Naugatuck Valley Community College
A State of Connecticut Two-Year Institution of Higher Education
750 Chase Parkway • Waterbury, Connecticut  06708-3089
www.nvcc.commnet.edu

Telephone Directory
Area Code: 203

Administration

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Daisy Cocco De Filippis, 575-8044
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Roseann Tunila, 575-8044
Provost and Senior Dean of Administration
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Associate Dean of Academic Affairs
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Lillian Ortiz, 575-8012
Associate Dean of Information Technology
Conal Larkin, 575-8041
Dean of Community Engagement
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Affirmative Action Officer
Ronald Clymer, 575-8110

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Pamela Tolbert-Bynum, 575-8036
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William T. Brown, 575-8002
Business
Mitchell Holmes, 575-8068
STEM (Science, Technology, Engineering, Math)
Peter S. Angelastro, 596-8690

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Academic Center for Excellence (ACE)
Kathy Taylor, 575-8279

Admissions
Linda Stango, 575-8016
Center for Academic Planning and Student Success (CAPSS)
Bernd Matteis, 575-8025
Community and Economic Development
Laurie Hornbecker, 575-8031
Community Engagement and Marketing
Sydney Vogel-Ochs, 575-8297

Disability Services
Laurie Novi, 575-8035

Distance Learning
Stacey Williams, 575-8182
Event Planning
Main Number - 575-8226

Facilities
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Finance and Administrative Services
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Financial Aid
Catherine Hardy, 575-8274
Health and Environmental Safety
Dana Elm, 596-2153

Human Resources and Payroll
Jacquie Swanson, 575-8043

Information Technology
Neph Villanueva, 575-8140

Institutional Research
Lauren Friedman, 575-8097

Learning Resources Center (Library)
Samuel Brown, 575-8022

Jobs Placement Center (JPC)
Mary Ann Fontaine, 596-2143

Public Relations
Allison O’Leary, 575-8276
Public Safety
Toni Rinaldi, 575-8113

Registrar
Joan Arbusto, 575-8091
Student Activities
Karen Blake, 575-8269
Veterans’ Affairs
Catherine Hardy, 575-8274
Workforce Transition
Lucretia Sveda, 575-8221

Phone Directory

Admissions
(application processing)
575-8257

Admissions
(application request)
596-2121

Bookstore
575-8075

Cashiers
(financial aid and scholarship transactions)
575-8125

Cashiers
(all other transactions)
575-8055

Child Development Center
596-8604

Counseling
575-8025

Danbury Center
797-9361

Financial Aid
575-8274

Information
575-8000

Library
575-8024

Lifelong Learning
(non-credit)
575-8029

Public Safety
(emergency)
575-8112

Records/Registration
596-2177

Services for Students with Disabilities
(learning disabilities)
Terry LaTella, 596-8608
(all other disabilities)
Laurie Novi, 575-8035

Student Activities
575-8229

Student Government
596-2185

Testing Center
575-8215

Telephones for Hearing Impaired

<table>
<thead>
<tr>
<th>Building</th>
<th>Room</th>
<th>Department</th>
<th>Phone #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinney Hall</td>
<td>K518</td>
<td>Health Services</td>
<td>575-8273</td>
</tr>
<tr>
<td>Core</td>
<td>1st Floor</td>
<td>Public Safety</td>
<td>596-8760</td>
</tr>
</tbody>
</table>
It is a joy to welcome you to Naugatuck Valley Community College, a caring and dynamic institution where students come first. Surrounded by splendid vegetation and served by talented and credentialed faculty, staff and administration, the College offers educational opportunities for those beginning or continuing their journey to a better future.

Our catalog presents prospective students with a rich and significant array of career and transfer academic programs, ranging from Allied Health programs, Aviation, Business, Dance, Digital Arts, to Early Childhood Education, Engineering Technology, Horticulture, Hospitality Management, Human Services, Liberal Arts and Sciences and many more.

Naugatuck Valley Community College takes pride in its historic role as a vehicle for the advancement of the citizens of the region and its strong relationships with Connecticut agencies that promote support for educational, workforce, economic and community development. Our varied offerings of degree, certificate and non-credit programs makes Naugatuck Valley Community College the place to be.

A new academic year brings with it the promise of exciting new opportunities for students at the College. Our state-of-the-art Technology Hall offers the space and equipment to pursue degrees and certificates in the engineering technologies. Our learning commons along the 5th floor afford students quiet places to study and our Academic Center for Excellence (ACE) offers mentoring and tutoring services for all students. The campus is alive with cultural activities for students, their families and the communities we serve.

I am joined by the faculty, staff and administration in welcoming you to a challenging and rewarding educational experience.

Sincerely,

Daisy Cocco De Filippis, Ph.D.
President
### CATALOG CONTENTS

**Introduction**
- Boards and Councils .......................................................... 1
- Programs by Title ................................................................ 2-3
- Academic Calendars ......................................................... 4-5
- General Overview .............................................................. 6-7

**General College Information**

**Admissions Information** .................................................. 11-14
- Admission Policy .............................................................. 11
- Application Deadlines ..................................................... 11
- Application Procedures .................................................. 11-12
- Immunization Requirements ............................................ 12
- Services for Special Student Populations (International, Non-degree, Underage, Senior Citizens, Veterans) .......................................................... 12-13
- Admission with Advanced Standing (Military/Work/Life Experience/CLEP/Portfolio/Tech Prep, Advanced Placement) .................................................. 14
- New England Board of Higher Education Reciprocal Program .......................................................... 14
- Admission to Non-credit Programs .................................... 14

**Registration and Records** .................................................. 14-16
- Registration Procedures .................................................. 15
- Lifelong Learning Registration ........................................ 15
- Transfer Courses .............................................................. 15
- Cross Registration ........................................................... 15
- Overload Permission ....................................................... 15
- Course Cancellations and Changes ................................... 15
- Registration Between Connecticut Community Colleges .......................................................... 15
- Summer Session .............................................................. 15
- Student Records .............................................................. 15-16
- Grade Reports ................................................................. 16
- Transcripts and Enrollment Verification Requests ............ 16
- Duplicate Non-credit Certificates ..................................... 16

**Financial Aid Information** .................................................. 17-20
- Financial Aid Policies ....................................................... 17
- How to Apply for Financial Aid ......................................... 17
- Types of Financial Aid (Grants, Awards and Scholarships, Loans) .......................................................... 17-19
- Academic Standards for Financial Aid Recipients ........... 19
- Withdrawal from Classes ................................................ 19
- Financial Aid - Summer Session ....................................... 19
- Federal Tax Credits for Educational Expenses ................. 19
- Rights and Responsibilities of Students Receiving Financial Aid .......................................................... 19-20

**Tuition and Fees** ............................................................... 20-23
- Payment of Tuition and Fees ............................................ 20
- Waiver of Fees ................................................................. 20-21
- Waivers of Tuition ........................................................... 21
- Veterans and National Guard Benefits ............................ 21
- Federal Tax Credits for Educational Expenses ................. 21
- Withdrawals and Refunds ................................................ 21-22
- Tuition and Fee Schedules ................................................ 23

**Student Services and Programs** ........................................ 24-26
- Job Placement Center .................................................... 24
- Workforce Transitions .................................................... 24
- Center for Academic Planning and Student Success .......... 24-25
- Transfer Information ....................................................... 25
- Student Insurance and Accident Reports ........................ 25
- Services for Students with Disabilities ........................... 25
- Orientation ................................................................. 25
- Student Activities .......................................................... 25
- Student Government ....................................................... 25
- NVCC Alumni Association .............................................. 25
- Public Safety Services (Parking) ....................................... 25
- Child Development Center .............................................. 26
- School Readiness Component ........................................ 26
- Bookstore ................................................................. 26
- Dining Services ............................................................ 26
- Other Services ............................................................. 26
- CONNCAP ............................................................... 26
- Assessment Expectations .............................................. 26
- CONNTAC-EOC Office .................................................. 26
# CATALOG CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community-Tech nical College Board of Trustees System and College Policies</td>
<td>27-37</td>
</tr>
<tr>
<td>Drugs and Alcohol</td>
<td>27</td>
</tr>
<tr>
<td>Persons with Disabilities</td>
<td>27</td>
</tr>
<tr>
<td>Student Discipline</td>
<td>27-31</td>
</tr>
<tr>
<td>Student Rights</td>
<td>31</td>
</tr>
<tr>
<td>Student Grievances</td>
<td>32</td>
</tr>
<tr>
<td>Violence Prevention and Response</td>
<td>32</td>
</tr>
<tr>
<td>Weapons on Campus</td>
<td>33</td>
</tr>
<tr>
<td>Communicable Disease/AIDS</td>
<td>33-34</td>
</tr>
<tr>
<td>Computer Resources</td>
<td>34</td>
</tr>
<tr>
<td>Racism and Acts of Intolerance</td>
<td>34</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>34-36</td>
</tr>
<tr>
<td>Academic Appeals</td>
<td>36</td>
</tr>
<tr>
<td>Financial Disclosure</td>
<td>37</td>
</tr>
<tr>
<td>Smoking Policy</td>
<td>37</td>
</tr>
<tr>
<td>Use of Cellular Phones</td>
<td>37</td>
</tr>
<tr>
<td>Academic Standards and Services</td>
<td>41-46</td>
</tr>
<tr>
<td>Academic Standards</td>
<td>41-44</td>
</tr>
<tr>
<td>Unit of Credit</td>
<td>41</td>
</tr>
<tr>
<td>Academic Honesty and Plagiarism</td>
<td>41</td>
</tr>
<tr>
<td>Academic Load</td>
<td>41</td>
</tr>
<tr>
<td>Course Changes</td>
<td>41</td>
</tr>
<tr>
<td>Class Changes</td>
<td>41</td>
</tr>
<tr>
<td>Make-up Work</td>
<td>41</td>
</tr>
<tr>
<td>Grading System</td>
<td>41-42</td>
</tr>
<tr>
<td>Auditing Courses</td>
<td>42</td>
</tr>
<tr>
<td>Independent Study</td>
<td>42</td>
</tr>
<tr>
<td>Repeating Courses</td>
<td>42</td>
</tr>
<tr>
<td>Satisfactory Academic Progress</td>
<td>42</td>
</tr>
<tr>
<td>Academic Probation</td>
<td>42-43</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>43</td>
</tr>
<tr>
<td>Academic Honors</td>
<td>43</td>
</tr>
<tr>
<td>Graduation Honors have</td>
<td>43</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>43-44</td>
</tr>
<tr>
<td>Developmental Courses</td>
<td>44</td>
</tr>
<tr>
<td>Participation in Commencement Exercises</td>
<td>44</td>
</tr>
<tr>
<td>Policy Changes</td>
<td>44</td>
</tr>
<tr>
<td>Academic Services</td>
<td>44-46</td>
</tr>
<tr>
<td>Library Services</td>
<td>44-45</td>
</tr>
<tr>
<td>ACE</td>
<td>45</td>
</tr>
<tr>
<td>Program Administration</td>
<td>46</td>
</tr>
<tr>
<td>Non-credit/Lifelong Learning Programs</td>
<td>46</td>
</tr>
<tr>
<td>Programs of Study</td>
<td>49-56</td>
</tr>
<tr>
<td>Degrees and Certificates</td>
<td>49</td>
</tr>
<tr>
<td>Common Core of General Education</td>
<td>50-52</td>
</tr>
<tr>
<td>Philosophy and Requirements</td>
<td>50</td>
</tr>
<tr>
<td>General Education Outcomes</td>
<td>50</td>
</tr>
<tr>
<td>Common Core Division Course Requirements</td>
<td>51</td>
</tr>
<tr>
<td>Definitions You Need to Know When Selecting Your Program and Courses</td>
<td>52</td>
</tr>
<tr>
<td>Cooperative Education (Co-op)</td>
<td>53</td>
</tr>
<tr>
<td>Prior Learning Evaluation and Distance Learning</td>
<td>54</td>
</tr>
<tr>
<td>Special Programs of Study</td>
<td>55-56</td>
</tr>
<tr>
<td>College of Technology Pathway Programs</td>
<td>55-56</td>
</tr>
<tr>
<td>Special Interest and Group Contract Courses</td>
<td>56</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>56</td>
</tr>
<tr>
<td>Associate Degree Programs (alphabetically listed)</td>
<td>59-115</td>
</tr>
<tr>
<td>Certificates, Credit Programs (alphabetically listed)</td>
<td>119-137</td>
</tr>
<tr>
<td>Lifelong Learning, Non-credit Certificates and Programs</td>
<td>141</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>145-181</td>
</tr>
<tr>
<td>Course Designation, Course Prefix, Division</td>
<td>145</td>
</tr>
<tr>
<td>Waiver of Course Prerequisites</td>
<td>146</td>
</tr>
<tr>
<td>Credit Courses Which Do Not Apply To Eligibility</td>
<td>146</td>
</tr>
<tr>
<td>Self-Paced Courses</td>
<td>146</td>
</tr>
<tr>
<td>Independent Study</td>
<td>146</td>
</tr>
<tr>
<td>Course Descriptions (alphabetically listed by course designation)</td>
<td>147-181</td>
</tr>
<tr>
<td>Professional Staff</td>
<td>185-194</td>
</tr>
<tr>
<td>Faculty and Staff</td>
<td>185-189</td>
</tr>
<tr>
<td>Emeritus Faculty and Staff</td>
<td>190-191</td>
</tr>
<tr>
<td>Map</td>
<td>193</td>
</tr>
</tbody>
</table>
Officials of the State of Connecticut

The Honorable Dannel P. Malloy, Governor
Dr. Robert A. Kennedy, President, Connecticut Board of Regents for Higher Education
Mr. Michael P. Meotti, Executive Vice President, Connecticut Board of Regents for Higher Education

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Yvette Meléndez, Vice Chair

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William Pizzuto

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Sandra Roosa
Darlene Stromstad
William J. Summa
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Michael Labet*
George LaCapra, Jr.
Kathryn Luria
Michael Regan
M. Catherine Smith

Kenneth Summerer
Joseph Vrabely, Jr.
Lynn Ward
Sydney Voghel-Ochs,
NVCC Liaison

* Ex Officio
PROGRAMS BY TITLE

The following listing is provided as a quick reference to the curriculum pages for each program and certificate.

Associate in Arts (A.A.), Associate in Science (A.S.)

Degrees

Accounting (A.S.) ................................................................................................................................. 59
Automotive Technician (A.S.) .................................................................................................................. 60
Automotive Technician Management (A.S.) .......................................................................................... 61
Aviation Science (A.S.) .......................................................................................................................... 62
Aviation Science Management (A.S.) ..................................................................................................... 63
Behavioral Science (A.S.) ...................................................................................................................... 64
Business Administration - Business Computer Applications (A.S.) ...................................................... 65
with areas of focus in: Accounting, Finance, Management, Marketing
Business Finance (A.S.) .......................................................................................................................... 66
Business Management (A.S.) .................................................................................................................. 67
College of Technology - Pathway Programs .......................................................................................... 55-56
Computer-Aided Engineering Technology, Computer-Aided Drafting/Design Engineering Technology Option (A.S.) .................................................................................................................. 68
Computer Information Systems Technology (A.S.) ............................................................................... 69
with areas of focus in: Management Information Systems, Client/Server Systems,
Microcomputer Networking Administration, Object-Oriented Programming
Criminal Justice/Public Safety (A.S.) ....................................................................................................... 70
Criminal Justice - Computer Crime Deterrence (A.S.) .......................................................................... 72
Criminal Justice - Corrections (A.S.) ....................................................................................................... 73
Criminal Justice - Forensics (A.S.) .......................................................................................................... 74
Criminal Justice - Law Enforcement (A.S.) ............................................................................................. 75
Criminal Justice - Security (A.S.) ........................................................................................................... 76
Digital Arts Technology (A.S.) ............................................................................................................... 77
Digital Arts Technology - Audio/Video Option (A.S.) ........................................................................... 78
Digital Arts Technology - Graphics/Animation Option (A.S.) ................................................................ 79
Digital Arts Technology - Multimedia/Web Authoring Option (A.S.) .................................................. 80
Drug and Alcohol Recovery Counselor (A.S.) ...................................................................................... 81
Early Childhood Education (A.S.) ......................................................................................................... 82
Electronic Engineering Technology (A.S.) ............................................................................................ 83
Engineering Technology (A.S.) .............................................................................................................. 84
Environmental Science - Biology (A.S.) ............................................................................................... 85
Environmental Science - Environmental Systems (A.S.) .................................................................... 86
Fire Technology and Administration (A.S.) ............................................................................................ 87
General Studies (A.S.) ........................................................................................................................... 88
Horticulture (A.S.) ............................................................................................................................... 89
Hospitality Management (Foodservice Management) (A.S.) ............................................................... 90
Hospitality Management (Hotel Management) (A.S.) ........................................................................ 91
Human Services / Pre-Social Work (A.S.) ............................................................................................. 92
Legal Assistant/Paralegal (A.S.) ........................................................................................................... 93
Liberal Arts and Sciences (A.A.) ........................................................................................................... 94
Manufacturing (Automated) Manufacturing Engineering Technology (A.S.) ..................................... 95
Marketing (A.S.) ..................................................................................................................................... 96
Mathematics & Science (A.A.) ............................................................................................................. 97
Mathematics & Science - Chemistry (A.A.) ............................................................................................ 98
Mechanical Engineering Technology - (A.S.) ...................................................................................... 99
Nursing (A.S.) ...................................................................................................................................... 100-103
Physical Therapist Assistant (A.S.) ....................................................................................................... 104-105
Radiologic Technology (A.S.) .............................................................................................................. 106-107
Respiratory Care (A.S.) .......................................................................................................................... 108-109
Visual & Performing Arts (A.A.) .......................................................................................................... 110-115
Visual & Performing Arts - Art (A.A.) ................................................................................................. 111
Visual & Performing Arts - Dance (A.A.) ............................................................................................. 112
Visual & Performing Arts - Digital Design (A.A.) ................................................................................ 113
Visual & Performing Arts - Music (A.A.) .............................................................................................. 114
Visual & Performing Arts - Theater Arts (A.A.) ................................................................................... 115
Certificates

Accounting .................................................................119
Administrative Support ............................................119
Advanced English Proficiency ..................................119
Alternative Energy Systems Technology .......................120
Applied Behavior Analysis .........................................120
Athletic Coaching .....................................................121
Audio/Video Production .............................................121
Automotive Fundamentals .........................................121
Automotive: Advanced Engine Performance ....................122
Automotive: General Automotive Service .......................122
CADD Modeling (Advanced) ........................................122
2D Computer-Aided Drafting (CAD) ..............................123
3D CADD Modeling ..................................................123
Child and Family Services ...........................................123
CNC Machining ..........................................................124
Client/Server Systems ...............................................124
Computer Crime Deterrence ........................................124
Construction Technology ............................................125
Criminal Justice .........................................................125
Culinary Arts .............................................................126
Dance ......................................................................126
Dietary Supervision ....................................................127
Disabilities/Mental Health ..........................................127
Drug and Alcohol Recovery Counselor (DARC) ..................128
Early Childhood Education .........................................128
Electronic Music and Audio Production ..........................129
Engineering Exploratory Certificate ..............................129
Environmental Systems .............................................129
Family Child Care Provider .......................................130
Finance ....................................................................130
Gerontology .............................................................130
Graphics & Animation .................................................131
Health Career Pathways .............................................131
Horticulture .............................................................131
Landscape Design Certificate ....................................132
Lean Manufacturing Certificate Program .......................132
Legal Studies/Paralegal ...............................................132
Management: Business .............................................133
Management Information Systems (MIS) .........................133
Manufacturing ..........................................................134
Marketing Electronic Commerce ...................................134
Microcomputer Networking Customer Support .................134
Microcomputer Networking Specialist .............................135
Modern Manufacturing Design ....................................135
Multimedia/Web Authoring .........................................135
Object-Oriented Programming ......................................136
Sales Support and Service ..........................................136
Supply Chain Management Certificate Program .................136
Technical Communications .........................................136
Visual Arts ...............................................................137
Wastewater ..............................................................137

Lifelong Learning

Non-credit certificates, workshops, seminars and short-term training courses are described in the latest semester course catalogs and can be accessed on the college website. For more information call the Lifelong Learning Office at 203-575-8029 or e-mail continuinged@nvcc.commnet.edu.

Non-credit Certificates

Banking ......................................................................
Bartending ..................................................................
Basic Computer Skills for the Workplace .........................
Central Sterile Processing Technician ..............................
Certified Nurse Aide (CNA) ...........................................
CNC Operator ............................................................
Essentials of Human Resource Management ....................
Health Unit Coordinator ..............................................
Medical Coding & Billing Specialist .................................
Medical Transcription ............................................... 
Office Professional Certificate .......................................
Patient Care Technician ..............................................
Personal Fitness Trainer .............................................
Phlebotomy Technician ............................................... 
Photovoltaic Energy ...................................................
Real Estate ................................................................
Security Officer ........................................................
Solar Heating ............................................................
Wedding Planner ........................................................
Welding - Gas Metal Arc .............................................
Welding - Structural SMAW ........................................
Welding - SMAW for Pipe ...........................................
Welding - Tungsten Arc ..............................................

Policy Changes

Naugatuck Valley Community College reserves the right to change requirements, courses, prerequisites, regulations, tuition, fees and other policies without prior notice. Upon written request, the President of the College may make waivers of these policies due to extenuating circumstances. The catalog does not constitute a contract and is for informational use only.
### CREDIT COURSES - FALL SEMESTER 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, August 31</td>
<td>Credit Classes Begin</td>
</tr>
<tr>
<td>Saturday and Sunday, September 1 - 2</td>
<td>College Begin</td>
</tr>
<tr>
<td>Monday, September 3</td>
<td>Labor Day - College Closed</td>
</tr>
<tr>
<td>Friday, September 7</td>
<td>Last Day for Add/Swap</td>
</tr>
<tr>
<td>Friday, September 28</td>
<td>“Late Start” - Classes Begin</td>
</tr>
<tr>
<td>Monday, October 8</td>
<td>Columbus Day - Credit Classes in Session - College Open</td>
</tr>
<tr>
<td>Friday, October 12</td>
<td>CCP Professional Staff Day - Classes in Session</td>
</tr>
<tr>
<td>Monday, October 22</td>
<td>Mid-term Grades Due</td>
</tr>
<tr>
<td>Monday, November 12</td>
<td>Veterans’ Day - Credit Classes in Session - College Open</td>
</tr>
<tr>
<td>Tuesday, November 20</td>
<td>Last Day Student Initiated Withdrawal</td>
</tr>
<tr>
<td>Wednesday, November 21</td>
<td>Recess/Columbus Day Observed - No Classes - College Open</td>
</tr>
<tr>
<td>Thursday, November 22</td>
<td>Thanksgiving Day - College Closed</td>
</tr>
<tr>
<td>Friday, November 23</td>
<td>Thanksgiving Recess - No Classes - College Open</td>
</tr>
<tr>
<td>Saturday, November 24</td>
<td>Thanksgiving Recess - No Classes - College Closed</td>
</tr>
<tr>
<td>Sunday, November 25</td>
<td>Thanksgiving Recess - No Classes - College Closed</td>
</tr>
<tr>
<td>Tuesday, December 11</td>
<td>Reading and/or Make-up Day (Instructor Discretion)</td>
</tr>
<tr>
<td>Friday, December 14</td>
<td>Reading and/or Make-up Day (Instructor Discretion)</td>
</tr>
<tr>
<td>Monday - Sunday, Dec. 17 - 23</td>
<td>Last Week of Credit Classes - Classes in Session</td>
</tr>
<tr>
<td>Sunday, December 23</td>
<td>Last Day of Credit Classes - Final Grades Due</td>
</tr>
<tr>
<td>Tuesday, December 25</td>
<td>Christmas Day - College Closed</td>
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</tbody>
</table>

### CREDIT COURSES - SPRING SEMESTER 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Tuesday, January 1</td>
<td>New Year’s Day - College Closed</td>
</tr>
<tr>
<td>Monday, January 21</td>
<td>Martin Luther King Day Observed - College Closed</td>
</tr>
<tr>
<td>Friday, January 25</td>
<td>Credit Classes Begin</td>
</tr>
<tr>
<td>Friday, February 1</td>
<td>Last Day for Add/Swap</td>
</tr>
<tr>
<td>Tuesday, February 12</td>
<td>Lincoln’s Birthday - Credit Classes in Session - College Open</td>
</tr>
<tr>
<td>Monday, February 18</td>
<td>Washington’s Birthday Observed - No Classes - College Closed</td>
</tr>
<tr>
<td>Friday, February 22</td>
<td>“Late Start” - Classes Begin</td>
</tr>
<tr>
<td>Monday - Sunday, March 11 - 17</td>
<td>Spring Break - No Credit Classes - College Open</td>
</tr>
<tr>
<td>Monday, March 17</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>Monday, March 25</td>
<td>Mid-term Grades Due</td>
</tr>
<tr>
<td>Friday, March 29</td>
<td>Good Friday - College Closed</td>
</tr>
<tr>
<td>Saturday and Sunday, March 30 - 31</td>
<td>College Closed</td>
</tr>
<tr>
<td>Friday, April 12</td>
<td>System Faculty Professional Day - College Open - Classes in Session</td>
</tr>
<tr>
<td>Wednesday, April 24</td>
<td>Last Day Student Initiated Withdrawal</td>
</tr>
<tr>
<td>Tuesday - Thursday, May 14 - 16</td>
<td>Reading and Make-up Day (Instructor Discretion)</td>
</tr>
<tr>
<td>Friday - Thursday, May 17 - 23</td>
<td>Last Week of Credit Classes - Classes in Session</td>
</tr>
<tr>
<td>Monday, May 27</td>
<td>Memorial Day - College Closed</td>
</tr>
<tr>
<td>Tuesday, May 28</td>
<td>Final Grades due 9:00 am; Honors Night</td>
</tr>
<tr>
<td>Wednesday, May 29</td>
<td>Leadership Banquet</td>
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<tr>
<td>Thursday, May 30</td>
<td>Commencement</td>
</tr>
</tbody>
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### CREDIT COURSES - SUMMER SESSION 2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Monday, June 3 to Friday, July 26</td>
<td>General Session</td>
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<tr>
<td>Monday, June 3 to Friday, July 5</td>
<td>Special Session 1</td>
</tr>
<tr>
<td>Thursday, July 4</td>
<td>Independence Day - College Closed</td>
</tr>
<tr>
<td>Monday, July 8 to Friday, August 9</td>
<td>Special Session II</td>
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<td>MONDAY</td>
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<td><strong>SEP</strong></td>
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<tr>
<td>3</td>
<td>Labor Day-Closed</td>
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<td><strong>OCT</strong></td>
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<tr>
<td>8</td>
<td>Columbus Day-Open Classes In Session</td>
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<td>15</td>
<td>16</td>
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<tr>
<td>22</td>
<td>Mid-Year Grades Due</td>
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<td><strong>NOV</strong></td>
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<td>12</td>
<td>Veterans' Day-Open Classes In Session</td>
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<td>17</td>
<td>Last Week of Classes Classes In Session</td>
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<tr>
<td>24</td>
<td>Christmas-Closed</td>
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<tr>
<td><strong>JAN</strong></td>
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<tr>
<td>1</td>
<td>New Years-Closed</td>
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<td>7</td>
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<td>21</td>
<td>MLK Birthday-Closed</td>
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<td><strong>FEB</strong></td>
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<td>18</td>
<td>Washington's Day-Open Classes In Session</td>
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<td>26</td>
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<td><strong>MAR</strong></td>
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<td>4</td>
<td>5</td>
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<td>11</td>
<td>Break-No Classes</td>
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<td>25</td>
<td>Mid-Year Grades Due</td>
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<td><strong>APR</strong></td>
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<td>13</td>
<td>Last Week of Classes Classes In Session</td>
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<td>20</td>
<td>Memorial Day-Closed</td>
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<td>27</td>
<td>28</td>
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<tr>
<td><strong>JUNE</strong></td>
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<tr>
<td>3</td>
<td>Summer Session &amp; Spec Session I Begins</td>
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<td>10</td>
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<tr>
<td><strong>JUL</strong></td>
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<tr>
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<td>Special Session II Begins (ends 8/9)</td>
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Naugatuck Valley Community College resulted from the merger in 1992 of Mattatuck Community College and Waterbury State Technical College by the Connecticut General Assembly. The College’s Role and Scope flows from the October 1992 comprehensive Mission Statement established by the Board of Trustees. The College’s main campus is designated as the Central Naugatuck Valley Region Higher Education Center. The location serves as one of the regional offices of Charter Oak State College, Connecticut’s external degree program and an off-campus location for Central and Western Connecticut State Universities, Starbase and Advanced Manufacturing programs of Kaynor Technical School.

