting program is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment (AAMAE). The address of CAAHEP is 35 E Wacker Drive, Suite 1970, Chicago, IL 60601-2208, (312) 553-9355.

## APPROVALS

### State of Connecticut Department of Education

Goodwin College is an approved CEU Provider in good standing (provider number 913). As such, these organizations may award Continuing Education Units in accordance with subsection (d) (1) of section 10-145d-124 of the Regulations of Connecticut State Agencies.

### VETERANS

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

Goodwin College is an approved testing site for the Microsoft Office Specialist Program (MOS) Exams.



## **STUDENT SERVICES**

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### **ACADEMIC ADVISING**

Counseling and guidance begin with the admissions interview and continue throughout the time a student is at Goodwin College. Placement tests and school records help to build a student profile that is used for all counseling and placement activities. The Dean of Academic Affairs, Department Chairs, program directors, admissions officers, and faculty serve as retention counselors to help identify individual student problems that may affect school attendance.

During the admissions process, all students are given the opportunity to meet with an academic advisor to discuss their plan of study. Students wishing to transfer credit from an accredited institution or be considered for an award of credit for experiential learning should meet with an academic advisor before registration. Students planning to transfer and continue their studies at a four-year institution are advised to meet with an academic advisor early in their program to discuss transfer requirements, admission requirements and course planning.

Each admitted student is assigned a faculty academic advisor. Students are encouraged to meet with their advisor periodically to discuss their plan of study. In addition to these meetings, students may meet with their assigned advisor at any time to discuss personal or academic problems. To supplement scheduled classroom instruction, students are encouraged to use the facilities and equipment whenever the school is open.

### **COUNSELING SERVICES**

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

### **LEARNING AND TEACHING CENTER**

The Teaching and Learning Resource Center has been in operation since October 10, 2004. It serves as a resource for students who need tutoring in a wide variety of subjects; for trained Peer Tutors who continually update their teaching skills and strategies through in-service training sessions; for faculty who display copies of their professional development efforts (conference papers, journal articles and or texts authored by them); and for all in the college-wide community to access and update information by reading a plethora of current materials.

To date the Teaching and Learning Resource Center has served more than 150 students in their help-seeking efforts. Twelve (12) students who have excelled in specific courses received training as Peer Tutors. The College is applying for certification and national recognition as a well-managed and competent resource through the national College Reading and Learning Association (CRLA) and we are currently members of the New England Peer Tutors Association (NEPTA). Two of our Peer Tutors presented papers at the recently concluded 11th Annual Peer Tutor Forum, sponsored by NEPTA.

### **LIBRARY SERVICES**

The Goodwin Library is committed to excellence in service to the students and to the personal and professional growth of the staff. Electronic services include an online catalog of the library resources, 14 online academic databases with abstracts and full text articles, and Internet sources by subject. The library staff, directed by Marilyn Nowlan, M.L.S., also provides the following services: reference, interlibrary loan, and circulation and reserves. The Goodwin Library is open Monday through Thursday from 7:00 a.m. to 8:00 p.m., Friday, 8:00 a.m. to 4:00 p.m., and on Saturday 9:00 a.m. to 2:00 p.m.

## **CAREER AND GRADUATE SERVICES ASSISTANCE**

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

## **EDUCATIONAL OPPORTUNITIES THROUGH THE HARTFORD CONSORTIUM**

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

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

## **HOUSING**

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

## **CAMPUS SECURITY ACT INFORMATION**

The Director of Enrollment Services also serves as Goodwin College's contact person for purposes of The Campus Security Act. All verified cases of on-campus crime, as stipulated by The Act, are collected by the Director. The complete annual report is available in the Library and Academic Department to all current or prospective students and staff upon request. During the most recent year, there were no reportable incidents according to the current report.

## **SCHOOL CLOSINGS**

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

WRCH	100.5 FM	Channel 3	WFSB-TV
WTIC	96.5 FM	Channel 30	WVIT-TV
		Channel 8	WTNH-TV

# ADMISSIONS

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## GENERAL ADMISSIONS POLICY

Goodwin College seeks qualified applicants who desire careers in a variety of business, medical, and computer-related areas. Aptitude and academic background are important. However, motivation, past work experience and maturity are taken into consideration for acceptance.

A personal interview with an admissions officer is required for all interested applicants. Acceptance into Goodwin College is based upon successful completion of the interview as well as the attainment of a high school diploma or a General Education Diploma. Some programs have special admission criteria as explained below.

Placement tests in reading comprehension, sentence skills, mathematics, and algebra are administered to all incoming students enrolled in Degree or Collegiate Certificate programs prior to registration. Matriculating students entering with a Bachelors Degree from another accredited institution are exempt from placement testing.

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

## ADMISSIONS REQUIREMENTS

### New Admissions-Degree and Certificate Students

Students applying to Goodwin College for the first time should:

1. Interview with an admission officer.
2. Complete an Application for Admission. Admission to selective programs such as Nursing requires the completion of a special application. Please see Selective Admission Programs below.
3. Submit proof of high school graduation or equivalent OR sign a Certification of Attainment of a high school diploma or equivalent. All students entering an Associate Degree program are required to have an official high school transcript sent to the school prior to the completion of their first semester.
4. Pay the appropriate non-refundable application fee.
5. Selective programs of study require a \$100 tuition deposit. This is credited towards the cost of tuition once the student begins classes. This deposit is **non-refundable** if the student officially enrolls into a program but does not begin the program.
6. Perspective students who would like assistance in planning their program of study and/or in reviewing transfer or award of credit may request a pre-admission appointment with an academic advisor. This can be arranged through the Admissions Department. There is a \$25 non-refundable fee for this service. Unofficial transcripts are adequate for this appointment. For more detailed information on the transfer and award of credit, see pages 26.
7. Submit documentation of measles, mumps, and rubella immunization/immunity at time of registration.
8. Arrange to take the Accuplacer placement tests prior to registration. Students entering the ESL certificate program are exempt from taking the Accuplacer.

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

### Transfer Students

Students wishing to transfer credit for course work completed at another college or university must request that an official transcript and a copy of the college catalog be sent to the Registrar. Academic advising is provided for the selection of courses and the transfer and award of credit into Goodwin College. For further information, **see page 11**.

## SELECTIVE ADMISSIONS PROGRAMS

### Healthcare Support Certificate Program

The admissions requirements for the Healthcare Support Program are for the period covered by this catalog only and may change for subsequent years.

1. Applicants must complete both the Admission Application for Goodwin College and the Supplemental Admission Form for the Healthcare Support program. Applicants must meet all the requirements for admission into Goodwin College.
2. Applicants must complete the College Placement tests. To be admitted into the program, applicants must score a minimum of 30 on both the Accuplacer Sentence Skills and Reading Comprehension and 20 on Arithmetic.
3. Once accepted, the student must pay a \$100 non-refundable tuition deposit and complete their Financial Aid packet prior to officially registering for classes.

### Nursing Program

These admission requirements are in effect for students entering the nursing program in Fall 2005 and later.

Only students admitted to the program may enroll in nursing courses. Meeting minimum requirements does not guarantee admission into the nursing program. However, students may enter the College at any time to prepare for this program as Healthcare Support (pre-nursing) students upon meeting the entrance requirements for Healthcare Support.

### Nursing 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 nursing program due to the limited number of places available. Prospective nursing applicants are strongly advised to attend a Nursing Information Seminar conducted by the college. Please call the Admissions Department for dates and times of upcoming sessions.

1. **General College Admission:** Applicants to the nursing program must meet the requirements for admission to Goodwin College. Goodwin College has an open admission policy and accepts all high school graduates or holders of General Educational Diplomas (GED).
2. **Nursing Admission Criteria:** Admission is based upon completion of nursing prerequisites and other requirements. All requirements must be completed before the start of the first semester in a nursing course. Final selection is based on a Selection Point System as presented at the end of this section.

#### All applicants must meet two initial criteria:

- **A score  $\geq$  the 30<sup>th</sup> percentile on the Verbal portion of the National League for Nursing RN Pre-Admission examination.** These examinations are administered at Goodwin College three times each year. The cost of the test is the responsibility of the applicant. Students must register to take the test at least one month prior to the testing date. Students may retake the Pre-Admission test only once. A minimum of four months must separate the two testing dates.

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

Once applicants have met the above criteria, the following criteria apply.

Prerequisite courses:

- All applicants must complete the College Placement Tests. Applicants must qualify for ENG 101 in order to enter the nursing program. Any remedial courses required as indicated by the placement tests results must be completed before entering the nursing program.
- Completion of the following prerequisite courses with a minimum grade of “C”:

**Intermediate Algebra** – High school intermediate algebra and score above MATH 102 (Goodwin College) on College Placement Test or MATH 102 (Goodwin College) or equivalent.

**Chemistry** – CHEM 101 (Goodwin College) or equivalent completed within the last five years.

**Biology** – BIO 110, Anatomy & Physiology I, and BIO 111 Anatomy & Physiology II (Goodwin College) or equivalent completed within the last five years. General Biology (BIO 100 (Goodwin College) with a laboratory component, completed within the last 10 years, is the prerequisite for BIO 110. (**Note:** Applicants meeting all other requirements can be admitted conditionally without completing BIO 111. However, this must be successfully completed prior to starting the first nursing course).

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

- Items to be submitted include:

A complete Nursing Program Admission Application  
 Official high school transcript or General Equivalence Diploma  
 Official college transcripts  
 Three letters of recommendation  
 A personal essay  
 An interview before admission may be required.

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

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

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

Nursing applicants who have satisfied all of the admission criteria will be selected according to the point system as specified on the following page.

**Previous College Credit**

15 to 30 credits	1
Associate Degree	2
Bachelors Degree	3
Masters Degree	4

**Composite Score on National League of Nursing Pre- Admission Test**

30-40 percentile	1
41-50 percentile	2
51-60 percentile	3
61-70 percentile	4
71-80 percentile	5
81-90 percentile	6
<b>91 or above</b>	<b>7</b>

**Completion of Pre-Requisites and Nursing Curriculum Requirements at Goodwin College:**

All courses must be completed with a grade of "C" or higher.

Science co-requisites must be completed within five years of admission.

Biology	1
Algebra II	1
Chemistry	1
Anatomy & Physiology I with lab	1
Anatomy and Physiology II with lab	1
Microbiology	1
Intro to Psychology	1
Life Span Development	1
Intro to Sociology	1
English Composition	1
Humanities Elective	1
Public Speaking	1
Computer Literacy	1

**Documented Community Service**

60 hours (sliding scale) in prior 12 months	1-4
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**GPA for Pre-Nursing Program at Goodwin**

(must complete a minimum of 12 credits)

2.5-3.0	1
3.1-3.5	2
3.6-3.9	3
4.0	4

**Health Related Employment and Work Experience**

(Based on employer's verification)

Less than 3 years	1
3 - 5 years	2
5 – 10 years	3
Over 10 years	4

**Completion of prior program at Goodwin College**

2.5-3.0 GPA	1
3.1-3.5 GPA	2
3.6-3.9 GPA	3
4.0 GPA	4

**Class Rank in High School**

Top 50%	1
Top 25%	2
Top 10%	3

**Letters of Recommendation**

Applicants may submit up to 3 letters of recommendation. At least one letter **must be** from a health care professional. Each letter can be worth up to 3 points:

- 1 point for origin
- 2 points for content

**Essay**

Writing style and content – up to 5 points

Maximum Points Possible 57

## Respiratory Therapist Program (approval pending)

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

1. **General College Admission:** Applicants to the respiratory care program must meet the requirements for admission to Goodwin College. Goodwin College has an open admission policy and accepts all high school graduates or holders of General Educational Diplomas (GED).
2. **Respiratory Care Admission Criteria: Admission is based on completion of** prerequisites and other requirements. All requirements must be completed four months before the start of the first semester. Final selection into the program is based on a Selection Point System as presented at the end of this section.
  - All applicants must complete the College Placement Tests. Applicants must qualify for ENG 101 in order to enter the respiratory care program. Any remedial courses required as indicated by the test results must be completed before entering the Program.
  - Complete the following prerequisites or equivalent college courses with a minimum of “C” in each course:

**Chemistry** – CHEM 100 or CHEM 101(Goodwin College) or equivalent taken within the last 10 years.

**Biology** – BIO 110 Anatomy & Physiology I and BIO 111 Anatomy & Physiology II (Goodwin College) or equivalent, completed within five (5) years prior to entering program. General Biology with laboratory component, BIO 100 (Goodwin College) or equivalent, completed within 10 years, is the prerequisite for BIO 110. **(NOTE:** Applicants meeting all other requirements can be admitted conditionally without completing BIO 111 Anatomy & Physiology II. However, this must be successfully completed prior to entering the program.

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

- Submit a complete Respiratory Care Program Application. This application includes an official high school transcript or General Equivalency Diploma, college transcripts, one letter of recommendation, and a personal essay. All application materials must be submitted four (4) months prior to the beginning of the semester start date.
- A minimum GPA of 2.5 in high school or college. College GPA is based on a minimum of 12 completed credits.
- An interview before admission may be required.

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

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

**Previous College Credit**

15 to 30 credits	1
Associate Degree	2
Bachelors Degree	3
Masters Degree	4

**Class Rank in High School**

Top 50%	1
Top 25%	2
Top 10%	3

**Completion of Pre-Requisites and other courses at Goodwin College:**

All courses must be completed with a grade of "C" or higher.

Biology	1
Algebra II or Math for Allied Healthcare	1
Chemistry	1
Anatomy & Physiology I with lab	1
Anatomy and Physiology II with lab	1
Microbiology	1
Intro to Psychology	1
English Composition	1
Humanities Elective	1
Public Speaking	1
Computer Literacy	1

**Letter of Recommendation**

Applicants must submit one letter of recommendation preferably from a health care professional. Letter can be worth up to 3 points:

- 1 point for origin
- 2 points for content

**Essay**

Writing style and content – up to 5 points

Maximum Points Possible 42

**Documented Community Service**

60 hours (sliding scale) in prior 12 months	1-4
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**GPA for Healthcare Support Program at Goodwin**

(must complete a minimum of 12 credits)

2.5-3.0	1
3.1-3.5	2
3.6-3.9	3
4.0	4

**Health Related Employment and Work Experience**

(Based on employer's verification)

Less than 3 years	1
3 - 5 years	2
5 – 10 years	3
Over 10 years	4

**Completion of prior program at Goodwin College**

2.5-3.0 GPA	1
3.1-3.5 GPA	2
3.6-3.9 GPA	3
4.0 GPA	4

\*This program is awaiting final approval by the Board of Governors, Connecticut Department of Higher Education.



## **IMMUNIZATION**

Students born on or after January 1, 1957 must submit evidence of immunization against measles and rubella in compliance with Connecticut State Law Public Act 89-90. Under this bill, proof of immunization is not required if a student graduated from any Connecticut high school after 1998 and was not exempt from providing proof of immunization when enrolling in school because of religious or medical contraindication exceptions. Adequate immunization for measles consists of two doses of vaccine at appropriate intervals. At least one dose must have been administered after December 31, 1979. Students are also required to show proof of immunization for rubella (German Measles) with one dose of rubella vaccine administered after the student's first birthday. These health forms must be submitted before registration.

## **ESL CERTIFICATE PROGRAM**

All English as a Second Language (ESL) students will take the CASAS Appraisal test during orientation to determine the entering level of ESL instruction.

## **MEDICAL ASSISTANT PROGRAM**

Students entering the degree or certificate programs in Medical Assisting are required to submit a Statement of General Health form signed by the student before registering for classes. All Medical Assisting students must have a signed Physical Exam form on file before the end of the first semester and begin the Hepatitis B series vaccine during their first semester. Medical Assisting students must also sign a form acknowledging that they understand the AAMA testing eligibility requirements.

## **COLLEGE TRANSFER ADVISING**

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

## **READMISSION**

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

## **NON-MATRICULATED STUDENTS**

Non-matriculated students may take up to six credits per semester after meeting entrance requirements.

## **FINANCIAL AID**

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

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

### **SOURCES OF FEDERAL FINANCIAL AID**

#### **GRANTS**

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

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

#### **LOANS**

**Federal Stafford Loans** – Subsidized (need-based) or Unsubsidized (no need) Loan with a variable interest rate loan maximum of 8.25%, adjusted each July 1, for Subsidized Loans. Interest is applied six months after the student terminates college studies. For Unsubsidized Loans, interest is applied the day the loan is disbursed. Students are responsible for the interest during their enrollment in school.

**Federal PLUS Loan (Parent Loan)** – Parents of dependent students may apply for this loan. Eligibility is not need-based and a good credit history is necessary. Repayment begins 60 days after disbursement of funds. Variable interest rate not to exceed 9%, adjusted each July 1. Parents may borrow the cost of education minus other aid.

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

#### **EMPLOYMENT**

##### **Federal Work-Study (FWSP)**

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

## **SCHOLARSHIPS AND INSTITUTIONAL GRANTS**

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

### **INSTITUTIONAL GRANTS**

Institutional grants are awarded to students each academic year on the basis of need. Determination of need is based on the Estimated Family Contribution (EFC) as calculated on the Institutional Student Information Records (ISIR). Grants range from \$1600 to \$500, depending on the EFC and the enrollment status of the student. The award amount is disbursed equally over the two semesters. To qualify, the student must be registered for 6 or more credits per semester. There is no formal application process. Students automatically apply by completing the FAFSA form and submitting all required documentation. Students will be notified of amount of grant received upon receipt of Financial Aid Award Notice.

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

### **INSTITUTIONAL SCHOLARSHIPS**

#### **Dean's Scholarship**

Awarded to continuing students entering their second academic year who have attained a 4.0 GPA for the first 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 from 12-17 credits their first academic year will receive a \$1000 award. The award amount will be disbursed equally over the next two semesters.

#### **President's Scholarship**

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

#### **Goodwin College Matching Scholarship Program**

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



## **Goodwin College Alumni Scholarship**

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

## **ALTERNATE LOAN PROGRAMS**

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

- SLM Financial Corporation
- TFC Credit Corporation
- Goodwin College Payment Plan

## **ADDITIONAL RESOURCES**

- Community Scholarships
- Employer Tuition reimbursement

## **OTHER FUNDING SOURCES**

### **Regional Workforce Development Board**

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

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

These departments have provided direct and support funds for disabled students attending Goodwin College. Funds from this department have been received through their offices in Hartford, East Hartford, Manchester, Enfield, Middletown, Meriden, New Britain, Bristol, Willimantic, Waterbury and others.

### **Division of Workers Rehabilitation Services**

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

### **Connecticut Department of Labor**

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

### **Job Connection, State Department of Income Maintenance**

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

## **ELIGIBILITY FOR FINANCIAL AID**

Students receiving financial aid must meet these eligibility requirements:

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

## **APPLYING FOR FINANCIAL AID**

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

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

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

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

## **NOTIFICATION OF AWARDS**

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

## TUITION AND FEES

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### Tuition

#### Collegiate Programs

Full-time Students (12 – 18* credits per semester)	\$6400/per semester
Three-quarter Time Students (9-11 credits per semester)	\$4470/semester
Half-time Students (6-8 credits per semester)	\$3125/semester
Students taking less than 6 credits per semester	\$400 per credit

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

#### Skills Center (non-collegiate programs)

ESL	\$8400
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### Fees

Application Fee	(non-refundable)
Degree & Certificate Programs	\$50.00
ESL & Human Services	\$25.00
Academic Advising Fee (non-refundable)	\$25.00
General Student Fee (Non-refundable once student begins classes)	\$200/Academic Year
Withdrawal Fee	\$75.00
Credit By Exam	\$100/course \$150/course with practical
Graduation Fee <i>Assessed regardless of participation in graduation ceremonies. Must be paid by all graduates of the Associate in Science Degree programs.</i>	\$200
Portfolio Review Fee	\$100/credit
Science Lab Fee	\$250/course
Nursing Clinical Fee	\$500/course
Official Transcript of Academic Work <i>One free copy provided at graduation; thereafter, per copy</i>	\$10

This schedule of fees is comprehensive and is expected to prevail during the 2005-2006 year. The Board of Trustees of Goodwin College reserves the right, at any time, to authorize changes.

## REFUND POLICY

### INSTITUTIONAL REFUND POLICY

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

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

2. For notice of withdrawal from school received prior to the first day of classes for that semester, a refund of 100 percent of total **tuition received (excluding fees & tuition deposit)** will be granted for both full-time and part-time students.
3. For notice of withdrawal from school received on the first day of classes and through the 14<sup>th</sup> calendar day of that semester, a refund of 50% of total tuition, (excluding fees) applicable to the courses for which registered, will be granted for both full-time and part-time students.
4. For withdrawal from a course prior to the first day of the semester (includes mid-term or second module classes), 100% of the tuition for that course will be refunded.
5. For a reduction in load, which occurs on the first day of classes through the 14<sup>th</sup> calendar day of that semester, 50% of the difference of the tuition applicable to the original and revised course schedule will be refunded.
6. No refund of tuition will be granted for either full-time or part-time students beyond the 14<sup>th</sup> calendar day after the first day of classes for that semester.

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

### SINGLE COURSE/WORKSHOP REFUND POLICY

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

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

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

**RETURN OF TITLE IV FUNDS:** The school must return any unearned portion of monies received under any of the Title IV programs. This is calculated by determining the percentage of time the student was enrolled for the semester (per Section 668.22(e),(1) of the Higher Education Act of 1965, as amended) subtracting from 100% to get the unearned percentage of time, and multiplying this percentage by the amount of Title IV funds received. The amount of Title IV aid a student has not earned is then returned to the Title IV programs. This is a proportional calculation based upon the date of withdrawal through sixty percent of the payment period.

The college allocates the responsibility for returned unearned aid between the school and the student according to the portion of the disbursed aid that could have been used to cover institutional charges and the portion, if any, that could have been disbursed directly to the student once institutional charges were covered. The institution and/or the student must then distribute the unearned Title IV aid back to the Title IV programs.



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

# ACADEMICS

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## ACADEMIC PLACEMENT ASSESSMENT

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

In order to achieve these goals, Goodwin College administers academic placement assessment tests. These tests provide valuable information for assigning students to appropriate courses. Students entering with a Bachelor's Degree from an accredited institution are exempt from placement testing. ESL students are exempt from this test.

## REGISTRATION

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

## DEVELOPMENTAL COURSES

Course numbers beginning with a "0" are considered developmental courses. These are 0 semester-credit hour courses. Grades received for developmental courses are not calculated in the student's GPA nor do they count as credits attempted. Remedial courses may be eligible for financial aid, but do not qualify as credit earned toward an Associate Degree or Certificate. Normally, remedial courses may only be repeated once.

## TRANSFER AND AWARD OF CREDIT POLICIES

### Transfer of Collegiate Credit

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

1. Collegiate credit shall be granted for all credit courses that are applicable to the objectives of, or equivalent to, the course requirements of the curriculum in which the student is enrolled. Department Chairs must assess and approve the transfer and/or award of credit.
2. Collegiate credit shall be granted for credit courses completed with a "C" or better. Such credit courses shall be accepted for credit only, and letter grades assigned by other institutions shall not be recorded or included in the computation of student grade point averages.
3. All students are required to take a minimum of 25% of all coursework toward a credential at Goodwin College. At least 8 semester credit hours must be taken at the East Hartford campus.
4. **The last 12 credits posted to a student's transcript must be taken at Goodwin College.** The complete policy on the transfer of credit into Goodwin College is available through the Academic Office.
5. Collegiate credit is assessed and unofficially transferred at the point of enrollment at Goodwin College. At the completion of a student's first semester at the College, all official transcripts must be on file. At this time, an official transfer of credit will be processed. **Once credit is officially transferred, no additional credit can be transferred into the College.**
6. Officially transferred credit will not be posted to the student's transcript until 12 credits have been completed at Goodwin College.

### Credit Awarded for Experiential Learning

The Board of Trustees of Goodwin College believes that college-level learning occurs in many settings. These include courses offered by non-accredited colleges and non-collegiate institutions, and learning acquired through work and life experiences. The Board of Trustees supports the College's goal of awarding collegiate credit for demonstrated competence gained through non-traditional learning experiences, thus ex-

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

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

### **Credit by Examination**

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

### **Credit for Learning Acquired in Employment**

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



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

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

Grades appearing with an "R" in front of the grade indicate that the course has been repeated. These grades are not used in the calculation of the GPA nor count as credits completed. Both the original credits and repeated credits count as credits attempted.

**Grades not used in the calculation of Grade Point Average:  
GRADE POINT AVERAGE**

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

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

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

## **APPEAL OF GRADES**

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

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

## **ACADEMIC HONESTY**

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

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

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

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

## **SATISFACTORY ACADEMIC PROGRESS**

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

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

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

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

A 2.0 cumulative GPA and successful completion of all required courses is required for graduation in all degree and certificate programs.

For the effect of credits transferred or awarded from other institutions on the determination of satisfactory academic progress, see page 26.

### **Evaluation Points**

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

### **CGPA Requirements**

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

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

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

### **Rate of Completion Requirements**

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

### **Academic Probation**

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

Students who do not achieve the necessary cumulative GPA or completion rate will be placed on Academic Probation. Students will be notified in writing by the Assistant Dean/Registrar. An academic advisor will meet with the student to advise him/her of his/her poor GPA and discuss services available to improve academic standing. The aforementioned session is documented and becomes part of the student's file. Please note that certain allied health programs have additional academic requirements.

Students on academic probation are considered to be making satisfactory academic progress for purposes of financial aid. Eligibility for financial aid continues during this period.

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

Students placed on Academic Probation will remain on Probation until they are determined to be making satisfactory academic progress or until it is determined that they must be dismissed due to inability to meet graduation requirements or because they have not obtained a CGPA of 2.0 at the end of the second academic year.

Advisement letters will be sent to all students who have completed any semester with less than a 2.0 CGPA. An academic advisor will meet with the student to advise him/her of his/her poor GPA and discuss services available to improve academic standing. The aforementioned session is documented and becomes part of the student's file.

## **DISMISSAL**

At the point it is determined that a student with a GPA less than 2.0 cannot achieve the minimum 2.0 CGPA needed for graduation, the student will be dismissed. At the point it is determined that a student cannot complete the required credits needed for graduation, within the maximum time frame, the student similarly must be dismissed. At this point a student is no longer eligible for financial aid.

Students who are dismissed will be notified in writing by the Assistant Dean/Registrar.

## **STUDENT APPEAL PROCESS FOR MITIGATING CIRCUMSTANCES**

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

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

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

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

## **EXTENDED ENROLLMENT STATUS**

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

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

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

## **REINSTATEMENT FROM EXTENDED ENROLLMENT STATUS**

A student may be reinstated as a regular student after failing to make satisfactory academic progress when at a minimum:

- At least one semester of instruction has elapsed and the student has successfully retaken previously failed courses and/or successfully upgraded the skills applicable to his/her educational objective so that the recalculated CGPA and successful course completion percentage meet or exceed the minimum requirements, and
- An evaluation conducted by the school determines that the student has the desire and the academic ability to progress satisfactorily in the program.

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



## **ADDING A COURSE**

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

## **DROPPING A COURSE**

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

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

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

**For financial consequences of dropping a course, refer to the institutional refund policy on page 20. Students should check with the Financial Aid office to determine what financial penalty will be assessed as a result of withdrawing from a course.**

## **WITHDRAWING FROM A COURSE**

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

To withdraw from a course:

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

Deadlines will be strictly enforced.

Withdrawals are not permitted beyond the deadline. Students withdrawing from a 16-week course after the start of the 15<sup>th</sup> week or an 8-week course after the start of the 7<sup>th</sup> week will receive an F or I on their transcript.

**Students who do not officially drop or withdraw, but stop attending classes will receive a grade of “F”.**

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

**For financial consequences of withdrawing from a course after the start of a semester, refer to the institutional refund policy on page 24. Students should check with the Financial Aid office to determine what financial penalty will be assessed as a result of withdrawing from a course.**

## **COURSE INCOMPLETES**

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

## **COURSE REPEATS**

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

Students are required to repeat any course in which they have received an “F”, have not met program or major grade requirements, or from which they have withdrawn prior to completion. They may repeat a course only once without permission. Only with the permission of the Department Chair may the student take the course a third time. Under no circumstances will students be allowed to attempt a course more than three times. Students may also choose to repeat a course one additional time in an effort to raise their GPA to 2.0 or higher to qualify for graduate status or to improve their GPA.

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

## **PROGRAM TRANSFERS OR PROGRAM OPTION TRANSFERS**

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

Students wishing to transfer to programs with selective admission requirements should meet with the Department Chair and complete the application process. Please refer to Selective Admission Programs beginning on page 12.

A student who requests a change in program or a change of options within a program may also request the calculation of a New Program GPA. Only the courses that will satisfy requirements of the new program will be used in the calculation of the New Program GPA. This option is available only once to each student. When a student chooses this option, all courses and grades remain on the transcript along with the cumulative GPA that includes all courses taken at the College. The New Program GPA will also appear on the transcript. Only the credits attempted and the grades earned that count toward the new program of study or new option will be used in the determination of the student’s satisfactory academic progress standing. Students must request this option in writing to the Assistant Dean/Registrar.

## **WITHDRAWING FROM SCHOOL**

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

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

The institution recognizes that a student has officially begun the withdrawal process once the completed withdrawal form is signed and returned to the Registrar.

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

If applicable, a revised tuition charge or refund will be calculated by the Office of the Controller. If a student who withdraws has received financial aid, he/she may be subject to the loss of some, or all, of the financial aid award. This may also result in the student having personal responsibility for repayment of financial assistance. Refer to the Refund Policy on pages 21.

## **LEAVE OF ABSENCE**

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

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

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

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

## **COURSE AND PROGRAM CHANGES**

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

## **GRADUATION**

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

## **GRADUATION REQUIREMENTS**

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

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

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

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

FERPA provides these rights:

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

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

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

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

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

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 administer FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202-4605  
(202) 260-3887

# **POLICIES**

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## **NONDISCRIMINATION POLICY**

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

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

## **INTOLERANCE POLICY**

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

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

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

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

## **AIDS AND OTHER COMMUNICABLE DISEASE POLICY**

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

## **DRUG AND ALCOHOL POLICY**

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

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

- A. Standards of Conduct: all students, faculty and staff members are prohibited from the unlawful possession, manufacture of, use or distribution of illicit drugs and alcohol on Goodwin College's campus, parking lots, or as part of any of the school's activities.
- B. Legal Sanctions: all drugs are controlled by Federal Law. (Most drug offenses are prosecuted under state law, which may be more severe.)

- (1) Unlawful possession of all controlled drugs:  
 First offense: Up to one-year imprisonment and/or fines up to \$5,000.  
 Second offense: Twice the imprisonment and fines for first offense.
- (2) Unlawful distribution or possession with intent to distribute:
  - a. Narcotics (i.e. cocaine and the opiates) First offense: Up to 15 years imprisonment and/or fines up to \$25,000, plus three-year mandatory special parole. Second offense: Up to twice that of first offense.
  - b. Amphetamines, Barbiturates, Hallucinogens (including marijuana) First offense: Up to five years imprisonment and/or fines up to \$15,000 plus two-year mandatory special parole. Second offense: Up to twice that of first offense.
- (3) Unlawful distribution of all controlled drugs--by someone over 18 to someone under 21: First offense: Up to twice the fine and imprisonment otherwise authorized. Second offense: Up to three times the fine and imprisonment otherwise authorized.

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

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

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

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

## **PERSONS WITH DISABILITIES POLICY**

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

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

## **SEXUAL HARRASSMENT POLICY**

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

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

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

## **WEAPONS POLICY**

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

## **SUGGESTIONS AND GRIEVANCES**

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

Goodwin College treats its programs as a form of on-the-job training for our students. For that reason we ask that any complaint or suggestion regarding a class be discussed first with the instructor. If you are unable to satisfactorily address the problem, please make an appointment with the appropriate Department Chair. After that, appeals may be made, in writing, to the Academic Review Committee.

If all other efforts are exhausted, the last arbiter of student problems is the President, Mark Scheinberg. His telephone number is (860) 528-4111. A written statement outlining the disagreement and previous attempts to resolve it must be forwarded to his office. Upon review of the facts presented by the student, staff or faculty member and documentation of subsequent meetings submitted by the administration, a final decision will be rendered by the President.

If you are still aggrieved after speaking to all of these people, you are invited to call or write the Connecticut Department of Higher Education at 61 Woodland Street; Hartford, CT. The phone number is (860) 947-1816. Students wishing further clarification may direct concerns, in writing, to the New England Association of Schools and Colleges; 209 Burlington Road; Bedford, MA 01730. Their phone number: 781-271-0020. Also, the Accrediting Council for Independent Colleges and Schools; 750 First Street NE, Suite 980; Washington, DC 20002. The phone number is (202) 336-6780. As an organization committed to student services, we see suggestions and complaints as an opportunity for improvement. Please let us know if you are unhappy!

## **STUDENTS RIGHT TO KNOW**

Section 485 (a) of the Higher Education Act requires colleges that participate in any of the Title IV financial assistance programs to disclose information about completion rates to current and prospective students. Using the Fall 2001 cohort information, Goodwin College's completion rate is 52.0%.

According to the 2004 ACICS Annual Institution Report (covering the period July 1, 2003 – June 30, 2004) 71.7% of all students were retained and 77.9% of completions were placed in their field of study. Information on these rates for specific programs is available upon request.

# **PROGRAMS OF STUDY**

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## **ASSOCIATE IN SCIENCE DEGREES**

**ALLIED HEALTH  
BUSINESS STUDIES  
COMPUTER SYSTEMS TECHNOLOGY  
EARLY CHILDHOOD EDUCATION\*  
HUMAN SERVICES  
NURSING**

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

Students who complete these programs may choose to transfer to a four-year institution. Students who plan to transfer are advised to check with the intended school concerning the number of transferable credits. It is the student's responsibility to seek transfer advising early in the program.

## **GENERAL EDUCATION MISSION STATEMENT AND OBJECTIVES**

The goal of general education at Goodwin College is to create competent, productive problem solvers who appreciate the vibrancy and diversity of our society, value personal mental and physical health, maintain inquiring minds, and embrace life-long learning.

Cutting across all our programs and classes are writing requirements; these include research papers through which students become skilled, perceptive, analytical readers, and proficient writers adept at doing research and using inductive as well as deductive thinking.

Beyond the formal public speaking course required for degree students, all courses include goals to develop effective oral communicators and logical critical thinkers. Participation requirements include discussions, teamwork, and communication experiences through which students gain respect for each other.

In courses in mathematics and the natural sciences, as well as in technical courses in certificate and professional degree programs, students are encouraged to develop inquiring minds by gaining facility in handling and appreciating basic principles and processes, logical thinking, and use of the scientific method.

General education courses such as history, psychology or sociology, as well as courses in medical law and ethics, and clinical procedures as required in professional degree programs, prepare students to understand the relevance of the humanities and social sciences to contemporary local and world conditions.

All courses at Goodwin College aim to encourage students to be dedicated to life-long learning and committed to making positive contributions to society by exploring their own talents, experiencing personal growth, and increasing their ability to be of value to their community.

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

- Mathematics – 3 credits
- English – 6 credits\*\*
- Humanities – 3 credits
- Social Science – 3 credits
- Physical or natural science – 3 credits
- Public Speaking – 3 credits
- Computer Literacy – 3 credits

Certificate program students must complete at least one college level math or English course in accordance with requirements of the particular program selected.



## Computer Literacy Requirement

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

Students may fulfill this requirement in one of two ways:

1. Successfully complete with a C- or better, either CAP 100 Computer Literacy or CAP 120 Computer Applications
2. Demonstrate existing computer competency through a skills certification credit by examination (CBE) test provided by the Department offering the approved course. Students fulfilling the requirement by exam will receive credit for the course.

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

1. Basic familiarity with computer hardware, operating systems, and file concepts;
2. Working knowledge of a word processor and at least one other software application;
3. Working knowledge of the World Wide Web and electronic mail.

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

\*Pending approval from the Board of Governors, Connecticut Department of Higher Education.

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

# **GOODWIN COLLEGE**

## **ALLIED HEALTH DEPARTMENT**

### **Mission**

The mission of the Allied Health department is to train compassionate health professionals in the fields of Respiratory Care\*, Medical Assisting and Health Care Support. Graduates will possess a unique set of skills and knowledge that will allow them to obtain entry-level positions in their chosen fields and lay the foundation for advanced learning throughout their careers.

### **Program Descriptions**

The Allied Health Department offers a variety of associate degrees and collegiate certificates. Students can choose from an Associate in Science in Respiratory Care\*, Associate in Science in Medical Assisting, Collegiate Certificate in Medical Assisting and Collegiate Certificate in Health Care Support.

The objective of the Associate in Respiratory Care\* 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.

The Associate in Medical Assisting and the related certificate program provide students the skills and knowledge needed to work as a Medical Assistant in physicians' offices, clinics, and other healthcare facilities.

The Allied Health department also offers a collegiate certificate in Health Care Support. This program is designed to introduce students to the healthcare field and various careers. Graduates of the program will possess the skills and knowledge necessary for obtaining entry-level office and patient-care positions. This program fulfills the prerequisites for a student to enter an ADN or respiratory care program.

\*Proposed program. Approval by the Board of Governors, Connecticut Department of Higher Education is pending.

# GOODWIN COLLEGE

## ASSOCIATE IN SCIENCE

### MEDICAL ASSISTANT

This program will prepare and assist students in acquiring the basic knowledge and skills necessary to be hired into an entry-level position as a Medical Assistant. This program develops the student's knowledge base and skills by providing a theoretical foundation and by developing the student's ability to perform clinical as well as office and administrative procedures. Hands-on practice and work experience is gained during an internship component. Graduates of this program are eligible to acquire entry-level positions as Medical Assistants working in physician's offices, walk-in clinics, outpatient clinics, hospitals, as phlebotomists, and as medical office workers.

*Placement testing will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are 2 8-week modules per semester. The suggested sequencing for full-time students is shown below.*

Course No.	Title	Credits	Program Outcomes
<i>First Semester</i>			Upon successful completion of all program requirements, graduates will be able to: <ol style="list-style-type: none"> <li>1. To provide students with the clinical and administrative skills needed to function as a Medical Assistant;</li> <li>2. To develop an understanding of medical terminology, anatomy and physiology of the human body, as well as the disease processes that can alter these functions;</li> <li>3. To enable students to appreciate and embrace diversity, differing belief and value systems, as well as appreciate individual opinions;</li> <li>4. To provide students with the knowledge and skills needed to advance within the healthcare system.</li> <li>5. Practice within the ethical, legal and regulatory frameworks of the Medical Assisting;</li> <li>6. Utilize computer literacy skills in order to obtain medical information;</li> <li>7. Effectively engage in written and oral communication between patients and other health professionals;</li> <li>8. Obtain medical histories, explain medical procedures, prepare patients for examination or procedures, and assist the physician with the examination or procedure;</li> <li>9. Collect and prepare laboratory specimens, as well as perform basic laboratory testing;</li> <li>10. Perform phlebotomy and other invasive specimen collection techniques;</li> <li>11. Perform electrocardiograms and respiratory testing;</li> <li>12. Utilize computer applications for correspondence, managing patient accounts and billing procedures;</li> <li>13. Organizing a physician's office, including patient appointments, billing and bookkeeping;</li> <li>14. Perform coding and submitting insurance forms.</li> </ol>
CAP 100	Computer Literacy	3	
ENG 101	English Composition*	3	
MED 101	Medical Terminology	3	
BIO 103	Human Anatomy & Physiology I	3	
	MATH 101 or higher*	3	
MED 102	Clinical Procedures I	2	
		17	
<i>Second Semester</i>			
ENG 102	Composition & Literature*	3	
BIO 104	Human Anatomy & Physiology II	3	
MCD 100	Medical Coding I	2	
MED 111	Medical Law & Ethics	3	
MED 112	Clinical Procedures II	2	
MED 122	Laboratory Procedures I	2	
MED 106	Medical Insurance	2	
		17	
<i>Third Semester</i>			
COM 101	Public Speaking*	3	
MED 132	Laboratory Procedures II	2	
BIO 201	Concepts of Human Pathology	3	
PSY 112	Introduction to Psychology	3	
MCD 102	Medical Coding II	2	
		16	
<i>Fourth Semester</i>			
MED 240	Health Information Management	3	
MED 212	Pharmacology	3	
MED 299	Medical Assisting Internship	4	
	Humanities Elective* <sup>1</sup>	3	
		13	
<b>Total Credits in Program</b>		<b>60</b>	

\*These courses fulfill general education requirements for ACICS  
<sup>(1)</sup>Humanities Elective chosen from Art, Communication, Film, Foreign languages, Literature, Music, Philosophy, Theater

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

# GOODWIN COLLEGE

## COLLEGIATE CERTIFICATE

### MEDICAL ASSISTANT

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

This program will prepare and assist students in acquiring the basic knowledge and skills necessary to be hired into an entry-level position as a Medical Assistant. This program develops the student's knowledge base and skills by providing a theoretical foundation and by developing the student's ability to perform clinical as well as office and administrative procedures. Training is provided by a balance of lecture, lab, and clinical components.

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

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

### MEDICAL ASSISTING COLLEGIATE CERTIFICATE PROGRAM DAY & EVENING

#### Suggested sequence of courses for full-time students

Course No.	Class Name	Credit Hours
1 <sup>st</sup> Semester		
CAP 100	Computer Literacy	3
MED 101	Medical Terminology*	3
MED 102	Clinical Procedures I*	2
BIO 103	Anatomy & Physiology I*	3
MED 112	Clinical Procedures II*	2
ENG 101	English Composition	3
2 <sup>nd</sup> Semester		
MED 111	Medical Law & Ethics	3
BIO 104	Anatomy & Physiology II*	3
MED 122	Laboratory Procedures I*	2
MCD 100	Medical Coding I	2
MEF 132	Laboratory Procedures II	2
MED 106	Medical Insurance	2
3 <sup>rd</sup> Semester		
PSY 112	Introduction to Psychology	3
MED 240	Health Information Management	3
MED 212	Pharmacology*	3
MCD 102	Medical Coding II	2
Med 299	Cooperative Work Experience	4
<b>Total Credits in Program</b>		<b>45</b>

\*Students must attain a C- or higher in these courses in order to graduate

# GOODWIN COLLEGE

## ASSOCIATE IN SCIENCE IN 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. Graduates may choose to pursue a baccalaureate degree in respiratory care.