The College, conveniently located at the crossroads of state highway 8 and Interstate 84, is accessible by public transportation. It serves over 25 towns and cities in the west central part of the State of Connecticut. Waterbury, with a population of over 110,000, and Danbury with a population of over 65,500 are considered the anchor cities in a region flanked by small rural and suburban communities. Recently, the college began increasing offerings in three Danbury locations: 183 Main Street, W.C.S.U., and at Danbury High School.

The College is comprehensive in its offerings of over 100 associate degree and credit certificate programs. In addition, the College offers hundreds of non-credit learning activities that are customized to fulfill industry specific training, job skills upgrading, and personal enrichment opportunities. Technical and technological education is a key component of our programs and services. Our specialized training programs serve the needs of the people and the industries of the State of Connecticut. Such diversity makes the institution a social, cultural and intellectual environment for people of all ages.

 Learners range from youth in elementary and middle school, to young adults just out of high school, to mature adults returning for employment, retraining or leisure time activities. Learners who are non-native speakers of English take English as a Second Language (ESL) classes to help them achieve personal, professional and academic goals. Businesses and industries access additional training, learning resources, and cultural enrichment opportunities for their employees.

The institution accommodates the needs of the physically challenged. It houses Smart classrooms, large and small classrooms, specialized labs for science, art, and engineering; computer and technology labs; a learning resources center, a student center, and a fine arts center that provides spaces for music and drama productions.

LEARNING
The College provides services from a highly qualified full-time faculty complemented by a talented pool of instructors and trainers. Outstanding learner-centered instruction is central to our mission. NVCC prepares students for transfer to other institutions and for the world of work. A strong core of general education gives students a broad background that prepares them to change or modify career direction or to transfer to other institutions of higher education.

Degree and certificate programs include computer training, writing and research. For those who come to the College unprepared for its rigor, a developmental skills program supports critical thinking, writing, and math competency to help students succeed.

The College involves all students in mathematics, reading, and writing and provides students with supportive services in counseling, tutoring, testing, and individualized assistance.

The College has a number of liaisons with area elementary and secondary schools. The College Career Pathways prepares students in high school for direct entry into college curricula. The Connecticut Pre-Engineering Program for middle school students and the Kids-on-Campus Summer Program for elementary and secondary students enrich both the College and the community.

NVCC offers additional supportive student services including advising, financial aid, health services, peer tutoring, services for veterans, minority student services, a bookstore, student government, student organizations and activities.

There are a number of collaborative Community College System initiatives including the Center for Teaching, the College of Technology, the Basic Skills Testing and Placement Program, and the Business and Industry Services Network.

PUBLIC (COMMUNITY) SERVICE
Art, dance, drama, film and music presentations are regular offerings at the college as the instructors develop student and community potential in the performing and fine arts. The magnificent stages, workshops, dance and music studios provide the faculty, students, and community with settings that make the classrooms come alive with sight and sound.

The Traurig Learning Resources Center provides the citizens of the region with one of its best libraries with an online patron access catalog and electronic access to numerous databases including WESTLAW, Academic Index, NEWSBANK, Applied Science and Technology Index, and the Connecticut Occupational Information Service, a program which provides information on colleges and regional job opportunities.

STRATEGIC PLANNING
NVCC is currently operating under a three-year Strategic Plan. It is published on the college website. The plan covers the academic years from September 2010 to May 2013.

THE NVCC MISSION
Naugatuck Valley Community College offers quality, affordable education and training in response to evolving community needs by providing opportunities to individuals and organizations to develop their potential.

THE NVCC VISION
At NVCC, the word “community” is central and our students are considered our most sacred trust and our finest asset. Collaboration within and outside the confines of our immediate surroundings defines our actions and is the base for the rich intellectual, educational, cultural and civic-minded experiences we provide our students.

FIVE GOALS
1. At NVCC, students achieve their goals.
2. NVCC faculty and staff make a difference—at the college, in the community, in their fields of study and in the lives of students.
3. NVCC programs meet and beat industry standards.
4. NVCC is an engine of change within Waterbury and the broader community.
5. NVCC is an effective, performance-based institution.

In addition to these five goals, the Plan outlines 15 strategic initiatives—what we will do to meet these goals.

TEN ANTICIPATED OUTCOMES: WHAT WILL BE DIFFERENT BY 2013
1. FTE enrollment will increase by 30%.
2. Retention rate will increase by 20%.
3. Graduation rate will increase by 100%.
4. Certificate completion rate will increase by 100%.
5. Job placement rate for NVCC’s graduating class will increase by at least 25% each year.
6. Grant funding will increase by 25%.
7. The number of employers visiting NVCC’s campus will increase by 25% each year.
8. The number of community residents retrained for jobs via our programs will increase by 25%.
9. The transfer rate will increase by 15%.
10. The average annual income of associate degree completers will increase by at least 25% within a year of graduation.
ACCREDITATION STATEMENT
Naugatuck Valley Community College is accredited by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education.

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

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

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

The College is also accredited by the Connecticut Board of Governors for Higher Education.

In addition to comprehensive accreditation by the New England Association of Schools and Colleges, some degree and certificate programs have the following specialized accreditations:

- Committee on Accreditation for Physical Therapy Education Commission on Accreditation for Respiratory Care Joint Review Committee on Education in Radiologic Technology
- National Association for the Education of Young Children National Institute for Automotive Service Education (ASE) National Automotive Technicians Education Foundation (NATEF)
- National League for Nursing Accrediting Commission, Inc. Professional Landcare Network (PLANET) Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC of ABET), Accreditation Director for Engineering Technology, Accreditation Board for Engineering and Technology, 111 Market Place, Suite 1050, Baltimore, MD 21202.

STATUTORY MANDATE
The legislative mandate for community-technical colleges, as provided in Public Act 92-126, Section 27(a) states:

a. The primary responsibilities of the regional community-technical colleges shall be:
   1. to provide programs of occupational, vocational, technical and technological and career education designed to provide training for immediate employment, job retraining or upgrading of skills to meet individual, community and state manpower needs;
   2. to provide programs of general study including, but not limited to, remediation, general and adult education, and continuing education designed to meet individual student goals;
   3. to provide programs of general study for college transfer representing the first two years of baccalaureate education;
   4. to provide community service programs as defined in subsection 5(b) of this section;
   5. to provide student support services including, but not limited to, admissions, counseling, testing, placement, individualized instruction and efforts to serve students with special needs.

b. As used in this section, “community service programs” mean educational, cultural, recreational and community-directed services which a community-technical college may provide in addition to its regular academic program. Such community service programs may include, but shall not be limited to:
   1. activities designed to enrich the intellectual, cultural and social life of the community;
   2. educational services designed to promote the development of skills for the effective use of leisure time;
   3. activities and programs designed to assist in the identification and solution of community problems; and
   4. utilization of college facilities and services by community groups to the extent such usage does not conflict with the regular schedule of the college.

NONDISCRIMINATION STATEMENT
The Community-Technical College System of the State of Connecticut will not discriminate against any individual on the grounds of race, color, religious creed, sex, age, national origin, ancestry, present or past history of mental disorder, marital status, mental retardation, sexual orientation, learning disability, physical disability, including, but not limited to blindness, or prior conviction of a crime, unless the provisions of sections 46a-60(b) or 46a-80(b) or 46a-81(b) of the Connecticut General Statutes are controlling, or there is a bona fide occupational qualification excluding persons in one of the above protected groups. With respect to the foregoing, discrimination on the basis of sex shall include sexual harassment as defined in section 46a-60(8) of the Connecticut General Statutes. Although it is recognized that there are bona fide occupational qualifications which provide for exception from employment prohibitions, it is understood these exceptions are to be applied pursuant to section 46a-68-33 of the Administrative Regulations. Further, the system will not discriminate against any person on the grounds of political beliefs or veteran status or sexual preference.

Any person having questions concerning Naugatuck Valley Community College’s compliance with the regulations implementing Title VI, Title IX, or Section 504 is directed to contact the College’s Affirmative Action Officer.

THE NAUGATUCK VALLEY COMMUNITY COLLEGE FOUNDATION, INC.
The NVCC Foundation raises funds to support the students, programs, and services of the college. The non-profit organization is led by a talented, volunteer board of community leaders. Foundation efforts help fund scholarships, tutoring, instruction, and equipment.

The NVCC Office of Community Engagement (OCE) works closely with the NVCC Foundation to plan special events, fundraising appeals, and dedication ceremonies. Appeals to support NVCC goals are directed to faculty, staff, students, alumni, communities, and businesses. Donors should contact the OCE director for more information.
ADMISSION POLICY
Naugatuck Valley Community College is an open admission institution with selective placement into some programs and courses. Acceptance to any degree or certificate program requires that an applicant be a graduate of an approved secondary school or have earned either a State High School Equivalency Diploma or a General Educational Development (G.E.D.) diploma. Graduating high school seniors are accepted into a degree or certificate program and permitted to register prior to their date of high school graduation under the condition that they submit proof of high school completion by July 7 of the year in which they graduated high school. Failure to do so will result in the student being removed from their program of study and switched to non-degree status.

Admission to the College does not necessarily mean admission to all courses and programs. Several degree and certificate programs have specific admissions criteria. Please refer to the Programs of Study section of the catalog for specific admission requirements.

Students who do not have a high school diploma or its equivalent may enroll at the College as non-degree seeking students. Non-degree students are not eligible for financial aid, but may take advantage of the Connecticut Tuition Payment Plan.

High school students who demonstrate sufficient scholastic ability and who present written approval from their high school principal or a designated representative may register for courses as non-degree students on a space available basis.

Students may gain admission to Naugatuck Valley in either the fall semester (August) or spring semester (January). In some programs, admission is specifically for the fall or spring semester only.

Classes are offered days, evenings and weekends, as well as online. Part-time students enroll for a maximum of 11 credits; full-time students enroll for a minimum of 12 credits. Courses vary in the amount of credit they carry; however, most courses are worth three (3) credits.

Admission to English as a Second Language Courses
The English as a Second Language (ESL) courses at Naugatuck Valley Community College are designed to serve the needs of non-native speakers of English. The ESL Department offers a multi-level program to increase students’ proficiency in English in all four areas: reading, writing, listening and speaking.

In addition to the basic application procedures, a writing sample and the English Proficiency (LOEP) portion of the Accuplacer Placement Test must be completed before students can register for the courses. The English placement for non-native speakers of English is determined by the ESL office and is based primarily on these tests.

Admission to Nursing and Allied Health Programs
Applicants to the Physical Therapist Assistant Program must apply by October 15 for the following spring. All prerequisites must be completed by October 15, except for the Anatomy and Physiology I prerequisite, which must be completed no later than the fall semester of the application deadline.

Applicants to the Radiologic Technology and Respiratory Care Associate Degree Programs must apply by January 15 of the year they are seeking admission and prerequisites must be completed by January 15.

Applicants to the Associate Degree Nursing Program must apply by February 1 and all prerequisites must be completed by February 1, except for the Anatomy and Physiology II prerequisite, which must be completed no later than the spring semester of the application deadline.

Each program has specific admission criteria which can be found in the Programs of Study section of the catalog. Admission to these programs is highly selective and based on academic record and assessment testing. A program application for admission must be submitted in addition to the College Application.

Admission to Technology Degree and Certificate Programs
In addition to the standard requirements necessary for admission to the College, students applying for admission to technical degree and certificate programs should possess a solid background in science and mathematics. Refer to the programs of study section of the catalog for details.

ADMISSION TO NON-CREDIT LIFELONG LEARNING PROGRAMS
Non-credit programs are open to all citizens in the region for professional and personal development. Formal college application is not required. Registration is accepted for all courses. Certification programs have specific requirements that should be understood prior to registering. Customized programs are specially tailored for organizations and companies that address workforce demands/needs. Lifelong learning staff are available to provide information.

APPLICATION DEADLINES
The College admits students on a first-come, first-served basis. For the fall semester, which begins in late August or early September, preference is given to applications received by June 1. For the spring semester, which begins in January, preference is given to applications received by December 15. Applicants will be accepted after these dates provided openings are available.

Applications for the Physical Therapist Assistant Program are available in April and must be submitted by October 15. Applications for Radiologic Technology and Respiratory Care Programs are available in October and must be submitted by January 15. The online application for the Nursing Program is available November 1 and must be submitted by February 1.

APPLICATION PROCEDURES
New Students
The following procedures apply to all individuals planning to enroll in degree or certificate programs for the fall or spring semesters:

• Complete an Application for Admission and submit it with the non-refundable $20.00 application fee to the Admissions Office, Naugatuck Valley Community College, 750 Chase Parkway, Waterbury, Connecticut 06708. (Checks should be made payable to NVCC.) Students may also apply online at www.nvcc.commnet.edu/admissions using a credit card to pay the $20.00 application fee.

• Request that an official copy of the high school transcript with date of graduation be sent directly to the Admissions Office from the Guidance Department at the high school or supply a copy of your high school diploma. *Equivalency Diploma recipients must submit a copy of the equivalency diploma or G.E.D. results.

* Applicants who are presently in high school may submit their completed application form and $20.00 application fee directly to their high school guidance office. The Guidance Office will forward the application, fee and high school transcript directly to the Admissions Office.

• All new and transfer students seeking admission into a degree program who were born after 12/31/56 are required by state law to submit immunization documentation for two (2) doses of measles, mumps and rubella (MMR). Those born as of 1/1/80 also need to submit documentation for (2) doses of varicella (chicken pox).

Placement Test (ACCUPLACER®)
All new and transfer students enrolling in degree or certificate programs are required to take the placement test. NVCC uses the Accuplacer computerized adaptive placement test to assess academic skills in English, reading and mathematics. Advisors will use the results to make decisions about the level of courses students are prepared to take. This is not an admission test. Prior to taking the test, an application for admission must be completed along with payment of the $20 fee. Applicants will receive a test schedule by e-mail or in the mail once their application has been submitted. Test schedules are also available on our website.

An exemption may be granted to students who:

• completed coursework in a college level English and/or math course with a grade of “C” or better
ADMISSIONS INFORMATION

- scored 500 or higher on the SAT Math exam
- scored 18 or higher on the ACT Math exam
- scored 450 or higher on the SAT English exam (Critical Reading or Writing portions)
- scored 21 or higher on the ACT English exam OR scored 47 or higher on the ACT English and Reading portions combined
- have achieved the appropriate Advanced Placement (AP) or College Level Examination Program (CLEP) scores
- have taken the ACCUPLACER® placement test at another community college or university

IMMUNIZATION REQUIREMENTS

Appropriate documentation (transcripts, final semester grade report, SAT or ACT score report, ACCUPLACER® score report, AP scores, CLEP scores) must be submitted to the Admissions Office for review to determine if the requirements for exemption are met.

Students are encouraged to schedule their test as soon as possible to ensure availability of classes at the time of registration. Appointments to take the test can be scheduled through the Admissions Office.

If you have a documented learning disability and will require testing accommodations, please contact the Counselor for Students with Learning Disabilities at (203) 596-8608. For all other documented disabilities, please contact the Coordinator of Disability Services at (203) 575-8035. To obtain accommodations, you must schedule an appointment with the appropriate individual and provide documentation that describes your disability and supports the need for these accommodations. This should be done at least one week prior to the test date. Accommodations will only be provided to those individuals who have completed this process.

Transfer Students

- Transfer students who have not previously attended Naugatuck Valley must follow the procedures for New Students.
- Students who are interested in receiving credit for course work completed at another institution must request that an official copy of their college transcript be sent to the Admissions Office at Naugatuck Valley. Students who have attended institutions outside Connecticut should also provide course descriptions for the courses they would like to transfer.

Transfer credit may be granted for comparable courses completed at accredited colleges and universities. The total amount of transfer credit granted may not exceed 75 percent of the credits required by the College in a specific program. Transfer credits will not be used in the calculation of grade point averages. For more information see “Transfer Courses” section.

- Placement testing may be waived for transfer students who have earned an associate's degree or higher or who have completed college level English and/or mathematics with grade “C” or better. SAT or ACT scores may also be acceptable.

INTERNATIONAL STUDENT ADMISSIONS

Students who are not citizens or permanent residents of the United States, but who are interested in studying at Naugatuck Valley Community College may do so by applying as an international student.

Application Deadlines for F-1 Applicants

Students are admitted for fall and spring terms. We recommend that international students apply by the following dates:

- The fall term begins in August; the application deadline is June 15.
- The spring term begins in January; the application deadline is November 1.

International students planning to attend Naugatuck Valley on an F-1 student visa must present the following documents:

Admission Application and Fee

A Naugatuck Valley Community College application and non-refundable $20 fee are required. The application form is available as a downloadable PDF file at www.nvcc.com/Admissions/Apply-to-NVCC or you can request it by mail from the Admissions Office. The college's web application process is not designed for use by international students. You must mail your application along with your check or money order for $20 (converted to U.S. currency and payable to NVCC). Do not send currency.

You must present the following documents with your completed application form:

Academic Records

Proof of your graduation from high school or university, in the form of a diploma or transcript (translated to English). You may be asked to use a foreign transcript evaluation service, such as the following:

- World Education Services
  P.O. Box 5087
  Bowling Green Station
  New York, NY 10274
  Phone (212) 966-6311 or (800) 937-3895
  Fax (212) 739-6120
  www.wes.org
ADMISSIONS INFORMATION

American Association of Collegiate Registrars
& Admissions Officers
Office of International Education Services
One Dupont Circle, NW, Suite 520
Washington, D.C. 20036-1135
Phone (202) 296-3359
http.ies.aacrao.org

Immunization Records
Proof of immunization must be provided. See section on immunization requirements.

Evidence of English Proficiency
International students are required to submit proof of English proficiency. Preferably, applicants should take the TOEFL test and achieve a score of 500 on the paper test or 61 on the Internet-based test. The IELTS exam is also acceptable. Enrollment in English as a Second Language coursework may be required until a higher level of English proficiency is attained.

Forms and Documentation Needed for Form I-20
International students who are in F-1 visa status, or who need F-1 visa status, must work with the international student advisor to obtain the Form I-20. In order to receive the Form I-20, international students must prove that they have the funds immediately available to pay for the first year of tuition and living expenses. To apply for the I-20, students must submit the forms and documentation listed below.

1. International Student Information Sheet.
2. Certification of Finances: This form contains a summary of the student’s financial resources and ability to pay for tuition, fees, and living expenses.
3. Promise of Cash Support signed by the sponsor and notarized: This form states that the sponsor will assume some or all responsibility for the student’s expenses during his/her stay in the U.S. The form must be supplemented by bank documentation proving availability of the promised funds.
4. Promise of Free Room and Board: This form is necessary if a local sponsor is providing the student’s housing and food.
5. Copy of passport identity pages.
6. Students who are already in the U.S. should provide copies of the I-94 card and visa stamp. Students applying from outside the U.S. will need to bring these documents to the international student advisor upon arrival.

The Form I-20 will not be issued until all of the above items have been received and the applicant has been admitted. Students will then be advised on how to pay the $200 SEVIS fee required by the Department of Homeland Security. Please contact the International Student Advisor with any questions or concerns: (203) 575-8010.

Housing
There are no dormitories on campus. International students must arrange for their own housing.

Transportation
NVCC is a commuter college and students are expected to make arrangements for transportation to and from the College. Upon verification of payment of the student activities fee, credit students qualify for a local Waterbury bus pass. International students may not be immediately eligible for a Connecticut driver’s license.

Tuition, Fees and Living Expenses for 2012-2013

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees* (based on 12 credits per term)</td>
<td>$10,754</td>
</tr>
<tr>
<td>Books and supplies</td>
<td>$1,600</td>
</tr>
<tr>
<td>Room and Board</td>
<td>$11,100</td>
</tr>
<tr>
<td>Transportation</td>
<td>$1,700</td>
</tr>
<tr>
<td>Personal Expenses</td>
<td>$2,000</td>
</tr>
<tr>
<td>Health Insurance (optional)</td>
<td>$750</td>
</tr>
<tr>
<td>Total</td>
<td>$29,904</td>
</tr>
</tbody>
</table>

* Subject to change

The above is only an estimate. International students with families need to add $1,500 per dependent accompanying them.

Out-of-State Fees
All holders of temporary visas (e.g., F, J, and H) will be charged the out-of-state tuition rate, unless and until they present evidence of an approved or pending change to permanent residency, as well as evidence that establishes Connecticut residency in accordance with state law.

Transferring In for International Students
If you are transferring to Naugatuck Valley from another school in the United States you must follow these steps:
1. Provide a copy of your current I-20
2. Notify the DSO (Designated School Official) at your current school that you plan to transfer to NVCC and ask him/her to:
   a. Enter into the SEVIS information system your "intent to transfer."
   b. Enter into SEVIS a “transfer release date.”
   c. Complete the bottom portion of the Transfer Verification Form (available from the NVCC International Student Advisor).

NON-DEGREE STUDENTS
Students who are interested in enrolling in individual credit courses, but who are not interested in pursuing a degree or certificate program, may elect to enroll as a non-degree seeking student. Non-degree students complete a College Admissions Application at the time of registration and pay the one-time $20.00 application fee. In some cases, non-degree students may be required to take academic skills assessment tests in English or mathematics and/or provide proof that prerequisites for specific courses have been met. Non-degree students are not eligible for financial aid but may take advantage of the Connecticut Tuition Payment Plan. Non-degree students are not permitted to register for a full-time course load (12 credits or more).

UNDERAGE STUDENTS
All students under the age of 18 must complete the following prior to registering for classes. Application form and $20.00 Application Fee, Secondary Education Validation Form and the ACCUPLACER® Assessment Test before their interview with the Assistant Director or the Director of Admissions. The interview is mandatory. Students who will be turning 18 years of age during their year of graduation from high school and will not be attending the college until after their high school graduation do not need to complete the Secondary Education Form or meet with the Director or Assistant Director.

At Naugatuck Valley Community College, Family Educational Rights and Privacy Act (FERPA) rights belong to the student, regardless of age. A “student” is a person who attends an educational institution that maintains educational records or personally identifiable information. Parents of community college students do not have a right to access their children’s student records. In accordance with this regulation, students’ college records will be released to parents only with the observed written consent of the student.