*Placement testing will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are 2 8-week modules per semester. The suggested sequencing for full-time students is shown below.*

Course No.	Title	Credits	Program Outcomes
<i>First Semester</i>			Upon successful completion of all program requirements, graduates will be able to:
ENG 101	English Composition*	3	
RSP 110	Cardiopulmonary Anatomy & Physiology	3	1. Demonstrate proficiency as a respiratory care practitioner, as described by the National Board of Respiratory Care and the Committee on Accreditation for Respiratory Care.
RSP 112	Principles of Respiratory Care	4	2. Assist physicians in diagnosis, management, and treatment of patients affected by cardio-pulmonary disorders.
PSY 110	Medical Physics	3	3. Demonstrate the ability to apply and evaluate information relevant to his/her role as a respiratory care practitioner.
		<b>13</b>	4. Demonstrate technical proficiency in all skills necessary to fulfill the role as a respiratory care practitioner.
<i>Second Semester</i>			5. Demonstrate professional behaviors consistent with employer expectations for a respiratory care practitioner.
CAP 100	Computer Literacy*	3	6. Demonstrate basic competencies in alternate care sites (i.e. homecare, rehabilitation centers, and long term mechanical ventilator centers).
MATH 102	Intermediate Algebra*	3	
RSP 120	Applied Pharmacology	3	
RSP 122	Diagnostic & Therapeutic Principles	3	
RSP 151	Clinical Practicum I	1	
		<b>13</b>	
<i>Third Semester</i>			
COM 101	Public Speaking*	3	
PSY 112	Introduction to Psychology	3	
RSP 130	Advanced Principles of Ventilation Therapy	3	
RSP152	Clinical Practicum II	1	
HUM	Humanities Elective*	3	
		<b>13</b>	
<i>Fourth Semester</i>			
BIO 210	Microbiology	4	Additionally, graduates will complete the comprehensive learning outcomes of the General Education components
RSP 231	Cardio-Pulmonary Pathophysiology I	3	
RSP 251	Advanced Clinical Practicum I	2	
RSP 210	Diagnostic Respiratory Care	3	
		<b>12</b>	<b>*Pending approval by the Board of Governors, Connecticut Department of Higher Education.</b>
<i>Fifth Semester</i>			
RSP 232	Cardio-Pulmonary Pathophysiology II	2	
RSP 252	Advanced Clinical Practicum II	3	
RSP 241	Perinatal & Pediatric Respiratory Care	3	
		<b>8</b>	

**BIO 110 & 111 Anatomy & Physiology I & II (8 credits) must be completed before entering RSP 112. These 8 credits are included in the 68 credits needed to complete this program.**

**Total Credits in Program 68**

\*These courses fulfill the general education requirements for ACICS

<sup>1</sup>Humanities elective chosen from Art, Humanities, Film, Foreign Language, Music, Philosophy, Theater

<sup>2</sup>Physical or Natural Science Elective chosen from Biology, Chemistry, Environmental Science, Physics.

# GOODWIN COLLEGE

## COLLEGIATE CERTIFICATE

### HEALTHCARE SUPPORT

The Healthcare Support program is designed to provide students with the knowledge and skills necessary for entry-level office and patient-care positions. It is also intended to be the educational first step for students interested in the health care industry. Graduates of this program will be able to use the computer and the Internet as effective communication and research tools. They will have an understanding of the health care field as well as anatomy, physiology and medical terminology. Course electives in biology, chemistry, clinical procedures, and medical office procedures enable the student to structure the program based on his/her own learning objectives. English composition prepares the student to read, analyze, assess, and write effectively. College algebra supplies the analytical skills needed to successfully complete core laboratory courses. This program fulfills all the prerequisites required for a student to enter an ADN program.

#### HEALTHCARE SUPPORT COLLEGIATE CERTIFICATE PROGRAM DAY & EVENING

Course #	Course Name	Credit Hours
ENG 101	English Composition	3
MATH 102	Algebra II*	3
	Elective	3
CAP 100	Computer Literacy	3
BIO 110	Anatomy and Physiology I*	4
<b>11-13 credits from the following:</b>		
BIO 100*	General Biology*	4
MED 101	Medical Terminology	3
MED 116	Medical Office Procedures	3
MED 102*	Clinical Procedures I	2
CHEM 101*	General Chemistry*	4
BIO 111	Anatomy and Physiology II*	4
PSY 112	Introduction to Psychology*	3
	Electives	5-6

**27-29 semester credit hours**

# **GOODWIN COLLEGE**

## **BUSINESS STUDIES DEPARTMENT**

### **Mission**

The mission of the Business Department is to train students for entry-level professional careers in an office setting. The scope of the business environment is vast, and students are exposed to a wide variety of concepts with a focus on acquiring knowledge of the business practices and technologies necessary to successfully enter the workforce. The Business Department provides an education foundation upon which students may continue to build their professional careers and academic pursuits.

### **Program Description**

The Business program provides an atmosphere where its diverse student population can grow intellectually by acquiring analytical and critical thinking skills, encouraging personal enrichment and development, and the acquisition of the practical skills necessary to succeed. The degree program and complimentary options are designed to prepare graduates to enter the challenging and dynamic business environment.

The Business Department has five options:

- Computerized Accounting
- Office Administration
- Entrepreneurship/Small Business Management
- Medical Billing and Coding
- Medical Office Administration

All degree-seeking students are required to fulfill the same general education and program core course requirements. Option courses and electives differentiate the student's concentration or option. The general education courses provide the opportunity to develop the ability to think critically, examine values, embrace diversity, expand cultural and intellectual interests, and communicate effectively. In order to serve the needs of our students, each option of the Business Department is also offered as a collegiate certificate.

# GOODWIN COLLEGE

## ASSOCIATE IN SCIENCE IN BUSINESS STUDIES

### COMPUTERIZED ACCOUNTING

This option provides the student with a unique blend of courses that provide students a combination of accounting and computer skills needed to gain entry-level accounting positions and future career advancement in various settings from professional offices to high-tech industries and governmental agencies. Students will learn a variety of software packages including word processing, spreadsheets, and database, as well as accounting software. Students will be able to analyze business transactions, maintain journals, prepare financial statements, end of period adjustments and closings, payroll and accounts receivable and payable.

*Placement testing will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are 2 8-week modules per semester. The suggested sequencing for full-time students is shown below.*

Course No.	Title	Credits	Program Outcomes
<i>First Semester</i>			Upon successful completion of all program requirements, graduates will be able to:
CAP 100	Computer Literacy	3	<ol style="list-style-type: none"> <li>1. Apply knowledge of computer applications including word processing, spreadsheets, presentation software, Internet and e-mail and other software related to the field</li> <li>2. Demonstrate effective written and verbal communication skills that represent competence and professionalism in the field of business</li> <li>3. Demonstrate knowledge of basic management, administrative procedures, and organizational skills</li> <li>4. Perform mathematics consistent with education level and related to the field of business including applied business math</li> <li>5. Understand business and technological terminology</li> <li>6. Understand human interaction within business organizations and understand appropriate behavior within the context of a business organization</li> <li>7. Demonstrate Reading Comprehension and Library Literacy</li> <li>8. Utilize a process of self-evaluation that fosters personal and professional growth and contributes to life long learning</li> <li>9. Prepare General and Special Journals and General and Subsidiary Ledgers using double entry accounting, both manually and using accounting software</li> <li>10. Prepare Trial Balance, Adjusting &amp; Closing entries, Adjusted Trial Balance and Post-Closing Trial Balance</li> <li>11. Prepare, read and analyze financial statements using financial ratios</li> <li>12. Prepare payroll manually and using accounting software.</li> </ol>
ENG 101	English Composition*	3	
CAP 105	Internet Applications	2	
CAP 102	Microsoft Word	2	
ACC 101	Introduction to Accounting	3	
		<b>13</b>	
<i>Second Semester</i>			
CAP 110	Computer Applications	3	
ACC 102	Payroll Accounting Procedures	3	
ENG 102	Composition & Literature*	3	
	Cognate Elective <sup>1</sup>	3	
COM 101	Public Speaking*	3	
ACC 103	Merchandise Accounting	3	
		<b>18</b>	
<i>Third Semester</i>			
ACC 120	Practicum in Accounting	2	
BUS 132	QuickBooks: Applications in Budgeting & Planning	3	
	Cognate Electives <sup>1</sup>	6	
ACC 201	Accounting Software II	2	
	Science Elective <sup>3</sup>	3	
		<b>16</b>	
<i>Fourth Semester</i>			
PSY 120	Organizational Behavior	3	
	Humanities Elective <sup>4</sup>	3	
	Social Science Elective <sup>2</sup>	3	
BUS 299	Cooperative Work Assignment	4	
		<b>13</b>	
<b>Total Credits in Program</b>		<b>60</b>	

\*These courses fulfill general education requirements for ACICS  
<sup>(1)</sup>Cognate electives chosen from the following: ACC 210, BUS 101, BUS 110, BUS 111, BUS 120, BUS 121, CAP 104, CAP 111, CAP 202, CAP 220. With the permission of an academic advisor, general education courses or business electives may be taken in place of cognate electives to fulfill credit requirements for graduation.  
<sup>(2)</sup> Social Science elective chosen from the following: Economics, Geography, History, Political Science, Psychology, Sociology.  
<sup>(3)</sup>Physical or Natural Science elective chosen from: Biology, Chemistry, Environmental Science, Geology, Physics.  
<sup>(4)</sup>Humanities elective chosen from Art, Communication, Film, foreign languages, literature, music, philosophy, theater.

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



# **GOODWIN COLLEGE**

## **COLLEGIATE CERTIFICATE**

### **COMPUTERIZED ACCOUNTING**

In a world of technological advancement, an essential core of all management decisions relies on financial information generally provided through specific programs and databases. The growth of business competition has only enhanced the role of accounting professionals. The combination of accounting and computer skills allows our graduates to find entry-level accounting positions in small or large business organizations.

Computerized Accounting students will be able to analyze business transactions, maintain journals, prepare financial statements, end of period adjustments and closings, payroll, special journals, accounts receivable and payable. Students will be required to run a Windows-based computerized accounting software package. In addition, students will acquire computerized spreadsheet skills, basic keyboarding, and other general business applications.

### **COMPUTERIZED ACCOUNTING COLLEGIATE CERTIFICATE PROGRAM DAY AND EVENING**

#### **Suggested sequence of courses for full-time students**

<b>Course No.</b>	<b>Class Name</b>	<b>Credit Hours</b>
1 <sup>st</sup> Semester		
CAP 100	Computer Literacy	3
ACC 101	Introduction to Accounting*	3
ENG 101	English Composition	3
CAP 102	Microsoft Word	2
ACC 102	Payroll Accounting Procedures*	3
2 <sup>nd</sup> Semester		
CAP 110	Computer Applications	3
ACC 103	Merchandise Accounting*	3
BUS 132	QuickBooks: Applications in Budgeting & Planning	3
ACC 201	Accounting Software II	2
ACC 120	Practicum in Accounting*	2
PSY 120	Organizational Behavior	3
<b>Total Credits in Program</b>		<b>30</b>

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

# GOODWIN COLLEGE

## ASSOCIATE IN SCIENCE IN BUSINESS STUDIES

### ENTREPRENEURSHIP/SMALL BUSINESS MANAGEMENT

The objective of the Entrepreneurship program is to provide students with the basic general knowledge necessary to launch, manage and grow their own businesses. Additionally this program will focus on innovative business practice and small business management. Professional and foundation courses provide necessary training and skills development to utilize principles of business development, marketing, public relations, planning, business law, accounting, and management. The general education courses provide the opportunity to develop the ability to think critically, examine values, embrace diversity, expand cultural and intellectual interests, and communicate effectively. Students pursuing an advanced degree will be able to carry their academic learning to a number of local institutions offering bachelors degree in/or related to the field of Business Administration.

*Placement testing will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are 2 8-week modules per semester. The suggested sequencing for full-time students is shown below.*

Course No.	Title	Credits	Program Outcomes
<i>First Semester</i>			Upon successful completion of all program requirements, graduates will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of basic business management and business development strategies/skills.</li> <li>2. Understand business terminology and how venture capital is raised.</li> <li>3. Compare the different forms of legal organization and choose the proper form for a particular business.</li> <li>4. Identify the accounting and legal services that will be needed by a small business.</li> <li>5. Write a business plan.</li> <li>6. Understand and articulate a profit-based perspective in working with businesses, customers, organizations and communities.</li> <li>7. Practice general management and administrative principled necessary for administration of quality service.</li> <li>8. Identify the contribution of social, economic, and other forces that shape the business environment and provide goods and services based on an understanding of these trends.</li> <li>9. Apply knowledge of computer applications including basic word processing, spreadsheets, internet and e-mail, and other software related to the field.</li> <li>10. Demonstrate effective written and verbal communication skills that represent competence and professionalism in the field of business.</li> <li>11. Perform mathematics related to the field of, including applied business math, budgeting, and other related skills.</li> <li>12. Utilize a process of self-evaluation that fosters personal and professional growth and contributes to life-long learning.</li> </ol>
BUS 101	Introduction to Management	3	
ACC 101	Introduction to Accounting	3	
CAP 100	Computer Literacy	3	
ENG 101	English Composition*	3	
MATH	Math 101 or higher	3	
		<b>15</b>	
<i>Second Semester</i>			
BUS 130	Principles of Entrepreneurship	3	
BUS 102	Principles of Marketing, Advertising & Public Relations	3	
BUS 110	Business Law	3	
ENG 102	Composition & Literature*	3	
CAP 110	Computer Applications	3	
		<b>15</b>	
<i>Third Semester</i>			
	Directed Elective <sup>1</sup>	3	
BUS 135	Customer Service in Multicultural World	3	
BUS 132	QuickBooks: Applications in Budgeting & Planning	3	
COM 101	Public Speaking*	3	
	Social Science Elective* <sup>2</sup>	3	
		<b>15</b>	
<i>Fourth Semester</i>			
ACC 210	Financial Accounting Principles	3	
BUS 210	Business Planning & Development	3	
	Physical or Natural Science Elective* <sup>3</sup>	3	
	Humanities Elective* <sup>4</sup>	3	
BUS 299	Cooperative Work Assignment	4	
		<b>16</b>	
<b>Total Credits in Program</b>		<b>61</b>	

\*These courses fulfill general education requirements for ACICS

<sup>(1)</sup>Must be chosen from ECN 101, ACC 102, ACC 201

<sup>(2)</sup>Social Science Elective chosen from the following: Economics, Geography, History, Political Science, Psychology, Sociology

<sup>(3)</sup>Physical or Natural Science Elective chosen from: Biology, Chemistry, Environmental Science, Geology, Physics.

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

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

# **GOODWIN COLLEGE**

## **COLLEGIATE CERTIFICATE**

### **ENTREPRENEURSHIP/SMALL BUSINESS MANAGEMENT**

Following completion of the proposed program, students will have the necessary skills and knowledge to launch and successfully operate their own businesses.

#### **Suggested Sequence of Courses**

English placement testing will determine the sequence of courses. Additional courses may be required.

The suggested sequence of courses for full-time students is shown below.

<b>Course No.</b>	<b>Course Name</b>	<b>Credits</b>
<b>1<sup>st</sup> Semester</b>		
ENG 101	English Composition	3
CAP 100	Computer Literacy	3
BUS 101	Introduction to Management	3
ACC 101	Introduction to Accounting	3
BUS 130	Principles of Entrepreneurship	3
<b>2<sup>nd</sup> Semester</b>		
BUS 110	Business Law	3
BUS 102	Principles of Marketing, Advertising, & Public Relations	3
BUS 135	Customer Service in a Multicultural World	3
ACC 121	QuickBooks: Applications in Budgeting & Planning	3
BUS 210	Business Planning & Development	3
<b>Total credits in program</b>		<b>30</b>

# GOODWIN COLLEGE

## ASSOCIATE IN SCIENCE IN BUSINESS STUDIES

### MEDICAL BILLING & CODING

The objective of the Medical Billing & Coding option and the related certificate program are to provide students with a solid academic foundation and the critical skills necessary to pursue careers as both physician-based and in-patient coders. Professional and foundation courses provide necessary training and skills development needed for entry-level positions. The general education courses provide the opportunity to develop the ability to think critically, examine values, embrace diversity, expand cultural and intellectual interests, and communicate effectively.

*Placement testing will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are 2 8-week modules per semester. The suggested sequencing for full-time students is shown below.*

Course No.	Title	Credits	Program Outcomes
<i>First Semester</i>			Upon successful completion of all program requirements, graduates will be able to:
MED 101	Medical Terminology	3	<ol style="list-style-type: none"> <li>1. Demonstrate the ability to successfully process medical insurance claims both manually and electronically</li> <li>2. Apply knowledge of the medical insurance industry by accurately entering co-payments, deductibles, coinsurance, and risk withholds</li> <li>3. Apply knowledge of the CMS-1450 and CMS 1500 to accurately complete forms</li> <li>4. Apply knowledge of medical terminology and anatomy to code medical procedures</li> <li>5. Demonstrate the ability to utilize all coding resources such as, CPT-4, ICD-9-CM, and HCPCS with efficiency and accuracy.</li> <li>6. Demonstrate the ability to analyze all medical reports to properly identify all procedures and diagnoses</li> <li>7. Perform mathematical calculations, based upon medical benefits, to advise patients of possible balances before claim submission</li> <li>8. Demonstrate responsibility when working with patient confidentiality issues by adhering to HIPAA guidelines</li> <li>9. Understand and utilize insurance and medical terminology</li> <li>10. Apply knowledge of insurance fee schedules to accurately forecast revenue</li> <li>11. Apply knowledge of ICD-9-CM and CPT-4 coding to properly link codes for maximum reimbursement.</li> <li>12. Demonstrate excellent coding skills by qualifying to take the certificated coding exam.</li> </ol>
CAP 100	Computer Literacy*	3	
ENG 101	English Composition*	3	
	Math 101 or higher*	3	
BIO 103	Human Anatomy & Physiology I	3	
MED 106	Medical Insurance	2	
		17	
<i>Second Semester</i>			
BUS 101	Introduction to Management	3	
MCD 100	Medical Coding I	2	
	Directed Elective <sup>1</sup>	3	
CAP 102	Microsoft Word	3	
ENG 102	Composition & Literature*	3	
MCD 101	Medical Coding II	2	
		16	
<i>Third Semester</i>			
MED 240	Health Information Management	3	
MCD 102	Medical Coding III	2	
PSY 112	Introduction to Psychology*	3	
ACC 101	Introduction to Accounting	3	
COM 101	Public Speaking	3	
MCD 200	Medical Coding IV	2	
		16	
<i>Fourth Semester</i>			
MCD 103	Medical Billing & Coding Apps.	3	
MCD 201	Medical Coding Capstone	2	
	Humanities Elective* <sup>2</sup>	3	
BUS 299	Cooperative Work Assignment	4	
		12	
<b>Total Credits in Program</b>		<b>61</b>	

\*These courses fulfill the general education requirements for ACICS

<sup>(1)</sup> Students will be directed to take BIO 104

<sup>(2)</sup> Humanities elective chosen from Art, Communication, Film, foreign languages, literature, music, philosophy, theater.

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

# **GOODWIN COLLEGE**

## **COLLEGIATE CERTIFICATE**

### **MEDICAL BILLING & CODING**

The objective of the Medical Billing and Coding certificate program is to provide students with a solid academic foundation and the development of critical skills needed to obtain entry-level positions as both physician based and in-patient coders.

#### **Suggested sequence of courses for full-time students**

<b>Course No.</b>	<b>Course Name</b>	<b>Credits</b>
<b>1<sup>st</sup> Semester</b>		
CAP 100	Computer Literacy	3
ENG 101	English Composition	3
MED 101	Medical Terminology	3
BIO 103	Human Anatomy & Physiology I	3
MCD 100	Medical Coding I	2
MCD 101	Medical Coding II	2
<b>2<sup>nd</sup> Semester</b>		
BIO 104	Human Anatomy & Physiology II	3
MCD 102	Medical Coding III	2
MED 106	Medical Insurance	2
MCD 103	Medical Billing & Coding Applications	3
MED 240	Health Information Management	3
<b>Total Credits in Program</b>		<b>29</b>

# GOODWIN COLLEGE

## ASSOCIATE IN SCIENCE IN BUSINESS STUDIES

### MEDICAL OFFICE ADMINISTRATION

This option provides the student with a unique blend of courses needed to provide students the skills and knowledge needed to gain entry-level positions and future career advancement in medical office administration. Students will learn a variety of software packages including word processing, spreadsheets, and databases, as well as medical account management software. This option prepares the student for office positions in various medical settings.

*Placement testing will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are 2 8-week modules per semester. The suggested sequencing for full-time students is shown below.*

Course No.	Title	Credits	Program Outcomes
<i>First Semester</i>			Upon successful completion of all program requirements, graduates will be able to:
CAP 100	Computer Literacy	3	<ol style="list-style-type: none"> <li>1. Demonstrate the ability to successfully process medical insurance claims both manually and electronically</li> <li>2. Apply knowledge of the medical insurance industry by accurately entering co-payments, deductibles, coinsurance, and risk withholds</li> <li>3. Apply knowledge of the CMS-1450 and CMS 1500 to accurately complete forms</li> <li>4. Apply knowledge of medical terminology and anatomy to code medical procedures</li> <li>5. Demonstrate the ability to utilize all coding resources such as, CPT-4, ICD-9-CM, and HCPCS with efficiency and accuracy.</li> <li>6. Demonstrate the ability to analyze all medical reports to properly identify all procedures and diagnoses</li> <li>7. Perform mathematical calculations, based upon medical benefits, to advise patients of possible balances before claim submission</li> <li>8. Demonstrate responsibility when working with patient confidentiality issues by adhering to HIPAA guidelines</li> <li>9. Understand and utilize insurance and medical terminology</li> <li>10. Apply knowledge of insurance fee schedules to accurately forecast revenue</li> <li>11. Apply knowledge of ICD-9-CM and CPT-4 coding to properly link codes for maximum reimbursement.</li> <li>12. Demonstrate excellent coding skills by qualifying to take the certificated coding exam.</li> </ol>
ENG 101	English Composition*	3	
MED 101	Medical Terminology	3	
CAP 111	Keyboarding	2	
ACC 101	Introduction to Accounting	3	
		<b>14</b>	
<i>Second Semester</i>			
CAP 102	Microsoft Word	3	
	MATH 101 or Higher	3	
ENG 102	Composition & Literature*	3	
CAP 110	Computer Applications	3	
COM 101	Public Speaking*	3	
MED 102	Clinical Procedures I	2	
		<b>17</b>	
<i>Third Semester</i>			
MED 106	Medical Insurance	2	
	Science Elective* <sup>3</sup>	3	
MCD 100	Medical Coding I	2	
MED 111	Medical Law & Ethics	3	
	Social Science Elective* <sup>2</sup>	3	
MED 240	Health Information Management	3	
		<b>16</b>	
<i>Fourth Semester</i>			
MCD 102	Medical Coding II	2	
PSY 120	Organizational Behavior	3	
BUS 101	Introduction to Management	3	
	Humanities Elective* <sup>4</sup>	3	
BUS 299	Cooperative Work Assignment	4	
		<b>15</b>	
<b>Total Credits in Program</b>		<b>62</b>	

\*These courses fulfill general education requirements for ACICS  
<sup>(1)</sup>Cognate electives chosen from the following: ACC 210, BUS 101, BUS 110, BUS 111, BUS 120, BUS 121, CAP 104, CAP 111, CAP 202, CAP 220. With the permission of an academic advisor, general education courses or business electives may be taken in place of cognate electives to fulfill credit requirements for graduation.

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

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

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

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

# **GOODWIN COLLEGE**

## **COLLEGIATE CERTIFICATE**

### **MEDICAL OFFICE ADMINISTRATION**

We live in a country with a growing and aging population where major changes are occurring in health administration and management. The unusual influence of technological change, economic dynamics and health advances provides a foundation of opportunities for individuals who can translate medical insurance and billing requirements for a technologically advanced medical office. Medical/Dental support staff is increasingly playing an important role in the health field. This program will prepare students to integrate office computer skills with a solid medical background composed of medical terminology, medical/dental billing and coding, and insurance skills unique to the medical/dental office. Students also will be trained in basic clinical office procedures.

This mix of skills can allow our students the option of beginning their careers in a variety of hospital, medical or dental environments. Employment opportunities are excellent due to very rapid expansion of doctors' offices, group medical practices, health maintenance organizations, clinics, and other health care facilities. Our medical/dental programs prepare our graduates for these exciting career opportunities.

#### **MEDICAL OFFICE COLLEGIATE CERTIFICATE PROGRAM – DAY & EVENING**

##### **Suggested Sequence of courses for full-time students**

Course No.	Class Name	Credit Hours
1 <sup>st</sup> Semester		
CAP 100	Computer Literacy	3
ACC 101	Introduction to Accounting	3
CAP 102	Microsoft Word	3
MED 101	Medical Terminology*	3
ENG 101	English Composition	3
2 <sup>nd</sup> Semester		
CAP 111	Keyboarding*	2
MCD 100	Medical Coding I OR	
MCD 102	Medical Coding II	2
MED 111	Medical Law & Ethics	3
MED 106	Medical Insurance*	2
CAP 110	Computer Applications	3
MED 240	Health Information Management	3
PSY 120	Organizational Behavior	3
<b>Total Credits in Program</b>		<b>33</b>

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

# GOODWIN COLLEGE

## ASSOCIATE IN SCIENCE IN BUSINESS STUDIES

### OFFICE ADMINISTRATION

This option provides the student with a unique blend of courses needed to provide students the skills and knowledge needed to gain entry-level positions and future career advancement in office administration. Students will learn a variety of software packages including word processing, spreadsheets, and databases, as well as software used in the creation of reports, presentations and desktop publishing. This option prepares the student for office positions in various settings, from professional offices to high-tech industries and governmental agencies.

*Placement testing will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are 2 8-week modules per semester. The suggested sequencing for full-time students is shown below.*

Course No.	Title	Credits	Program Outcomes
<i>First Semester</i>			Upon successful completion of all program requirements, graduates will be able to:
CAP 100	Computer Literacy	3	<ol style="list-style-type: none"> <li>1. Apply knowledge of computer applications including word processing, spreadsheets, presentation software, Internet and e-mail and other software related to the field.</li> <li>2. Demonstrate effective written and verbal communication skills that represent competence and professionalism in the field of business.</li> <li>3. Demonstrate knowledge of basic management, administrative procedures, bookkeeping and organizational skills.</li> <li>4. Perform mathematics consistent with education level and related to the field of business including applied business math.</li> <li>5. Understand business and technological terminology.</li> <li>6. Understand human interaction within business organizations and understand appropriate behavior within the context of a business organization.</li> <li>7. Demonstrate Reading Comprehension and Library Literacy.</li> <li>8. Utilize a process of self-evaluation that fosters personal and professional growth and contributes to life long learning.</li> <li>9. Compose business letters, memos and reports; prepare schedules, expense reports, agendas, minutes, itineraries and other appropriate documents.</li> <li>10. Operate office equipment, properly handle office mail, manage records properly, research with and without technology and provide excellent customer service.</li> <li>11. Demonstrate the ability to analyze and think critically through problems to arrive at solutions.</li> </ol>
ENG 101	English Composition*	3	
	MATH 101 or Higher	3	
CAP 111	Keyboarding	2	
BUS 101	Introduction to Management	3	
		<b>14</b>	
<i>Second Semester</i>			
CAP 102	Microsoft Word	3	
ENG 102	Composition & Literature*	3	
ACC 101	Introduction to Accounting	3	
	Social Science Elective* <sup>1</sup>	3	
COM 101	Public Speaking*	3	
		<b>15</b>	
<i>Third Semester</i>			
CAP 110	Computer Applications	3	
BUS 132	QuickBooks: Applications in Budgeting & Planning	3	
BUS 110	Business Law	3	
BUS 120	Administrative Office Procedures	3	
	Science Elective* <sup>2</sup>	3	
	Cognate Elective	3	
		<b>18</b>	
<i>Fourth Semester</i>			
PSY 120	Organizational Behavior	3	
	Unrestricted Elective	3	
	Humanities Elective* <sup>3</sup>	3	
BUS 299	Cooperative Work Assignment	4	
		<b>13</b>	
<b>Total Credits in Program</b>		<b>60</b>	

\*These courses fulfill general education requirements for ACICS  
<sup>(1)</sup>Cognate electives chosen from the following: ACC 210, BUS 101, BUS 110, BUS 111, BUS 120, BUS 121, CAP 104, CAP 111, CAP 202, CAP 220. With the permission of an academic advisor, general education courses or business electives may be taken in place of cognate electives to fulfill credit requirements for graduation.

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

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

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

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



# GOODWIN COLLEGE

## COLLEGIATE CERTIFICATE

### OFFICE ADMINISTRATION

The modern automated office is an exciting and challenging place to work. Office professionals routinely use personal computers to run spreadsheets, process information, manage databases, and perform desktop publishing; tasks previously handled by managers and computer professionals. Modern office equipment has drastically changed many jobs, saving time and effort by automating and simplifying tedious and repetitive tasks.

Graduates of this program are equipped to take on the modern office environment. Students use word processing software to prepare all kinds of documents, from simple one-page letters to multi-page newsletters and brochures. In addition, keyboarding classes improve computer speed and accuracy, and spreadsheet and database management courses prepare our graduates for the kind of tasks they will need to perform in their new career. Moreover, our students learn the critical process of mastering new software, a process that will be repeated many times in their careers.

Hands-on experience in our training classes and externships--with the modern equipment that is used in today's offices--gives our students new skills, lots of practice and renewed confidence in their ability to play an important role in the office of tomorrow.

### OFFICE ADMINISTRATION COLLEGIATE CERTIFICATE PROGRAM – DAY & EVENING

#### Suggested Sequence of courses for full-time students

Course No.	Class Name	Credit Hours
1st Semester		
CAP 100	Computer Literacy	3
ACC 101	Introduction to Accounting	3
CAP 102	Microsoft Word*	3
CAP 111	Keyboarding*	2
ENG 101	English Composition	3
2 <sup>nd</sup> Semester		
CAP 110	Computer Applications	3
	MATH 101 or higher	3
BUS 120	Administrative Office Procedures*	3
BUS 132	QuickBooks: Applications in Budgeting & Planning	3
PSY 120	Organizational Behavior	3
<b>Total Credits in Program</b>		<b>29</b>

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

# **GOODWIN COLLEGE**

## **COMPUTER SYSTEMS TECHNOLOGY DEPARTMENT**

### **Mission**

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

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

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

### **Program Description**

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

# GOODWIN COLLEGE

## ASSOCIATE IN SCIENCE

### COMPUTER SYSTEM TECHNOLOGY

This degree is designed to provide students with a wide selection in general education courses and the skills associated with computer systems technology. Graduates will be able to assemble, install, support, maintain, and manage network client and server computers; effectively use intrusion detection software to prevent cyber crime and cyber attacks; protect sensitive data from unauthorized access; and configure firewall devices and software to audit server penetration from various attack techniques. The technical courses give plenty of hands-on experience to develop the skills and self confidence needed to begin a career as a technology professional. The general education courses provide the opportunity to develop the ability to think critically, examine values, embrace diversity, expand cultural and intellectual interests, and communicate effectively.

*Placement testing will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are 2 8-week modules per semester. The suggested sequencing for full-time students is shown below.*

Course No.	Title	Credits	Program Outcomes
<i>First Semester</i>			Upon successful completion of all program requirements, graduates will be able to:
	MATH 101 or Higher*	3	
CST 100	Digital Electronics	2	
CST 101	Desktop Operating Systems	3	
ENG 101	English Composition*	3	1. Identify all components in the computer, motherboard, processors, and I/O devices.
CST 102	Computer Applications	3	2. Recognize and use error codes needed in troubleshooting.
CST 103	Computer Assembly and A+ Preparation	3	3. Understand integration of hardware components with various operating systems.
		17	4. Configure office application to meet needs and expectations of the clients.
<i>Second Semester</i>			5. Integrate the various applications with each other, with the Internet and optimize their use through the Scripting and Visual Basic programs.
ENG 102	Composition & Literature*	3	6. Create a website utilizing student generated backgrounds, proper tags, and FrontPage.
CST 110	Command Line Technology	3	7. Interface effectively in search engines and obtain domain names.
CST 120	Network Topology	2	8. Respond to a Request for Proposal (RFP), and design a complete networking package.
CST 112	Website Design and Maintenance	3	9. Assist in the procurement of the materials required for a network.
CST 111	Visual Basic Programming	3	10. Install a complete LAN or WAN, as described in the response to the RFP.
		14	11. Program a robot to perform specific tasks through the basic2 stamp using Visual Basic.
<i>Third Semester</i>			12. Use the command line technology to both troubleshoot and automate the operating system and networks.
	Social Science Elective <sup>1</sup>	3	
CST 115	Automation and Robotics	3	
CST 121	Network Operating Systems	3	
COM 101	Public Speaking*	3	
CST 201	Network Security & Administration	3	
		15	
<i>Fourth Semester</i>			
	Physical or Natural Science Elective <sup>2</sup>	3	
CST 202	Network Defense, Monitoring, & Communications	3	
CST 203	Network Information & Security	3	
CST 204	Firewalls, Intrusions and VPNs	3	
CST 210	Securing a Windows Network	3	
	Humanities Elective <sup>3</sup>	3	
		18	
<b>Total Credits in Program</b>		<b>64</b>	

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

\*These courses fulfill general education requirements for ACICS

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

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

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

# **GOODWIN COLLEGE**

## **COLLEGIATE CERTIFICATE**

### **COMPUTER SYSTEM TECHNOLOGY**

Computer electronic technology surrounds us in nearly every aspect of our daily lives. It is part of countless consumer products—computers, facsimiles, modems, CD players, stereos, television, and many other modern conveniences that we use every day. Computer electronic equipment is taking over the office with sophisticated computers utilizing state of the art hardware and software, networks and communications systems.

Graduates of this program will be able to assemble, install, and support, maintain, and manage network client and server computers, personal computers and peripherals: troubleshoot problems, make repairs, and perform upgrades. Students begin with a good, solid background in the basics and then proceed to advanced training as their technical understanding increases. The technical courses provide substantial hands-on experience to develop the skills and self-confidence needed to begin a career in computer electronics. It's a practical course geared toward entry-level job opportunities with upward career mobility.

#### **COMPUTER SYSTEMS TECHNOLOGY COLLEGIATE CERTIFICATE PROGRAM DAY AND EVENING**

Suggested sequence of courses for full-time students

<b>Course No.</b>	<b>Class Name</b>	<b>Credit Hours</b>
1 <sup>st</sup> Semester		
CST 100	Digital Electronics	2
MATH	Math 101 or higher	3
CST 101	Desktop Operating Systems	3
CST 102	Computer Applications	3
2 <sup>nd</sup> Semester		
CST 103	Computer Assembly and A+ Preparation	3
CST 115	Automation & Robotics	3
CST 112	Website Design & Maintenance	3
CST 111	Visual Basic Programming	3
3 <sup>rd</sup> Semester		
CST 120	Network Topology	2
CST 121	Network Operating Systems	3
CST 201	Network Security & Administration	3
CST 110	Command Line Technology	3
<b>Total Credits in Program</b>		<b>35</b>

# **GOODWIN COLLEGE**

## **HUMAN SERVICES DEPARTMENT**

The Human Services Department offers two Associate in Science Degrees, one in Early Childhood Education and one in Human Services. Students enrolled in the Associate in Science in Human Services may choose their concentration or option from the following areas:

- Early Childhood Development
- Non-profit Management
- Paraprofessional
- Youth Development Practice

### **Mission**

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

### **Associate in Science in Early Childhood Education**

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

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

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

### **Associate in Science in Human Services**

The concentration in Youth Development focuses on the development of critical skills needed to work in organizations serving youth. The objective of the Non-profit Management concentration is to train competent individuals to manage programs and services in non-profit organizations. The Early Childhood Development option prepares students to meet the specific needs of children and work with parents and other adults to nurture children's physical, emotional and intellectual growth in a child development framework. The Paraprofessional option concentrates on the instructional roles and responsibilities of paraprofessionals, student observation and recording, behavior management, and providing special education and related services to children with disabilities and to gifted children.

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

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

# GOODWIN COLLEGE

## ASSOCIATE IN SCIENCE IN EARLY CHILDHOOD EDUCATION\*

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

*Placement testing will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are 2 8-week modules per semester. The suggested sequencing for full-time students is shown below.*

Course No.	Title	Credits	Program Outcomes
<b>First Semester</b>			Upon successful completion of all program requirements, graduates will be able to:
ENG 101	English Composition*	3	<ol style="list-style-type: none"> <li>1. Show an understanding of and commitment to the values of early childhood education professionals.</li> <li>2. Demonstrate a commitment to life-long learning for themselves and those whom they serve.</li> <li>3. Exemplify competence as skilled providers in the field of early childhood education.</li> <li>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.</li> <li>5. Demonstrate knowledge of curriculum planning and evaluation necessary to be effective with young children.</li> <li>6. Utilize the process of observation and assessment techniques and strategies as applied to teacher and classroom practices.</li> <li>7. Serve as a positive role model within early childhood education settings and the community.</li> <li>8. Utilize a process of self-evaluation that fosters personal and professional growth and contributes to life-long learning.</li> <li>9. Demonstrate effective written and verbal communication skills that represent competence and professionalism in the field of early childhood education.</li> <li>10. Apply knowledge of computer applications including basic word processing, spreadsheets, internet and e-mail and other software related to the field.</li> <li>11. Perform mathematics related to the field of study including applied business mathematics, budgeting, and other related skills.</li> </ol>
ECE 101	Introduction to Early Childhood	3	
PSY 112	Introduction to Psychology*	3	
CAP 100	Computer Literacy	3	
ECE 102	Health, Safety, and Nutrition for Early Childhood Programs	3	
		<b>16</b>	
<b>Second Semester</b>			
COM 101	Public Speaking*	3	
ECE 231	Early Language & Literacy Development	3	
ECE 110	Creativity and the Young Child	3	
PSY 115	Child Development	3	
	Elective	3-6	
		<b>15-18</b>	
<b>Third Semester</b>			
ENG 201	Introduction to Literature	3	
ECE 120	Math & Science for Children	3	
ECE 210	Observation and Assessment of Young Children	3	
ECE 201	The Exceptional Child & Learner	3	
SCI	Science Elective	3-4	
		<b>15-16</b>	
<b>Fourth Semester</b>			
MATH	Math 101 or higher*	3	
ECE 250	Student Teaching	6	
PSY 220	The Social & Emotional Child	3	
	Humanities Elective* <sup>1</sup> or		
ECE 220	Multicultural Aspects of Early Childhood	3	
		<b>15</b>	
<b>Total Credits in Program</b>		<b>61-65</b>	

\*These courses fulfill the general education requirements for ACICS

<sup>1</sup>Humanities elective chosen from Art, Humanities, Film, Foreign Language, Music, Philosophy, Theater

<sup>2</sup>Physical or Natural Science Elective chosen from Biology, Chemistry, Environmental Science, Physics.

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

\*This program is awaiting final approval by the Board of Governors, Connecticut Department of Higher Education.

# GOODWIN COLLEGE

## COLLEGIATE CERTIFICATE

### EARLY CHILDHOOD EDUCATION\*

#### CDA Certificate Program

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

1 <sup>st</sup> Semester		
ECE 101*	Introduction to Early Childhood	3
ECE 140*	Practicum I	6
2 <sup>nd</sup> Semester		
ECE 102*	Health, Safety, and Nutrition for early Childhood Programs	3
ECE 141*	Practicum II	6
<b>Total Credits</b>		<b>18</b>

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

Students entering with the CDA credential from a CDA training program will be awarded 9 credits (ECE 102 and one Practicum) towards the certificate or associate degree program.

### EARLY CHILDHOOD DEVELOPMENT

1 <sup>st</sup> Semester		Credit Hours
ECE 101	Introduction to Early Childhood Education	3
ENG 101	English Composition	3
PSY 112	Introduction to Psychology	3
CAP 100	Computer Literacy	3
2 <sup>nd</sup> Semester		
ECE 102	Health, Safety, and Nutrition for Early Childhood Programs	3
ECE 110	Creativity and the Young Child	3
PSY 115	Child Development	3
ECE 201	The Exceptional Child and Learner Practicum or Electives	6
<b>Total Credits</b>		<b>30</b>

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

\* Pending approval by the Board of Governors, Connecticut Department of Higher Education.

# GOODWIN COLLEGE

## ASSOCIATE IN SCIENCE IN HUMAN SERVICES

### EARLY CHILDHOOD DEVELOPMENT

The objective of the Associate in Science in Human Services is to provide students with a solid academic foundation and hands-on experience in the field of human services. The Early Childhood Development option prepares students to provide quality care for young children and to contribute to their knowledge, education and social development. Graduates of this program are prepared for careers in pre-school and after school programs, daycare facilities, home care settings, Head Start programs, youth centers, special education classes, and tutoring services.

*Placement testing will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are 2 8-week modules per semester. The suggested sequencing for full-time students is shown below.*

Course No.	Title	Credits	Program Outcomes
<i>First Semester</i>			Upon successful completion of all program requirements, graduates will be able to:
ENG 101	English Composition*	3	<ol style="list-style-type: none"> <li>1. Show an understanding of and commitment to the values of human service professionals.</li> <li>2. Demonstrate a commitment to life-long learning for themselves and those they serve.</li> <li>3. Exemplify competence as skilled entry-level providers in the field of child care education..</li> <li>4. Utilize critical thinking skills to assess needs, interventions, and resources in a comprehensive fashion while taking into account individual, family, and/or community values, practices, and beliefs.</li> <li>5. Identify the contribution of social, political, economic and other forces that shape human services environment and provide comprehensive services based on an understanding of these forces.</li> <li>6. Serve as a positive role model within human services settings and the community.</li> <li>7. Apply principles of psychology, sociology, mathematics, and natural sciences towards personal and career situations.</li> <li>8. Demonstrate effective written and verbal communication skills that represent competence and professionalism in the field of human services.</li> <li>9. Apply theoretical and methodological approaches to the development of the whole child.</li> <li>10. Identify and respond appropriately to childhood conditions regarding health, safety, and nutrition.</li> <li>11. Organize and deliver activities that are developmentally appropriate and that encompass aesthetics and creativity.</li> <li>12. Perform a wide variety of tasks that are part of the normal routine of a child care employee</li> <li>13. Adapt methods and materials to provide developmental appropriate activities for multi-age children and young children with special needs.</li> <li>14. Comply with the variety of legal and organizational rules, regulations, and procedures associated with the provision of early childhood education services including proper report and document preparation.</li> </ol>
HSR 101	Introduction to Human Services & Learning	3	
ECE 101	Introduction to Early Childhood Education	3	
CAP 100	Computer Literacy	3	
PSY 112	Introduction to Psychology*	3	
		<u>15</u>	
<i>Second Semester</i>			
ECE 201	The Exceptional Child and Learner	3	
SOC 110	Contemporary Social Problems	3	
PSY 121	Child and Adolescent Development	3	
ENG 102	Composition & Literature*	3	
ECE 102	Health, Safety, and Nutrition for Early Childhood Programs	3	
		<u>15</u>	
<i>Third Semester</i>			
EDU 122	Instructional Skills and Strategies	3	
BUS 135	Customer Service in a Multicultural World	3	
PSY 120	Organizational Behavior	3	
	Math 101 or higher*	3	
ECE 212	Early Childhood Practicum I	3	
		<u>15</u>	
<i>Fourth Semester</i>			
COM 101	Public Speaking*	3	
PSY 210	Psychology of Learning	3	
	Humanities Elective* <sup>1</sup>	3	
	Physical or Natural Science Elective* <sup>2</sup>	3	
HSR 299	Human Service Cooperative Work Experience	4	
		<u>16</u>	
<b>Total Credits in Program</b>		<b>61</b>	

\*These courses fulfill general education requirements for ACICS

<sup>1</sup>Humanities elective chosen from Art, Humanities, Film, Foreign Language, Music, Philosophy, Theater

<sup>2</sup>Physical or Natural Science Elective chosen from Biology, Chemistry, Environmental Science, Physics.