SENIOR CITIZENS
The application fee and all general fees are waived for any Connecticut resident 62 years of age or older who has been accepted for admission. Tuition is waived for Connecticut residents 62 years of age or over on a space available basis. Special fees other than the application fee must still be paid. Registration under this waiver begins on the first day of the semester and is restricted to classes with available seats.

VETERANS
In addition to completing the basic application procedures, veterans should contact the Veterans’ Affairs Office at the College prior to registering for classes. Once registered, the Veterans’ Affairs Office will certify enrollment to the Veterans’ Administration. To
expedite the process of applying for benefits, the veteran should bring a DD214 (separation papers).

According to the Dependent Educational Assistance Act, wives and children of totally disabled veterans, widows and children of deceased veterans, and 100 percent totally disabled veterans are eligible to receive educational assistance while attending school. To expedite the process of applying for benefits, supporting documentation such as a marriage or birth certificate should be brought to the Veterans’ Affairs Office. Veterans who served on active duty during specific periods of conflict may be eligible for tuition waivers. For more information, call Veterans’ Affairs.

NVCC Office of Veteran Affairs offers a Veterans’ Room where they can meet, network, and share experiences. The Veterans’ Oasis is located in S411.

ADMISSION WITH ADVANCED STANDING

Academic Credit for Military Experience
Veterans may obtain transfer credit for courses successfully completed in the United States Armed Forces schools, provided that such courses are judged the equivalent of, and are applicable toward, degree requirements. Three credits in physical education are also granted for the completion of Basic Training.

Academic Credit for Work/Life Experience
Naugatuck Valley promotes the practice of awarding credit in recognition of learning acquired through life experiences such as employment, volunteer activities, military training, special seminars and other methods. Students may apply for the evaluation of prior learning through one or more of the procedures listed:

- Credit by Examination - Students may elect to have prior learning evaluated by either of the following examination options:
  a) College Level Examination Program (CLEP)
  The College Level Examination Program (CLEP) allows individuals to earn college credit for what they already know. NVCC awards credit for successful scores on CLEP exams. CLEP tests may be taken at Naugatuck Valley through the Testing Center.
  b) Credit by Examination - Some divisions and departments of the College produce their own examinations. Please contact Program Coordinators and Chairpersons.

Academic Credit for College Career Pathways (Tech Prep)
A high school graduate who was registered as a CCP student at their high school through the CCP program can apply their earned college credits toward a program of study at Naugatuck Valley Community College. A qualified high school student had to successfully complete approved articulated courses in 11th and/or 12th grade with a grade of “C” or better. The CCP student may be required to take the placement tests at the College. Parents of students under the age of 18 may be required to sign a parental consent form. For more information, contact the Academic Dean's Office.

Advanced Placement
Degree credit will be granted on the basis of scores on the Advanced Placement Examinations administered by the College Entrance Examination Board. Students who earn scores of 3 or higher receive credit for the courses for which the examinations are stipulated as measures. AP transcripts can be obtained by contacting the College Board @ 888-308-0013 or at www.collegeboard.com.

NEW ENGLAND BOARD OF HIGHER EDUCATION (NEBHE) RECIPROCAL PROGRAM
Naugatuck Valley Community College is authorized to participate in the NEBHE Reciprocal Program which is designed to encour-
REGISTRATION and RECORDS

A student readmitted to Naugatuck Valley after an absence of two or more years (four semesters, not including summer) may return without the handicap of a grade average of less than 2.0 earned previously at Naugatuck Valley Community College. To do so, the student must invoke the Fresh Start Option. This Option permits previous grades to be removed from the grade point average. Credit is kept for all courses passed with grades of “P”, “C-“, or higher. There is no credit for previous courses in which grades of “D+” or lower were earned. All courses and grades remain on the record.

A student may invoke Fresh Start Option only once at Naugatuck Valley Community College and must do so prior to or during the semester of readmission. Since Naugatuck Valley is an “open admission/selection placement” college, neither the use of Fresh Start Option nor repeat poor performance precludes further readmission(s) of the student.

The Fresh Start Option does not apply to any completed degree or certificate. A student must complete a minimum of 15 credits after returning to college under the Fresh Start Option to be eligible for a degree or certificate and for graduation honors.

Note: For purposes of grade point average, credit, and Fresh Start Option, courses previously taken at Waterbury State Technical College and/or Mattatuck Community College are considered to be courses taken at Naugatuck Valley Community College.

LIFELONG LEARNING REGISTRATIONS (Non-credit)

Learners taking non-credit certificates or individual courses should refer to the most current semester catalog of courses for up-to-date information, registration methods, and dates. Generally, citizens may register in person, by mail, by phone, by fax, and on the web. Registration is ongoing. Check the start-up date for your course and register early. Courses are filled on a first-come, first-serve basis. Formal college admission is not required.

TRANSFER COURSES

Students may take courses at another college to be transferred to Naugatuck Valley Community College for credit. It is the student’s responsibility to have an official transcript of the course work sent to the Record’s Office of NVCC for evaluation purposes. This transcript will be evaluated by the associate registrar and acceptable courses will be posted to the student’s academic record. Students are encouraged to consult the associate registrar to ensure the transferability of a course from another institution before enrolling in the course. Transfer credit shall be awarded for comparable courses completed at other regionally accredited higher education institutions. Only credits for courses with grades of “C” or better or a grade of “P” are accepted in transfer only if transcript legend defines “P” as representing a grade of “C” or better. The letter grade(s) assigned by the other institution shall not be recorded or included in the computation of the student grade point average.

Notwithstanding the number of degree credits which shall be granted in accordance with the foregoing, the student must complete at least 25 percent of the minimum credit requirements for the degree through coursework at the college awarding the degree.

When a student seeks transfer credit for technical or specialty courses into a program that is also accredited by a national or regional specialized accrediting agency, such credits must be from a comparably accredited program. In the case of a request for transfer credit for technical or specialty courses from a non-specialty accredited program, the college shall provide appropriate means for the validation of the student’s competency in the technical specialty course areas.

CROSS REGISTRATION

Full time students (12 or more credits) may be able to take up to two additional courses for no cost at another state-supported institution of higher education (including the Connecticut State Universities and the University of Connecticut) on a space-available basis if the course is not offered at NVCC.

COURSE OVERLOADS

Course overloads will not be granted. However, in extenuating circumstances, division directors, with the approval of the Dean of Academic Affairs, may authorize overloads to courses that have reached their limit (closed).

COURSE CANCELLATIONS AND CHANGES

Students will be notified by mail, e-mail, or phone of course cancellations. Courses may be cancelled due to insufficient enrollment. Faculty names and room assignments are subject to change due to required adjustments in the schedule. Students are encouraged to check their course schedules before arriving to their first session to verify the assigned room.

REGISTRATION BETWEEN CONNECTICUT COMMUNITY COLLEGES

Tuition and fees for students who register for general fund/tuition account courses at multiple colleges within the community-technical college system shall be charged as follows:

- Full-Time Students—Students who have paid the tuition and fees of a full-time student at their “home” institution shall be exempt from further charges. Copies of the student tuition and fee receipt from the “home” institution should be accepted by the “host” institution in lieu of payment.
- Part-Time Students - The charges for students who have paid the tuition and fees of a part-time student at their “home” institution and register for additional courses at a “host” institution shall not exceed the amount charged for a full-time student, if the student’s combined registration at the “home” and “host” institutions would classify them as a full-time student. Copies of the student’s tuition and fee receipt from the “home” institution should be accepted by the “host” institution, and the “host” institution should charge the difference between the full-time charges for tuition and fees and amount paid to the “home” institution as indicated on the “home” institution receipt. The “host” institution must notify the “home” institution of the multiple college registration. Any changes in student status which warrant a refund of tuition and fees will be based on the combined registration at the “home” and “host” institutions. Students who register at multiple colleges whose combined student status is less than full-time shall be charged tuition and fees as a part-time student for the semester credits registered at each of the respective colleges.

SUMMER SESSION

Day and evening courses are offered by the College during the summer. Naugatuck Valley Community College welcomes students from other colleges and universities who wish to make up a course or earn advanced standing at their home institution. Credits earned at Naugatuck Valley Community College are generally acceptable at other colleges, but students are advised to consult their home institutions for information regarding transfer of credit.

Naugatuck Valley Community College students may attend the summer session to lighten their study load during the regular academic year or to reduce the time needed to earn their degrees or certificates. Students are encouraged to check the appropriateness of their course selection with their advisors. Summer session brochures are available in March and may be viewed online or printed from the College website at http://nvcc.commnet.edu.

STUDENT RECORDS

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

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student’s education records within 45 days of the day the College receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they
wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request amendment of an education record that the student believes is inaccurate. Students may ask an appropriate College official to amend a record that they believe is inaccurate. The student should write to the College official, clearly identify the part of the record he or she wants changed, and specify why he/she believes it is inaccurate. The College will notify the student of the decision. If the College decides not to amend the record as requested by the student, the College will advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

NOTE: FERPA is not intended to provide a process to question substantive judgments that are correctly recorded. For example, the right of challenge does not allow a student to contest a grade in a course because the student believes that a higher grade should have been assigned.

3. The right to consent to disclosure of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. FERPA permits disclosure without consent to school officials with legitimate educational interests. A “school official” includes but is not limited to the following: a person employed by the College in an administrative, supervisory, academic, research or support staff position; a person employed by the National Student Clearinghouse; or a person or company with whom the College has contracted (such as an attorney, auditor, collection agent or official of the Fair, Financial Aid, and Enrollment Services Committee); or a person or company with whom the College has contracted (such as an attorney, auditor, collection agent or official of the National Student Clearinghouse); or a person serving on the Board of Trustees who is authorized to act on its behalf; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.

FERPA also permits disclosure of education records without consent in connection with: • To comply with a judicial order or a lawfully issued subpoena; • To appropriate parties in a health or safety emergency; • To officials of another school, upon request, in which the student seeks or intends to enroll; • In connection with a student’s request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid; • To certain officials of the U.S. Department of Education, the Comptroller General, to state and local educational authorities, in connection with certain state or federally supported education programs; • To accrediting organizations to carry out their functions; • To organizations conducting certain studies for or on behalf of the College; • The results of an institutional disciplinary proceeding against the alleged perpetrator of a crime of violence to the alleged victim of that crime with respect to that crime. • Directory information as defined in the policy of the Board of Trustees.

4. The right to refuse to permit the College to release directory information about the student, except to school officials with a legitimate educational interest and others as indicated in paragraph 3 above. To do so, a student exercising this right must notify the Office of Registrar in writing. Once filed, this notification becomes a permanent part of the student’s record until the student instructs the College, in writing, to remove it.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Colleges to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Directory Information
The Board of Trustees has designated the following as directory information: student names and addresses, dates of attendance, full vs. part-time student status, awards and honors and graduation date. For purposes of access by military recruiters only, telephone listings and, if known, age, level of education and major are also designated as directory information. Colleges may disclose directory information without prior consent, unless a student has exercised the right to refuse to permit the College to release directory information in accordance with paragraph 4 above.

GRADE REPORTS
Semester grades will be available via the web approximately one week after the exam period. To view your grades online go to http://my.commnet.edu. Students unable to access the web may request a grade report. This request must be in writing and must include your student ID number and/or social security number. Forms are available in the Registrar's Office, K-316.

TRANSCRIPTS
Official transcripts are free of charge. Official transcript requests as well as unofficial transcripts can be accessed through self-serve also at http://my.commnet.edu. Transcript requests must be in writing and should include your name, maiden name if applicable, address, phone number, social security number, birth date, student identification number, dates of attendance, the complete address of where you want your transcript sent and your signature. Mail or fax your request to the attention of the Records office at the College's address. The fax number is (203) 575-8085.

ENROLLMENT VERIFICATION REQUESTS
Enrollment Verifications are available approximately three weeks after the start of each semester. Enrollment Verifications are supplied through the National Student Clearinghouse. Students can print their own Enrollment Verification Certificate via the internet. By using their 8-digit student ID number and PIN, students can log onto http://my.commnet.edu, follow the prompts from Student Services and Financial Aid to Student Records. They will connect directly to the National Clearinghouse. Enrollment verifications are available approximately three weeks after the start of each semester.

DUPLICATE NON-CREDIT CERTIFICATES
Official non-credit transcripts are not available. Certificates are provided for selected programs only. Information will be provided in your class. For courses prior to Fall 2009 semester and for selected programs thereafter, Naugatuck Valley Community College issues initial non-credit certificates at no cost to you upon successful completion of all your program requirements. You are responsible for the safekeeping of this certificate. A duplicate or replacement certificate may be obtained for a processing fee of $15. To comply with FERPA laws, all requests must be in writing and signed by the student to whom the certificate was issued. The following information must be included:

- Full name
- Name at the time of the course
- Current mailing address
- Current phone number
FINANCIAL AID INFORMATION

Student ID or Social Security number
Course or program name
Semester and year course or program was completed
Signature (original, not electronic) and current date

This process requires verification of successful program completion and may take up to three weeks. Mail the requests to:

Naugatuck Valley Community College
Kinney Hall, Room K406
Attention: Duplicate Certificate Request
750 Chase Parkway, Waterbury, CT 06708

FINANCIAL AID POLICIES

Financial aid is monetary assistance provided to undergraduate students who seek higher education. The cost of education beyond high school is expected to be paid by the student and/or the student’s family. When the cost, however, is greater than the student’s or the family’s ability to pay, financial assistance is available. Most assistance programs are administered on the basis of “need” which is defined as the difference between the cost of attending a particular college and the family’s ability to pay that cost. Cost includes tuition and fees, books and supplies, transportation, room and board, and miscellaneous expenses. The student’s or the family’s ability to pay is calculated through a needs analysis system approved by the United States Department of Education, Office of Student Financial Assistance.

The Financial Aid Office incorporates various types of financial aid into a “Financial Aid Package” for each student in an effort to help the student meet particular educational goals. The success of the student in college reflects the success of the Financial Aid Office.

Policy of Determination and Treatment of Student Financial Awards

If qualified, Naugatuck Valley students can receive financial assistance for direct educational costs such as tuition, fees, books and supplies. Student status will be measured as follows:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-8</td>
<td>1/2 time</td>
</tr>
<tr>
<td>9-11</td>
<td>3/4 time</td>
</tr>
<tr>
<td>12 and above</td>
<td>Full-time</td>
</tr>
</tbody>
</table>

Financial Aid Awards shall be prorated based on student status as recorded by the Record’s Office at the time a payment list is generated. If an overpayment has been made, the aid dollars shall be replaced in the appropriate accounts in the reverse order of the draw, with up to full restoration in each program in reverse order. The order is as follows:

- self-help dollars will be restored to accounts.
- student help and college work study dollars will be returned to appropriate accounts.
- loan dollars will be returned either to the College account or to the bank/Loan Foundation if a Perkins Loan is involved, or to the federal government if a Direct Subsidized Stafford Loan, Direct Unsubsidized Stafford Loan, or Direct Plus Loan for Undergraduate Students is involved.

The cost of attending Naugatuck Valley Community College will vary depending on a number of factors: how many courses the student is taking, how far away and with whom the student lives, and whether the student has dependent or independent status. The expenses listed below are typical for a broad category of students attending Naugatuck Valley:

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$3096</td>
</tr>
<tr>
<td>Fees</td>
<td>394</td>
</tr>
<tr>
<td>Books</td>
<td>1600</td>
</tr>
<tr>
<td>Transportation and Miscellaneous</td>
<td>3720</td>
</tr>
</tbody>
</table>

Eligibility for Financial Assistance

Common to all federal funding, to be eligible for financial assistance a student at the College must:

- be a United States citizen or an eligible non-citizen.
- have financial need as assessed by an eligible needs analysis system.
- be enrolled as a matriculated student at Naugatuck Valley Community College.
- be working towards a degree or certificate.
- maintain satisfactory academic progress.
- not be in default on any federal educational loan or owe a repayment on any federal grant at any institution.
- certify registration for Military Selective Service (if applicable).
- have completed high school or have earned the GED.
- Students seeking Ability to Benefit (ATB) in order to qualify for Federal Financial Aid shall be tested, at a minimum, in the reading comprehension, sentence skills and arithmetic sections of the ACCUPLACER® Test.
- Non-credit course work does not qualify for federal financial aid.

HOW TO APPLY FOR FINANCIAL AID

A student may apply for financial assistance at Naugatuck Valley Community College by completing the Free Application for Federal Student Aid (FAFSA) form for the year in which the student intends to attend the College. This form will establish the “financial need” of the student.

You must apply for a pin # first at www.pin.ed.gov. The pin number is required for use in signing the on-line application.

You should complete the FAFSA on the web at www.FAFSA.ed.gov.

There is usually a two week waiting time before a student receives the federal Student Aid Report (SAR) which is generated from the FAFSA. The student must then bring the following to the Financial Aid Office if they are selected for verification:

- completed and signed current IRS income tax return, including all schedules and W2's or other documents verifying income provided on the Application.
- the completed verification form provided.
- the eligible non-citizen card (I-94, I-151, I-181, I-181a, or I-181b), if the student is an immigrant or has a certificate of naturalization.

The deadline to apply for financial aid assistance is no later than mid-March of any academic year, provided the College still has funds to give. Pell recipients have until May 1 each year to present all their paperwork to the Naugatuck Valley Community College Financial Aid Office.

TYPES OF FINANCIAL AID

Once eligibility has been established, the student will receive an Award Letter by e-mail or mail, which will explain the “Financial Aid Package” comprised of all the funds the student will receive. The student may receive aid from one or many programs depending upon the student’s need and the availability of funds. The available programs include:

ANNUAL BUDGET

<table>
<thead>
<tr>
<th>Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$3096</td>
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<tr>
<td>Fees</td>
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<td>1600</td>
</tr>
<tr>
<td>Transportation and Miscellaneous</td>
<td>3720</td>
</tr>
</tbody>
</table>

Note: The budget is pro-rated for less than full-time students. (Costs subject to change.)
Grants
These are gift aid programs. Funds are not required to be repaid.

• Federal Pell Grant This grant is the foundation of all federal aid programs. It is money provided to help undergraduate students pay for their education beyond high school. The amount of money the student can receive through this program will depend upon the program funding for the year, the information the student provides on the application, and whether the student is enrolled full-time or part-time. The student must be enrolled for at least three credit hours in a program of six months in length or longer. The student is eligible for this grant until a first bachelor’s degree is earned.

• Federal Supplemental Educational Opportunity Grant (SEOG) This is a federal grant for undergraduate students who have completed high school and have a financial need. The minimum amount a student may receive is $100 per year and the maximum is $4,000.

• Connecticut Aid for Public College Students (CAPS) This state grant is for Connecticut residents who demonstrate financial need. Annual awards may not exceed the recipient’s unmet financial need.

• Naugatuck Valley Grant Connecticut law provides for a waiver of tuition at each of the state colleges of 15 percent of the tuition and fees collected from students enrolled in any given semester. Dependent students whose parental contribution is less or independent students whose own contribution is less than one-half of the student’s school expenses for the whole semester may be eligible.

Awards and Scholarships
Students are recognized for academic excellence, citizenship, and service to the College at a variety of college functions, including the College’s Annual Honors Night and the Student Activities Leadership Banquet. Numerous scholarships are offered through the Office of Financial Aid and the NVCC Foundation. Applications are available for some scholarships, while other recipients are selected by faculty and staff. These funds are not required to be repaid.

A complete list of credit scholarships and awards is available in the Office of Financial Aid. A separate application is required for scholarships. Scholarships for non-credit programs are limited. For information and applications call the Financial Aid Office.

Loans: These funds must be repaid.

• Need Based Loans Direct Loan Program
The Direct Loan Program is a loan subsidized by the federal government. The loan is given based on the criteria of need; the Financial Aid Office awards the loan. The loan must be used for reasonable educational expenses.

The maximum grace period before payment becomes due is six months after graduation or withdrawal from school. Effective 7/1/11, the interest rate will be 3.4 percent fixed on new federal student loans.

A total of up to 1 percent of the loan may be deducted as a processing fee by the federal government before the check is issued. All students applying for a loan must fill out a FAFSA in order for the Financial Aid Office to determine the need. The borrower has up to 10 years to repay this loan.

The loan can be canceled only if the borrower becomes totally and permanently disabled, or if he or she dies. Borrowers who do not repay their loans go into default. If this occurs, the guarantee agency can require the borrower to repay the entire amount immediately, including all interest and penalty charges or it can sue to collect the amount of the loan. Credit bureaus will be notified of the default, and this may adversely effect the borrower’s future credit rating. Also, the Internal Revenue Service can withhold the borrower’s income tax refund and apply it to the loan. If the borrower has difficulty repaying the loan, he or she should notify the lender immediately.

The borrower must notify the school if he or she graduates or withdraws from school, transfers to another school, drops below half-time status, or changes name, address, or social security number.

Three branches of the military offer repayment plans for Direct Federal Stafford Student Loans as an enlistment incentive: the Army, the Army Reserve, and the Army National Guard.

• Non-Need Based Loans Unsubsidized Direct Loan
The annual and aggregate loan limits, as well as the interest rate calculation for the Direct Unsubsidized Federal Stafford Loan, are identical to the Direct Federal Subsidized Stafford Loan.

Borrower eligibility is determined by subtracting the financial aid package from the cost of attending the College (including any Federal Stafford Loan the borrower will receive). Family contribution is not included.

The first payment is due six (6) months after the month in which the borrower ceases to be enrolled on at least a half-time basis at an eligible institution.

Interest accrues during the in-school period and the period of authorized deferment. The interest may be paid monthly or quarterly or, if agreed to by the borrower, capitalized no more frequently than quarterly.

Entrance and exit counseling are required for both the Direct Subsidized and Unsubsidized Stafford Loan. Interest on Unsubsidized loans are currently fixed at 6.8 percent.

Direct Parent Loan to Undergraduate Students
Direct Parent Loan to Undergraduate Students provides additional funding for educational expenses. The Federal Direct PLUS loan is for parent borrowers. The maximum interest rate changes periodically. The interest is set annually at 3.10 percent above the T-Bill rate with a nine percent cap. Like the Direct Stafford Loan, these loans are originated and disbursed by the Federal Government. The current rate for the DPLUS loan is 7.9 percent fixed.

DPLUS enables the parents to borrow up to the cost of attendance less other financial aid for each child who is enrolled at least half-time and is a dependent student. Parents apply for this loan in the same way students apply for direct subsidized and unsubsidized loans; however, the borrower does not have to show need. The borrower will undergo a credit analysis. Payment begins 60 days after disbursement; however, the principal can be deferred while the student is enrolled by applying for a deferment with the Department of Education. A FASFA Application is required for a PLUS Loan.

Federal Perkins Loan
The Federal Perkins Loan Program is for students who are enrolled at least half-time (six credits or more) and who need a loan to meet educational expenses. Students may borrow up to $2,000 per academic year for a total of $4,000 while attending Naugatuck Valley Community College. Repayment begins after a six-to-nine month grace period following graduation or upon leaving the College for other reasons. Students may be allowed up to 10 years to repay the loan.

• Work-Study Federal
The Federal College Work-Study Program (FWS) is part of the “Financial Aid Package” which provides jobs for undergraduate students who need help earning funds for some of their educational expenses. Awards vary according to financial need and the availability of funds. Generally, a student will work 10 to 20 hours weekly at the prevailing rate. Students must be enrolled at least part-time (six credits).

• Additional Education Assistance Program
FINANCIAL AID INFORMATION

Veterans: Many veterans and some of their dependents are eligible for educational assistance. Connecticut veterans who served on active duty during certain periods of conflict may be eligible for a waiver of tuition. Complete details are available from the Veterans’ Affairs Office.

Social Security: In some cases, the dependents of deceased or disabled persons are eligible to receive Social Security benefits while attending college. Contact your local Social Security Administration for information.

ACADEMIC STANDARDS FOR FINANCIAL AID RECIPIENTS
Satisfactory Academic Progress Policy for Student Financial Aid Recipients
A student receiving Federal Title IV financial aid or other financial aid directly administered or certified by the college must maintain satisfactory academic progress towards the completion of a certificate or degree program of study. Satisfactory academic progress for financial aid recipients is measured by both quantitative and qualitative standards and is an assessment of a student’s cumulative academic record at the college.

A student must complete successfully two-thirds (66.66%) of the credits (earned credits/attempted credits) s/he attempts. All attempted credits resulting in either an academic grade or administrative transcript notation will be included in the quantitative calculation. Incomplete courses, course withdrawals, course repetitions, and noncredit remedial courses (with appropriate credit equivalency evaluation) will be included in this assessment. Transfer credits will be counted as attempted and earned credits in the calculation for determining satisfactory academic progress. A student must also maintain a cumulative minimum grade point average as noted below to be making satisfactory academic progress and be eligible to receive financial aid.

<table>
<thead>
<tr>
<th>Credits Completed</th>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>≤ 15.99</td>
<td>1.50</td>
</tr>
<tr>
<td>≥ 16.00</td>
<td>2.00</td>
</tr>
</tbody>
</table>

A student's cumulative academic history will be evaluated prior to each term’s financial aid disbursement. This policy will be used to evaluate full-time and part-time students. Failure to attain the average and completion rates as stated above will automatically put the student on financial aid warning or terminate the student from receiving aid the following semester. Students put on financial aid warning will be given aid for one more semester but must show academic progress and a 66 percent completion rate. Students terminated will lose all financial aid and can only be reinstated if they meet the academic progress standards within the next semester. Academic progress is considered to be a 2.0 grade point average or better for the semester along with a 66 percent completion rate of all classes taken. Furthermore, any student who receives financial aid in a given semester and receives I’s, R’s, X’s, N’s, W’s, N (no credit) for the majority of all courses is automatically ineligible to receive financial aid for the next semester. By enrolling in college, the student accepts responsibility to take full advantage of his/her educational opportunity. The student is expected to meet all academic obligations or assume the risks incurred by failure to do so.