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



# **GOODWIN COLLEGE**

## **COLLEGIATE CERTIFICATE**

### **EARLY CHILDHOOD DEVELOPMENT**

**Suggested Sequence of Courses for Full-time program:**

<b>1<sup>st</sup> Semester</b>		<b>Credit Hours</b>
ECE 101	Introduction to Early Childhood Education	3
ENG 101	English Composition	3
PSY 112	Introduction to Psychology	3
CAP 100	Computer Literacy	3
<b>2<sup>nd</sup> Semester</b>		
ECE 102	Health, Safety, and Nutrition for Early Childhood Programs	3
ECE 110	Creativity and the Young Child	3
PSY 115	Child Development	3
ECE 201	The Exceptional Child and Learner	3
	Practicum or Electives	6
<b>Total Credits</b>		<b>30</b>

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

# GOODWIN COLLEGE

## ASSOCIATE IN SCIENCE IN HUMAN SERVICES

### NON-PROFIT MANAGEMENT

The objective of the Associate in Science in Human Services and the related certificate program is to provide students with a solid academic foundation and hands-on experience in the field of human services. The Non-Profit Management option focuses on the development of critical skills needed to manage programs and services in non-profit organizations. The program is geared towards students seeking opportunities in a variety of settings including social service organizations, community health centers, faith-based organizations and private/public not-for-profit organizations.

*Placement testing will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are 2 8-week modules per semester. The suggested sequencing for full-time students is shown below.*

Course No.	Title	Credits	Program Outcomes
<b>First Semester</b>			Upon successful completion of all program requirements, graduates will be able to:
FS 101	Freshman Seminar	1	<ol style="list-style-type: none"> <li>1. Show an understanding of and commitment to the values of human service professionals.</li> <li>2. Demonstrate a commitment to life-long learning for themselves and those they serve.</li> <li>3. Exemplify competence as skilled entry-level providers in the field of human service.</li> <li>4. Identify the contribution of social, political, economic and other forces that shape human services environment and provide comprehensive services based on an understanding of these forces.</li> <li>5. Serve as a positive role model within human services settings and the community.</li> <li>6. Utilize a process of self-evaluation that fosters personal and professional growth and contributes to life-long learning.</li> <li>7. Practice general management and administrative principles necessary for administration of quality programmatic services in human services.</li> <li>8. Research for and complete proposals for federal, state, and foundation grant offerings.</li> <li>9. Utilize sound marketing and advertising principles in the day-to-day operation of non-profit organizations.</li> <li>10. Demonstrate effective written and verbal communication skills that represent competence and professionalism in the field of human services.</li> <li>11. Apply knowledge of computer applications including basic word processing, spreadsheets, Internet and e-mail and other software related to the field</li> <li>12. Perform mathematics related to the field of study including applied business mathematics, budgeting, and other related skills.</li> </ol>
ENG 101	English Composition*	3	
HSR 101	Introduction to Human Services & Learning	3	
BUS 101	Introduction to Management	3	
CAP 100	Computer Literacy	3	
PSY 112	Introduction to Psychology*	3	
		<b>16</b>	
<b>Second Semester</b>			
HSR 121	Topics in Non-Profit Management	3	
SOC 110	Contemporary Social Problems*	3	
HSR 105	Community Organization & Advocacy	3	
ENG 102	Composition & Literature*	3	
PSY 121	Child & Adolescent Development	3	
MATH	Math 101 or higher*	3	
		<b>18</b>	
<b>Third Semester</b>			
ENG 210	Grant Writing and Business Communications	3	
BUS 135	Customer Service in a Multicultural World	3	
ACC 101	Introduction to Accounting	3	
COM 101	Public Speaking*	3	
PSY 120	Organizational Behavior	3	
		<b>15</b>	
<b>Fourth Semester</b>			
BUS 102	Principles of Marketing, Advertising and Public Relations	3	
BUS 132	QuickBooks: Applications in Budgeting and Planning	3	
	Humanities Elective* <sup>1</sup>	3	
	Physical or Natural Science Elective* <sup>2</sup>	3	
HSR 299	Human Service Cooperative Work Experience	4	
		<b>16</b>	
<b>Total Credits in Program</b>		<b>65</b>	

\*These courses fulfill general education requirements for ACICS

<sup>1</sup>Humanities elective chosen from Art, Humanities, Film, Foreign Language, Music, Philosophy, Theater

<sup>2</sup>Physical or Natural Science Elective chosen from Biology, Chemistry, Environmental Science, Physics.

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

# **GOODWIN COLLEGE**

## **COLLEGIATE CERTIFICATE**

### **NON-PROFIT MANAGEMENT**

The objective of the Non-profit Management certificate program concentrates on the development of critical skills needed to manage programs and services in non-profit organizations. The program is geared towards students seeking opportunities in a variety of settings including social service organizations, community health centers, faith-based organizations and private/public not-for-profit organizations.

#### **Suggested Sequence of Courses for Full-time program:**

<b>1<sup>st</sup> Semester</b>		<b>Credit Hours</b>
1 <sup>st</sup> Module		
HSR 101	Introduction to Human Services & Learning	3
CAP 100	Computer Literacy	3
FS 101	Freshman Seminar	1
2 <sup>nd</sup> Module		
BUS 101	Introduction to Management	3
ACC 101	Introduction to Accounting	3
<b>2<sup>nd</sup> Semester</b>		
1 <sup>st</sup> Module		
HSR 121	Topics in Non-profit Management	3
BUS 102	Principles of Marketing, Advertising, & Public Relations	3
2 <sup>nd</sup> Module		
Two of the following:		
HSR 105	Community Organization & Advocacy	3
BUS 135	Customer Service in a Multicultural World	3
ENG 210	Grant Writing & Business Communications	3
BUS 132	QuickBooks: Applications in Budgeting & Planning	3
BUS 110	Business Law	3
<b>Total Credits</b>		<b>25</b>

# GOODWIN COLLEGE

## ASSOCIATE IN SCIENCE IN HUMAN SERVICES

### PARAPROFESSIONAL

The objective of the Associate in Science in Human Services is to provide students with a solid academic foundation and hands-on experience in the field of human services. The Paraprofessional option concentrates on the instructional roles and responsibilities of paraprofessionals, student observation and recording, behavior management, and providing special education and related services to children with disabilities and to gifted children. Graduates of this program are prepared for careers in pre-school and after-school programs, daycare facilities, homecare settings, Head Start programs, youth centers, special education classes, and tutoring services.

*Placement testing will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are 2 8-week modules per semester. The suggested sequencing for full-time students is shown below.*

Course No.	Title	Credits	Program Outcomes
<i>First Semester</i>			Upon successful completion of all program requirements, graduates will be able to:
ENG 101	English Composition*	3	<ol style="list-style-type: none"> <li>1. Show an understanding of and commitment to the values of human service professionals.</li> <li>2. Demonstrate a commitment to life-long learning for themselves and those they serve.</li> <li>3. Exemplify competence as a skilled entry-level paraprofessional.</li> <li>4. Utilize critical thinking skills to assess needs, interventions, and resources in a comprehensive fashion while taking in account individual, family, and/or community values, practices, and beliefs.</li> <li>5. Identify the contribution of social, political, economic and other forces that shape human services environment and provide comprehensive services based on an understanding of these forces.</li> <li>6. Serve as a positive role model within human services settings and the community.</li> <li>7. Apply principle of psychology, sociology, mathematics, and natural sciences towards personal and career situations.</li> <li>8. Demonstrate effective written and verbal communication skills that represent competence and professionalism in the field of human services.</li> <li>9. Apply theoretical and methodological approaches to the development of the whole child.</li> <li>10. Identify and respond appropriately to childhood conditions regarding health, safety, and nutrition.</li> <li>11. Organize and deliver activities that are developmentally appropriate and that encompass aesthetics and creativity.</li> <li>12. Perform a wide variety of tasks that are part of the normal routine of a childcare employee.</li> <li>13. Adapt methods and materials to provide developmental appropriate activities for multi-age children and young children with special needs.</li> <li>14. Comply with the variety of legal and organizational rules, regulations, and procedures associated with the provision of early childhood education services including proper report and document preparation.</li> </ol>
HSR 101	Introduction to Human Services & Learning	3	
PAR 101	Paraprofessional Training I	3	
CAP 100	Computer Literacy	3	
PSY 112	Introduction to Psychology	3	
		15	
<i>Second Semester</i>			
ECE 201	The Exceptional Child and Learner	3	
SOC 110	Contemporary Social Problems	3	
PSY 121	Child and Adolescent Development	3	
ENG 102	Composition & Literature*	3	
PAR 102	Paraprofessional Training II	3	
		15	
<i>Third Semester</i>			
EDU 122	Instructional Skills and Strategies	3	
BUS 135	Customer Service in a Multicultural World	3	
PSY 120	Organizational Behavior Math 101 or higher*	3	
PAR 210	Behavior Management and Supervision	3	
		15	
<i>Fourth Semester</i>			
COM 101	Public Speaking*	3	
	Directed Elective	3	
	Humanities Elective* <sup>1</sup>	3	
	Science Elective* <sup>2</sup>	3	
HSR 299	Human Service Cooperative Work Experience	4	
		16	
<b>Total Credits in Program</b>		<b>61</b>	

\*These courses fulfill general education requirements for ACICS  
<sup>1</sup>Humanities elective chosen from Art, Humanities, Film, Foreign Language, Music, Philosophy, Theater  
<sup>2</sup>Physical or Natural Science Elective chosen from Biology, Chemistry, Environmental Science, Physics.

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

# **GOODWIN COLLEGE**

## **COLLEGIATE CERTIFICATE**

### **PARAPROFESSIONAL**

The objective of the paraprofessional certificate program concentrates on the instructional roles and responsibilities of paraprofessionals, student observation and recording, behavior management, and providing special education and related services to children with disabilities and to gifted children. Graduates of this program are prepared for careers in pre-school and after-school programs, day care facilities, home care settings, Head Start programs, youth centers, special education classes, and tutoring services.

#### **Suggested Sequence of Courses for Full-time program**

<b>1<sup>st</sup> Semester</b>		<b>Credit Hours</b>
1 <sup>st</sup> Module		
HSR 101	Introduction to Human Services & Learning	3
CAP 100	Computer Literacy	3
PAR 101	Paraprofessional Training I	3
2 <sup>nd</sup> Module		
PAR 102	Paraprofessional Training II	3
PSY 112	Introduction to Psychology	3
<b>2<sup>nd</sup> Semester</b>		
1 <sup>st</sup> Module		
ENG 101	English Composition	3
PSY 121	Child and Adolescent Development	3
EDU 122	Instructional Skills and Strategies	3
2 <sup>nd</sup> Module		
PAR 210	Behavior Management & Supervision	3
<u>ECE 201</u>	<u>The Exceptional Child and Learner</u>	<u>3</u>
<b>Total Credits</b>		<b>30</b>

# GOODWIN COLLEGE

## ASSOCIATE IN SCIENCE IN HUMAN SERVICES

### YOUTH DEVELOPMENT PRACTICE

The objective of the Associate in Science in Human Services and the related certificate program is to provide students with a solid academic foundation and hands-on experience in the field of human services. The Youth Development option focuses on the development of critical skills needed to work in organizations serving youth. The program is geared towards students seeking opportunities in a variety of settings including social service organizations, community health centers, faith-based organizations and private/public not-for-profit organizations.

*Placement testing will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are 2 8-week modules per semester. The suggested sequencing for full-time students is shown below.*

Course No.	Title	Credits	Program Outcomes
<i>First Semester</i>			Upon successful completion of the program requirements, graduates will be able to:
ENG 101	English Composition*	3	<ol style="list-style-type: none"> <li>1. Show an understanding of and commitment to the values of human services professionals.</li> <li>2. Demonstrate a commitment to life-long learning, self-evaluation and personal/professional development.</li> <li>3. Exemplify competence as skilled entry-level providers in the field of youth development.</li> <li>4. Utilize critical thinking skills to assess needs and determine interventions while taking into account individual, family, community and cultural values, practices, and beliefs.</li> <li>5. Demonstrate knowledge of basic case management, counseling and referral strategies and skills to be effective with youth, families, and communities.</li> <li>6. Identify the role of social, political, and economic forces in the human services environment and develop program strategies based on an understanding of these forces.</li> <li>7. Serve as a positive role model within youth development settings and in the community.</li> <li>8. Understand and articulate an asset-based perspective in working with youth, families, organizations and communities.</li> <li>9. Apply management and administrative principles necessary for quality and effective youth development programs.</li> <li>10. Demonstrate effective written and verbal communication skills that convey competence and professionalism in the field of human services.</li> <li>11. Apply knowledge of computer applications including basic word processing, spreadsheets, internet and e-mail and other software related to the field.</li> <li>12. Perform mathematics related to the field of study including applied business mathematics, budgeting and other related skills.</li> </ol>
HSR 101	Introduction to Human Services & Learning	3	
HSR 110	Youth Development Practice I	3	
CAP 100	Computer Literacy	3	
PSY 112	Introduction to Psychology	3	
		<b>15</b>	
<i>Second Semester</i>			
HSR 111	Youth Development Practice II	3	
SOC 110	Contemporary Social Problems	3	
HSR 105	Community Organization & Advocacy	3	
ENG 102	Composition & Literature*	3	
	Math 101 or higher*	3	
		<b>15</b>	
<i>Third Semester</i>			
PSY 201	Understanding and Influencing Group Dynamics	3	
BUS 135	Customer Service in a Multicultural World	3	
HSR 201	Counseling and Case Management	3	
COM 101	Public Speaking*	3	
PSY 120	Organizational Behavior	3	
		<b>15</b>	
<i>Fourth Semester</i>			
HSR 210	Topics & Research in Youth Development	3	
PSY 121	Child and Adolescent Development	3	
	Humanities Elective* <sup>1</sup>	3	
	Physical or Natural Science Elective* <sup>2</sup>	3	
HSR 299	Human Service Cooperative Work Experience	4	
		<b>16</b>	
<b>Total Credits in Program</b>		<b>61</b>	

\*These courses fulfill general education requirements for ACICS

<sup>1</sup>Humanities elective chosen from Art, Humanities, Film, Foreign Language, Music, Philosophy, Theater

<sup>2</sup>Physical or Natural Science Elective chosen from Biology, Chemistry, Environmental Science, Physics.

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

# **GOODWIN COLLEGE**

## **COLLEGIATE CERTIFICATE**

### **YOUTH DEVELOPMENT PRACTICE**

The objective of the Youth Development Practice certificate program is to provide students with a solid academic foundation and hands-on experience in this division of human services. The Youth Development option focuses on the development of critical skills needed to work in organizations serving youth. The program is geared towards students seeking opportunities in a variety of settings including social service organizations, community health centers, faith-based organizations and private/public not-for-profit agencies.

#### **Suggested Sequence of Courses for Full-time program**

<b>1<sup>st</sup> Semester</b>		
1 <sup>st</sup> Module		
CAP 100	Computer Literacy	3
HSR 101	Introduction to Human Services & Learning	3
HSR 110	Youth Development Practice I	3
2 <sup>nd</sup> Module		
SOC 110	Contemporary Social Problems	3
HSR 111	Youth Development Practice II	3
<b>2<sup>nd</sup> Semester</b>		
1 <sup>st</sup> Module		
HSR 201	Counseling & Case Management	3
	Elective*	3
HSR 210	Topics & Research in Youth Development	3
2 <sup>nd</sup> Module		
	Elective*	3
HSR 299	Human Service Cooperative Work Experience	4
<b>Total Credits</b>		<b>31</b>

\*Students will be directed to choose from BUS 135, ENG 101, HSR 105, PSY 112, PSY 120, PSY 121, PSY 122.

# **GOODWIN COLLEGE**

## **NURSING DEPARTMENT**

### **Mission**

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

### **Program Description**

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

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

The program is designed as a progression of courses of increasing complexity that build upon one another. Therefore, the courses should be taken in the prescribed sequence. A minimum grade of "C" is required in all nursing and science courses. Courses can only be repeated once. Students whose clinical attendance and/or performance are deemed unsatisfactory by the faculty may be subject to withdrawal from the nursing program. Seventy (70) semester credit hours are required for graduation from the nursing program. Sixty-two credits in the ADN program, plus eight credits for Anatomy & Physiology I & II.

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

### **The Connecticut Articulation Model**

The Connecticut Articulation Model, developed by the Connecticut League for Nursing (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.

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



# GOODWIN COLLEGE

## ASSOCIATE IN SCIENCE

### NURSING

The overall purpose of the Goodwin College Associate Degree Nursing program is to prepare graduate nurses who are qualified to sit for the Connecticut NCLEX-RN<sup>®</sup> licensing examination and assume positions in the healthcare system as registered nurses. The goals of the program are to provide students with professional and technological education designed to prepare them to assume entry-level positions in a variety of settings in today's healthcare system; to incorporate biological, social, behavioral sciences and humanities into student education; to promote critical thinking and creativity that challenges students to reach their personal, academic and professional goals; and to promote and facilitate upward educational and career mobility within nursing and the healthcare system.

*Placement testing will determine the sequencing of courses. Additional courses may be required. Day courses are offered in 8-week modules. There are 2 8-week modules per semester. The suggested sequencing for full-time students is shown below.*

Course No.	Title	Credits	Program Outcomes
<i>First Semester</i>			Upon successful completion of all program requirements, graduates will be able to:
CAP 100	Computer Literacy	3	<ol style="list-style-type: none"> <li>1. Practice within the ethical, legal and regulatory frameworks of nursing and the professional standards of nursing practice;</li> <li>2. Demonstrate accountability for nursing care given by self and/or delegated to others;</li> <li>3. Utilize critical thinking to assess client status, needs, responses and resources in a comprehensive fashion while considering the client's values, customs and culture;</li> <li>4. Utilize therapeutic and professional communication skills and channels when interacting with clients and families to achieve positive client outcomes and communicate essential information throughout the nursing process;</li> <li>5. Plan and implement client care that is accurate and safe in diverse healthcare settings and utilize information technology to support the planning and provision of client care;</li> <li>6. Perform nursing skills competently and in ways that protect and promote the dignity of the client and maintain client physical and psychological safety;</li> <li>7. Identify the contribution of social, political, economic and other forces on the healthcare environment and client care and provides comprehensive care based on an understanding of these forces;</li> <li>8. Serve as a positive role model for the nursing profession within healthcare settings and the community at large;</li> <li>9. Collaborate with clients and families and other members of the healthcare team and work cooperatively with others to achieve client and institutional goals;</li> <li>10. Effectively and efficiently manage client care by coordinating the implementation of individualized client care plans, facilitating the continuity of client care across various healthcare settings, delegating and supervising aspects of client care provided by assistive personnel and adapting client care to changing settings and systems.</li> <li>11. Utilize a process of self-evaluation that fosters personal and professional growth and contributes to lifelong learning.</li> </ol>
ENG 101	English Composition*	3	
NUR 100	Nursing Skill Development	6	
		12	
<i>Second Semester</i>			
PSY 112	Introduction to Psychology*	3	
BIO 210	Microbiology	4	
NUR 110	Adults & Wellness Continuum I	6	
		13	
<i>Third Semester</i>			
SOC 101	Introduction to Sociology*	3	
PSY 212	Lifespan Development	3	
NUR 200	Adults & Wellness Continuum II	8	
		14	
<i>Fourth Semester</i>			
COM 101	Public Speaking*	3	
NUR 210	Families & Wellness Continuum Across the Lifespan	8	
		11	
<i>Fifth Semester</i>			
	Humanities Elective* <sup>1</sup>	3	
NUR 220	Integration of Nursing Skills: Adults with Complex Health Problems	9	
		12	
<b>BIO 110 &amp; 111 Anatomy &amp; Physiology I &amp; II (8 credits) must be completed before entering Nursing 100. These 8 credits are included in the 70 credits needed to complete this program.</b>			
<b>Total Credits in Program</b>		<b>70</b>	

\* These courses fulfill the general education requirements for ACICS.

<sup>(1)</sup>Humanities Elective chosen from Art, Communication, Film, Foreign languages, Literature, Music, Philosophy, Theater

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

# GOODWIN COLLEGE

## CONTINUING EDUCATION PROGRAMS

### ENGLISH AS A SECOND LANGUAGE PROGRAM OBJECTIVES

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.

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. (See Admission Requirements, page 11)

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 29 credits received for the ESL Certificate program are “institutional credits” only. They cannot be transferred or applied to a degree program at the college.**

#### ESL CERTIFICATE PROGRAM

#### DAYS OR EVENINGS

Credit Hours	Course No.	Class Name
Level 1		
3	ESL 110	Basic ESL Business English I
0	ESL 111	English Vocabulary Studies
0	ESL 112	English Conversation Practice I
3	ESL 113	Basic ESL Business Survival Skills
Level 2		
3	ESL 120	Basic ESL Business English II
3	ESL 121	English Vocabulary Studies II
0	ESL 122	English Conversation Practice II
0	ESL 123	Business Survival Skills
Level 3		
3	ESL 130	Intermediate ESL Business English I
0	ESL 131	Reading and Writing Development
0	ESL 132	Effective Communication Techniques
3	ESL 133	ESL English Composition I
Level 4		
3	ESL 140	Intermediate ESL Business English II
3	ESL 141	World Literature
3	ESL 142	Public Speaking
2	ESL 143	ESL English Composition II

29 credits, 16 courses, 32 Weeks Days, 52 Weeks, Evenings

**Day Schedule:** Monday through Thursday between the hours of 8:00 a.m. – 3:00 p.m.

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

## COURSE DESCRIPTIONS

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

XXX - 000

XXX are the letters of the course specialty such as CAP for office Computer Applications, MED for medical science, CST for computer systems, etc.

000 are the numbers of the course -- courses beginning with the digit "0" are developmental courses. These are for institutional credit only and do not count towards the credit requirement for a degree. Courses beginning with the digit "1" are credit courses at the introductory level, and courses beginning with the digit "2" are advanced level courses.

### **ACC 101-Introduction to Accounting**

**3 credits** (PREREQUISITE: NONE)

This course is an introduction to accounting using the double-entry system with journals, ledgers, worksheets, and financial statements. Students will learn to journalize transactions, post to the general ledger, prepare financial statements and prepare the closing process.