Examples of 66 percent completion rate:

<table>
<thead>
<tr>
<th>Credits Completed</th>
<th>Credits Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-6</td>
<td>all</td>
</tr>
<tr>
<td>7-8</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>12</td>
<td>8</td>
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<td>10</td>
</tr>
<tr>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>45</td>
<td>30</td>
</tr>
<tr>
<td>60</td>
<td>40</td>
</tr>
</tbody>
</table>

Financial Aid Warning Period

Any student who fails to meet the minimum satisfactory academic progress standard will be placed on Financial Aid Warning once. The warning period will be the student's next semester of enrollment at the college. The college will communicate the warning status to the student and inform the student that s/he must meet the academic progress standard by the end of the warning period in order to maintain eligibility to participate in the financial aid program at the college.

Termination
Any student who fails to meet the minimum satisfactory academic progress standard at the end of the warning period will be dismissed from the financial aid program at the college. The College will communicate the termination status to the student and inform the student of the reinstatement and appeal process available to the student.

Maximum Credit Hours
A student may receive student financial aid for any attempted credits in his/her program of study that do not exceed 150% of the published length of the student’s educational program at the College. For example, a student enrolled in a 60-credit degree program may receive financial aid for a maximum of 90 attempted credit hours. Similarly, a student enrolled in a 30-credit certificate program may receive financial aid for a maximum of 45 attempted credit hours. Any attempted credits at the College must be included in the calculation. This 150% maximum credit hours rule is applicable to students who change majors or who pursue a double major.

Reinstatement
Reinstatement after termination from financial aid can be accomplished with successful completion of the same amount of credits of non progress (not necessarily the same classes) with at least a 2.0 grade point average at the student’s own expense, and overall completion record of 66 percent of all classes attempted. Reinstatement cannot be accomplished without both of these steps. The student will be notified in writing of the decision of the Financial Aid Director.

Appeal Process
A written letter of appeal to the Appeals Committee, along with any necessary documentation, must be received in the Financial Aid Office at least 30 days before the semester of desired re-enrollment.

Withdrawal From Classes
Students who plan to withdraw from any classes must report to the Financial Aid Office prior to the actual course withdrawal for counseling and/or adjustment to their award. Students who do not follow this procedure may be placed on warning or terminated from financial aid depending upon completion of the rest of their courses and the grades earned for those courses.

FINANCIAL AID – SUMMER SESSION
There are Pell Grants available for those who qualify for the summer session. Satisfactory academic progress requirements are identical to semester requirements. For further information, please call the Financial Aid Office.

FEDERAL TAX CREDITS FOR EDUCATIONAL EXPENSES
The Taxpayer Relief Act of 1997 created two nonrefundable education tax credits entitled the Hope Scholarship Credit and the Lifetime Learning Credit. See details on page 21.

RIGHTS AND RESPONSIBILITIES OF STUDENTS RECEIVING FINANCIAL AID
You have the right to ask the College:

• The names of its accrediting organizations.
About its programs and faculty, its instructional, laboratory, and other physical facilities.

What is the cost of attending; what are the policies regarding refunds to students who withdraw.

What financial assistance is available, including information on all federal, state, local, private, and institutional financial aid programs.

What the procedures and deadlines are for submitting applications for each available financial aid program.

What criteria is used to select financial aid recipients.

How financial need is determined. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc. are considered in a student's budget. It also includes what resources (such as parental contribution, other financial aid, assets, etc.) are considered in the calculation of financial need.

How much financial need, as determined by the institution, has been met.

How and when will financial aid be distributed.

An explanation of each type and amount of assistance in the financial aid package.

What the interest rate is for a student loan, the total amount that must be repaid, the length of time for repayment, the date to begin repayment, and any cancellation and deferment provisions that apply.

Those involved in the College’s Work Study Program have the right to know the type of jobs available, hours of work, duties, rate of pay, and payment schedule.

For a reconsideration of the aid package if you believe a mistake has been made or if your enrollment or financial circumstances have changed.

For an explanation regarding the criteria used to determine satisfactory progress.

What special facilities and services are available to students with disabilities.

It is your responsibility to:

- Review and consider all information about the College’s programs before enrollment.
- Pay special attention to your application for student financial aid, complete it accurately, and submit it on time to the proper office. Errors can prevent or delay the receipt of financial aid.
- Provide all additional documentation, verification, corrections and/or new information requested by either the Financial Aid Office or the agency to which you submitted your application.
- Read and understand all forms that you are asked to sign, and retain a file copy.
- Accept responsibility for the promissory note and all other duties, rate of pay, and payment schedule.
- Perform in a satisfactory manner the work that is agreed upon in accepting a college work-study job.
- Know and comply with the deadlines for application or reaplication for aid.
- Know and comply with the College’s refund procedures.

**PAYMENT OF TUITION AND FEES**

Payments of tuition, the college services fee, the student activities fee and applicable mandatory usage fees are expected in accordance with deadlines published in the credit and non-credit tabloids each semester. Special fees and charges must be paid as designated by the College.

All holders of temporary visas (e.g. F, B, J, and H) will be charged the out-of-state tuition rate, unless and until they present evidence of change to permanent resident which may be demonstrated by presentation of the “Notification of Action” form from U.S. Citizenship and Immigration Services verifying the student’s change of status, or the actual “green card” as well as evidence that establishes Connecticut residency in accordance with state law.

**Failure to Pay**

The College reserves the right to cancel student registrations for non-payment, but students are responsible for the applicable charges should they fail to formally drop the class(es) from their schedule or withdraw from the College. The College also reserves the right to freeze the records of any students with incomplete payment plans or other obligations to the College.

Students presenting bad checks must replace them (plus $25.00) with cash, money order or bank check within seven (7) days (one week) of the College’s receipt of such notification.

The applicable charges are subject to change but are expected to be as shown below and on the following pages. Charges for non-credit courses are variable by course.

**Installment Payment Plan**

An installment payment plan is available to students enrolling for 3 credits or more in the fall and/or spring semesters and select non-credit programs. This plan allows students to defer the payment of tuition beyond the normal due dates, for a fee of $25.00 each semester. Specific information is available in the Cashiers Office, Kinney Hall.

**Special Fees**

These include:

1. An application fee charged to all first-time applicants for admission and first-time non-matriculating students at any Connecticut Community College $20.00
2. A program enrollment fee charged to all students applying for matriculation into an academic program except if an application fee has been paid $20.00
3. Late payment fee charged for any tuition and fee payment received after the established date $15.00
4. Replacement of a lost library/ID card fee is charged to defray the cost of replacing a student's ID card $1.00
5. Returned check fee charged for any checks which are not honored by a banking institution $25.00
6. College Level Examination Program (CLEP) $15.00
7. Academic evaluation fee charged to students taking college-produced examinations for the awarding of course credit $15.00
8. Portfolio assessment fee $50.00
9. TV course fees charged for the support of promotional and other expenses $7.25

**WAIVER OF FEES**

Fees may be waived under the following conditions:

- Application fee waiver for students with severe financial need.
- Fee waivers for special programs for students rendered incapable of paying the fees or benefiting from the services.
- Fee waivers for students taking TV courses only and who will not use the College facilities.

**WAIVERS OF TUITION**

Tuition waivers apply to general fund courses only unless otherwise noted.

**Dependent Children of Certain Police/Firefighters**

Tuition is waived for any dependent child of a police officer, as defined in section 7-294a of the CT General Statutes, or a supernumerary or auxiliary police officer, or firefighter, as defined in section 7-323j, killed in the line of duty.
TUITION and FEES

Persons 62 Years or Older
The application fee and all general fees are waived for any Connecticut resident 62 years of age or older who has been accepted for admission.

Tuition is waived for Connecticut residents 62 years of age or over on a space available basis which is determined the first day of class. Special fees other than the application fee must still be paid. Non-credit courses do not qualify for this waiver.

VETERAN’S AND NATIONAL GUARD BENEFITS
The Veteran’s Administration provides educational benefits under the following programs:

• Chapter 30: The Montgomery G.I. Bill
• Chapter 31: Vocational Rehabilitation
• Chapter 32: Post Vietnam Veterans Educational Assistance Program (VEAP)
• Chapter 33: Post 9/11 G.I. Bill
• Chapter 35: Survivors’ and Dependents’ Education
• Chapter 1606: Selected Reserve Program
• Chapter 1607: Reserve Educational Assistance Program (REAP)

Students are advised to make their initial application for VA benefits well in advance of their first semester. Veterans may use their GI Bill benefits during spring, summer and fall semesters.

Eligible students may use VA benefits to pursue a degree or certificate program approved by the CT State Approving Agency and must be enrolled in that program. Once a student has registered and paid the appropriate charges for a given semester, the College will certify the student’s enrollment to the VA, which will then pay the appropriate benefits to the student.

Continued certification by the College is contingent on the student’s maintaining satisfactory academic progress toward the completion of program requirements.

Further information on VA benefits available in the Veteran’s Affair Office located within the Financial Aid Office in K512.

Connecticut Veteran’s Tuition Waiver
Under Section 27-103 of the CT General Statutes, the Board of Trustees for the State of Connecticut Community Colleges shall waive the tuition at any community college for eligible CT veterans with military service during time of war. For the purpose of granting a tuition waiver, a veteran is anyone who has served at least 90 days of active duty and has been released from active duty honorably or under honorable conditions.

To use the waiver, a veteran should complete the application in the Veteran’s Affairs Office in K512, present a CT driver’s license and Member 4 copy of the DD-214. Additional information will be provided at that time. The CT Veteran’s Tuition Waiver can not be accepted for admission.

Non-credit courses do not qualify for this waiver.

National Guard Tuition Waiver
Members of the Connecticut Army and Air National Guard who are in good standing are eligible for a tuition waiver. The waiver can be used during spring and fall semesters only and does not cover fees or book charges.

Guard members must apply for a Certificate of Eligibility from their unit. Members are encouraged to apply early to their unit for the semester they wish to attend. The Certificate of Eligibility is good for one semester only. All guard members must be prepared to make payment arrangements at time of registration if no Certificate of Eligibility is on file with the Veteran’s Affairs Office.

Veterans OASIS
The Veterans OASIS is located in S411 and is open Monday through Friday, 7 am - 10 pm; Saturdays, 7 am - 6 pm; and Sundays, 11 am - 6 pm. The Oasis is open to all veterans (all guests must be accompanied by an NVCC veteran student). The Oasis provides a quiet area for networking, homework, and veteran related activities. There are computers and wireless internet available also. For further information, please contact Debbie DiCicco in K512.

Dependent Child or Surviving Spouse of Specified Terrorist Victim
Tuition for General Fund courses are waived for any Connecticut resident who is a dependent child or surviving spouse of a specified terrorist victim who was a resident of Connecticut. A list of said victims is maintained by the State Department of Higher Education.

Dependent Children of Veterans
Dependent children of veterans missing in action or former prisoners of war will have a complete waiver of tuition.

FEDERAL TAX CREDITS
FOR EDUCATIONAL EXPENSES
The Taxpayer Relief Act of 1997 created two non-refundable education tax credits entitled the Hope Scholarship Credit and the Lifetime Learning Credit. A nonrefundable tax credit allows a taxpayer to subtract from the total amount of taxes owed, the value of the credit that he/she is eligible for. “Nonrefundable” means that you must owe taxes to get the value of the credit (i.e. if you owe $500 in taxes and are eligible for a $1,000 tax credit, you can subtract $500 from the taxes owed).

Hope Scholarship Credit is a non-refundable tax credit that can be claimed for 100 percent of the first $1,000 of out of pocket expenses for each student’s qualified tuition and related expenses, plus 50 percent of the next $1,000. For example, the maximum is a $1,500 tax credit for each student ($2,000 in out-of-pocket expenses). Credits can also be claimed for other students in the family (a dependent or spouse) who qualify (i.e., a parent goes to school and claims the credit for himself/herself and a child who is a dependent that is also attending a school). The credit is based on a per student basis. As long as the student is eligible, there is no limit on the dollar amount a particular family can be eligible.

Lifetime Learning Credit is a non-refundable tax credit that can be claimed for 20 percent of the first $5,000 of out-of-pocket expenses for a family’s qualified tuition and related expenses. For example, the maximum is a $1,000 tax credit for the entire family. In the year 2003, the amount increases to 20 percent of the first $10,000 ($2,000).

Credits can be claimed for more than one person in the family but not to exceed $1,000 for the entire family ($2,000 in 2003). This is different than the Hope Scholarship Credit; the amount is based on a per family basis rather than a per student basis. There is a dollar limit that a family can be eligible.

You must meet specific income and enrollment guidelines to be eligible. Consult the Taxpayer Relief Act of 1997 or the Internal Revenue Service for details.

WITHDRAWALS AND REFUNDS
A registered student wishing to withdraw must submit a withdrawal request, in writing, to the Records Office. The effective date of withdrawal is the date the signed withdrawal is received.

Withdrawals can be made:

• in person at the Records Office K516
• by mail: NVCC Records Office K516
  750 Chase Parkway, Waterbury, CT 06708
• Fax: (203) 575-8085
• On-line: http://mycommnet.edu

Requests must be received by the deadline within the withdrawal period (i.e. requests received by midnight prior to the deadline will be honored).

Refunds of Tuition and Fees

• Non-refundable Fees
  The college services fee and student activity fee paid by all students registering for credit general fund/tuition account
TUITION and FEES

courses, or credit extension account courses, are non-refundable, except when course sections cancelled by the College would result in a change in fees otherwise due.

Also, the following usage fees and special fees are non-refundable:
• clinical program fee
• application fee/program enrollment fee
• late registration fee
• replacement of lost ID card fee
• academic evaluation fee
• portfolio assessment fee
• lab/studio fees

• Refund of Tuition for General Fund Credit Courses
For notice of withdrawal received prior to the first day of college classes for that semester, a refund of 100 percent of total tuition and lab/studio fees will be granted for both full-time and part-time students.

When a student has changed his or her course schedule to a different mix of general and extension credit courses, the College may elect to apply the refund policy which would otherwise be in effect with respect to the course(s) deleted, and may, instead, collect or refund only the net amount due based on the tuition and fee policies applicable to the total student course load.

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

• Refund Schedule for Students Enrolling in the Armed Services
Upon submitting notice in writing of withdrawal accompanied by a certified copy of enlistment papers, 100 percent refund of tuition and fees will be granted to students entering the armed services before earning degree credit in any semester.

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

• Refund of Fees for Extension Fund Credit Courses
Extension fees may be refunded in accordance with the following:
A student who withdraws by the last business day before the first class meeting of the course(s) is entitled to a full refund of all extension account fees. A request for withdrawal must be received by the president or his or her designee no later than the end of the last regular business day of the college before the first meeting of the course(s).

A student reducing his or her extension account course load will be entitled to a full refund of extension account fees appropriate to the course(s) dropped, provided the request for refund is received by the president or his or her designee no later than the end of the last regular business day of the college before the first class meeting of the course(s).

No refund will be made after the first class meeting of the course except in cases of serious illness or other extraordinary circumstances, at the discretion of the college president or his or her designee.

If a class is cancelled, a full refund of all course fees will be made.

• Other – Special Waivers
The College president is authorized to modify the tuition refund policy for specific students on a case-by-case basis under the following circumstances: severe illness documented by a doctor’s certificate; erroneous advisement by the College; and military transfer. Exceptions which are not normally considered include change in job, normal illness, and poor decision or change in mind by a student. Other extenuating or extraordinary circumstances may also be considered upon written request submitted to the president or his/her designee.

• Refund Policy for Students Participating in Federal Title IV Student Aid Programs
Students who receive federal student aid and withdraw from all classes are subject to the Return of Federal Title IV Funds calculation. This calculation, allows you to keep only that portion of federal aid which you earned, based upon the number of calendar days you were in attendance, compared to the number of calendar days in the entire semester.

(Example: A student received $1200 in Federal Grants, but withdrew after 40% of the semester. He is said to have “earned” 40% of the grants or $480.00. The remainder of the Grants, or $720.00 is said to be “unearned.”)

Any balance remaining after this calculation will be your responsibility to pay back to NVCC. Should you fail to complete payment, you will be referred to the U.S. Department of Education for collection and will no longer be eligible for Title IV funds at any institution.

• Non-credit Refund Information
Withdrawal requests for refund must be received in writing three business days prior to the beginning of class unless stated otherwise in the course description. Refunds are not granted after this deadline.

Address for refund requests:
Attn: Non-Credit Refunds
Naugatuck Valley Community College
Office of Lifelong Learning Registration, Rm. K407
730 Chase Parkway, Waterbury, CT 06708
or e-mail: continuinged@nvcc.commnet.edu

• If there is a course cancellation due to insufficient enrollment, students will be notified by phone and/or letter. Please make sure when registering that your contact information is up-to-date. We would like to offer you the opportunity to transfer to another section, if available, or to another class of your choosing. If we have not heard from you within 7 business days, a refund will automatically be processed. Please allow 2-4 weeks for processing. The person registered in our records system is the person who will receive the refund. When registering for a coupon course, cancellation of one class voids the discounted price.
## TUITION and FEE SCHEDULE

**Approved by the Board of Regents**

**Effective Fall 2012**

*Subject to change without notice.*

Visit www.nvcc.commnet.edu for current tuition and fee schedule.

### In-State Resident Students

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Tuition</th>
<th>College Services Fee</th>
<th>Student Activity Fee</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$133.00</td>
<td>$67.25</td>
<td>$15.00</td>
<td>$215.25</td>
</tr>
<tr>
<td>2</td>
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<td>12.0 or more**</td>
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<td>Annual Full-time</td>
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### Out-of-State Non-Resident Students

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<th>Semester Hours</th>
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<th>Student Activity Fee</th>
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### Educational Extension Program Credit Courses

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

**Mandatory Usage Fees, rates effective Fall 2012:**

- **Laboratory Course Fee:** $78.00 Per registration in a designated laboratory course
- **Studio Course Fee:** $85.00 Per registration in a designated studio course
- **Clinical Program Fee-Level 1:** $269.00 Per semester (Fall and Spring only) - Level 1 allied health programs
- **Clinical Program Fee-Level 2:** $193.00 Per semester (Fall and Spring only) - Level 2 allied health programs

*All Tuition and Fees are subject to change*
JOB PLACEMENT CENTER
The Job Placement Center offers a variety of services to meet the needs of all students and alumni. Students, prospective graduates and alumni are eligible to apply for any of the job listings posted online on our college central system. Whether you are looking for academically related employment or general employment, we can assist you.

Alumni enjoy assistance that provides them with career-related job leads mailed directly to their home. Alumni and students are encouraged to take advantage of the following services:

- resume writing workshops
- interview preparation
- career/employment fairs
- job search assistance
- career advising
- employer/job listing database
- on campus interviews and recruitment (as available)
- online career resource library
- computers for resume development and internet exploration

For more information, contact the Job Placement Center, located at L524, 5th Floor Walkway, at 203-575-8158 or e-mail JPC@nvcc.commnet.edu.

WORKFORCE TRANSITION SERVICES
W.I.A. Programs The federal Workforce Investment Act (W.I.A.) offers a comprehensive range of workforce development activities through statewide and local organizations. Naugatuck Valley Community College is a partner with the Northwest Regional Workforce Investment Board. NVCC offers programs that are certified to provide education and training to adults and dislocated workers who have been awarded vouchers under W.I.A., these may include:

- Job Seekers
- Lay-off Workers
- Youth
- Incumbent Workers
- New Entrants to the Workforce
- Veterans
- Persons with Disabilities
- Employers

For more information, or to learn if you qualify, contact your local Department of Labor at www.CTDOL.state.ct.us. Once qualified by the D.O.L. students should schedule an appointment to determine an educational plan. Contact:

Lucretia Sveda, Director of Workforce and Transition Services
183 Main Street, Danbury, CT 06810
Tel. (203) 797-9361
or
750 Chase Parkway, Room L524
Waterbury, CT 06708
Tel. (203) 575-8221
lsveda@nvcc.commnet.edu

CENTER FOR ACADEMIC PLANNING AND STUDENT SUCCESS (CAPSS)
The counselors and advisors in the CAPSS assist students with a variety of career, academic advising, transfer, and personal concerns. Appointments may be made in person in Kinney Hall, K520 or by phone at (203) 575-8025. You can also e-mail counseling@nvcc.commnet.edu.

NEW students to the college who want to know about admissions and program requirements should contact the Admissions Office at (203) 575-8040.

RETURNING students to the college should contact their faculty advisor: A list of advisors can found in the CAPSS. See my.Commnet.edu.

- Academic Advising Academic advising is offered to assist students in recognizing the options that are available for their educational planning, to illustrate the need to plan ahead, to learn the language of educational planning, learn the optimal sequence of courses, identify academic requirements and electives, educational decision making, and develop an overall educational plan.

- Career Counseling Career counseling is an educational and developmental process which is dedicated to student self-realization, self-direction, and to assist in developing skills in career decision making. CAPSS offers a variety of career planning opportunities including individual career counseling appointments, personal interest inventories, and a 3 credit career planning course or a 6-week career planning seminar available.

- Personal Counseling The distinguishing characteristic of counseling is a primary concern with the whole human nature of the student. Short term counseling services for personal concerns are provided by professionally trained counselors. Some concerns for personal counseling include but are not limited to; academic issues and dilemmas, making life decisions, developing self-confidence, managing stress, and alleviating personal barriers to success in college. Referrals to outside agencies are made as needed.

- Transfer Planning Students intending to transfer to other colleges or universities should meet with their academic advisor, or see a counselor early in their academic studies. Credits that are transferable and applicable vary from college to college, so it is critical that students learn about the college of their choice, and the transfer process for that college. CAPSS annually hosts college transfer fairs for students in which area colleges and universities participate.

TRANSFER INFORMATION
Counselors provide assistance for students who desire to transfer into a four-year college or university. Application forms are available, as well as information on the transfer of credits, scholarships, financial aid, and admission requirements for both in-state and out-of-state colleges and universities. Note: It is also important that students consult with receiving institutions to confirm that courses will transfer.

Transfer to the Connecticut State Universities (CSU’s) Graduates of the Connecticut Community Colleges with a GPA of 2.5 or higher are guaranteed admission to the state university of their choice within the Connecticut State College and University System. Students must adhere to application deadlines. See the Center for Academic Planning and Student Success (CAPSS) for details.

Special Transfer Compacts (Dual Admission Program) have been established between each of the universities in the Connecticut State College and University System and Naugatuck Valley Community College. These compacts ensure academic advising by both the sending and the receiving institution, and full transferability of coursework. Students must apply through CAPSS prior to completing 15 transferable credits and follow designated transfer programs.

Transfer to the University of Connecticut
The University of Connecticut offers the Guaranteed Admission Program, an agreement between the University and the Connecticut Community Colleges. Naugatuck Valley students may apply if they:

- Make application through the Center for Academic Planning and Student Success (CAPSS) prior to completion of 16 transferable credits
- Limit to majors offered in UConn’s College of Liberal Studies
- Meet admission requirements for the College of Liberal Studies
- Complete 15 transferable credits

Note: Some area Community Colleges have agreement with the University of Connecticut for specific programs to facilitate the transfer process.

Note: This information is subject to change and students should contact the CAPSS for the most current information.
Art and Sciences and College of Agriculture and Natural Resources
- Complete a prescribed articulation program at NVCC
- Earn a minimum 3.0 GPA upon graduation from NVCC
- Observe the application procedures and deadlines within the agreement

Other articulations currently exist for programs at UConn’s Waterbury Campus:
- Business and Technology
- Urban and Community Studies
- Bachelors of General Studies

NVCC also has various transfer articulation agreements with the following colleges and universities located in Connecticut:
- Fairfield University
- Post University
- Quinnipiac University
- Saint Joseph College
- Sacred Heart University
- University of Bridgeport
- University of Hartford
- University of New Haven

NVCC students are free to apply for transfer to any of UConn’s many colleges and programs at any time. Many of these programs are very competitive. It is important that the student consult with the academic advisor or the Counseling Center for advisement.

Legal Assistant Program policy
on the transfer of legal specialty credits.
Students may take courses at another college to be transferred to the Legal Assistant Program at Naugatuck Valley Community College. It is the student’s responsibility to have an official transcript of the course work sent to the Record’s Office of Naugatuck Valley Community College and to the coordinator of the Legal Assistant Program for evaluation purposes. This transcript will be evaluated by the registrar and by the Legal Assistant Program coordinator. Acceptable courses will be posted to the student’s academic record. Students are encouraged to meet with the coordinator and the registrar to ensure the transferability of a course from another institution before enrolling in the program. Transfer credit will be awarded for comparable courses completed at another regionally accredited higher education institution; however, no more than 12 credits of legal specialty courses may be transferred into the program from another institution.

STUDENT INSURANCE/ACCIDENT REPORTS
Accident insurance is provided for all students while involved in college-related activities; additional 24-hour accident and health insurance may be purchased separately or directly from agents. Injuries acquired as the result of a school related activity must be reported to the faculty or staff member in charge and to the Office of Disability Services within 24 hours of the time of the injury. Accident report forms are available in this office. Failure to report an injury and/or complete an accident report may cause the insurance claim to be delayed or denied. For more information, contact the Office of Disability Services.