### **ACC 102-Payroll Accounting Procedures**

**3 credits** (PREREQUISITE: ACC 101 –COMPUTERIZED ACCOUNTING MAJORS MUST HAVE A C- OR BETTER IN ACC101)

This course is a study of payroll accounting procedures. Students will learn to account for payroll by preparing payroll registers, employee's earnings records, identifying mandatory and voluntary payroll deductions and employer payroll taxes, and preparing appropriate journal entries.

### **ACC 103- Merchandise Accounting**

**3 credits** (PREREQUISITE: ACC 102 - COMPUTERIZED ACCOUNTING MAJORS MUST HAVE A C- OR BETTER IN ACC102)

This course is an in-depth study of merchandise accounting. Students will learn to cost inventory FIFO, LIFO, and Average Costs methods. Students will learn to calculate cost of goods sold, ending inventory, and gross margin and be able to prepare appropriate journal entries and financial statements.

### **ACC 120-Practicum in Accounting**

**2 credits** (PREREQUISITE: ACC 103 - COMPUTERIZED ACCOUNTING MAJORS MUST HAVE A C- OR BETTER IN ACC103)

This course uses a generic practice set after instruction on the accounting cycle is completed. Students are required to complete two months of transactions and the year-end work for Northern Micro, a merchandising business organized as a sole proprietorship.

### **ACC 201-Accounting Software II**

**2 credits** (PREREQUISITE: ACC 103 - COMPUTERIZED ACCOUNTING MAJORS MUST HAVE A C- OR BETTER IN ACC103)

Students will use the Peachtree Accounting for Windows software to establish accounts for service businesses, merchandising businesses, nonprofit businesses, and manufacturing busi-

nesses. Software applications include cash receipts, cash disbursements, job costing, payroll setup, budgets, reports, and business analysis.

### **ACC 210-Financial Accounting Principles**

**3 credits** (PREREQUISITE: PERMISSION OF INSTRUCTOR)

This course is designed to further the study of accounting principles. Accounting for accounts receivable, long-term assets, partnerships, and corporations will be covered. Students will be assigned a project involving analysis of an annual report of a corporation.

### **BIO 100-General Biology**

**4 credits** (PREREQUISITE: NONE)

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

### **BIO 101-Human Biology**

**3 credits** (PREREQUISITE: ENG 099)

This course is an overview of the various organ systems of the human body, stressing anatomical and physiological interrelationships. It begins with an overview of the basic concepts of cell biology and structure, including the organization of cells, tissues and body systems. Students develop an understanding of the structure and function of musculoskeletal, endocrine, lymphatic, digestive, respiratory, urinary, nervous and reproductive system. Finally, students will learn about nutrition, metabolism and its relationship with to the digestive system. Examples of diseases of each body system will also be discussed.

**BIO 103 – Human Anatomy and Physiology I****3 credits** (PREREQUISITE: MED 101)

This course is a study of the human body and its biological organization specifically designed for students entering the Medical Assisting, Medical Billing and Coding and Medical Office fields. Structure and function of cells, tissues, organs and body systems will be examined. Students will learn the anatomical directions and positions of the body. The structure and physiology, including an overview of the related disease processes, of the following systems will be covered: integumentary, skeletal, and muscular. This course does not fulfill the requirements for the Nursing program.

**BIO 104 –Human Anatomy and Physiology II****3 credits** (PREREQUISITE: BIO 103)

This course expands upon the knowledge acquired in Human Anatomy and Physiology I, BIO 103. Student will explore the structure and function of the nervous, blood, circulatory, lymphatic, respiratory, digestive, urinary and reproductive system. An overview of growth and development will also be covered. Examples of disease of each of the body systems will be discussed. This course does not fulfill the requirement for the Nursing Program.

**BIO 110-Anatomy & Physiology I****4 credits** (PREREQUISITES: BIO 100 or DEPARTMENTAL PERMISSION and CHEM 101)

This course is a comprehensive study of the structure and function of the human body. Emphasis is on the chemical, anatomical and physiological principles of cells and tissues of the human body as well as the integumentary, muscular, skeletal, and nervous system. Laboratory sessions are coordinated with the lectures and emphasize experimentation and application of the lecture content. Experiments are supplemented by microscopic analysis of selected slides and review of anatomical models. This course is for students in nursing and other health sciences.

**BIO 111-Anatomy & Physiology II****4 credits** (PREREQUISITE: BIO 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 nervous, sensory, endocrine, cardiovascular, respiratory, immune, lymphatic, gastrointestinal, renal, reproductive system as well as blood chemistry and the embryology of the human body. Discussion will also include the diseases of these systems. Laboratory sessions are coordinated with the lectures and emphasize experimentation and application of the lecture content. Experiments are supplemented by the dissection of the fetal pig, microscopic analysis of selected slides, and review of anatomical models. This course is for students in nursing and other health sciences.

**BIO 201 – Concepts of Human Pathology****3 credits** (PREREQUISITE: BIO 104)

This course is a study of the current medical information concerning the more common clinical disorders encountered in the health field. Important pathological mechanisms are introduced. Each disease entity is presented in a format that dis-

cusses the nature of the disease according to symptoms and signs, etiological factors, diagnosis, and treatment options.

**BIO 210-Microbiology****4credits** (PREREQUISITE: BIO 111)

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. This course meets the microbiology knowledge requirements for nursing students.

**BUS 101-Introduction to Management****3 credits** (PREREQUISITE: NONE)

This course provides an introduction to the basic principles of management and its relationship to customer expectations. An overview of major topics and concepts including planning and decision making, organization, staffing and leading, Information Systems and ethics and social responsibility will be covered.

**BUS 102-Principles of Marketing, Advertising, and Public Relations****3 credits** (PREREQUISITE: NONE)

This course provides a basic understanding of marketing concepts, strategies, applications, and methods with emphasis on advertising and sales promotion in the domestic markets. Attention is given to promotional areas such as direct marketing, publicity, public relations, and personal selling. This course focuses on the application of management principles and practices to the effective development of public relations and advertising plans, programs, and campaigns.

**BUS 110-Business Law****3 credits** (PREREQUISITE: NONE)

This course is designed to introduce the legal and regulatory environment in which business must operate. The rule of law, laws regarding property, public and private as well as civil and criminal law will be covered. State laws regarding incorporation, licensing, tax and regulatory filings and legal recourse to public acts will be discussed. Federal and State employment and labor laws will also be an important part of this course.

**BUS 120-Administrative Office Procedures****3 credits** (PREREQUISITE: CAP 101)

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

**BUS 121-Personal Finance****3 credits** (PREREQUISITE: NONE)

This course presents an analysis of the many financial situations and decisions confronting an individual. Topics include cost of credit, budgeting, individual tax preparation, financial planning, and checking account maintenance.

**BUS 130-Principles of Entrepreneurship****3 credits** (PREREQUISITE: NONE)

This course provides a practical approach to the entrepreneurial process and the skills for starting a small business. The course will include a discussion of the entrepreneur's acquisition of capital and management, marketing and financial decisions. The course will also include discussion of family and personal issues, support systems and time management.

**BUS 132-QuickBooks: Applications in Budgeting and Planning****3 credits** (PREREQUISITE: C- OR BETTER IN ACC 101)

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

**BUS 135-Customer Service in a Multicultural World****3 credits** (PREREQUISITE: NONE)

This course takes an in-depth look at working with individuals, organizations, and communities that have varying forms of language and value systems. Students will examine personal cultural competencies, values, and communication approaches that are required for quality customer service. Strategies to understand and meet the customer's needs across cultures are discussed and analyzed.

**BUS 210-Business Planning & Development****3 credits** (PREREQUISITE: PERMISSION OF INSTRUCTOR)

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

**BUS 289-Independent Study****2-3 credits** (PREREQUISITE: DEPARTMENTAL PERMISSION)

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

**BUS 299-Cooperative Work Assignment****4 credits** (PREREQUISITE: COMPLETION OF ALL REQUIRED COURSES)

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

their marketability.

**CAP 100-Computer Literacy****3 credits** (PREREQUISITE: NONE)

This course is designed to introduce students to the basics of the computer and the Microsoft Office software program, completing projects in Word, Excel and Access. Students will learn about the world-wide web and how to search the Internet. The course will also introduce the correct "touch" keyboarding techniques using the alphabetic keys.

**CAP 102-Microsoft Word****3 credits** (PREREQUISITE: CAP 100)

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

**CAP 104-Database****2 credits** (PREREQUISITE: NONE)

This course is an introduction to the use of database management software using Microsoft ACCESS 2000. This course covers all essential aspects of ACCESS 2000, including creating, querying, and maintaining a database, and presenting data in a report form.

**CAP 105-Internet Applications****2 credits** (PREREQUISITE: NONE)

This course will present the various features of Internet access and use of the World Wide Web. Topics include: connecting to the Internet, accessing the Internet, using e-mail, browsing the Internet and the dynamics of using search engines. Students will learn how to use the WEB for research of computer related topics and topics of individual academic preferences.

**CAP 110-Computer Applications****3 credits** (PREREQUISITE: CAP 100)

This course is a continuation of CAP 100. Students will continue their study of Excel. A review of formulas, charting and formatting will be done. Organization of worksheets, copying and moving, renaming, inserting and deleting worksheets, using absolute, relative and mixed cell references, creating and using named ranges, freezing and unfreezing rows and columns and working with charts will be covered. Microsoft Access will also be introduced into this course. Students will learn to create and edit a database table in both the design window and the Table Wizard and to design and create basic forms and reports and create and run Queries through the Select Query Window. Microsoft PowerPoint will also be discussed in this course. Creating and editing slides will be an important part of this course.

**CAP 111- Keyboarding****2 credits** (PREREQUISITE: CAP 100)

This course continues and builds upon the keyboarding skills attained in CAP 100. The course will include coverage of advanced formatting techniques and concepts to format and edit business documents. The course will also include discussion of

left bound reports, title pages, two-page reports with title and unbound reports. Speed and accuracy are essential in key-boarding successfully. The ability to type 40 words per minute with good accuracy is expected.

#### **CAP 220-Presentation Software**

**2 credits** (PREREQUISITE: CAP 112)

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

#### **CAP 289-Independent Study**

**2 credits** (PREREQUISITE: DEPARTMENTAL PERMISSION)

#### **CHEM 101-Chemistry**

**4 credits** (PREREQUISITE: MATH 101 AND ENG 099 WITH A "C" OR BETTER.)

This course is a survey study of chemistry. Emphasis is on the aspects of General, Organic, and Biological Chemistry. These concepts will include interactions of matter and energy, nuclear radiation, measurement, chemical reactions, solutions, gas laws, acid and bases, as well as general concepts of organic chemistry, and the four major organic compound groups essential for life (Lipids, Carbohydrates, Proteins, and Nucleic Acids). Laboratory sessions are coordinated with the lectures and emphasize experimentation and application of the lecture content. This course is for students in nursing and other health sciences.

#### **COM 101-Public Speaking**

**3 credits** (PREREQUISITE: NONE)

This course is designed to develop students' speaking and listening skills so that they become more effective communicators. Public presentation skills, including organization, delivery, and adaptation to the audience will be emphasized.

#### **CST 100-Digital Electronics**

**2 credits** (PREREQUISITE: NONE)

The student is introduced to Boolean algebra, Binary math, Logic Circuits, and their basic concepts as they apply to computer systems. Students will learn component identification, Digital integrated circuits, the use of a Digital Multi-Meter, Binary math, TTL Logic, Gates, and basics of Digital circuit analysis and troubleshooting. The knowledge gained from this course will be applicable to programming, Networking, and hardware troubleshooting and design.

#### **CST 101-Desktop Operating Systems**

**3 credits** (PREREQUISITE: NONE)

The student will learn how to use the various computer operating systems in use today. This course presents detailed information about each of the Windows operation systems. At the completion of this course the student will be able to both install and troubleshoot Windows 98, Windows NT, Windows 2000 and Windows XP.

#### **CST 102-Computer Applications**

**3 credits** (PREREQUISITE: CST 101)

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

#### **CST 103-Computer Assembly and A+ Preparation**

**3 credits** (PREREQUISITE: CST 100 & CST 102)

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

#### **CST 110-Command Line Technology**

**3 credits** (PREREQUISITE: NONE)

This course introduces the use of the "Command Line" to facilitate troubleshooting, maintenance, and control of the Windows Networking Environment. Students will create batch files and generate script files used for installation and backups in the network environment.

#### **CST 111-Visual Basic Programming**

**3 credits** (PREREQUISITE: CST 101)

This course will teach students the fundamentals of Visual Basic programming. Student will learn how the Visual Basic interface works, the structure of programs, naming conventions, forms, text boxes, image boxes, controls, and common dialog boxes. The students will utilize their skills in programming to create various applications and database interfaces. Students will create Server/Client programs to enable communication over the Internet that can be expanded to control any type of electronic device across the World Wide Web. Student will write programs that will interface with motorized assemblies capable of controlling such things as video cameras and remote devices over the Internet.

#### **CST 112-Website Design and Maintenance**

**3 credits** (PREREQUISITE: CST 101)

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

### **CST 115-Automation and Robotics**

**3 credits** (PREREQUISITE: CST 101, CST 111)

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

### **CST 120-Network Topology**

**2 credits** (PREREQUISITE CST 104)

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

### **CST 121-Network Operating Systems**

**3 credits** (PREREQUISITE: CST 120)

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

### **CST 201-Network Security and Administration**

**3 credits** (PREREQUISITE: CST 121)

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

### **CST 202-Network Defense, Monitoring & Communication**

**3 credits** (PREREQUISITE: CST 110, CST 111, CST 201)

This course will teach students about Network defense and security. Included are: Anti-Virus tools, security policies, password management, risk analysis, network communication vulnerabilities, enhancing security with cabling and network hardware, understanding different types of firewalls, packet filtering and NAT, setting up and securing a virtual private network, and understanding hacker exploits.

### **CST 203-Network Information and Security**

**3 credits** (PREREQUISITE: CST 110, CST 111, CST 201)

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

### **CST 204-Firewalls, Intrusions & VPNS**

**3 credits** (PREREQUISITE: CST 110, CST 111, CST 201)

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

### **CST 210-Securing a Windows Network**

**3 credits** (PREREQUISITE: CST 110, CST 111, CST 201)

This course details the security aspect of Windows 2000 communications both internally and externally. Students will learn to use integrated Windows security features such as IP Security, Security Templates, and Certified Services as well as how to create a Virtual Private Network connection through Routing and Remote Access Services and other secure connections with a Windows 2000 Server over the Internet. After working through the curriculum, students will be able to design and implement secure Windows 2000 communications throughout the enterprise and protect the network effectively from hackers and viruses. Specific topic coverage includes: Windows 2000 Security, Windows Updates; Certificate Services; Encrypting File System; IP Security; Wireless Networks; Internet Authentication; Remote Access and VPNS; Auditing and the Event Logs; and Incident Response techniques.

**CST 289-Independent Study**

**2-4 credits** (PREREQUISITE: DEPARTMENTAL PERMISSION)

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

**CST 299-Cooperative Work Experience**

**4 credits** (PREREQUISITE: COMPLETION OF REQUIRED COURSES)

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

**ECE 101-Introduction to Early Childhood Education**

**3 credits** (PREREQUISITE: NONE)

This course is designed to acquaint students with the field of early childhood education. Students will be introduced to the history and philosophy of early childhood educators and programs that have laid the foundation of early childhood education and curriculum development. Students will have an understanding of social and psychological factors that influence a child overall. This course will introduce students in ways to develop an understanding of what goes into the daily running of an effective classroom. It emphasizes practical information that can be used in working with young children. It will help the student become aware of what a teacher does and the importance of accountability. Students will learn how to observe children and write goals and objectives. They will also learn ways that are effective in working with other early childhood professionals in the day to day running of an effective program. Students will study the family and understand the importance of making connections to family members. Modern development, administration, curriculum, and trends in early childhood education will be covered.

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

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

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

**ECE 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. Formerly listed as EDU 121. Not open to students who have completed EDU 121.

**ECE 140-Early Childhood Practicum I**

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

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

**ECE 141-Early Childhood Practicum II**

**6 credits** (PREREQUISITE: ECE 210)

This course serves as a continuation of the practical field experience learned in Early Childhood Practicum I. Students will continue to engage in project based learning within an actual early childhood classroom that allows further exploration of professional work associated in early childhood. The course will again integrate experiential learning, supervision, and reflection as students engage in defined projects with 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.

### **ECN 101-Introduction to Economics**

**3 credits** (PREREQUISITE: NONE)

This course covers a broad range of macroeconomic topics in the American and Global Economies. Topics focus on aggregate economic activity, including gross national and domestic product and national income, price levels and inflation, supply and demand, employment and unemployment, domestic savings and investment, fiscal and monetary policy, and international trade.

### **EDU 122-Instructional Skills and Strategies**

**3 credits** (PREREQUISITE: NONE)

This course will introduce 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 student's performance. This course provides guidelines for establishing safe environments, room arrangement, accidental prevention procedures, and sanitation guidelines. Students will examine the liability issues in 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.

### **ENG 089 –Developmental Reading and Writing**

**0 Credits** (PREREQUISITE: NONE)

This course is designed to introduce and review basic grammar rules and sentence building. It will aid students in development of reading comprehension and writing competencies necessary for success in college. The goal is to enable the student to master important grammar concepts and their application to written language. This course is for institutional credit only; credits do not apply towards credit requirements in the degree programs.

### **ENG 099-Reading/Writing Connection**

**0 credits** (PREREQUISITE: PLACEMENT TEST OR C OR BETTER IN ENG 089)

This course is designed to introduce and review basic grammar rules and sentence building as well as provide written drills. The goal is to enable the student to master important grammar concepts and their application to written language. This course is for institutional credit only; credits do not apply towards credit requirements in the degree programs.

### **ENG 101-English Composition**

**3 credits** (PREREQUISITE: PLACEMENT TEST OR "C" OR

BETTER IN ENG 099)

This course is designed to develop clear and effective college-level writing. Emphasis is placed on the composing process, organization of ideas, sentence and paragraph structure, and usage. Students will use the primary text as well as source materials and research to support their ideas in various forms of written communication.

### **ENG 102-Composition & Literature**

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

This course provides additional composition skill building; students will be required to write extensively on topics related to serious literature. Course will focus on learning how to read, interpret and critically analyze literature. Students will be expected to explain and support their ideas in writing. A research paper is required for this course.

### **ENG 201-Introduction to Literature**

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

This course is an introduction to the main genres of literature including fiction, poetry, drama, and essays. Selections for reading and analysis emphasize conflict and expose students to various writing styles and points of view. Students are encouraged to use oral and written communication to articulate their responses to literature.

### **ENG 210-Grant Writing and Business Communication**

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

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

### **ESL 110-Basic ESL Business English I**

**3 credits** (PREREQUISITE: NONE)

This course presents the basic grammar structures needed to help students understand, speak, read, and write basic English required for meaningful communication and interaction.

### **ESL 111-English Vocabulary Studies**

**0 credits** (PREREQUISITE: NONE)

This course is designed to develop students' reading literacy by introducing readings of gradually increasing length and complexity while using a carefully controlled vocabulary and grammatical structure. The stories, which are written for and about adults, depict the lives, work, problems, and hopes of ordinary people.

### **ESL 112-English Conversation Practice**

**0 credits** (PREREQUISITE: NONE)

This course creates situations that enable students to gain confidence in their oral development by sharing ideas while discussing stimulating topics. A variety of conversation techniques

such as: classroom discussion, individual response, large group and small group interaction will be used while discussing real life situations.

### **ESL 113- Basic ESL Business Survival Skills**

**3 credits** (PREREQUISITE: NONE)

This course emphasizes the vocabulary and survival skills needed for adult learners to aid in their acclimation to American culture. Vocabulary for adult life-skill competencies such as the calendar, body parts, clothing, weather, and health will be explored in every day situations.

### **ESL120-Basic ESL Business English II**

**3 credits** (PREREQUISITE: ESL 110, ESL 111, ESL 112, AND ESL 113 OR APPROPRIATE SCORE ON PLACEMENT TEST)

This course will instruct students in the formal rules of basic English grammar, as well as give them opportunities to apply those formal rules to practical situations. The future and past progressive tenses will be studied. Students will be introduced to the comparative and superlative forms of adjectives. They will also become familiar with the uses of can, may, should, have to, and must.

### **ESL 121-English Vocabulary Studies II**

**3 credits** (PREREQUISITE: ESL 110, ESL 111, ESL 112, AND ESL 113 OR APPROPRIATE SCORE ON PLACEMENT TEST)

This course is designed to develop students' reading literacy by introducing readings of gradually increasing length and complexity while using a carefully controlled vocabulary and grammatical structure. The stories, which are written for and about adults, depict the lives, problems, and hopes of ordinary people.

### **ESL 122-English Conversation Practice II**

**0 credits** (PREREQUISITE: ESL 110, ESL 111, ESL 112, AND ESL 113 OR APPROPRIATE SCORE ON PLACEMENT TEST)

This course creates opportunities for students to continue the development of speaking and listening skills that will aid in social and academic success. Students will gain confidence in their oral development by sharing ideas while discussing stimulating topics. A variety of conversation techniques such as: classroom discussion, individual response, large group and small group interaction will be used while discussing real life situations.

### **ESL 123-Business Survival Skills**

**0 credits** (PREREQUISITE: ESL 110, ESL 111, ESL 112, AND ESL 113 OR APPROPRIATE SCORE ON PLACEMENT TEST)

This course emphasizes the vocabulary and survival skills needed for adult learners to aid in their acclimation to American culture. Adult life-skill competencies such as: family, food, social services, and various occupations will be explored in everyday situations.

### **ESL 130-Intermediate ESL Business English I**

**3 credits** (PREREQUISITE: ESL 120, ESL 121, ESL 122,

AND ESL 123 OR APPROPRIATE SCORE ON PLACEMENT TEST)

This course is designed to develop the grammar structures needed in order to speak, read, and write English accurately, meaningfully, and appropriately at a high beginner level. Grammatical structures will be introduced and practiced through conversations, readings, role plays, listening exercises, and interaction activities as well as structured practice exercises.

### **ESL 131-Reading and Writing Development**

**0 credits** (PREREQUISITE: ESL 120, ESL 121, ESL 122, AND ESL 123 OR APPROPRIATE SCORE ON PLACEMENT TEST)

This course is designed to introduce students to reading passages on stimulating topics in order to reinforce comprehension, expand vocabulary, and develop critical thinking skills. The stories include a variety of moods, settings, and characters that portray real people in typical situations.

### **ESL 132-Effective Communication Techniques**

**0 credits** (PREREQUISITE: ESL 120, ESL 121, ESL 122, AND ESL 123 OR APPROPRIATE SCORE ON PLACEMENT TEST)

This course helps students build confidence by successfully communicating and participating in meaningful discussions, seminars, and presentations. Students will become familiar with work related vocabulary as they participate in a variety of oral activities such as interviewing, following directions and responding to comments and telephone situations.

### **ESL 133-ESL English Composition I**

**3 credits** (PREREQUISITE: ESL 120, ESL 121, ESL 122, AND ESL 123 OR APPROPRIATE SCORE ON PLACEMENT TEST)

This course acquaints students with the process of writing basic sentences using proper spelling, grammar, punctuation, and structure. Students will be exposed to the beginning process of combining sentences into simple paragraphs.

### **ESL 140-Intermediate ESL English II**

**3 credits** (PREREQUISITE: ESL 130, ESL 131, ESL 132, AND ESL 133 OR APPROPRIATE SCORE ON PLACEMENT TEST)

This course is designed to aid students in achieving grammatical correctness and building effective communication skills. Students will learn to refine and apply the mechanics of English grammar needed to succeed in American society.

### **ESL 141-World Literature**

**3 credits** (PREREQUISITE: ESL 130, ESL 131, ESL 132, AND ESL 133 OR APPROPRIATE SCORE ON PLACEMENT TEST)

This course introduces students to reading passages on stimulating topics in order to reinforce comprehension, expand vocabulary, and develop critical thinking skills as well as provide real life situations that aid in the acclimation to American culture.

### **ESL 142-Public Speaking**

**3 credits** (PREREQUISITE: ESL 130, ESL 131, ESL 132, AND ESL 133 OR APPROPRIATE SCORE ON PLACEMENT TEST)

This course prepares students to build confidence in public speaking. By studying various forms of speech making, students will become familiar with writing and presenting talks in front of an audience.

### **ESL 143-ESL English Composition II**

**2 credits** (PREREQUISITE: ESL 130, ESL 131, ESL 132, AND ESL 133 OR APPROPRIATE SCORE ON PLACEMENT TEST)

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.

### **FS 101- Freshman Seminar**

**1 credit** (PREREQUISITE: NONE)

This course focuses on essential skills and concepts to foster student success. In a series of workshops, students will learn how to do a research paper, and will be introduced to skills and strategies useful in facilitating their transition into college, promote collegiate success, and develop their awareness of the importance of such career skills as resume preparation, and interviewing techniques and etiquette. Incoming students are required to take this course in their first semester.

### **HIS 101-Contemporary Issues in American History**

**3 credits** (PREREQUISITE: ESL 130, ESL 131, ESL 132, AND ESL 133 OR APPROPRIATE SCORE ON PLACEMENT TEST)

This course provides a study of America's political, social, intellectual, and diplomatic history from 1914 to the present. Topics include WWI, the New Deal, WWII, the Cold War, Vietnam, race relations, social and political conflicts and economics of the 20th Century. It ends with a look at the recent presidential administrations.

### **HSR 101-Introduction to Human Services**

**3 credits** (PREREQUISITE: NONE)

This course provides a comprehensive introduction to the knowledge and skills required in the field of human services. Topics include human services in United States, historical perspectives in human services, and careers in human services, social policy, and contemporary issues in human services. Students will understand the various methods and theories of intervention with an emphasis on diversity of target populations. Learning outcomes will explore attitudes, values, and skills necessary to be effective as a human service professional.

### **HSR 105-Community Organization and Advocacy**

**3 credits** (PREREQUISITES: NONE)

This course focuses on the practice of advocacy in human services. Students will learn key principles, strategies, and hands-on skills that are commonly used in advocacy in multiple settings. The course highlights strategies and tactics involved in advocacy and challenges and dilemmas organizers face in the

field. Emphasis will be in agency, legislative, legal, and community advocacy. Students will have an opportunity to design and execute an advocacy strategy within their interests.

### **HSR 110 – Youth Development Practice I**

**3 credits** (PREREQUISITES: NONE)

This course provides students with the framework and principles of youth development as well as a discussion of the history of the field of youth work and its status as a profession. Students will learn how to apply a holistic, assets-based approach to working with young people using a variety of models. This course will also examine the legal and ethical issues facing youth development workers, including maintaining a code of professional ethics, and developing a balance between professional boundaries and personal rapport. Issues of confidentiality, agency protocol and mandated reporting laws will also be addressed.

### **HSR 111 – Youth Development Practice II**

**3 credits** (PREREQUISITES: NONE)

This course will teach methods of communication as a foundation for establishing a positive relationship with youth and families. Through self-exploration and class sharing, students will become more aware of the role of culture in working effectively with youth and will learn ways of integrating a cultural framework into youth programs. The course will also describe a comprehensive approach to case management that takes a holistic view of youth. Students will learn the fundamentals of assessment, referral and follow-up and will explore a range of resources, services and systems that are available to help support the youth and families with whom they work.

### **HSR 120-Studies in Alcohol and Drug Abuse**

**3 credits** (PREREQUISITE: NONE)

This course helps students explore the causes and consequences of addiction as they relate to individual, family, community, and society. Topics will include drug classifications, physiological and psychological effects of alcohol and other drugs, treatment, education and prevention. Students will learn to explore practical approaches and skills in working with individual involved in drug abuse. The use of guest speakers and analysis of common treatment modalities will provide a further exploration of alcohol and drug use.

### **HSR 121-Topics in Non-profit Management**

**3 credits** (PREREQUISITE: BUS 101)

This course explores management practices evident in non-profit organizations. Topics will include organizational planning, decision-making, fundamentals of organizing, managing employees, and leadership development among other key concepts. Students will study management perspectives and emerging developments facing the contemporary manager in non-profit organizations. The course will utilize case studies to bridge theoretical perspectives with practical management strategies.

### **HSR 201-Counseling and Case Management**

**3 credits** (PREREQUISITE: PSY 112 OR PERMISSION OF DEPARTMENT HEAD)

This course provides an overview of principles and practices involved in counseling and case management. Students will

learn basic skills in becoming an effective counselor/case manager and explore various practical strategies in working with diverse populations. Students will develop listening, interviewing, empathy, assessment, goal setting, and intervention skills commonly practiced in counseling and case management.

### **HSR 210 – Topics & Research in Youth Development**

**3 credits** (PREREQUISITE: HSR 110, 111 and Accuplacer placement into English 101 or successful completion of English 099 with a “C” or better)

By exploring several major research initiatives, which have shaped the field of youth development, students will discover the central role of research in the field. Students will learn basic research skills, which will be applied in their own unique research project. A written research paper, which describes the research project and its results will be a requirement of the course.

### **HSR 299-Human Services Cooperative Work Experience**

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

This course serves as a practical field experience that is based on the theories and learning outcomes associated within the overall Human Services curricula. Students will engage in project-based learning within an actual work environment that allows further exploration of professional work associated in human services. The course will integrate experiential learning, supervision, and reflection as students engage in defined projects within an array of work settings available in the field of human services.

### **HUM 100-Introduction to the Humanities**

**3 credits** (PREREQUISITE: NONE)

A multi-disciplinary introduction to a global perspective on the arts and humanities. Emphasis is placed on the interaction of art, poetry, literature, philosophy, music, and drama with the social issues of all cultures.

### **HUM 102-Art History and Appreciation**

**3 credits** (PREREQUISITE: NONE)

This course introduces students to literature, painting, sculpture, and architecture from antiquity to the present. It is designed to help students develop their own aesthetic values, understand the elements and principles of design, and appreciate the role of the humanities in their lives.

### **HUM 201-Creative Thinking and Creative Behavior**

**3 credits** (PREREQUISITE: NONE)

“Creative Thinking and Creative Behavior” is suitable for traditional and non-traditional students. Participants will learn skills for increasing their creative behavior (including problem solving) as they also learn about past and current research in the field. A combination of mini-lectures, discussion, exercises, and activities will be carried out in various formats: individual work, teamwork, and whole class involvement will be used to present material.

### **LANG 101-Spanish I**

**3 credits** (PREREQUISITE: NONE)

This course introduces students to spoken and written Spanish. Emphasis is placed on the practice of aural comprehension as well as oral communication in Spanish. In addition, much of the course focuses on gaining awareness and appreciation of Hispanic culture. No previous knowledge of the Spanish language is required.

### **MATH 089-Fundamentals of Mathematics**

**0 credits** (PREREQUISITE: PLACEMENT TEST SCORE)

This course provides a review of the fundamentals of mathematics. It emphasizes an understanding of the basic skills of arithmetic. This includes whole numbers, fractions, decimal numbers, ratio, rates, proportions and percents. This course provides students with the skills necessary to begin the study of algebra. This course is for institutional credit only and does not count towards credit requirements for associate degree programs.

### **MATH 099-Pre-Algebra**

**0 credits** (PREREQUISITE: PLACEMENT TEST SCORE OR “C” OR BETTER IN MATH 089)

This course provides students with a comprehensive foundation in pre-algebraic concepts. The course covers signed numbers, algebraic expressions and first-degree equations, polynomials, and basic geometry. This course is for institutional credit only and does not count towards credit requirements for associate degree programs.

### **MATH 101-Algebra I**

**3 credits** (PREREQUISITE: PLACEMENT TEST SCORE OR COMPLETION OF MATH 099 WITH A “C” OR BETTER)

This course is designed to provide students with a comprehensive understanding of linear graphs as well as linear inequalities and equations. It also includes an introduction to functions, solving literal equations, factoring techniques, equations with rational expressions, and radicals and roots. This course fulfills the math requirement for the Associate in Business Studies, the Associate in Computer Systems Technology, and the Associate in Medical Assisting. It is not transferable and does not fulfill the math prerequisite for Nursing.

### **MATH 102- Algebra II**

**3 credits** (PREREQUISITE: PLACEMENT SCORE OR COMPLETION OF MATH 101 WITH A “C” OR BETTER.)

This course continues the algebraic skills covered in Algebra I and provides mathematical skills needed for higher math and science courses. The course covers in-depth exploration of factoring, rational numbers and radicals in the solving of equations. It includes the study of quadratics and functions. This course fulfills the algebra prerequisite for the Nursing program.

### **MATH 103-Contemporary Mathematics**

**3 credits** (PREREQUISITE: PLACEMENT TEST SCORE OR COMPLETION OF MATH 101 WITH A “C” OR BETTER)

This course stresses specific areas of mathematics that have application in real world situations. Students learn to apply techniques from arithmetic, algebra, and geometry to problem solving. These techniques of problem solving are then applied to every day situations. Topics include managing money, interest, installment buying, credit cards, inflation, buying a car or home,

sets, probability, contests, statistics, surveys, and the influence of these topics in our lives.

### **MATH 123-Mathematics for Science and Technology**

**3 credits** (PREREQUISITE: PLACEMENT TEST SCORE OR COMPLETION OF MATH 101 WITH A "C" OR BETTER OR PERMISSION OF DEPARTMENT HEAD)

This course stresses the basic mathematical concepts required for a technological career. Topics include the solution of first and second-degree equations, systems of equations, logarithms, elementary geometry, statistics and trigonometry. A scientific calculator is required for this course and is used throughout.

### **MCD 100- ICD-9-CM Coding**

**2 credits** (PREREQUISITE: C- or better in MED 101)

This course is an introduction to the International Classification of the Disease, 9<sup>th</sup> Edition, Clinical Modification (ICD-9-CM). Students will learn to accurately utilize diagnostic codes for diseases, accidents, and injuries. Students will also gain an appreciation of the relationship between coding and financial reimbursement.

### **MCD 101- CPT-4 ® Coding I**

**2 credits** (PREREQUISITE: C- or better in MED 101)

This course provides an introduction to Current Procedural Terminology (CPT-4 ®), enabling the student to numerically code physician services, treatments, and procedures. The student will become familiar with all aspects of Evaluation and Management, and Anesthesia coding. Healthcare Common Procedure Coding System (HCPCS) and modifiers will also be discussed.

### **MCD 102- CPT-4 ® Coding II**

**2 credits** (PREREQUISITE: C- or better in MED 101, MED 106 is recommended)

This course on CPT-4 ® Coding concentrates on surgical, pathology and laboratory, radiology, and coding from the Medicine section of CPT. Students will apply their knowledge of Medicare and other insurance carriers' reimbursement procedures in order to accurately code services.

### **MCD 103- Hospital Coding and Billing**

**3 credits** (PREREQUISITE: C- or better in MED 106, MCD 100, MCD 101, and MCD 102)

In this course the student will be able to apply their knowledge of the insurance reimbursement process to inpatient coding. The student will be introduced to the Medicare schedule; learn how to interpret insurance contracts; calculate usual, customary and reasonable (UCR) and how to accurately code hospital procedures from volume 3 of the International Classification of the Disease, 9<sup>th</sup> Edition, Clinical Modification (ICD-9-CM) book. Practical application for filing hospital claims on the UB-92 (CSM-1450) form will also be discussed. Claim processing for the physician's practice using the CMS-1500 form will be introduced.

### **MCD 200- Physician Coding and Billing**

**2 credits** (PREREQUISITE: C- or better in MCD 100 and MCD 102)

This course is designed to further increase the student's knowledge of the insurance reimbursement process. Students will utilize ICD-9-CM, CPT-4 and HCPCS to properly complete all outpatient claims utilizing both the CSM-1500 and electronic submission. There will be a strong emphasis on proficiency, accuracy and speed.

### **MCD 201-Medical Coding Capstone**

**2 credits** (PREREQUISITE: C- or better in MED 106 and MCD 200)

This course is designed as a detailed review in preparation for the certification exam for physician services. The emphasis will be on coding for all outpatient services utilizing operative notes and physician documentation. Practice exams will be given to increase coding proficiency, accuracy and speed.

### **MED 101-Medical Terminology**

**3 credits** (PREREQUISITE: NONE)

This course teaches medical terminology through the presentation of root words, prefixes and suffixes. Correct spelling and pronunciation of these terms is stressed throughout. Introduction to common medical abbreviations, symbols and body systems will also be presented.

### **MED 102-Clinical Procedures I**

**2 credits** (PREREQUISITE: NONE)

This course is designed to introduce the student to basic medical procedures. During this course the student gains an understanding of the cycle of infection, the principles of medical asepsis, and the importance of Universal Precautions. The student will be taught how to create and maintain a medical record, including requirements for documenting in a medical record. The student will learn to accurately obtain and record vital signs, common mensurations, and patient information. The proper documentation in the medical record of these measurements will also be emphasized. Lastly, the student will learn to assist the physician with both an adult and pediatric history and physical exam, as well as establishing and maintaining the examination room.

### **MED 106 – Medical Insurance**

**2 credits** (PREREQUISITE: MED 101)

This course will introduce students to insurance terminology, types of insurance, and the eligibility and benefit structure of the insurance plan. The student will then utilize this knowledge to analyze and calculate patient medical insurance benefits for a variety of insurance types. Topics discussed include the Health Insurance Portability and Accountability Act (HIPAA), Medicare compliance issues, billing forms and applications.

### **MED 111 – Medical Law & Ethics**

**3 credits** (PREREQUISITE: NONE)

This course addresses medical ethics, medical practice acts, legal responsibilities of the health professional, professional liability and the civic duties of the health professional. The class makes use of the Internet, newspapers and other publications for the discussion of current events related to medical law and ethics.

### **MED 112-Clinical Procedures II**

**2 credits** (PREREQUISITE: MED 102)

This course is designed to teach the student about various medical specialties and procedures. Students also expanded their knowledge of infection control through learning about different methods of sanitization, disinfection and sterilization. Students also learn various minor office procedure techniques. In addition, students are introduced to various first aid procedures. Finally, students learn about Obstetrics and Gynecology, Ophthalmology, and Otolaryngology.

**MED 116-Medical Office Procedures****3 credits** (PREREQUISITE: CAP 100 & MED 101)

This course is a concise practical approach to medical office procedures. Students gain knowledge in the composition of letters, use of correct grammar, expansion of their medical terminology, patient scheduling, maintenance of medical records, transcription through use of the Dictaphone, and the professional and ethical foundations of a clinical setting.

**MED 122- Laboratory Procedures I****2 credits** (PREREQUISITE: MED 102)

This course is designed to fully acquaint the student to the Clinical Laboratory. The curriculum will focus on laboratory safety and skills. Occupational Safety and Health Administration (OSHA) and CLIA Clinical Laboratory Improvement Amendments (CLIA) regulations will be introduced. Guidelines for handling, transporting and recording of lab specimens will be reviewed. The analysis of urine and its significance in total patient care will be theorized and applied. The student will learn and apply the theory of venipuncture and the various methods of performance. An overview of Hematology will complete the curriculum.

**MED 132-Laboratory Procedures II****2 credits** (PREREQUISITE: MED 102 & MED 122)

This course is designed to further the medical assistant's experience in the Clinical Laboratory. The curriculum includes serology, chemistry and microbiology. Prevention and control of infectious disease will also be reviewed. In addition, students will become familiar with Electrocardiography and Radiology. In the field of Electrocardiography, the structure and function of the heart, electrocardiograph standardization, lead placement, reduction of artifact and holter monitoring will be covered. The student will have exposure to the practice of Radiology, x-rays, the use of contrast media, x-ray precautions and an introduction to diagnostic imaging. Students will also have the opportunity to explore colon procedures and male reproductive health. The laboratory component of the course will include mononucleosis testing, blood typing, the use of a compound microscope, and throat culturing.

**MED 212-Pharmacology****3 credits** (PREREQUISITE: MED 101, placement test score or completion of Math 089 with a C or better)

Students will gain an understanding of drug sources, legislation relating to drugs, and drug references. Forms of drugs, drug classification and actions, and schedules of controlled drugs will also be covered. The medication order, identifying commonly prescribed medications, and basic principles for the administration of medications will be 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.

**MED 240-Medical Office Information Management****3 credits** (PREREQUISITE: CAP 100 & MED 101)

This course is a medical billing simulation where the student will be able to utilize their insurance knowledge, medical terminology, and computer skills to successfully manage a mock medical practice. Students will have the opportunity to complete all aspects of the billing process from registration to filing of the insurance claim. Explanation of benefits will be generated and reimbursements will be applied to the appropriate simulated accounts. Medical office procedures, including scheduling appointments, accounting, mail processing, and confidentiality regulations are also covered.

**MED 289-Independent Study (see pg. 28)****2-4 credits** (PREREQUISITE: DEPARTMENTAL PERMISSION)

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

**MED 299- Medical Assisting Internship****4 credits** (PREREQUISITE: DEPARTMENTAL PERMISSION)

The Medical Assisting Internship course is the culminating course of the Medical Assisting Program. During a 180-hour internship students are provided with hands-on training and career-related experience. This course provides an extensive on-site experience in a physician's office, clinic, or other appropriate health care setting that allows the medical assisting student to utilize previously studied subjects and related skills. It gives the student the opportunity to put his/her class knowledge to practical use and to practice and enhance acquired skills. It provides students with valuable employment experience, increasing their marketability.

**NUR 100-Nursing Skill Development****6 credits** (PREREQUISITE: BIO 111)

This initial course provides the student with the fundamental skills for nursing practice. Concepts focus on human beings and their responses to the environment. The continuum of wellness is introduced in Nursing 100. Foundational concepts related to the nursing process are identified and defined. Special emphasis is placed on the development of basic communication skills, client physical and psychosocial assessment and specific nursing skills related to nursing interventions. Clinical experiences are provided in the nursing skills laboratory and in non-acute client care settings.

**NUR 110-Adults and the Wellness Continuum I****6 credits** (PREREQUISITE: NUR 100 & BIO 210)

This course provides the student with experiences in the care of the adults with alterations in health status related to basic physical and psychological function. Emphasis is on care of adults with health problems related to nutrition, fluid and electrolyte balance, oxygenation, elimination, cardiac function and surgical procedures. Nutrition, pharmacotherapy, client teaching and ethico-legal issues are integrated throughout the

course. Clinical experiences are provided in the nursing skills laboratory and in acute care settings.

### **NUR 200-Adults and the Wellness Continuum II**

**8 credits** (PREREQUISITES: NUR 110)

This course provides students with experiences in the care of adults with alterations in health status related to sensorimotor, musculo-skeletal, protective, endocrine, renal and reproductive function. Blood disorders, including human immunodeficiency disease, and burns will also be covered. The focus is on care of adults experiencing disruptions in health status associated with both acute and chronic health conditions. Students learn to apply the nursing process to maintain wellness levels, restore clients to previous levels of wellness and prevent further alterations in health status. Nutrition, pharmacotherapy, client teaching and ethico-legal issues are integrated throughout the course. Clinical experiences are provided in the nursing skills laboratory and in acute and chronic care settings.

### **NUR 210-Families and the Wellness Continuum Across the Lifespan**

**8 credits** (PREREQUISITE: NUR 200)

This course introduces the student to the concept of family-centered care across the lifespan. It focuses on care of child-bearing, childrearing and aging families. Physiological, psychosocial and spiritual dimensions of developmental stages of clients and families are explored and community-based resources are emphasized. Students learn to use the nursing process to promote and maintain health, prevent alterations in health care status and restore clients to previous levels of wellness. Nutrition, pharmacotherapy, client teaching and ethico-legal issues are integrated throughout the course. Clinical experiences are provided within acute, non-acute and long-term care settings.