OFFICE OF DISABILITY SERVICES
Facilities at this college are uniquely appropriate to meet the needs of students with disabilities. Elevators are available to accommodate students in wheelchairs, making classrooms accessible to these students.

During the admissions process, students with disabilities who may require accommodations are strongly encouraged to identify themselves to counselors in the Admissions Office. This will enable college support staff to provide appropriate assistance with program planning, placement testing, course scheduling and classroom accessibility appropriate to the student’s needs.

After submitting appropriate documentation and completing the disabilities disclosure process, students with learning disabilities who may require accommodations must contact the Office For Students with Learning Disabilities. Students with all other disabilities must contact the Office of Disability Services.

Students are then urged to discuss their needs with individual instructors. Discussions with faculty should occur at the beginning of each semester and each time an accommodation is required. Instructors, in conjunction with appropriate college officials, will provide assistance/accommodations only to those students who have completed the disclosure and accommodation process. If a student does not disclose a disability, the College will be unable to provide accommodations. The College reserves the right to determine the nature and extent of appropriate academic accommodations. Students requiring ambulatory assistance are strongly encouraged to identify themselves to the Office of Disability Services so that emergency evacuation plans may be made.

The College makes every attempt to adhere to both the guidelines and spirit of the Americans With Disabilities Act.

ORIENTATION
An orientation program for all new students is designed to assist in the successful transition from high school, home or the workplace to Naugatuck Valley Community College. It is intended to provide entering students with information concerning academic policies, study skills, general college procedures and requirements, the academic expectations of the College, the co-curricular and extra-curricular opportunities, and the available student services. Students should be better able to make reasoned and well-informed choices as a consequence of participation.

STUDENT ACTIVITIES
A variety of more than 45 social and educational clubs and organizations are available for participation by full and part-time students attending the College. These organizations are designed around the needs and interests of the student population. They are continuously being developed by the Office of Student Activities in conjunction with students and members of the College’s faculty and staff who serve as advisors. Students are encouraged to join campus organizations as a means of meeting new friends and obtaining experiential learning opportunities outside their regular classroom programs. Funding for all clubs and organizations is provided by the Student Activity Fee and dispersed by the Student Government Association. In addition, students can find academic honor opportunities in the Academic Standards section.

STUDENT GOVERNMENT
The Student Government Association of Naugatuck Valley Community College is the recognized governing body representing the concerns and interests of the College’s student community. Membership consists of representatives elected from each of the various student clubs and organizations, senators who have successfully collected petition signatures from fifty (50) members of the general student body, and four (4) officers elected each spring semester. Membership is open to all full and part-time students interested in participating. Regular weekly meetings are open to the campus community. The Student Government is responsible for the recognition and funding of all student clubs and organizations on campus. Operating funds for the Student Government are provided by the Student Activity Fee.

NVCC ALUMNI ASSOCIATION
The NVCC Alumni Association offers alumni and their families educational and cultural programs, usually at no cost. Alumni are invited to volunteer to tutor or mentor NVCC students. Alumni Association
members hold their own events and often contribute to scholarships. The Office of Community Engagement has more information.

PUBLIC SAFETY SERVICES
The Public Safety Department is located in the Core Building, Room C122. The department employs sworn police officers, building and grounds officers and telecommunication operators. Sworn members of this department are empowered with all rights and responsibilities of their position as a police officer.

PARKING
Specific parking areas are designated for visitors, students, faculty and staff. Parking permits are required for all faculty and staff and may be obtained at the Public Safety Office located in the Core Building, Room C122.

Students may park on a first-come, first-served basis in D lot, E lot, F lot, and P1/P2 of the core garages, overflow lot, roadways where designated, except in those areas designated as handicapped, visitors, fire lanes or grass areas, and in those identified by a sign on special occasions. There is NO student parking in C lot or the Ekstrom garage, Monday-Friday, 6:00am–5:00pm. The lack of parking space does not permit the violation of a parking regulation. Vehicles may be towed if they are in violation of the parking regulations without notice to the owner. The speed limit on the roadways is 15 miles per hour.

Parking at Danbury Center
All students are required to display a parking tag for the Danbury Parking Authority. Parking tags for students are available in the administrative office at the NVCC Danbury Center located at 183 Main Street.

The College does not assume responsibility for any motor vehicle, parked or in motion, or its contents.

Services Offered by the Department
The Public Safety Department responds to several types of calls for service including:
• an escort service,
• assistance during emergency evacuations,
• assistance during medical emergencies*
• lost and found property,
• motor vehicle accidents, and
• any suspected criminal act.

* In the event of an emergency, go to the nearest phone and dial 8112 for assistance.

Report on Campus Crime
In compliance with Connecticut General Statutes section 10a-55a, the Federal Higher Education Act of 1998, concerning campus safety, the Public Safety Department produces a yearly report which identifies the mandated crimes reported and investigated on campus. This report is available on the website, posted throughout campus and in the Public Safety Office.

CHILD DEVELOPMENT CENTER
The Child Development Center (CDC) is designed to foster the social, physical, emotional and intellectual growth of each child by providing a warm, nurturing and enriching environment. The Center is the academic component of the Early Childhood Education Program and serves as a training center for student teachers. The Child Development Center is accredited and utilizes the Reggio Emilia Approach and the Connecticut State Frameworks. Children must be 18 months of age to enroll in the toddler program and three years of age to enroll in the pre-school program.

The extended-day program is offered:

Monday-Thursday 7:30 am - 4:00 pm
Friday 7:30 am - 12:00 noon

The half-day program is offered:

Monday-Friday 7:30 am - 12:00 noon

Applicants are encouraged to apply as soon as possible. Traditionally, there is a waiting list of two to three years. For more information, contact the Child Development Center at (203) 596-8604.

School Readiness Component
Through the school readiness initiative children may attend the Child Development Center. Children must be 3 years old to attend and residents of Waterbury to apply. Fees are set according to a sliding fee scale. The children may attend 7:30am - 5:30pm, five days per week, 50 weeks per year. For more information contact the Child Development Center at (203) 596-8604.

BOOKSTORE
George D. Yonan Memorial Bookstore
The college bookstore is located on the third level of the Student Center, Room S304. In addition to textbooks, the bookstore offers course materials, supplies, clothing, electronics, gift items, etc. Bookstore hours are Monday-Tuesday 8:30 am-6:00 pm, Wednesday-Thursday 8:30 am-4:30 pm, and Friday 8:30 am-1:00 pm. Extended bookstore hours at the beginning of each semester are posted on the web site as well as the T.V. monitors throughout the campus. Textbooks may also be ordered on line through our on-line ordering system which can be found on the college web site at www.nvcc.commnet.edu click on student services and the bookstore link.

REFUND POLICY: Textbooks may be returned for full refund or exchange during the first week of the semester. Books must be clean, unmarked, in original packaging if purchased that way and not damaged in any way. Cash register receipt MUST accompany ALL book returns. Electronics are not returnable. Clothing is returnable as long as all tags are still attached to merchandise.

DINING SERVICES
A full service cafeteria style restaurant is available on the 5th floor of the Student Center. Service hours are anticipated to be:

Monday – Thursday 7:30 am - 6:00 pm
Friday 7:30 am - 2:00 pm

In addition, vending services are available 24 hours a day at:

Student Center Cafeteria
Ekstrom Hall, 5th and 6th Floors
Founders Hall
Kinney Hall, 5th and 7th Floors
Technology Hall, 5th Floor

OTHER SERVICES
An ATM is located on the 5th Avenue Walkway.

CONN CAP
The Naugatuck Valley Community College (NVCC) Connecticut Collegiate Awareness and Preparation (ConnCAP) Program is an early intervention, college preparation program designed to provide educational support services, cultural and social enrichment opportunities, as well as academic, career and personal counseling for students who have the potential to succeed in college but who are “at-risk” for high school graduation and college matriculation due to their socioeconomic status. The Waterbury ConnCAP Program began in 1987 with the participants maintaining a 99% high school graduation rate and a 90% college matriculation rate. ConnCAP graduates have enrolled in colleges and universities throughout the United States.

ASSESSMENT EXPECTATIONS
Students at Naugatuck Valley Community College are expected to spend several hours during their college career in college-wide outcome assessment activities, such as tests, surveys and interviews.

CONNTAC-EOC OFFICE
The Connecticut Talent Assistance Cooperative (CONNTAC) is a state agency funded by the United States Department of Education. A regional CONNTAC Educational Opportunity Center (EOC)
COMMUNITY-TECHNICAL COLLEGE BOARD OF TRUSTEES POLICIES

Note: The Connecticut Community Colleges are now part of the Connecticut State Colleges and Universities system, and are governed by the Board of Regents for Higher Education. The Board of Regents has stipulated that all policies of the former Board of Trustees shall remain in effect until revised.

5. Failure to comply with this policy will result in invocation of the appropriate disciplinary procedure and may result in separation from the college and referral to the appropriate authorities for prosecution.

PERSONS WITH DISABILITIES POLICY
The Board of Trustees of Community-Technical Colleges and all of the colleges under its jurisdiction are committed to the goal of achieving equal educational opportunity and full participation for people with disabilities in the Community-Technical Colleges. To that end, this statement of policy is put forth to reaffirm our commitment to ensure that no qualified person be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity on a community-technical college campus or in the central office of the Board of Trustees.

The Board recognizes that a physical or functional impairment is a disability only to the extent that it contributes to cutting the person off from some valued experience, activity or role. Higher education is, therefore, especially important to people with disabilities, since it aims to increase every student’s access to valued experiences, activities, and roles. Improving access for students and employees means removing existing barriers that are physical, programmatic and attitudinal. It also means taking care not to erect new barriers along the way.

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The efforts of the Community Colleges to accommodate people with disabilities should be measured against the goals of full participation and integration. Services and programs best promote full participation and integration of people with disabilities when they complement and support, but do not duplicate the regular services and programs of the college.

Achieving the goal of full participation and integration of people with disabilities requires cooperative efforts within and among higher education institutions. The Board of Trustees will work with the Board of Governors to achieve a higher level of services and appropriate delivery methods at all Connecticut Community Colleges.

This statement is intended to reaffirm the Board’s commitment to affirmative action and equal opportunity for all people and in no way to replace the equal opportunity policy statement.

STUDENT DISCIPLINE POLICY
Policy Statement
The Board of Trustees of Community-Technical Colleges adopts this policy on student discipline for the system of community colleges in recognition of the need to preserve the orderly processes of the College as well as to observe the students’ procedural and substantive rights. As used herein, student means any person who is registered for any/all community college course or program.

5.2.1 Policy on Student Conduct
Section 1: Student Conduct Philosophy
Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students and the general well-being of society. This policy is intended to ensure that members of the College community are able to pursue their goals in an atmosphere free from unreasonable interference or threat of interference.

This policy is also intended to foster the development of important values, including accountability, responsibility, fairness, respect for self and others, appreciation of personal freedoms and a recognition of the importance of physical safety in the College community. Compliance with the policy provides an opportunity to develop and practice skills in leadership, group process, decision making and ethical and moral reasoning. Students who demonstrate these values and possess these skills are more likely to find success and fulfillment in their academic, professional,
family and personal endeavors.

This policy sets forth a number of expectations for student conduct and prescribes procedures for enforcement. Since students are assumed to be at various stages of moral and social development, sanctions imposed should attempt to assist students in their growth and development, wherever possible. However, the paramount consideration must always be to protect members of the College community and the educational process from harm.

Section 2: Application of the Student Conduct Policy

This Policy applies to student conduct on campus and on other property or facilities owned, controlled or used by the College. It also applies to student conduct on premises not owned, controlled or used by the College if the off-campus conduct impairs College-related activities or affairs of another member of the College community or creates a risk of harm to any member or members of the College community.

Conduct on or off College premises that are prohibited by federal, state or local law, codes and ordinances are also covered. Students who engage in behavior prohibited by law may be subject to civil or criminal sanctions as well as to the sanctions of this Policy.

Additionally, where a court of law has found a student to have violated the law, a College has the right to impose the sanctions of this Policy even though the conduct does not impair the College-related activities of another member of the College community and does not create a risk of harm to the College community. The decision to exercise this right will be in the sole discretion of the President or his/her designee.

For purposes of the policy on Student Conduct, a “student” is any person who has registered for at least one (1) course, credit or non-credit, at the College. Student status continues in effect for two (2) calendar years after the conclusion of the last course in which the student was registered, unless the student has formally withdrawn from the College, graduated or been expelled.

Section 3: Expectations for Student Conduct

Consistent with the Student Conduct Philosophy set forth in Section 1 of this Policy, students are expected to:

1. Demonstrate respect for the College community by acting in accordance with published Board policies and College rules and regulations;

2. Demonstrate academic integrity by not engaging in conduct that has as its intent or effect the false representation of a student’s academic performance, including but not limited to:
   a. cheating on an examination;
   b. collaborating with others in work to be presented, contrary to the stated rules of the course;
   c. plagiarizing, including the submission of others’ ideas or papers (whether purchased, borrowed or otherwise obtained) as one’s own;
   d. stealing or having unauthorized access to examination or course materials;
   e. falsifying records or laboratory or other data;
   f. submitting, if contrary to the rules of a course, work previously presented in another course, and
   g. knowingly assisting another student in any of the above, including an arrangement whereby any work, classroom performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed;

3. Demonstrate respect for the property of the College and of others by not damaging or destroying or attempting to damage or destroy such property, and by not possessing or attempting to possess such property without authorization, including unauthorized entry to or use of College premises;

4. Demonstrate respect for others by:
   a) refraining from conduct that constitutes a danger to the personal health or safety of other members of the College community and guests or licensees of the College, including intentionally causing or attempting to cause injury;
   b) refraining from conduct that obstructs or seriously impairs or attempts to obstruct or seriously impair College-sponsored or College-authorized activities; and
   c) refraining from harassment, which is defined as conduct that is abusive or which substantially interferes with a person’s pursuit of his or her customary or usual affairs;

5. Demonstrate respect for others by refraining from sexual misconduct (see the Sexual Misconduct and Relationship Violence Statement);

6. Be truthful in all matters and not knowingly make false statements to any employee or agent of the Board or the College with regard to a College-related matter, nor forge, alter or otherwise misuse any document or record;

7. Comply with the directions of College staff members acting within the scope of their employment responsibilities;

8. Contribute to a safe and healthy learning and working environment by refraining from the unauthorized possession or use of weapons or dangerous instruments as defined by law and pursuant to Board Policy, and by refraining from possessing or using other objects in a manner that causes harm, threatens or endangers oneself or others;

9. Respect oneself and others in the community by refraining from knowingly possessing, using, transferring, selling or being under the influence of any controlled substance, as defined by law, or possessing or consuming alcoholic beverages unless specifically authorized, pursuant to Board Policy. Use or possession of a drug authorized by prescription from a licensed medical practitioner is not covered by this statement;

10. Refrain from any unauthorized use of electronic or other devices to make an audio or video record of any person while on College premises without his/her prior knowledge or without his/her expressed consent;

11. Conduct oneself in a civil and respectful manner, both within and outside the College.

Students may be sanctioned for behavior that is not in accordance with the above-stated expectations.

Section 4: Sanctions

The prior conduct record of a student shall be considered in determining the appropriate sanction for a student who has been found to have violated any part of Section 3 of this Policy. Sanctions shall be progressive in nature; that is, more serious sanctions may be imposed if warranted by the prior conduct record of the student.

A “sanction” may be any action affecting the status of an individual as a student taken by the College in response to a violation of this Policy, including but not limited to the following:

1. “Expulsion” is a permanent separation from the College that
involves denial of all student privileges, including entrance to College premises;

2. “Suspension” is a temporary separation from the College that involves denial of all student privileges, including entrance to college premises for the duration of the suspension, and may include conditions for reinstatement;

3. “Removal of College privileges” involves restrictions on student access to certain locations, functions and/or activities but does not preclude the student from continuing to pursue his/her academic program;

4. “Probation” is a status that indicates either (a) serious misconduct not warranting expulsion, suspension or removal of College privileges, or (b) repetition of misconduct after a warning has been imposed;

5. A “Warning” is a written notice to the student indicating that he or she has engaged in conduct that is in violation of Section 3 of this Policy and that any repetition of such conduct or other conduct that violates this Policy is likely to result in more serious sanctions;

6. “Community restitution” requires a student to perform a number of hours of service on the campus or in the community at large.

Section 5: Procedures

The following procedures shall govern the enforcement of this Policy:

1. Information that a student may have violated this Policy should be submitted to the Dean of Students or other designee of the President (hereinafter referred to as “the Dean”), normally within thirty (30) days of the date of a possible violation or within thirty (30) days of the date that the facts constituting a possible violation were known.

2. Upon receipt of information relating to a possible violation, the Dean may immediately place restrictions or suspend a student on an interim basis if, in the judgment of the Dean, the continued presence of the student at the College or continued participation in the full range of college activities poses a danger to persons or property or constitutes an ongoing threat of disrupting the academic process.

   a. “Interim restrictions” are limitations on the student’s participation in certain College functions and activities, access to certain locations on campus or access to certain persons, that do not prevent the student from continuing to pursue his/her academic program. A student upon whom the Dean has placed interim restrictions shall be afforded written reasons for the restrictions, as well as the time period during which the interim restrictions shall apply. The decision of the Dean regarding interim restrictions shall be final.

   b. “Interim suspension” is the temporary separation of the student from the College that involves the denial of all privileges, including entrance to College premises. Prior to imposing an interim suspension, the Dean shall make a good faith effort to meet with the student. At this meeting, the Dean shall inform the student of the information received and provide the student an opportunity to present other information for the Dean’s consideration. Based upon the information available at that time, the Dean shall determine whether the student’s continued presence on campus poses a danger to persons or property or constitutes an ongoing threat of disrupting the academic process. A student suspended on an interim basis by the Dean shall be provided written reasons for the suspension and shall be entitled to an administrative conference or a hearing as soon as possible, normally within ten (10) business days from the date the interim suspension was imposed. The decision of the Dean regarding an interim suspension shall be final.

3. Following the imposition of interim restrictions or interim suspension, if any, the Dean shall promptly investigate the information received by meeting with individuals who may have knowledge of the matter, including the accused student, and by reviewing all relevant documents. If upon the conclusion of the Dean’s investigation, the Dean determines that there is insufficient reason to believe the student has committed a violation of any part of Section 3 of this Policy, the Dean shall dismiss the matter and shall so inform the student in writing.

4. If, upon the conclusion of the Dean’s investigation, the Dean determines that there is reason to believe the student has committed a violation of any part of Section 3 of this Policy and, after considering both the possible violation and the prior conduct record of the student, that a sanction of less than suspension or expulsion is appropriate, the Dean shall schedule an administrative conference with the student. The student shall be given reasonable notice of the time and place of the conference. At the administrative conference, the student shall have the opportunity to present information for the Dean’s consideration. At the conclusion of the administrative conference, the Dean shall determine whether it is more likely than not that the student has violated the Policy and, if so, impose a sanction less than suspension or expulsion. The Dean shall provide the student with a written explanation for the determination. The decision of the Dean shall be final.

5. If, upon the conclusion of the Dean’s investigation, the Dean determines that there is reason to believe the student has committed a violation of any part of Section 3 of this Policy and, after considering both the violation and the prior conduct record of the student, that a sanction of suspension or expulsion is appropriate, the Dean shall provide the student with a written statement that shall include the following:

   a. a concise statement of the alleged facts;
   b. the provision(s) of Section 3 that appear to have been violated;
   c. the maximum permissible sanction; and
   d. a statement that the student may resolve the matter by mutual agreement with the Dean, or may request a hearing by notifying the Dean in a writing, which must be received by 5:00 pm on the following business day.

6. If the student requests a hearing, he/she is entitled to the following:

   a. to be heard, within five (5) business days, or as soon as reasonably possible, by an impartial party or panel whose members shall be appointed by the Dean;
   b. if the Dean appoints an impartial panel, to have a student on the panel, if requested by the student;
   c. to appear in person and to have a non-lawyer advisor. However, if there is pending at the time of the hearing
a criminal matter pertaining to the same incident that is the subject of the hearing, a lawyer may be present for the sole purpose of observing the proceedings and advising the student concerning the effect of the proceedings on the pending criminal matter; 
d. to hear and to question the information presented; 
e. to present information, to present witnesses and to make a statement in his or her behalf; and 
f. to receive a written decision following the hearing.  
(See Section 6 for additional procedures regarding sexual misconduct.)

7. As used herein, the term “impartial” shall mean that the individual was not a party to the incident under consideration and has no personal interest in the outcome of the proceedings. Prior to the commencement of the hearing, the student who is subject to the hearing may challenge the appointment of an impartial party or panel member on the ground that the person(s) is (are) not impartial. The challenge shall be made in writing to the Dean and shall contain the reasons for the assertion that the person(s) is (are) not impartial. The decision of the Dean shall be final.

8. The written decision of the impartial party or panel shall specify whether, based on the information presented, it is more likely than not that the student committed the violation(s) reported and shall state the sanction to be imposed, if any. The written decision shall be provided to the student.

9. Sanctions imposed by an impartial party or panel are effective immediately. The President may, for good cause, suspend imposition of the sanctions imposed by the impartial party or panel to allow the student time to prepare a written request for review. If a written request is received, the President may continue to suspend imposition of the sanctions until he has reviewed and acted on the student’s request.

10. A written request for review of the decision of the impartial party or panel must be received by the President within three (3) calendar days after the student is notified of the decision and must clearly identify the grounds for review. The review by the President is limited to the record of the hearing, the written request and any supporting documentation submitted with the request by the student. The decision of the impartial party or the panel shall be upheld unless the President finds that:
  a. a violation of the procedures set forth herein significantly prejudiced the student; and/or
  b. the information presented to the impartial party or panel was not substantial enough to justify the decision; and/or,
  c. the sanction(s) imposed was (were) disproportionate to the seriousness of the violation.

11. Decisions under this procedure shall be made only by the College officials indicated.

Section 6: Additional Hearing Procedures for Sexual Misconduct Cases
In any hearing conducted pursuant to Section 5, paragraph 6 of this Policy and involving allegations of sexual misconduct, the accuser and the accused student shall each have the right to:
  a. be accompanied by a support person during the hearing (see Section 5, paragraph 6c of this policy regarding limited right to have a lawyer present.); and 
  b. receive a written report from the Dean indicating the determination of the impartial party or panel and the sanction(s) imposed on the accused student, if any.

Section 7: Miscellaneous
The written decision resulting from an administrative conference or a hearing under this Policy shall become part of the student’s educational record and shall be subject to the provisions of the Family Educational Rights and Privacy Act (FERPA). While student educational records are generally protected from disclosure by FERPA, there are a number of exceptions to this rule. Students should be aware that a record concerning his/her behavior while a student at the College may be shared with other colleges or universities to which the student may subsequently wish to transfer or be admitted. Similarly, prospective employers may require a student to provide access to his/her College records as part of the employment application process. A record of having been sanctioned for conduct that violates Section 3 of the Policy may disqualify a student for admission to another college or university, and may interfere with his/her selection for employment.

Any question concerning the interpretation or application of this Policy on Student Conduct should be referred to the President or his/her designee.

Section 8: Publication of Student Conduct Policy
This Policy shall be published in College catalogs and student handbooks and should be distributed in other ways that are likely to ensure student awareness of the Policy.

Section 9: Policy Review
Five years following adoption of this Policy, and as often thereafter as the Chancellor shall deem appropriate, the Chancellor shall designate a committee to review the Policy on Student Conduct, as necessary.

Sexual Misconduct and Relationship Violence Statement
To insure that each member of the Connecticut Community College community has the opportunity to participate fully in the process of learning and understanding, the Connecticut Community Colleges strive to maintain a safe and welcoming environment free from acts of sexual misconduct and relationship violence. It is the intent of the Colleges to provide safety, privacy and support to victims of sexual misconduct and relationship violence.

Sexual Misconduct is defined as:
  • Non-consensual sexual intercourse, which includes any sexual intercourse (anal, oral, or vaginal), however slight, with any body part or object, by a man or a woman, without effective consent.
  • Non-consensual sexual contact, which includes sexual touching, however slight, with any object, by a man or a woman, without effective consent.
  • Sexual exploitation, which includes non-consensual, unjust or abusive sexual advantage taken by a student of another, for his or her own advantage or benefit, or to benefit or advantage any one other than the one being exploited, and that behavior does not otherwise constitute non-consensual sexual intercourse, non-consensual sexual contact or sexual harassment. Examples of sexual exploitation include, but are not limited to: prostitution, videotaping consensual sex without a partner’s consent, peeping tommy and knowingly transmitting sexually transmitted infections without a partner’s knowledge.

Definition of Consent
Consent must be informed, freely and actively given, involving an understandable exchange of affirmative words or actions,
which indicates a willingness to participate in mutually agreed upon sexual activity. It is the responsibility of the initiator to obtain clear and affirmative responses at each stage of sexual involvement. The lack of a negative response is not consent. Consent may not be given by a minor or by any individual who is incapacitated, whether voluntarily or involuntarily, by drugs and/or alcohol. Past consent of sexual activities does not imply ongoing future consent.

**Stalking** is defined as:
Any behaviors or activities occurring on more than one (1) occasion that collectively instill fear in the victim and/or threaten her/his safety, mental health and/or physical health. Such behaviors or activities may include, but are not limited to, whether on or off campus, non-consensual communications (face to face, telephone, e-mail, etc.), threatening or obscene gestures, surveillance or being present outside the victim’s classroom or workplace.