### **NUR 220- Integration of Nursing Practice: Adults with Complex Health Problems**

**9 credits** (PREREQUISITE: NUR 210)

This culminating nursing course provides students with experiences designed to promote the integration of nursing methods in the care of adults experiencing complex alterations in physical and psychological health function. Students use the nursing process to promote restoration and rehabilitation and assist clients in achieving optimal levels of wellness. Emphasis is on care of clients with alterations in health related to neurological health, sepsis, cancer, multi-system failure, mental health and trauma. Nursing responsibilities in bio-terrorism and emergency preparedness are included. All nursing skills, including application of therapeutic and pharmacological modalities, psychomotor skills, teaching and communication are included and critical thinking and ethico-legal considerations are integrated. Clinical experiences provide opportunity for establishing priorities, decision-making, achieving increasing independence and care management in the provision of client care and are provided in acute, in-patient medical-surgical, psychiatric and rehabilitation settings..

### **PAR 101-Paraprofessional Training I**

**3 credits** (PREREQUISITE: NONE)

This course defines the roles and responsibilities of paraprofessionals in providing instruction and as a partner on the educational team. Managerial duties and aspects are emphasized.

The ethic and legal issues important to the profession will be covered. Students will learn relevant laws and regulations related to special education and confidentiality. The No Child Left Behind Act of 2002 and the 1997 Amendments to the Individuals with Disabilities Act will be covered.

### **PAR 102-Paraprofessional Training II**

**3 credits** (PREREQUISITE: PAR 101)

This course is a continuation of PAR 101, Paraprofessional Training I. Students will learn the paraprofessional's role and responsibilities related to the support of student instruction in a learner-centered environment. Specific attention will be given to the instructional roles in reading, writing and mathematics and the accommodations and differentiated instruction for children with special needs. This course includes the development and presentation of a portfolio that includes: resume, standards-based self-assessment of proficiency areas with artifacts, action plan and documentation, and reflection journaling.

### **PAR 210-Behavior Management and Supervision**

**3 credits** (PREREQUISITE: PAR 102)

Management of student behavior is a major concern of teachers and paraeducators because of its importance in establishing a positive learning environment. Students will learn how to develop both academic and behavioral skills essential to effective learning. This course addresses the goals of behavior management; planning, and the roles of paraeducators in carrying out behavior management; strategies which assist in managing students and promoting positive behavior; and ethical considerations related to classroom management.

### **PHIL 103-Ethical & Legal Issues**

**3 credits** (PREREQUISITE: NONE)

This course addresses both ethical theory and contemporary practical issues that confront students today. It is a comprehensive introduction to ethics that contains a balanced collection of readings and essays on contemporary issues such as euthanasia, abortion, sexual morality, equality, economic justice, environmental ethics, and ethical issues in science and technology.

### **PSC 101-Introduction to Political Science**

**3 credits** (PREREQUISITE: NONE)

This course is an introduction to political science and is designed to acquaint the student with a basic understanding of the concepts and methods of the social sciences with specific references to politics and government. This course includes the examination of fundamental concepts, governmental structures and institutions, and contemporary political issues.

### **PSY 112-Introduction to Psychology**

**3 credits** (PREREQUISITE: NONE)

This course introduces the student to the major concepts and principles of psychology while providing a broad overview that reflects psychology's diversity. Special emphasis is placed on relating psychology to common experiences and to practical problems of everyday life. It is designed to promote an interest

in human behavior, to facilitate learning, and to encourage critical thinking.

### **PSY 120-Organizational Behavior**

**3 credits** (PREREQUISITE: NONE)

This course gives students an opportunity to understand the complexities of human interactions in contemporary organizations and develop and refine their human relation skills needed to succeed in today's social and work environments. This course stresses the relevance and challenge found in the socio-cultural environment with regard to communication, ethics, personal and organizational values, and attitudes, social structures, and customs and taboos. It brings the student face-to-face with the realities of the workplace and the problems inherent in modern workplace settings.

### **PSY 121-Child and Adolescent Development**

**3 credits** (PREREQUISITE: NONE)

This course integrates psychological and sociological framework as an approach to understand youth and adolescent development. Students will analyze factors impacting physiological, emotional, and cognitive dimensions of development. A study of environmental factors influencing personality, behavior, attitudes, values, and beliefs will add to the examination of and adolescent development.

### **PSY 122 - Understanding and Influencing Group Dynamics**

**3 credits** (PREREQUISITES: NONE)

This course will introduce students to the principles of group dynamics. Students will learn techniques for setting group goals, creating safe environments, managing groups effectively and encouraging the formation of group identity. The application of social construction theory as a means of developing positive group norms will also be explored.

### **PSY 210- Psychology of Learning**

**3 credits** (PREREQUISITE: PSY 112)

This course is a study of human behavior in learning situations. Topics include development and learning, individual differences, conditions for learning, and dynamics of achieving learning outcomes. Special emphasis is placed on working with individuals in a variety of educational and agency settings.

### **PSY 212-Life-Span Development**

**3 credits** (PREREQUISITE: PSY 112)

This course examines the significant development issues facing people as they progress through the human life span. The biological, cognitive, and socioemotional processes will be explored as they relate to human development. This course is designed for health care students to help them understand human development from a professional perspective.

### **RSP 110 - Cardiopulmonary Anatomy & Physiology**

**3 credits** (PREREQUISITE: BIO 111)

An in depth study of the anatomy and physiology of the pulmonary and cardiac system. Topics include but are not limited to: the circulatory system, applied physiology and physical principles of the respiratory system and gas exchange.

### **RSP 112 - Principles of Respiratory Care**

**4 credits** (PREREQUISITE: BIO 111 and MATH 101)

This course introduces students to basic principles of clinical respiratory care. Topics include but are not limited to: medical gas therapy, patient assessment, OSHA and infection control standards, oxygen therapy, aerosol therapy, humidification, bronchial hygiene therapy, hyperinflation therapy, ethics and professionalism, and medical documentation. This course includes a skills practice lab.

### **RSP 120 – Pharmacology**

**3 credits** (PREREQUISITE: BIO 111 & RSP 112)

This course includes the study of the composition, dosage, modes of action, indications and contraindications for and effects of medication administered to patients treated in the field of respiratory care. Emphasis is placed on drugs prescribed for the cardiopulmonary, renal, and neurological system.

### **RSP 122 - Diagnostic and Therapeutic Principles**

**3 credits** (PREREQUISITE: RSP 112, COREQUISITE: RSP 151)

The theory and administration of respiratory care procedures, airway management, monitoring devices, and clinical assessment of the respiratory patient.

### **RSP 130 - Advanced Principles of Ventilator Therapy**

**3 credits** (PREREQUISITE: RSP 122, COREQUISITE: RSP 152)

A study of mechanical ventilators used in respiratory care with an in-depth explanation of function and application. Indications, hazards, and complications of mechanical ventilation, and weaning will be emphasized.

### **RSP 151 - Clinical Practicum I**

**1 credit** (PREREQUISITE: RSP 110 and RSP 112, COREQUISITE: RSP122)

Supervised clinical application of principles learned in the classroom. Students will be scheduled for clinical rotations at various health care facilities. Topics include: medical gas therapy, patient assessment, aerosolized medication delivery, documentation, and chart research.

### **RSP 152 - Clinical Practicum II**

**1 credit** (PREREQUISITE: RSP 151, COREQUISITE: RSP 130)

Supervised clinical application of principles learned in the classroom. Students will be scheduled for clinical rotations at various health care facilities. Topics include bronchial hygiene techniques, bi-level positive pressure breathing and radiographic and laboratory assessment of the respiratory patient.

### **RSP 210 - Diagnostic Respiratory Care**

**3 credits** (PREREQUISITE: RSP 130, COREQUISITE: 251)

A study of pulmonary and cardiac assessment, critical care monitoring and fluid and electrolyte balance as it relates to cardiopulmonary medicine. Topics include: EKG rhythm interpretation, central venous pressure monitoring, pulmonary artery pressure monitoring, and intra-cranial pressure monitoring.



**RSP 231 - Cardiopulmonary Pathophysiology I****3 credits** (PREREQUISITE: RSP 122 and RSP 151)

This course focuses on the etiology, pathophysiology, clinical manifestations, diagnosis, and treatment of cardiopulmonary abnormalities and diseases of the adult patient.

**RSP 232 - Cardiopulmonary Pathophysiology II****2 credits** (PREREQUISITE: RSP 231)

This course focuses on the etiology, pathophysiology, clinical manifestations, diagnosis, and treatment of cardiopulmonary abnormalities and diseases of the adult, pediatric and newborn patient.

**RSP 241 - Perinatal and Pediatric Respiratory Care****3 credits** (PREREQUISITE: RSP 210, COREQUISITE RSP 252)

A comprehensive study of the respiratory care modalities used in the care of pediatric and neonatal patients. Topics include but are not limited to: diagnostic and therapeutic procedures, embryology, cardiopulmonary pathophysiology, ventilator management, and critical care techniques.

**RSP 251 - Advanced Clinical Practicum I****2 credits** (PREREQUISITE: RSP 152, COREQUISITE: RSP 210)

Supervised clinical application of the principles of continuous mechanical ventilation in adult critical care. Students will be scheduled for clinical rotations at various health care facilities.

**RSP 252 - Advanced Clinical Practicum II****3 credits** (PREREQUISITE: RSP 251, COREQUISITE: RSP 241)

Supervised clinical application of the principles of continuous mechanical ventilation as well as critical care monitoring in adult, pediatric, and neonatal critical care. Students will be scheduled for clinical rotations at various health care facilities.

**SCI 102-Environmental Science****3 credits** (PREREQUISITE: NONE)

This course is designed to provide students with knowledge of the earth's resources and man's uses and misuses of these resources. The course will explore the resources of water, air, soil, matter, minerals and energy.

**SOC 101-Introduction to Sociology****3 credits** (PREREQUISITE: NONE)

This course analyzes the major social problems of the American society in particular, and of the world in general. These problems include such topics as environmental issues, race and ethnic relations, urbanization, poverty, population issues, criminality, and aging. Students will also explore and evaluate local societal issues.

**SOC 110-Contemporary Social Problems****3 credits** (PREREQUISITE: NONE)

This course examines contemporary social problems and their implications on human services through a historical, sociological, political, and economic perspective. Students will develop critical thinking skills in topics such as poverty, educational underachievement, crime and violence, and other emerging problems in under-resourced communities. The course will also discuss the role of race, ethnicity, and gender as variables impacting contemporary social problems.

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B.A., University of Connecticut  
M.B.A., Rensselaer Polytechnic Institute

**Judith D. Zimmerman**, Dean of Academic Affairs  
B.S., M.S., Southern Connecticut  
State University

**Janet L. Jefford**, Director of Curriculum Planning &  
Accreditation  
B.A., Seton Hill College

**Sharon N. Daddona**, Director of Finance & Business Services  
A.S., Manchester Community College

**Daniel Noonan**, Director of Enrollment, Marketing,  
& Communication

**Bryant L. Harrell**, Director of Information Services  
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**Marilyn L. Nowlan**, Director of Library Services,  
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B.A., Marycrest College  
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M.L.S., Southern Connecticut State University

**Barbara J. Brooks**, Director of Career and Graduate Services

**Patricia C. Hickey**, Director of Financial Aid

**Ann Zajchowski**, Assistant to the President  
B.A. Elms College  
M.A., Fairfield University

**Holly B. Greene**, Executive Assistant

**Peter J. Travers**, Director of Corporate Services  
B.S., Arizona State University

**Judith K. Weingarden**, Assistant Director of Corporate  
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B.A., Queens College

## ENROLLMENT SERVICES

**Timothy Gilmore**  
Assistant Director of Enrollment  
B.A., Central Connecticut State University

**Nicholas Lentino**  
Senior Admissions Officer  
B.A., Providence College

**Nicole DePaola**  
Admissions Officer  
B.A., Central Connecticut State University

**Jennifer Garrison**  
Admissions Officer  
A.S., Bay Path College

**Guy S. LaBella**  
Admissions Officer  
Director of Alumni Relations

**Claudia Lange**  
Admissions Officer

**Daniel Williamson**  
Admissions Officer  
B.A., Westfield State College

**Hery (Eddie) Rivera**  
Manager, Community Outreach  
B.S., University of Connecticut

**Ardella Jordan**  
Department Coordinator

**Marlene Harris**  
Administrative Assistant

**Grace S. Beck**  
Evening Receptionist

## FINANCE

**Barbara Mason**, Accounting Manager  
M.Ed., Cambridge College

**Georgeta Moarcas**, Office Manager  
A.S., Goodwin College

**Nancy Li**, Accounting Officer  
A.S., Goodwin College

**Elaine Yarbrough**, Accounting Officer

**Jessica Greenleaf**, Student Loan Advisor  
A.S., Middlesex Community Technical College

## FINANCIAL AID

**Maria Cruz**, Senior Financial Aid Officer  
Diploma, Data Institute Business School

**Deborah Atkins**, Financial Aid Officer  
B.A., Central Connecticut State University

**Eleni Beka**, Financial Aid Officer  
A.S., Goodwin College

**Janet Hawranko**, Financial Aid Officer

**Diane Witmore**, Financial Aid Officer  
B.S., University of Connecticut

## STUDENT SERVICES

**Denise Schwabe**, Assistant Dean/Registrar  
B.S., University of Maine

**Joy C. Butler**, Assistant Dean of Academic Support Service/  
Student Life  
B.S., University of the West Indies  
M.S.W., Boston College

**Mary G. Henderson**, Assistant to the Dean of Academic Affairs  
A.S., Goodwin College

**Simona J. Burgio**, Coordinator of Records and Registration  
Diploma, Data Institute Business School

**Cheryl Brown**, Academic Advisor  
A.A., Manchester Community College; B.A., Eastern Connecticut State University; M.S., Eastern Connecticut State University

**Rose Mary O'Connell**, Academic Advisor  
R.N. Misericordia College; B.S.N., Hunter College;  
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**Frank C. Ruotolo**, Academic Advisor  
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**Judy Hermann**, Evening Academic Coordinator  
B.A., State University of New York; B.S., The College of Saint Rose

**Ivy G. Kimble-Altius**, Administrative Assistant  
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**Richard Claing**, Network Administrator  
B.S.E.E., University of Hartford  
M.B.A., Rensselaer Polytechnic Institute

**David Ehler**, Database Manager  
B.S., University of Wisconsin  
Ph.D., Purdue University

**Michael Knighton**, IT Technician  
A.S., Goodwin College

**Tracy Schulz**, Library Assistant  
B.S., University of New Haven  
M.S., Central Connecticut State University

**James Nargi**, Facilities Manager

**Vincent Morrone**, Custodian

# GOODWIN COLLEGE FACULTY

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## Full-time Faculty

**Lori L. Blake**, Program Director and Instructor of Early Childhood. (B.S., University of Connecticut; M.S., Central Connecticut State University)

**Janice F. Costello**, Assistant Director and Instructor of Nursing. (R.N., Hartford Hospital School of Nursing; B.S.N., M.S.N., University of Hartford)

**Vinod Dhar**, Assistant Professor of Science. (B.S., Kashmir University; M.S. Kumaon University; M.Phil., and Ph.D., Kashmir University)

**Alma Farnsworth**, Associate Professor of Business. (BA., Eastern Connecticut State University; M.A., University of Connecticut)

**Rosemary C. Johnson**, Instructor of Allied Health. (R.N., Saint Francis Hospital School of Nursing; B.A., Eastern Connecticut State University; M.S., University of Hartford)

**Cynthia McHale-Hendricks**, Instructor of English. (B.A., Albertus Magnus College; M.A., Trinity College)

**Erin S. Pagano**, Chair and Instructor of Business and Technology (B.S., Southern; Connecticut State University,

**Nancy E. Peer**, Instructor of Nursing. (B.S.N., Saint Joseph College; M.S.N., University of Hartford)

## Adjunct and Part-time Faculty

**Michael C. Amico**, Instructor of Psychology. (B.S., Salem State College; M.A., Antioch New England Graduate School)

**Robert P. Bagioni**, Instructor of Science. (B.S., Central Connecticut State University; M.A., St. Joseph College)

**Jody F. Benton**, Instructor of Nursing. (A.D.N., Greater Hartford Community College; B.S.N., Florida Atlantic University; M.S.N., Barry University)

**Jill M. Brown**, Instructor of Sociology. (B.S.W., Western New England College; M.S.W., University of Connecticut)

**Andrea L. Carey**, Clinical Instructor of Nursing. (B.S., Russell Sage College; B.S.N., University of Massachusetts; M.S.N., University of Vermont)

**Louise H. Chapman**, Instructor of Science. (B.A., Albertus Magnus College; M.S., Central Connecticut State University)

**Nancy E. Cronin**, Clinical Instructor of Nursing. (B.S.N., Boston College; M.S.N. University of Colorado)

**Karen I. Cushman**, Instructor of Business. (B.S. Central Connecticut State University; Microsoft Office Master Instructor Certification)

**Martha F. Czernicki**, Instructor of English. (B.A., Hobart & William Smith Colleges; M.A., Trinity College)

**Jeffrey R. Darna**, Clinical Instructor of Nursing. (A.D.N., Wilcox College of Nursing; B.S.N., University of Connecticut; M.S.N., Yale University)

**Donato T. DiGenova**, Instructor of Science. (B.M.E., Stevens Institute of Technology; M.S., Rensselaer Polytechnic Institute; M.S.E., University of Connecticut)

**Frederick C. FitzGerald**, Instructor of Mathematics. (B.S.Ed.,

**June M. Petillo**, Program Director of Medical Billing & Coding and Assistant Professor of Allied Health. (B.S., College at Cortland; M.B.A., Rensselaer)

**Debra A. Rajaniemi**, Instructor of Science. (B.S., University of Texas; M.S., University of Connecticut)

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**Michael P. Rotondo**, Associate Professor of Business. (B.S., Central Connecticut State University; M.B.A., University of Hartford)

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**Dawn M. Leghorn**, Instructor of Mathematics. (B.A., M.S., Central Connecticut State University)

**Ann M. LeMaster**, Instructor of Science. (B.A., Ph.D., University of Kentucky)

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**Michele McKelvey**, Clinical Instructor of Nursing. (B.S.N., St. Joseph College; M.S.N., University of Hartford)

**Sandra T. Micalizzi**, Clinical Instructor of Nursing. (B.S.N. Western Connecticut State University; M.S.N., Southern Connecticut State University)

**Barbara A. Morey**, Instructor of Nursing. (R.N., Saint Francis Hospital School of Nursing; B.S.N., Central Connecticut State University; M.S.N. University of Hartford)

**Diane M. Niles**, Instructor of Science. (B.S., Central Connecticut State University; M.A. University of Connecticut)

**Kris A. Nystrom**, Instructor of Humanities. (B.A., Salisbury University; M.A.L.S., Wesleyan University)

**John C. Overstreet**, Instructor of Human Services. (B.A., M.S., Central Connecticut State University)

**Josephine A. Parker**, Clinical Instructor of Nursing. (R.N., St. Joseph Hospital School of Nursing; B.S.N., Boston College; M.S.N., Boston University)

**Maria J. Price**, Instructor of English. (B.A., Providence College; M.A., Wesleyan University)

**Carrie A. Rametta**, Clinical Instructor of Nursing. (A.D.N., Quinnipiac College; B.S.N., Central Connecticut State University; M.S.N., University of Hartford)

**Korrine A. Roth**, Clinical Instructor of Nursing. (B.S.N., Central Connecticut State University; M.S.N., University of Hartford)

**Barbara L. Rutigliano**, Instructor of Allied Health. (B.A., University of Connecticut; M.S., Southern Connecticut State University)

**Edward R. Savage**, Instructor of Business. (B.A., Wesleyan University; M.A., University of Connecticut; Ed.D., Columbia University)

**Marcia Scanlon**, Clinical Instructor of Nursing. (B.S.N., University of Massachusetts; M.S.N. St. Joseph College; APRN (Family Health) St. Joseph College)

**Salvatore Secondo**, Instructor of Science. (B.S., M.S., Central Connecticut State University)

**Diane Tarricone**, Instructor of Psychology. (B.S., Rhode Island College; M.S., Springfield College; Ph.D., University of Connecticut)

**Teresa C. Twomey**, Clinical Instructor of Nursing. (B.S.N., The Catholic University of America; M.S.N., University of Hartford)

**Sylvia Vigil-Steinetz**, Instructor of Allied Health. (A.S.N., Three Rivers Community College; B.S., University of Hartford)

**Sandra J. Ward**, Program Director and Instructor of Human Services. (B.A., Trinity College; M.A., Temple University; M.S.W., University of Connecticut)

**Tamara L. Webb**, Instructor of Psychology. (B.S., M.A., American International College)

**Deborah E. Weinberg**, Instructor of English. (B.A., University of Massachusetts; M.B.A., University of Connecticut)

**Linda L. Wilkinson**, Clinical Instructor of Nursing. (A.S.N., St. Vincent College; B.S., Southern Connecticut State University; M.S.N., St. Joseph College)

## DEPARTMENT OF CONTINUING EDUCATION

### Full-Time Faculty

**Alina Ciscel**, Instructor of English as a Second Language. (B.A., State University of Moldova; M.A., University of South Carolina)

**Susannah Landis**, Department Chair and Instructor of English as a Second Language. (B.S., Lesley College)

**Mary Ellen Rund**, Instructor of English as a Second Language. (B.A., Saint Joseph College.)

**Vasiliki Vassiliades**, Instructor of English as a Second Language. (B.S., Lesley College.)

### Part-Time Faculty

**Jill M. Bourdon**, Instructor of English as a Second Language. (B.A., University of Connecticut).

**Linda Fellows**, Instructor of English as a Second Language. (B.A., Millikin University; M.A., St. Joseph College)

**Anna Fichman**, Instructor of English as a Second Language. (B.A., M.A., Warsaw University)

**Ellen Ma**, Instructor of English as a Second Language. (B.A., Brandon University)