**Relationship Violence** is defined as:
- Physical abuse, which can include but is not limited to, slapping, pulling hair or punching.
- Threat of abuse, which can include but is not limited to, threatening to hit, harm or use a weapon on another (whether victim or acquaintance, friend or family member of the victim) or other forms of verbal threat.
- Emotional abuse, which can include but is not limited to, damage to one’s property, driving recklessly to scare someone, name calling, threatening to hurt one’s pets and humiliating another person.
- Sexual harassment, which can include any unwelcome sexual advance or request for sexual favors, or any conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s education; submission to or rejection of such conduct by an individual is used as a basis for academic decisions affecting the individual; or such conduct has the purpose or effect of substantially interfering with an individual’s academic performance or creating an intimidating, hostile or offensive educational environment. Examples of conduct which may constitute sexual harassment include but are not limited to:
  - sexual flirtation, touching, advances or propositions
  - sexual jokes
  - pressure to engage in sexual activity
  - graphic or suggestive comments about an individual’s dress or appearance
  - use of sexually degrading words to describe an individual
  - display of sexually suggestive objects, pictures or photographs
  - stereotypes comments based upon gender
  - threats, demands or suggestions that retention of one’s educational status is contingent upon toleration of or acquiescence in sexual advances.

Confidentiality

While the College will treat reports of sexual misconduct and relationship violence seriously and with sensitivity for all concerned, the College can not assure complete confidentiality in all instances with respect to such information, particularly when that information pertains to an offense or an alleged offender that may affect the safety of others on campus or is mandated to be reported.

**Time for Reporting**

Normally reports must be received by the Dean of Students or other designee of the President within thirty (30) days of the date of a possible violation or within thirty (30) days of the date the facts constituting a possible violation were known. However, the College recognizes that the decision to file a report of sexual misconduct or relationship violence is difficult and may take some time. Because memories may fade and witnesses may become inaccessible, the sooner information is gathered, the greater is the ability of the College to effectively investigate and resolve the matter fairly to all parties concerned.


**Notice re: Campus Sex Crimes Prevention Act**

As a result of a recent decision by the U.S. Supreme Court, the Connecticut Department of Public Safety (CDPS) is again publishing the names of persons who have been convicted of criminal sex offenses and who are required to register in Connecticut. The law requires us to inform you that sex offender registry information is available at CDPS offices throughout the State, at local police departments and at state police troops with jurisdiction over your region. It is also available online at:
http://www.state.ct.us/dps/Sex_Offender_Registry.htm

Note that it is not the obligation of higher education institutions to request information concerning registered sex offenders from the State. However, we are required to let you know that law enforcement agency information concerning a person on the registry may be obtained by making a request of the CDPS for the criminal history record of such person. The name and date of birth of the individual are required for such search. Note also that inclusion in the sex offender registry does not per se disqualify any person from employment or from being a student at an institution of higher education. Since persons included in the registry have been released into the community, by definition, they have repaid their debt to society. Also note that it is a criminal offense to use information in the sex offender registry to injure, harass or commit a criminal act against any person included in the registry.

Please bring any questions or concerns to the Dean of Students or to the Human Resources Director, as appropriate.

**Clergy Act**


**STUDENT RIGHTS POLICY**

Naugatuck Valley Community College adheres to the Board of Trustees of Community-Technical Colleges non-discrimination policy as stated in the General Overview section of this catalog.

Students are entitled to an atmosphere conducive to learning and to impartial treatment in all aspects of the teacher-student relationship. The student should not be forced by the authority inherent in the instructional role to make particular personal choices as to political action on his or her own part in society. Evaluation of students and the award of credit must be based
on academic performance, regardless of personality, race, religion, degree of political activism, or personal beliefs. Students are free to take reasoned exception to the data or views offered in any course of study, but they are responsible for learning the content of the course of study as defined by official college publications.

Community college students are both citizens and members of the academic community. As citizens they enjoy the same freedom of speech, peaceful assembly, and right of petition that other citizens enjoy, and as members of the academic community they are subject to the obligations which accrue to them by virtue of this membership.

**STUDENT GRIEVANCE PROCEDURE**

**Definition**

A grievance is an allegation by a student that an agent of the College has violated Board or College policies relating to students other than assignment of grades or other academic evaluation (see also Section 3: Review of Academic Standing).

**How to File a Grievance**

A grievance is to be submitted in writing to the Dean of Student Services or such other college official as the President designates, within thirty (30) days of the date the grievant knew or reasonably should have known of the alleged violation. The written grievance shall specify the right claimed to have been violated and state briefly the underlying facts.

**Procedure for Grievance Resolution**

The Dean of Student Services shall investigate the grievance and WITHIN THIRTY (30) DAYS FROM THE TIME THE GRIEVANCE WAS SUBMITTED, recommend to the President a disposition of the grievance, except as provided hereinafter:

- in the course of each investigation, the Dean of Student Services shall consult with the director responsible for the area of the college operations in which the grievance arose,
- in the case of a grievance alleging discrimination based on race, color, religious creed, sex, age, national origin, ancestry, present or past history of mental disorder, marital status, mental retardation or physical disability, prior conviction of a crime, political beliefs, veteran status, or sexual preference, the Dean of Student Services shall consult with the College's affirmative action person during the course of the investigation, and
- in the case of a grievance against a Dean, the grievance shall be filed with the President.

The President may accept or reject the recommendation, or direct such further investigation as he or she deems appropriate. The President shall notify the student of the final disposition of the grievance WITHIN FIFTEEN (15) DAYS OF RECEIVING THE RECOMMENDATION, EXCEPT FOR GOOD CAUSE OR AS PROVIDED BELOW.

**Advisory Committee**

The President may establish an advisory committee of students and staff which may be charged with the responsibility of making recommendations at either the level of the Dean or the President. The President may appoint and remove members of the committee. IF AN ADVISORY COMMITTEE IS APPOINTED, THE PRESIDENT SHALL ESTABLISH A REASONABLE TIME FRAME WITHIN WHICH THE COMMITTEE MUST MAKE RECOMMENDATIONS.

**VIOLENCE PREVENTION AND RESPONSE POLICY AND PROCEDURES**

In accordance with Governor's Executive Order No. 16 signed on August 4, 1999, which instituted a “zero tolerance” policy for workplace violence and in an effort to provide a safe environment for employees, students, visitors and guests while on the premises of the Community Colleges, the Board of Trustees of Community-Technical Colleges has adopted and expanded the application of the Governor’s policy. Executive Order No. 16 is fully incorporated herein.

For the purposes of this policy, “violence” is defined as an overt act or threat of harm to a person or property, or any act that poses a substantial threat to the safety of any person or property. “Premises” is defined as any space owned or leased by the Community Colleges or any of its constituent units, including vehicles and any location where college or system business or activities are conducted. Conduct that may violate this policy includes, but is not limited to, the following:

- Intimidating, harassing or threatening behaviors
- Physical abuse, including hitting, slapping, poking, kicking, punching, grabbing, etc.
- Verbal abuse, including yelling, shouting, use of sexually, racially or ethnically charged epithets, etc.
- Vandalism
- Carrying or possessing weapons or dangerous instruments of any kind on Community College premises, unless properly authorized in accordance with the Board of Trustees and college policy governing weapons on campus
- Using such weapons
- Any other act that a reasonable person would consider to constitute a threat of violence, including oral or written statements, gestures or expressions that communicate a direct or indirect threat of physical harm.

**Reporting Threats or Violent Acts**

A person who feels that he or she has been subjected to threats or acts of violence as defined herein, or a person who witnesses such threats or acts, must report the incident to a supervisor, manager or to the Human Resources office. Supervisors and managers who receive such reports shall seek advice from the Human Resources office regarding investigating the incident and initiating appropriate action. Serious incidents or serious threats of imminent danger to the safety of persons or property should immediately be reported to the Public Safety Department.

Any individual who has applied for or obtained a protective or restraining order which lists the premises of the Community Colleges as protected areas must provide to the Human Resources office and to the Public Safety Department a copy of the petition and declaration used to seek the order, a copy of any temporary protective or restraining order that is granted, and a copy of any protective or restraining order that is made permanent. The sensitivity of the information requested is understood and colleges are responsible for treating such information in a manner that recognizes and respects the privacy of the reporting person.

**Enforcement of this Policy**

All reported incidents of violence will be taken seriously and will be dealt with appropriately, including prompt evaluation, investigation and response. An individual who makes a substantial threat of violence or commits an act of violence as defined in this policy shall be removed from the premises. Any weapon or dangerous instrument will be confiscated and turned over to appropriate law enforcement/public safety authorities. There is no reasonable expectation of privacy with respect to such items on college premises.

Violations of this policy, including knowingly providing a
false report, or failing to cooperate fully with an investigation, may lead to disciplinary action up to and including dismissal from employment or expulsion from the college. Violations may also result in criminal penalties.

WEAPONS ON CAMPUS
(Excerpted from the Board of Trustees’ Policy, 4.23, adopted May 18, 1992)
The use or possession of weapons (as defined in section 53-206 of the Connecticut General Statutes) is prohibited on college campuses or at college activities except as authorized by Board or College policies. Colleges are hereby authorized to develop policies that allow for specific exemptions to the extent permitted by law.

"Deadly weapon" means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles. The definition of "deadly weapon" in this subdivision shall be deemed not to apply section 29-38 or 53-206. "Firearm" means any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver or other weapon, whether loaded or unloaded from which a shot may be discharged.

CGS 53-206 defines a dangerous weapon as "any BB gun, black jack, metal or brass knuckles, or any dirk knife, or any switch knife, or any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, or stiletto, or any knife the edged portion of the blade of which is four inches or more in length, any police baton or nightstick, martial art weapon or electronic defense weapon, as defined in section 53a-3, or any other dangerous or deadly weapon or instrument. "Martial Arts Weapon" means a bunchaku, kama, kasari-fundo, octagon sal, tonfa or chinese star, "electronic defense weapon" means a weapon which by electronic impulse or current is capable immobilizing a peson temporarily but is not capable of inflicting death or serious physical injury, including a stun gun or other conductive energy device.

"Dangerous instrument" means any instrument, article or substance which under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and it includes a "vehicle" as that term is defined in this section and includes a dog that has been commanded to attack, except a dog owned by law enforcement agency of the state or any political subdivision thereof or of the federal government when such a dog is in the performance of its duties under the direct supervision, care and control of an assigned law enforcement officer.

NVCC Policy Exemptions
(Clarified by College President, July 1998)
The NVCC Policy follows the Board of Trustees’ Policy, 4.23 with these specific exemptions that allow the following individuals to use or possess weapons under the specific conditions described:

1. On-duty peace officers with jurisdiction* on campus, in uniform with proper carry device (holster).

2. On-duty police officers with jurisdiction* on campus, in civilian clothing, with proper concealment from view.

*Jurisdiction is to be recognized as the officer being on official business and having the statutory right of carrying out that business on NVCC properties.

3. The use or possession of a weapon may be approved to illustrate in an educational class, lecture, demonstration, or as part of an approved ceremony or program. This third exemption must have the prior written approval of the Dean of Academic Affairs, the Dean of Administration and the Director of Public Safety. Forms to be used in seeking this approval are available in the Public Safety Department. The Public Safety Department will not take the responsibility of storing, caring for or handling personal weapons in any manner, except in cases of confiscation for a criminal offense or policy violation.

COMMUNICABLE DISEASES/AIDS POLICY
The Community-Technical College System reaffirms its commitment to provide a safe and healthy educational environment, safeguard the rights of individuals, and comply with state and federal anti-discrimination laws and regulations. Sound and compassionate legal, ethical, moral, and educational principles require that students and employees with AIDS, HIV infection, and other communicable diseases be accorded the same rights and assume the same responsibilities as all other members of the community-technical college community. It is recognized that the best method of allaying fears and promoting understanding is education: the dissemination of information based on fact and current scientific knowledge.

1. People with AIDS and other communicable diseases shall be accorded the same rights as all other students and employees. State and federal laws and regulations prohibit discrimination against and harassment of individuals solely because of disability. No individual shall be discriminated against in any college programs, services, or employment solely because of his or her status as AIDS- or HIV-infected or having any other communicable disease.

2. Each college shall provide information and educational programs and activities concerning AIDS and other communicable diseases for students and employees. Such information and programs shall rely on the most current knowledge about such diseases and shall focus on how such diseases are and are not transmitted, how they can be prevented, and the rights of persons with such diseases.

3. Each college president shall designate an individual responsible for coordination, delivery, and evaluation of the college’s AIDS education program. A committee representative of the college community should be involved in formulating educational and information activities.

4. Restrictions shall not be placed on admission, programs, services, or employment offered to an individual on the basis of a diagnosis of AIDS, HIV infection, or other communicable disease, except in individual cases when it has been medically determined that there is risk of infection or danger to others or in programs from which individuals with specific communicable diseases are excluded by law or regulation.

5. Colleges shall not require testing of students or employees for AIDS, HIV infection, or other communicable diseases for participation in employment, programs, or services of the college, except as required by law or regulation. Where possible, colleges shall maintain a listing of local referral sources for such testing and shall publish such listing with other educational information.

6. All student or employee information related to inquiries, testing, and disclosure of AIDS, HIV, or other infection status shall be treated confidentially as all other health records. All reasonable steps shall be taken to protect the identity of an individual with AIDS.
7. Students and employees involved in the direct delivery of health care services and those who might otherwise come in contact with blood and other body fluids (such as in science laboratories or allied health practica) shall at all times follow the guidelines regarding precautions to be taken in the handling of such fluids disseminated by the Department of Health Services (January 1987, provided as Appendix A) or other approved guidelines.

8. Violations of any part of this policy shall be dealt with under the appropriate disciplinary procedures for students or employees.

9. This policy shall be published in all college catalogs and student handbooks and shall be made available to all employees.

All questions about this policy may be directed to the Coordinator of College Health Services and Students with Disabilities.

COMPUTER RESOURCES POLICY
The Connecticut Community College (CCC) System provides information technology resources (IT resources) to faculty, staff, and students for academic and administrative use. IT resources may also be available to members of the college community through college libraries and websites. This policy applies to all users of IT resources.

IT resources include, but are not limited to, computers and peripheral hardware, software, networks, databases, electronic communications and Internet connectivity. CCC IT resources are the property of the Board of Trustees. Use of such resources is a privilege and is subject to such IT policies, standards and procedures as may be promulgated from time to time.

IT resources shall be used solely for legitimate and authorized academic and administrative purposes, and in furtherance of CCC mission and goals. They shall not be used for personal purposes, including monetary gain. Use of IT resources may be monitored by the appropriate CCC authority to ensure proper and efficient usage, as well as to identify problems or to check for security violations.

Any unauthorized or illegitimate use of IT resources may subject the user to disciplinary action, up to and including dismissal or expulsion, as well as loss of computing privileges. Users must comply with all applicable state and federal laws and may be subject to criminal prosecution for violation thereof under state and federal laws.

The Chancellor is authorized to promulgate necessary and appropriate IT policies, standards and procedures, including but not limited to those affecting acceptable uses of IT resources, electronic communications and network security. Colleges shall ensure that users of IT resources are aware of all IT policies, standards and procedures, as appropriate.

Acceptable Use Policy
This Policy governs the acceptable use of Connecticut Community Colleges (CCC) Information Technology (IT) resources. These resources are a valuable asset to be used and managed responsibly to ensure their integrity, security, and availability for appropriate academic and administrative use.

Users of CCC IT resources are responsible for using those resources in accordance with CCC policies and the law. Use of CCC IT resources is a privilege that depends upon appropriate use of those resources. Individuals who violate CCC policy or the law regarding the use of IT resources are subject to loss of access to those resources as well as to CCC disciplinary and/or legal action.

In making acceptable use of CCC IT resources you must:

- Use resources solely for legitimate and authorized administrative and academic purposes.
- Protect your User ID and IT resources from unauthorized use. You are responsible for all activities on your User ID or that originate from IT resources under your control.
- Access only information that is your own, that is publicly available, or to which you have been given authorized access.
- Use only legal versions of copyrighted software in compliance with vendor license requirements.
- Use shared resources appropriately. (e.g. refrain from monopolizing systems, overloading networks with excessive data, degrading services, or wasting computer time, connect time, disk space, printer paper, manuals, or other resources).

In making acceptable use of CCC IT resources you must NOT:

- Use CCC IT resources to violate any CCC policy or state or federal law.
- Use another person's IT resource, User ID, password, files, or data.
- Have unauthorized access or breach any security measure including decoding passwords or accessing control information, or attempt to do any of the above.

POLICY ON RACISM AND ACTS OF INTOLERANCE
The Community Colleges have long been committed to providing educational opportunities to all who seek and can benefit from them, as evidenced in the mission statements and policies concerning student rights, affirmative action, and equal opportunity. The board and the colleges 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 differentness. At the same time, colleges and universities have traditionally been at the cutting edge of protection of our most cherished freedoms, most notable freedom of speech and non-violent action, which protect even unpopular or divisive ideas and perspectives.

Such constitutionally-protected expression can contribute to an unwelcoming and even offensive social and educational environment for some individuals in the college community, particularly when it concerns race, religion, sex, sexual orientation, disability, national origin, or ethnicity, and the first amendment does not preclude colleges from taking affirmative steps to sensitize the college community to the effects of creating such a negative environment.

Therefore, the Community Colleges recognize that they have an obligation not only to punish proscribed actions, but also 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 under the employee affirmative action grievance procedures and the student grievance and disciplinary procedures.

Each college will provide a comprehensive educational program designed to foster understanding of differentness and the value of cultural diversity. This will include plans to (1) promote pluralism, (2) educate the college community about appropriate and inappropriate behaviors to increase sensitivity and encourage acceptance, and (3) widely disseminate this policy statement to the entire college community.

SEXUAL HARASSMENT POLICY
It is the policy of Naugatuck Valley Community College to pro-
NAUGATUCK VALLEY COMMUNITY COLLEGE POLICIES

sexual harassment." Sexual harassment is a form of sex discrimination which is illegal under state and federal law and is also prohibited by the Board of Trustees' Nondiscrimination Policy.

Any unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or education, (2) submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting the individual, or (3) such conduct has the purpose or effect of substantially interfering with an individual’s work performance or creating an intimidating, hostile or offensive employment environment.

Also prohibited is any romantic/sexual liaison between a professional or classified staff member and a student for whom that staff member has a teaching, advisory or other supervisory responsibility.

Sexual harassment may be verbal, visual or physical. It may be overt or implicit and may, but need not, have tangible adverse effects on the victim’s employment or learning experience. The perpetrator of sexual harassment, like the victim of such conduct, may be a man or a woman. It may involve individuals of the same or opposite sex. This college will not tolerate sexual harassment in any form. All employees shall be responsible and accountable for maintaining an environment free from sexual harassment. Any employee or agent found to have engaged in sexual harassment as defined above will be subject to serious disciplinary action up to and including dismissal.

Employees who feel that they have been sexually harassed have the right to file a complaint. Employees may report incidents of sexual harassment to the Dean of the area of the College in which the individual is involved, the College’s Affirmative Action Officer, or to the President of the College. Ronald Clymer is the college’s Affirmative Action Officer. His office is located in Kinney Hall, Room K705A, and he may be reached at 203-575-8110. Dr. Daisy Cocco De Filippis is the President of the College, her office is located in Kinney Hall, Room K703B, and her telephone number is 203-575-8044.

SEXUAL HARASSMENT:
(Excerpted from the Board of Trustees policy, via Employee Relations Memorandum 98-2, rev. 12/5/97.)

What is Sexual Harassment?
Sexual harassment is a form of sex discrimination which is illegal under state and federal law and is also prohibited by the Board of Trustees’ Nondiscrimination Policy. The Board’s policy recognizes that sexual harassment undermines the integrity of employer-employee and student-faculty-staff relationships and interferes with the right of all members of the College community to work and learn in an environment free from harassment. Such conduct will not be tolerated.

Sexual harassment may be described as:
Any unwelcome sexual advance or request for sexual favors, or any conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or education, (2) submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting the individual, or (3) such conduct has the purpose or effect of substantially interfering with an individual’s academic or work performance or creating an intimidating, hostile or offensive employment or educational environment.

Sexual harassment may be verbal, visual or physical. It may be overt or implicit and may, but need not, have tangible adverse effects on the victim’s employment or learning experience.

Examples of conduct which may constitute sexual harassment include but are not limited to:
• sexual flirtation, touching, advances or propositions
• verbal abuse of a sexual nature
• pressure to engage in sexual activity
• graphic or suggestive comments about an individual’s dress or appearance
• use of sexually degrading words to describe an individual
• display of sexually suggestive objects, pictures, or photographs
• sexual jokes
• stereotypic comments based upon gender
• threats, demands or suggestions that retention of one’s employment or educational status is contingent upon toleration of or acquiescence to sexual advances

The perpetrator of sexual harassment, like the victim of such conduct, may be a man or a woman. Sexual harassment may involve individuals of the same or opposite sex and, in the College environment, may involve an employee and a student, an employee and another employee or a student and another student. Harassment in any of these relationships is a violation of the Board’s policy.

Because of the power relationship between faculty and student, and between supervisor and subordinate employee, freedom of choice may be compromised in such relationships. Accordingly, this policy holds that where a faculty member or professional staff member has responsibility for a student through teaching, advising, supervision or other obligation, romantic or sexual liaisons between such persons shall be deemed a violation of this policy.

It should be noted, additionally, that retaliation against a person for complaining or being associated in any way with the resolution of a complaint of sexual harassment also violates Board policy.

What To Do If You Are The Victim of Sexual Harassment
When an employee or student feels that he or she has been the victim of sexual harassment, he or she should report such incident(s) to a College official.

• Employees may report incidents of sexual harassment to the Dean of the area of the College in which the individual is involved, the College Affirmative Action Officer, or another College official who has been designated by the President as a recipient of such complaints.

• Students may report incidents of sexual harassment to the Dean of Students or to such other College official as the President may have designated. Nothing shall prevent students from speaking to a college counselor about their concerns. However, such communication is not a substitute for filing a complaint of sexual harassment with an appropriate College designee.

• A claim that an employee of a third party contractor has engaged in sexual harassment on College premises or in connection with the performance of the third party contract should be reported immediately either to the President or to another appropriate College official as set forth in this document. The President will ensure that appropriate follow-up
Depending on the nature of the complaint and the desires of the complainant, the College official to whom the complaint has been made may attempt to resolve the complaint informally. Any informal resolution of a complaint must be approved by the College President. No person shall be forced to pursue informal avenues of resolution before filing a formal complaint of sexual harassment.

If informal resolution is not possible or appropriate, a written complaint should be filed in accordance with the existing Affirmative Action Grievance Procedure for Employees (see Board Policy 2.1.3) or Student Grievance Procedure for students (see Board Policy 5.2.2).

- For employees, a written complaint should be filed within fifteen (15) calendar days of the alleged harassment. This time frame may be extended by up to fifteen (15) additional calendar days if efforts at informal resolution have been made.

- For students, a written complaint should be filed within thirty (30) days of the date the grievant knew or should have known of the alleged harassment. However, a delay in filing a formal complaint will not be a reason for refusing to investigate such complaints. Although the ability to investigate may be compromised by delay, a written complaint will be treated in the manner prescribed by this policy if filed within 180 days of the date the student knew or should have known of the alleged harassment.

When a formal complaint of sexual harassment is received, the College will investigate it. The rights of all persons involved in the investigation shall be respected and every effort will be made to protect the confidentiality of both the alleged victim and the alleged harasser. Toward this end, only persons with a need to know shall be made privy to the complaint. However, complete anonymity cannot be assured, given the College's obligation under law to investigate and take appropriate action in all cases of sexual harassment.

All complaints of sexual harassment shall be taken seriously. It is expected that complaints will be made in good faith, however. Frivolous or vexatious complaints can cause irreparable damage to the reputation of an accused person, even though he or she is subsequently vindicated. Therefore, any person who files a false complaint of sexual harassment shall himself or herself be subject to disciplinary action, up to and including termination, if an employee, or expulsion, if a student.

In addition to invoking the available grievance procedure, an employee who believes he or she has been sexually harassed may file a complaint with the Connecticut Commission on Human Rights and Opportunities, 21 Grand Street, Hartford, CT 06106 and/or with the Equal Employment Opportunity Commission, One Congress Street, Boston, Massachusetts 02114, within 180 days of the date when the harassment occurred. A student who believes he or she has been sexually harassed may, in addition to the available grievance procedure, file a complaint with the Federal Office for Civil Rights, U.S. Department of Education (Region1), John W. McCormack Post Office and Courthouse, Room 222, Post Office Square, Boston, Massachusetts 02109.

Publication of Sexual Harassment Policy
This document shall be distributed to all members of the College community. Notice of the Board’s policy against sexual harassment also shall be given to any independent contractor with whom a College has a business relationship, as a mandatory part of that contract.

Training
Training in the implementation of the Board’s policy against sexual harassment and in sexual harassment prevention shall be provided for all supervisory employees, in accordance with the provisions of State law. Attendance at such training sessions shall be mandatory. In addition, awareness and sensitivity training for all employees is required and for students is strongly encouraged.

Informal concerns may be brought to the attention of the Dean of Students. Formal complaints of sexual harassment will be addressed according to our established Affirmative Action Student Grievance procedure contained in the Student Handbook, on the College website, in the Learning Resource Center and widely available from college Deans and Division Directors. A student who believes he or she has been sexually harassed may, in addition to the available student grievance procedure, file a complaint with the Office for Civil Rights, U.S. Department of Education (Region1), John W. McCormack Post Office and Courthouse, Room 222, Post Office Square, Boston, Massachusetts 02109.

All complaints of sexual harassment shall be taken seriously.

ACADEMIC APPEALS POLICY
Good communication between faculty and students will make disputes between them infrequent, but if disagreements occur, it is the College’s policy to provide a mechanism whereby a student may formally appeal faculty decisions. When a student uses the appeals procedure, all parties should endeavor to resolve the dispute amicably at the earliest possible stage.

Any student has the right to appeal a decision of a faculty, adjunct faculty, staff, program director, clinical coordinator, or employee of the college. Definition of an academic appeal is an allegation by a student that as to him or her, an employee of the college. All complaints of sexual harassment shall be taken seriously.

Types of Appeals
There are two types of Academic Appeals at Naugatuck Valley Community College:

(A) General Academic Appeals are for appeals by students in any program or discipline.

(B) Allied Health/Nursing Clinical Academic Appeals are for those appeals which deal specifically with clinical evaluation judgments.

Copies of the policy and forms may be obtained through the Academic Division Offices, from the Dean of Academic Affairs, or by contacting the Academic Appeals Committee Chairperson.
FINANCIAL DISCLOSURE POLICY
Individuals can request a copy of the college's most recent audited financial statement or a fair summary thereof by submitting a request in writing to the dean of administration.

SMOKING POLICY
Section 19a-342 of the General Statutes of Connecticut prohibits smoking in any building or portion of a building owned or leased and operated by the state or any political subdivision thereof. Smoking is also prohibited in any vehicle owned or leased by the state. Any person found guilty of smoking in violation of this statute shall have committed an infraction. Violations can result in an infraction being issued by a NVCC Public Safety Department police officer and a minimum fine of $75.00.

Smoking outside campus buildings is restricted to “Designated Smoking Areas” and parking lots marked by signs to alert students, faculty, staff and campus visitors to the policy. Those areas so designated include only the following:

**Gazebo Shelters on the Main Campus**
- Near the south entrance to Kinney Hall
- Outside Ekstrom Hall parking garage along parking lot D
- Outside the west entrance to Founders Hall

**Outside at the Main Campus**
- Parking lot C
- Parking lot D
- Parking lot E
- Parking lot F
- Level 3 of the Plaza–south side of Fine Arts Center Building only as designated by signs and striping
- Outside the west entrance to the Fine Arts Center on the Plaza under the overhang
- Under the overhang of the area leading to the boiler room of the Core building on the ground level.

**183 Main Street, Danbury, Danbury Center**
- Outdoor public areas

Violations (except in buildings) are not considered punitive according to present law and, therefore, are not subject to an infraction being issued by a NVCC Public Safety Department police officer. However, violations will be dealt with as workplace or student discipline matters. Compliance will be monitored by Public Safety, employee supervisors and student services staff. Faculty, staff and students are encouraged to direct smokers to the designated smoking areas and to report persistent violators to the appropriate authority.

USE OF CELLULAR PHONES POLICY
Students are hereby notified that cellular phones and beepers are allowed in class only if they are turned off or turned to a silent mode. Under no circumstances are telephones to be answered in class. Students who ignore this Policy may be asked to leave class. When there are extenuating circumstances that require that a student be available by phone or beeper, the student should speak to the instructor prior to class, so that together they can arrive at an agreement concerning the device.
ACADEMIC STANDARDS

FEDERAL DEFINITION OF A CREDIT HOUR
Federal regulation define a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10-12 weeks for one quarter hour of credit, or teh equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as described above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit.

ACADEMIC HONESTY AND PLAGIARISM
At NVCC we expect the highest standards of academic honesty. Academic dishonesty is prohibited in accordance with the Board of Trustees’ (BOT) Proscribed Conduct Policy in Section 5.2.1 of the BOT Policy Manual. This policy prohibits cheating on examinations, unauthorized collaboration on assignments, unauthorized access to examinations or course materials, plagiarism, and other proscribed activities. Plagiarism is defined as the use of another’s idea(s) or phrase(s) and representing that/those idea(s) as your own, either intentionally or unintentionally.

ACADEMIC LOAD
PART-TIME Students registered for eleven (11) or fewer credit hours in a semester are considered to be part-time students. Students have the responsibility to take the correct courses to meet graduation requirements in their academic programs, but students should seek the advice of their faculty advisor, counselor, or program coordinator. Students desiring to deviate from the recommended course sequences must review such plans with their faculty advisor, counselor, or program coordinator. Financial aid students must contact this office to discuss deviations from their program of study.

FULL-TIME Students registered for twelve (12) or more credit hours in a semester are considered to be full-time students. Students have the responsibility to take the correct courses to meet graduation requirements in their academic programs, but students should seek the advice of their faculty advisor, counselor, or program coordinator. Students desiring to deviate from the recommended course sequences must review such plans with their faculty advisor, counselor, or program coordinator. The average full-time student carries five courses (15-16 credits), depending upon program of study and/or academic preparation. Students who wish to carry more than sixteen credits, which is the maximum load allowed, must apply to the Dean of Academic Affairs for special permission prior to registration. The initial program of study for all students is developed at the time of entry to the College under the direction of the Director of the Center for Academic Planning and Student Success (CAPSS).

MAKE-UP WORK
Academic work missed during class absences should be discussed with the individual instructor immediately upon the student’s return to class. It is the student’s responsibility to seek out the instructor in this case during office hours or at a mutually convenient time. Specific make-up policies are at the discretion of the instructor.

GRADING SYSTEM
Credit Courses
For the purpose of computing numerical credit point averages, grades are evaluated as follows for each semester hour of credit:

<table>
<thead>
<tr>
<th>Numeric Grade</th>
<th>Acceptable Letter Grade Range to be used by the Instructor</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A- to A</td>
<td>Excellent</td>
</tr>
<tr>
<td>80-89</td>
<td>B-, B, B+</td>
<td>Above Average</td>
</tr>
<tr>
<td>70-79</td>
<td>C-, C, C+</td>
<td>Average</td>
</tr>
<tr>
<td>60-69</td>
<td>D-, D, D+</td>
<td>Below Average</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
<td>Failing</td>
</tr>
</tbody>
</table>

The symbols of “AU”, “I”, “M”, “P”, “TR”, “W”, are not included in the GPA.

Academic honesty and grading policies will be included in the syllabus for each class.

For absences due to extenuating circumstances, it is the responsibility of the student to contact the instructor. Specific attendance and grading policies will be included in the syllabus for each class.

There are some degree and certificate programs which have special attendance policies which must be satisfied due to licensing requirements. Students should refer to the program handbooks for these specific requirements.

Administrative Transcript Notations
The College uses a number of administrative transcript notations, apart from the grading system, to describe various situations. They are as follows:

- **Incomplete (I) - No Quality Points**
  At the discretion of the instructor, the notation “I” may be assigned if a student, for extenuating circumstances, has not completed all course requirements. The faculty member who assigns an “I” (incomplete) shall file a system report form. This notation will not be allowed for excessive absences. Usually, an “I” would be changed to a letter grade by the end of the next semester; however, the instructor has the option of establishing the completion date. If a grade change is not submitted to the Records Office by the instructor by the end of the semester following that in which the “I” was assigned, the “I” will be converted to a “F”.

- **Withdrawal (W) - Student Initiated No Quality Points**
  The College recognizes the potential for a student to withdraw
ACADEMIC STANDARDS

from a course or to withdraw from college. Students have the right to formally leave a course or the College, and they also have the right to receive counseling and assistance in order to maintain enrollment in courses. Students are advised that course withdrawal may alter progress toward program completion. Students are strongly encouraged to discuss their decision with the instructor and their counselor or advisor when contemplating a decision to withdraw.

- **Withdrawal from Course(s)**
  It is strongly recommended that students considering withdrawal from a course seek the advice of the instructor and a counselor or advisor. Students will be permitted to withdraw with a "W" notation no later than two weeks preceding the last Monday-Friday regularly scheduled class day. The last date for withdrawal will be listed in the Credit Course Schedule.

**Withdrawals (with signature) can be made:**
- in person at the Records Office K516
- by mail: NVCC Records Office K516 750 Chase Parkway Waterbury, CT 06708
- Fax: (203) 575-8085
- On-line: http://mycommnet.edu

Requests must be received by the deadline within the withdrawal period (i.e., requests received by midnight prior to the deadline will be honored).

**Note:** A withdrawal from a course(s) may jeopardize your financial aid status, car insurance coverage, health insurance coverage and other benefits.

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

- **Audit (AU) - No Quality Points**
  See “Auditing Courses”.

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

- **Transfer (TR)**
  An administrative transcript notation in lieu of grades for courses accepted for credit from other colleges and universities.

Non-credit Courses
Non-credit classes, seminars, workshops and programs all meet the Non-Credit Program Development Quality Standards. Certification coursework and programs meet or exceed industry or professional standards. Continuing Education Units (CEU’s) are awarded based on recognized international, national, or state standards. Letter or number grades are assigned by college instructors and trainers based on demonstrated knowledge attainment and/or skill achievement.

AUDITING COURSES
Students who do not wish to earn course credit may be permitted to audit by notifying the Records Office of their intent at the time of registration within the first four weeks of the start of the course. Students must pay the regular tuition and college fees for each course audited.

The privileges of an auditor in a course are specifically limited to attending and listening. The auditor assumes no obligations to do any of the work of the course and is not expected to take any of the time of the instructor. The auditor does not submit any work and is not eligible to take any tests or examinations, nor to receive grades on all or any part of the course. Audited course(s) will be shown on the student’s transcript with the symbol “AU” in the grade column and will not carry any credit hours or quality points. An audited course does not earn any credit toward graduation.

INDEPENDENT STUDY
Faculty members in some subject areas permit qualified students to apply for Independent Study for credit and a grade when it has been proven that the student has the necessary background and qualifications to pursue this type of instruction.

The established syllabus in each independent course requires the student to propose in writing the specific objectives and procedures of the independent study project. No more than one independent study may be taken in an academic year.

Before registration, a Request for Independent Study form (available from an academic division as well as the Records Office, Kinney Hall, Room K516) must be filled in with appropriate documentation and approved by the academic dean, division director and the faculty member with whom the student will work. The proposal and the agreement become part of the student’s permanent record.

BOR POLICY ON REPEATING COURSES
Naugatuck Valley Community College has policies regarding repeating courses multiple times. The Board of Regents for the Connecticut State Colleges and Universities policy states:

“No course may be repeated more than twice. The highest grade received will be used in calculating the student’s academic average. This does not apply to those courses that are designed to be repeated for additional credit. College standards will be included in appropriate college publications and communications. These standards shall not be applied retroactively to the academic record of any student. A request for waiver of these standards shall be based on special circumstances and be approved by the college president, and be reported to the chancellor.”

*Courses such as music lessons, chorus, physical education, and wine and viticulture.

1. After the freeze date the Registrar provides the Dean of Academic Affairs with a list of students who are taking a course for the 3rd, the 4th or more times.
2. Students who are taking a course for the 3rd time are sent a warning letter from the Dean of Academic Affairs.
3. Students who are taking a course for the 4th time are sent a letter from the Dean of Academic Affairs and asked to make an appointment with the Dean’s office. The Dean’s office will contact a department chair, coordinator, or division director to assist the student with tutoring, etc. so that the student will not repeat the course for an additional time.

SATISFACTORY ACADEMIC PROGRESS
Satisfactory completion of fifty percent of the credits attempted (this phrase means actual continued enrollment beyond the add/drop period) will be the minimum standard of good standing. Students receiving Federal Title IV financial aid must successfully complete two-thirds (66.66% earned credits/attempted credits) of the attempted credits.

Students who have completed 11 or fewer credits whose Cumulative Grade Point Average (CGPA) falls below 1.5 will be given a written warning. Students who have completed between 12 and 30 credits inclusive whose CGPA falls below 1.7, and those who have completed 31 or more credits whose CGPA falls below 2.0, will be given a written notice that they are placed on academic probation.

ACADEMIC PROBATION
Students placed on academic probation are required to seek counseling and will have a restricted credit load. They will be required to see an advisor prior to registering for the next semester.

Students who, after being placed on academic probation for
ACADEMIC STANDARDS

one semester and after having a restricted credit load, fail to attain the required CGPA as shown above will be notified in writing that they are suspended for one semester.

After a period of suspension, students may be reinstated, either as regular or probationary students, upon application to the college.

A student may request a review of academic status by the Dean of Academic Affairs. Students are required to seek counseling, reduced course load, and/or special tutoring, before returning to the college.

Veterans who drop below the required 2.0 GPA will be placed on academic probation for one semester. If, at the end of the semester, the veteran has not raised his/her GPA to the required 2.0, veteran benefits will be terminated and the Veterans Administration will be notified. Once the veteran has returned to good academic standing, his/her benefits will be reinstated.

ACADEMIC ADVISING

In addition to the Center for Academic Planning and Student Success, the College has a faculty advising system. Most students who have formally enrolled in a degree program and have taken the placement test are required to have academic advising. First semester and readmitted degree and full time non-degree students must meet with an assigned counselor or faculty advisor prior to registering for the following semester.

ACADEMIC HONORS

Honor societies representing several curriculum disciplines exist to recognize specific academic achievement. Student chapters of several professional societies are also available. The honors policy at Naugatuck Valley Community College is as follows:

Semester Honors:
Dean’s List - A 3.4 grade point average for the semester (Part-time students enrolled in three credits or more are eligible for semester honors)

Please note: An official Withdrawal or Incomplete notation for any class during the semester will make the student ineligible for semester honors. However, once a grade is assigned upon completion of the coursework in accord with specific guidelines, and a new grade point average calculated, any honors for which the student is eligible may be entered on the student’s academic record retroactively.

Phi Theta Kappa - Students with a semester grade point average of 3.50 or higher.

Alpha Beta Gamma - Business Major students with a cumulative grade point average of 3.0 or higher and completion of at least 15 College credits.

Alpha Beta Gamma

Alpha Beta Gamma is an international business honor society established in 1970 to recognize and encourage scholarship among college students in business curricula at community, junior and technical colleges. The Society has over 35,000 members from 140 member colleges. To achieve this goal, Alpha Beta Gamma provides an opportunity for the development of leadership and service, an intellectual climate for the exchange of ideas and ideals, lively fellowship for business scholars, and the stimulation of interest in continuing academic excellence. The lives of members, chapter advisors and support administrators have been enriched through connections, build networks, and further their roles as active citizens and leaders. Following two semesters of service, each Circle ambassador receives a scholarship to help defray the cost of textbooks (whether at NVCC or their 4-year transfer institution), as well as a letter of recommendation from the President of NVCC. Ambassadors are required to attend events, class schedules permitting, throughout their term of ambassadorship. They are expected to conduct themselves ethically, morally, and academically in a manner befitting a representative of the college.

Eligibility: Students should have completed at least 12 credits at NVCC at the time of application with a minimum 3.40 cumulative GPA and will have completed at least 2 semesters before their term as Ambassadors begins. Students must be enrolled in a credit program. Selection is based upon academic achievement and potential; work, leadership, and service experiences both on and off the campus; enthusiasm for NVCC; ability to articulate future plans and goals; and overall communication skills. The application includes 4 components:

• Personal Statement
• Transcript (3.40 cumulative GPA)
• Resume and a list of on-campus leadership and work experience, extracurricular activities, and volunteer work
• Letter of recommendation from an NVCC faculty member

For information, contact the Academic Center for Excellence: Ekstrom Hall Room E500, ace@nvcc.commnet.edu. (203) 596-8717.

GRADUATION HONORS

Board of Trustees’ Medallion - Students with a final cumulative grade point average of 4.0 at time of graduation. Students must complete 50% of their degree requirements at NVCC. Honors recognition at graduation time is based on the following cumulative grade point averages:

3.90 to 4.00 summa cum laude
3.70 to 3.89 magna cum laude
3.40 to 3.69 cum laude

Students who, in order to fulfill their degree program requirements, need to complete no more than two courses in the Summer Session after final examinations in May, will be considered for honors recognition at commencement. If the cumulative grade point average changes when the grades for summer courses are recorded and honors status is affected, the official college transcript will reflect that change.

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

GRADUATION REQUIREMENTS

Degree/Certificate Eligible Students

The College awards the degrees of Associate in Arts and Associ-
ACADEMIC STANDARDS, ACADEMIC SERVICES

To be eligible for an associate’s degree, the student must have fulfilled all of the following:

- been accepted into a degree program at the College.
- satisfactorily completed the courses required in the curriculum for the degree. In addition to the degree requirements, students are strongly urged to take advantage of courses available which will broaden their personal and professional lives.
- completed a minimum of 25 percent of all academic requirements for the degree at Naugatuck Valley Community College.
- earned a minimum cumulative grade point average of 2.0.
- been recommended for graduation by a vote of the Professional Staff of the College or an affirmative recommendation from the Division Director, Department Chairperson or the Program Coordinator.
- complete the graduation application which may be obtained from the Records Office or online at http://my.commnet.edu and submit by December 1 for January conferral or March 15 for May or July 1 for August conferral. There is no application fee.
- paid to the College all bills incurred, and must have returned or paid for all materials loaned by the College, including library books, audiovisual and athletic equipment.

DEVELOPMENTAL COURSES

Credit Courses Which Do Not Apply to Electives or the Degree

The following credit courses do not satisfy the elective or degree requirements in any program except where specifically listed.

CWE-H1100 - Portfolio Preparation
ENG*-H043, 053, 063
ESL*-H012, 013, 015, 017, 022, 025
MAT*-H073, 075, 095
HLT*-H093

Earning a Second Degree

- A student who already holds an academic degree may earn a second degree in a different curriculum at a community college. Such a student shall be treated similarly to a transfer student with respect to the minimum number of credits he or she must take for the second degree. This will require that a student meet all program requirements and earn at least 25 percent of the minimum requirements for the new curriculum at the college through which the second degree is to be conferred.
- A student may earn two degrees simultaneously at a community college by fulfilling all requirements stated above.
- Requests for additional degrees beyond the second require prior approval from the academic dean. Students who receive approval must then complete all program requirements, including earning at least 25 percent of the minimum requirements for the new curriculum at the college through which the degree is to be conferred.
- Completion of the requirements of an additional program option does not constitute a different degree.

Certificate Requirements

Students who complete the requirements for a credit certificate are expected to follow the same procedures described for degree students. Individuals completing non-credit certification programs (e.g., Certified Nurse Aide, Emergency Medical Technician) should check with the Continuing Education Department to verify their completion of, and compliance with, all state-mandated regulations.

PARTICIPATION IN COMMENCEMENT EXERCISES

Students who, in order to fulfill their degree program requirements, need to complete no more than two courses in the Summer Session following the spring semester may participate in Commencement Exercises; however, such students will not be considered as having graduated until all graduation requirements are completed. Students must have met all criteria stated in the section on GRADUATION REQUIREMENTS.

The December grade point average will be considered for honors recognition for the May commencement. If the grade point average changes when the grades for spring courses are recorded and honor status is affected, the official college record will reflect the changes.

POLICY CHANGES

Naugatuck Valley Community College reserves the right to change requirements, courses, prerequisites, regulations, tuition, fees and other policies without prior notice. Waivers of these policies, due to extenuating circumstances, may be made by the President of the College upon written request.

LIBRARY SERVICES

The Max R. Traurig Learning Resources Center Library

The Learning Resources Center serves Naugatuck Valley Community College. The Center, formed in 1989, merged the resources and services of the Roy T. D’Arcy Arts and Sciences Library and the Helen Hahlo Technical Library and made them available to the community. For more information, visit our website at: www.nvcc.commnet.edu/Library.

The library is centrally located in the main campus building L Building. The main entrance, on level five, houses circulation, reference services, Library Reserves and computer workstations. Level four is home to quiet study spaces, current periodicals, an electronic classroom and staff offices.

The library boasts over 40,000 items and subscribes to approximately 350 periodicals. The library holds a collection of CDs, DVDs, and videos. Flash drives, laptops, and head phones may also be checked out for circulation.

Library materials may be borrowed as follows: Books circulate for a period of three weeks and may be renewed for a period of three weeks; CDs, DVDs and videos may be borrowed for one week; periodicals may be used in the library. Reserve materials typically circulate for two hours.

- Electronic Classroom The Learning Resources Center’s Electronic Classroom is on the fourth level and offers 32 computer workstations that have access to the campus network as well as selected applications. They may be used for researching and writing assignments when they are not being used for Library Instruction classes.
- Photocopy Facilities Copy machines are available on the fourth and fifth levels of the library.
- Interlibrary Loans The Library assists patrons who need to request materials from other libraries if the required materials cannot be found at the College.
- Borrower’s Card All Connecticut residents are welcome to use the Max R. Traurig Library at Naugatuck Valley Community College. The registration process is free, easy, and quick. Library services are provided at no cost to the following:
  - NVCC Students
  - NVCC Faculty and Staff
  - Community Members
  - Students at Other Colleges
  - Faculty and Staff form Other Colleges.

Interested individuals are invited to register at the main Circulation Desk on the 4th floor (L410). There is no charge to borrow library items (books, CDs, DVDs, Videos, Flash Drives), to use computers at the library (including wireless and laptops), or to use library magazines and journals.

The registration form can be filled out in person or online. First-time users will be asked to show identification. Those who register online will be asked for a signature and identification the
first time they borrow library materials.

- **Collaboration Studio**  Located on the fourth floor of the library in L410, the Collaboration Studio has room for up to six students and their laptops. Students may check out a laptop at the circulation desk for use in the Collaboration Studio or for use anywhere in the library.

### Community Libraries

Community Libraries include:

- **University of Connecticut Waterbury Campus Library**
  99 East Main Street, Waterbury
  Hours: Call (203) 236-9900
  Nature of Collection: A basic college library collection of approximately 40,000 volumes.
  Rules and Regulations:
  - Student must provide proper identification (ID card)
  - Students and faculty members are requested to make use of the library after 2:30 PM
  - Members of the faculty and students are requested to make use of the on-street parking

- **Danbury Library**
  107 Main Street, Danbury, CT
  Hours: Call (203) 797-4505 for schedule

- **Haas (WCSU) Midtown Library**
  181 White Street, Danbury, CT
  Hours: Call (203) 837-9100 for schedule

- **Silas Bronson Library**
  Central Library, 267 Grand Street, Waterbury
  Hours: Call (203) 574-8225 for schedule
  Nature of Collection: A general public library collection of approximately 240,000 books.
  Rules and Regulations: A valid library card from a town library is needed to take out materials.

- **Waterbury Bar Library**
  Waterbury Court House, 300 Grand Street, Waterbury
  (203) 591-3338; Hours: Monday-Friday, 9:00 AM–5:00 PM
  Nature of Collection: A non-circulating specialized law library collection of approximately 40,000 volumes and 38 periodicals.

- **The Traurig Library**
  Post University, 800 Country Club Road, Waterbury
  Hours: Call (203) 596-4562 for schedule
  Nature of Collection: A basic college library collection of approximately 45,000 volumes, 30,000 government documents and over 500 periodicals.

### ACADEMIC CENTER FOR EXCELLENCE

The Academic Center for Excellence (ACE) is dedicated to helping Naugatuck Valley Community College students succeed and achieve academic success. The ACE is a complementary campus resource providing tutorial services in various subjects including math, writing, science, ESL, computer software applications, and accounting. Students can walk in and receive help from one of our dedicated, experienced and friendly professional or peer tutors who focus on students and their success. In addition, the ACE is where students can come for group study, research assistance, exam proctoring, college success tip sheets, academic workshops and ACCUPLACER® preparation assistance. There are more than 45 computers in the ACE for student use. Statistics show that students who frequently visit the ACE improve their overall grades and successfully complete their courses at higher rates than students who do not take advantage of the ACE. Located in Ekstrom 500, all students are encouraged to use their very own invaluable campus resource.

### What You Can Expect from an ACE Tutor

- Encouragement
- Motivation
- Respect for Your Learning Style
- Tips on How to Study for a Test
- Assistance with Understanding Course Content
- Patience

### What ACE Tutors Expect from You:

- To attend class on a regular basis
- To have specific questions
- To bring information regarding course content and assignment details
- Use tutoring as assistance is needed — not just before a test

### Math Tutoring

The math lab offers a quiet, convenient environment for students to work on their math homework and projects. A collection of textbooks, solution manuals and calculators are available for use and tutors are available to assist students through the process of problem solving. All computers in the ACE are equipped with interactive computer tutorials. We also offer access to MyMathLab®, a comprehensive software system designed to help students with basic mathematics through calculus with internet-based assignments and tests.

### Writing Center

In the writing center, students can expect to receive assistance with a written assignment with the tutor paying particular attention to thesis development, argument, and organization. Our tutors help the student identify writing problems and develop possible strategies to correct them. The tutor helps in the brainstorming process when the student is just beginning a writing project. The tutor helps the student understand the purpose of an assignment. In the case of grammar or punctuation problems, the tutor reviews the rules and makes sure the student understands the details. The student is ultimately responsible for completing the assignment and correcting his or her work. Students can usually expect a twenty minute session with a writing tutor and they should limit their sessions to two or three per assignment.

### Science Exploration Zone

In Fall 2010, the ACE welcomed the science exploration zone, where students can receive science tutorial assistance in chemistry, anatomy and physiology, biology, and physics. The zone is equipped with computers, complete with science simulation software, microscopes, videos and textbooks. Students have use of anatomical models including full-body skeletons, skulls, and vertebrae sets to aid learning and bring material to life.

### Computer Assistance

Whether assistance is needed with designing a PowerPoint presentation, developing an Excel spreadsheet or learning the latest Microsoft Office version, tutors are available. Our peer tutors are experienced and eager to help students.

### Placement Testing Preparation

Students are encouraged to review basic concepts in grammar, reading, arithmetic, trigonometry and algebra before taking the placement test, especially if they have been away from school for more than a year. The ACE offers a number of resources to help students prepare, including study guides, practice tests and tutors available to help strengthen skills.

Come see for yourself how the ACE and its many resources can help you succeed! Don’t delay — be proactive and take advantage of the ACE. We’re in Ekstrom Hall, Room 500; 203-596-8717 if you have any questions, or utilize our website at: [http://www.nvcc.commnet.edu/Student-Life/Tutoring](http://www.nvcc.commnet.edu/Student-Life/Tutoring) or follow us on Facebook.
ACADEMIC SERVICES

PROGRAM ADMINISTRATION
The academic programs of the College are administered by instructional divisions. It is important for students to be aware of the division in which their program of study resides.

The following are the instructional divisions and the courses or program designations for which they are responsible:

Credit Programs

**Allied Health/Nursing/Physical Education**
Nursing, Physical Education, Physical Therapist Assistant, Radiologic Technology, Respiratory Care.

**Arts and Humanities**
Art, Communications, Dance, Digital Arts Technology, English, English as a Second Language, Humanities, Modern Languages, Music, Philosophy, Photography and Theater Arts.

**Behavioral and Social Sciences**

**Business**

**Center for Academic Planning and Student Success (CAPSS)**
Career Planning, General Studies, Liberal Arts and Sciences, and non-degree credit seeking students, Academic Advising and Mentoring.

**Science, Technology, Engineering, Math (STEM)**

Non-credit/Lifelong Learning Programs

The mission of the Naugatuck Valley Community College Community and Economic Development Unit is to support community and economic development by affecting positive change in our communities. We collaborate with community partners to respond actively to the changing workforce needs of our region. We empower individuals and businesses through quality education and training. We enrich lives with lifelong learning, personal, and professional development opportunities. Some of these opportunities include:

- Banking
- Bartending
- Basic Computer Skills for the Workplace
- Boating Safety
- Business Writing
- Certified Nurses Aide (CNA)
- Certified Wedding Planner
- English as a Second Language (ESL)
- Essentials of Human Resource Management Certificate
- Health Unit Coordinator
- LEED Green Associate
- Manufacturing:
  - Blueprint Reading
  - Geometric Dimensioning and Tolerancing
  - Statistical Process Control
  - Math and Manufacturing
  - Medical Coding and Billing Specialist
  - Medical Transcription
  - Motorcycle Rider Education
  - MS Office Software
  - Patient Care Technician
  - Personal Fitness Trainer
  - Phlebotomy Technician
  - Professional /Senior Professional in Human Resources Certification Exam Preparation
- QuickBooks
- Real Estate Licensing Exam Preparation and Continuing Education
- Real Estate Appraisal Preparation and Continuing Education
- Security Officer Training
- Photovoltaic Energy
- Solar Heating
- Supervisory/Leadership/Soft Skills
- Web Design
- Welding
Naugatuck Valley Community College offers associate degrees, credit certificates and non-credit certificate programs. Curricular patterns are designed to implement the overall general and specific objectives of the College and lead to the degrees of:

**Associate in Arts (A.A.)**  **Associate in Science (A.S.)**

### Degrees

- Accounting (A.S.) – HA03
- Automotive Technician (A.S.) – HA24
- Automotive Technician Management Option (A.S.) – HC23
- Aviation Science (A.S.) – HB97
- Aviation Science Management Option (A.S.) – HC21
- Behavioral Science (A.S.) – HC20
- Business Administration - Business Computer Applications (A.S.) – HA54
  with areas of focus in: Accounting, Finance, Management, and Marketing
- Business Finance (A.S.) – HA57
- Business Management (A.S.) – HA68
- Computer Information Systems Technology (A.S.) – HA76
  with areas of focus in: Management Information Systems, Client/Server Systems, Microcomputer Networking Administration, and Object-Oriented Programming
- Criminal Justice/Public Safety (A.S.) – HB04
- Criminal Justice - Computer Crime Deterrence Option (A.S.) – HC16
- Criminal Justice - Corrections Option (A.S.) – HC13
- Criminal Justice - Forensics Option (A.S.) – HC17
- Criminal Justice - Law Enforcement Option (A.S.) – HC14
- Criminal Justice - Security Option (A.S.) – HC15
- Digital Arts Technology – Audio/Video Option (A.S.) – HC25
- Digital Arts Technology – Graphics/Animation Option (A.S.) – HC26
- Digital Arts Technology – Multimedia/Web Authoring Option (A.S.) – HC27
- Drug and Alcohol Recovery Counselor (A.S.) – HF10
- Early Childhood Education (A.S.) – HB93
- Electronic Engineering Technology (A.S.) – HB11
- Engineering Technology (A.S.) – HB83
- Engineering Technology - Automated Manufacturing (A.S.) – HB84
- Engineering Technology - Computer-Aided Drafting/Design (A.S.) – HB86
- Engineering Technology - Mechanical (A.S.) – HB85
- Environmental Science – Biology (A.S.) – HB88
- Environmental Science - Environmental Systems (A.S.) – HB89
- Fire Technology and Administration (A.S.) – HF05
- General Studies (A.S.) – HB25
- Hospitality Management - Foodservice Management (A.S.) – HB16
- Hospitality Management - Hotel Management (A.S.) – HB94
- Horticulture (A.S.) – HB37
- Human Services / Pre-Social Work (A.S.) – HA06
- Legal Assistant/Paralegal (A.S.) – HB56
- Liberal Arts and Sciences (A.A.) – HB57
- Marketing (A.S.) – HB61
- Nursing (A.S.) – HF30
- Physical Therapist Assistant (A.S.) – HB71
- Radiologic Technology (A.S.) – HB73
- Respiratory Care (A.S.) – HB74
- College of Technology - Technology Studies - Computer Aided Design Option (A.S.) – HF15
- College of Technology – Engineering Science (A.S.) – HB12
- College of Technology – Technology Studies – Engineering Technology Option (A.S.) – HF12
- College of Technology – Technology Studies – Lean Manufacturing and Supply Chain Management (A.S.) – HF20
- College of Technology – Technology Studies – Technology and Engineering Education Option (A.S.) – HF13
- Visual and Performing Arts – Visual Art (A.A.) – HC28
- Visual and Performing Arts – Dance (A.A.) – HC29
- Visual and Performing Arts – Digital Design (A.A.) – HC33
- Visual and Performing Arts – Music (A.A.) – HC31

### Certificates

- Accounting – HJ05
- Administrative Support – HJ06
- Advanced CADD Modeling – HJ03
- Advanced Engine Performance – HJ12
- Advanced English Proficiency – HJ80
- Applied Behavior Analysis – HJ88
- Alternative Energy Systems Technology – HJ82
- Athletic Coaching – HJ22
- Audio/Video Production – HK01
- Automotive Fundamentals – HJ24
- Business Management – HJ38
- CADD Modeling 3D – HJ02
- Child & Family Services – HJ14
- Client/Server Systems – HK24
- CNC Machining – HJ04
- Computer Crime Deterrence – HK26
- Computer-Aided Drafting 2D – HJ01
- Construction Technology – HJ08
- Criminal Justice – HJ75
- Culinary Arts – HJ77
- Dance – HK28
- Dietary Supervision – HJ65
- Disabilities/Mental Health – HJ11
- Drug and Alcohol Recovery Counselor – HJ10
- Early Childhood Education – HJ09
- Electronic Music and Audio Production – HJ06
- Engineering Technologies Exploratory – HJ73
- Environmental Systems – HK15
- Family Child Care Provider – HJ68
- Finance – HJ70
- General Automotive Services – HK10
- Gerontology – HK11
- Graphics & Animation – HJ09
- Health Career Pathways – HK55
- Horticulture – HK18
- Landscape Design – HK30
- Lean Manufacturing – HN13
- Legal Studies/Paralegal – HJ69
- Machine Technology, Level I – HJ83
- Machine Technology, Level II – HJ84
- Management Information Systems – HJ13
- Manufacturing – HK19
- Marketing Electronic Commerce – HJ63
- Microcomputer Networking Customer Support – HK27
- Microcomputer Networking Specialist – HJ42
- Modern Manufacturing Design – HJ15
- Multimedia/Web Authoring – HJ07
- Object-Oriented Programming – HK23
- Sales Support & Service – HJ64
- Supply Chain Management – HN14
- Technical Communications – HJ61
- Visual Art – HJ78
- Wastewater – HN03

### Non-degree

- Non-Degree – HZ99

**Non-credit Proficiency Certificates are available.**

See the most current course schedule
COMMON CORE OF GENERAL EDUCATION

THE PHILOSOPHY AND REQUIREMENTS
Naugatuck Valley Community College considers general education an important component of its degree programs. While an appropriate level of mastery in occupations and technologies is clearly essential, students are better prepared to live in the world and use this mastery only if they are also capable of understanding fundamental theory, weighing values, and forming independent judgments.

The College defines General Education as follows:
General Education embodies the acquisition and demonstration of those skills, abilities and values which allow a person to function as a free and responsible citizen. These include the capacities to read and listen with understanding, to communicate clearly in speech and writing, to perform basic mathematical computations, to reason logically, and to apply these skills, abilities, and values to the demands of living and working.

This definition and the philosophy behind it are embodied in the Common Core of General Education. It is a term which refers to courses as listed under Groups I, II, III, and IV of Naugatuck Valley Community College’s “Common Core of General Education” which the faculty of the College considers essential to its degree programs. These courses have already been incorporated into programs. The outline below will assist in understanding the categories of knowledge.

Placement testing results and course prerequisite requirements prevail before students may register for courses. Transfer credits will be handled on an individual basis.

GENERAL EDUCATION OUTCOMES
The outcomes of general education courses are listed in each course syllabus which are distributed to students each semester. The degree and certificate outcomes are listed next to each program outline in the following pages. The specific outcomes of the General Education categories are listed as follows:

Group I - Communication Skills
English - After successful completion of ENG*H101, students will be able to write clear, coherent, focused, well-developed, error-free essays and a documented research paper.
Communications - After successful completion of COM*H100, students will be able to express themselves orally in interpersonal, small and large-group situations and demonstrate an awareness of communication barriers and breakdowns.

Group II - Mathematics and Science
Mathematics - After successful completion of mathematics courses, students will be able to solve problems and make reasoned decisions in their personal and professional lives.
Science - After successful completion of science courses, students will be able to appreciate and apply the scientific method in describing, creating, and understanding natural phenomena.

Group III - Behavioral and Social Sciences
Behavioral Sciences - After successful completion of a behavioral science elective, students will be able to demonstrate knowledge of the major theories in the behavioral sciences, understand and apply the scientific methodology used for behavioral science research; demonstrate an understanding of basic psychological processes, such as memory and learning; critically analyze the effects of social forces on the perceptions, roles and behaviors of individuals and groups; evaluate the causes and consequences of perceived inequality among groups of people. Demonstrate an understanding of the range of psychological and social functioning among different people across the lifespan and across situations; demonstrate an understanding and appreciation for the development and range of social structures such as marriage and the family, the arts, political organization, and religion across cultures; develop a conceptual framework for the origin of man and the development of culture.
Social Sciences - After successful completion of a social science elective, students will be able to conduct an inquiry in the social sciences using a variety of resources to gather and evaluate information; evaluate the interdependence of local, national and global communities; appreciate the relevance of the social sciences to social, political, and economic institutions and behaviors; critically analyze the reciprocal influence of Western and non-Western institutions and ideas in the developing global community; demonstrate competence in accessing, ordering, interpreting and evaluating new information; demonstrate knowledge of both the strengths and weaknesses of the types of research employed in the social sciences, and, in addition, develop an appropriate conceptual framework for analyzing current world issues.

Group IV - Arts and Humanities
English - Literature - After successful completion of ENG*H102 or ENG*200, students will be able to demonstrate awareness of relationships between literature and society, as well as understand social and multicultural perspectives in literature. Students will also be able to form and express logical opinions about literature both in discussion and writing.
Arts - After successful completion of an arts elective, students will have developed an aesthetic knowledge of the arts through classroom activities, practical application, and related cultural experiences.
Humanities - After successful completion of a humanities elective, students will have critically examined the development of values, the roles of creativity, spontaneity and discipline in human life, and the essential spirit of communication.

Special Note on Computer Literacy - Word processing skills are expected of all incoming students. Computer technology is integrated into most courses at the College. Students are urged to master basic computer skills prior to enrolling at the College or to take computer courses during the first semester of the college experience.
1. **ANALYTICAL THINKING**
   This objective will develop skills & abilities to solve problems, & evaluate the logic, relevance & validity of data. Students will demonstrate information literacy & critical thinking skills.
   
   **NVCC graduates will/will be able to:**
   1.1 Select appropriate methods, employ a variety of strategies, & explore alternative approaches for problem analysis.
   1.2 Interpret, compare, evaluate & integrate information & data.
   1.3 Apply scientific methods including inductive, deductive, empirical & theoretical reasoning.

2. **APPLIED KNOWLEDGE**
   This objective will develop intentional learners that possess self-awareness of the learning process. Students will draw from a wide range of learning experiences to work effectively with others & make personal decisions.
   
   **NVCC graduates will/will be able to:**
   2.1 Recognize the necessity of lifelong inquiry & learning.
   2.2 Understand the interactions among science, technology & society & apply their understanding to an interdisciplinary approach to problem solving.
   2.3 Recognize how individual values shape issues & apply their understanding to working effectively with others.
   2.4 Connect theory to practice.

3. **CREATIVE EXPRESSION**
   This objective will expand knowledge of the human condition & human cultures as experienced through their participation, imagination & inspiration.

   **NVCC graduates will/will be able to:**
   3.1 Produce, design, respond to, or participate in works of creative expression.
   3.2 Identify, analyze, interpret & evaluate the unique & common elements of creative expression.
   3.3 Apply innovative strategies across disciplines.

4. **EFFECTIVE COMMUNICATION**
   This objective will develop the ability to read & think critically, & to write & speak thoughtfully, clearly, coherently & persuasively. Students should demonstrate their knowledge of the process of communication.
   
   **NVCC graduates will/will be able to:**
   4.1 Demonstrate ability to construct cogent messages & to defend them.
   4.2 Demonstrate proficiency in the writing & speaking processes including planning, organizing, composing, revising & editing.
   4.3 Analyze & evaluate oral & written texts by listening & reading critically for elements that reflect understanding of the situation, audience, purpose, & diverse points of view.
   4.4 Make written & oral presentations employing correct diction, syntax, usage, grammar & mechanics.
   4.5 Recognize the use of evidence, analysis, & persuasive strategies, including basic distinctions among opinions, facts & inferences.
   4.6 Use quantitative & qualitative models & symbols as a means of representing information with clarity, accuracy & precision.

5. **ETHICS**
   This objective will promote the ability to value knowledge & an awareness to act within personal capabilities, & to be able to recognize injustice & discrimination & to resolve ethical dilemmas. Students should be motivated to realize their potential & act in accordance with their environment.
   
   **NVCC graduates will/will be able to:**
   5.1 Analyze & resolve an ethical dilemma, & defend their decision.
   5.2 Engage in acts of responsible citizenship & recognize their impact on their society & their environment.
   5.3 Treat individuals with respect & dignity.
   5.4 Develop values & ethical standards.
   5.5 Relate to individuals with diverse value systems.

6. **SOCIAL AWARENESS & RESPONSIBILITY**
   This objective will promote full & successful participation in the increasingly interconnected global communities that are found in the work place, schools & mass media. Students will negotiate diverse perspectives, & act as responsible community members & global citizens.

   **NVCC graduates will/will be able to:**
   6.1 Analyze, compare & contrast diverse cultural perspectives.
   6.2 Recognize & describe forms of injustice & discrimination as well as efforts to bridge differences & build more just communities.
   6.3 Appraise how diverse & global communities affect society.
   6.4 Engage in community service & service learning opportunities.

7. **TECHNOLOGICAL LITERACY**
   This objective will develop computers & other technological skills. Students will use technological resources for lifelong learning. Students will demonstrate competency within their discipline or area of interest.

   **NVCC graduates will/will be able to:**
   7.1 Use technology to facilitate research & learning.
   7.2 Access & use technology ethically & legally.
   7.3 Evaluate the quality of information for personal, academic & professional use.
   7.4 Demonstrate the ability to apply learned skills to accommodate emerging technological tools & software.
GROUP I

COMMUNICATION SKILLS 6 credits

ENG*H101 3 credits
COM*H100 3 credits

GROUP II

MATHEMATICS AND SCIENCE 6 or 7 credits

Programs will contain one course from Category A and one course from Category B.

Category A

Mathematics 3 or 4 credits

MAT*H121†, 135‡, 143, 144, 146, 148, 167, 172, 185, 232, 254, 256, 268

Category B

Sciences 3 or 4 credits

AST*H101, 111
BIO*H105, 110, 111†, 115, 121, 122, 145, 155, 171, 180/181, 211/212, 225, 227, 235, 260/262
CHE*H111, 121, 122
GLG*H121
HRT*H222, 224
MET*H101
PHY*H110, 121, 122
† Will not satisfy General Education Mathematics requirement at Connecticut State Universities

† Restricted to Hospitality Students only.

GROUP III

BEHAVIORAL AND SOCIAL SCIENCES 6 credits

Programs will contain one course from Category A and one course from Category B.

Category A

Behavioral Sciences 3 credits

ANT*H101
PSY*H111
SOC*H101

Category B

Social Sciences 3 credits

ECN*H101, 102
GEO*H102, 111
HIS*H101, 102, 104, 105, 121, 122, 123, 124, 201, 202, 215, 218, 224, 251
POL*H105, 111, 112

GROUP IV

ARTS AND HUMANITIES 6 credits

Programs will contain ENG*H102 (3 credits) or ENG*H200 (3 credits) and three other credits from this group:

Arts:

ART*H101, 102, 111, 121, 131, 141, 151, 160, 161, 167
DAN*H101, 102, 111, 112, 113, 118, 119, 120, 109, 209, 140, 175
GRA*H150
MUS*H101, 103, 137, 115, 218
THR*H101, 110, 190, 210, 290

Humanities:

COM*H101, 172, 173, 178, 202
ENG*H200, 202, 215, 221, 222, 231, 232, 242, 251, 252, 278, 281, 282
‡ ESL*H132, 135, 137, 142, 145, 152, 155, 157, 162
CHI*H101, 102
FRE*H101, 102
GER*H101, 102
ITA*H101, 102
PHL*H101, 111, 112, 116, 151, 150, 180
POR*H101, 102
SPA*H101, 102, 201, 202

‡ Note: ESL students may use up to 6 credits of Intermediate and Advanced levels of ESL courses to fulfill the Modern Language and/or Arts and Humanities elective requirements. However, transfer of ESL credits from NVCC to other institutions or from institutions to NVCC is governed by the

COMMON CORE OF GENERAL EDUCATION

COMMON CORE COURSE DEFINITIONS

The Common Core of General Education is included in most degree programs at NVCC. Any temporary adjustments or exceptions to these requirements will be explained in specific programs to which they apply. The following definitions may be of some assistance:

Directed Electives - Credit courses that satisfy specific program requirements. These courses are listed with each program area.

Liberal Arts Electives - All courses listed in the common core under Groups I, II, III, and IV and advanced courses with the same designations.

General Electives - All credit courses listed in the catalog. Students should consider transferability of courses when choosing general electives.
DEFINITIONS YOU NEED TO KNOW WHEN SELECTING YOUR PROGRAM AND COURSES

1. **Credit Hours (cr.)** - College work is measured in units called credit hours. A credit-hour value is assigned to each course and is normally equal to the number of hours the course meets each week. Credit hours may also be referred to as semester hours.

2. **Contact Hours** - The actual number of hours required in a class or lab.

3. **Lecture Hours (lec.)** - The number of clock hours in the fall or spring semester the student spends each week in the classroom. This time frame is different for the shorter summer sessions.

4. **Laboratory Hours (lab.)** - The number of clock hours in the fall or spring semester the student spends each week in the laboratory or other learning environment. This time frame is different for the shorter summer sessions.

5. **Prerequisite** - A course that must be successfully completed or a requirement such as related life experiences that must be met before enrolling in another course.

6. **Corequisite** - A course that must be taken during the same or earlier semester as the course in which one is enrolling.

7. **Common Core** - A term which refers to courses as listed under Groups I, II, III, IV of Naugatuck Valley Community College’s Common Core of General Education which the faculty of the College considers essential to its degree programs.

8. **Electives** - Courses which may be chosen from items 9, 10, or 11.

9. **Liberal Arts Electives** - All courses listed in the common core under Groups I, II, III, and IV and advanced courses with the same designations, except (HRT) Horticulture.

10. **General Electives** - All credit courses numbered 100 or higher listed in the catalog. Students should consider transferability of courses when choosing general electives.

11. **Directed Electives** - Credit courses that satisfy specific program requirements. These courses are listed with each program area.

12. **Foreign Language Equivalencies** - The following equivalencies satisfy the modern language requirements:

   a) 3 years of high school work in a single foreign language, ancient or modern, or

   b) 2 years of high school work and an added semester of a college course at a more advanced level in a single foreign language, or

   c) 2 semesters of a single foreign language in college.

   *Note: Students may also take CLEP (College Level Examination Program) to satisfy the modern language requirements. Information on these tests is available from the Testing Center.

   *Note: ESL students may use up to six credits of Intermediate and Advanced levels of ESL courses to fulfill the Modern Language requirements.

13. **Non-Credit** - A course of study that does not apply towards a college degree; college credit is not earned. Typically designed as short courses, workshops and customized programs; non-credit programs focus on knowledge and skills that can be applied directly to the job, or personal and professional growth.

14. **Continuing Education Unit (CEU) Certificates** - CEU certificates are awarded in conjunction with mandatory continuing education requirements across different fields including: teacher professional development, real estate, nursing, allied health, insurance, appraisal. Prior approval from the learner’s Local Education Association must be obtained. Typically CEU’s are awarded on a 1:10 ratio (i.e., one CEU for every ten hours of qualified instruction).

This College continues to add and adjust courses, course designations, and course numbers to its offerings. The common core and the definitions will be adjusted accordingly.
COOPERATIVE EDUCATION

COOPERATIVE EDUCATION (CO-OP)

What is Cooperative Education?
Cooperative Education at Naugatuck Valley Community College is designed to integrate students’ academic learning with career related work experience. The program is designed in the School-to-Career model with three interlinking components:

School-based learning - courses the students must complete in a particular major prior to beginning co-op;

Work-based learning - an employment experience in the student’s chosen field of study; and

Connecting activities - students must attend a weekly co-op seminar during their work experience.

Cooperative education provides students with an answer to a common question asked by employers, “What experience have you had?” Upon successful completion of a Co-op experience, students will have an up-to-date resume with hands-on experience in their field of study and three to six academic credits for their work experience.

Who is eligible for Co-op?
Students who have completed a minimum of 24 college credits and have maintained a “C” average overall and in their major, and have a GPA of 2.0 or better are eligible. NVCC graduates are not eligible for Co-op. Students must meet specific curriculum requirements related to their major prior to enrollment in Co-op. In some fields of study, Co-op is required; in others, it is elective. Current majors with a Co-op component include:

(E - Elective; R - Required)

Accouting (E)
Automotive Technician (R)
Automotive Technician Management Option (R)
Business Computer Applications (E)
Business Finance (E)
Computer-Aided Drafting/Design (E)
Computer Information Systems (E)
Criminal Justice (R)
Early Childhood Education (R)
Electrical Engineering Technology (E)
Environmental Science (E)
Fire Technology and Administration (E)
Horticulture (R)
Hospitality Management (E)
Human Services (R)
Legal Assistant/Paralegal (E)
Liberal Arts (E)
Management (E)
Marketing (E)
Visual and Performing Arts (E)

How Does Co-op Work?
Students who wish to participate in Co-op should meet with their program coordinator and fill out a Cooperative Education Application. The faculty coordinator will meet with the student to review his/her college transcript to ensure that all mandatory coursework has been completed and to discuss the type of work experience the student is interested in pursuing. The faculty coordinator will contact area employers to assist the student in finding a suitable Co-op placement. Students who enroll in Co-op must attend a professional development workshop on resume writing and interview techniques prior to beginning their work experience. Most Co-op placements require the student to complete 225 hours of paid work experience and register for a Co-op course.

How Is Academic Credit Awarded?
Faculty facilitators supervise the work experience through regular site visits and through the weekly Co-op courses. Granting of college credit is based on the evaluation of the student’s learning and job performance by the faculty facilitator in consultation with the employer. The awarding of credit is directly linked to the quality of the work experience and the learning that results.
PRIOR LEARNING EVALUATION

Naugatuck Valley Community College acknowledges its role in assisting adults to learn throughout their lives; therefore, the College enthusiastically supports the functions of continuing education in all divisions. The College promotes “learning as a lifelong process” and believes that everyone should have the opportunity to pursue different interests at convenient times and at different rates of speed.

Prior Learning Evaluation at Naugatuck Valley Community College was accepted by the President’s Cabinet in June 1982 as a result of a two-year study which originated within the College’s advisory system. The intent is to recognize the varied backgrounds of students coming to the College and to provide them with opportunities to begin their college careers or to make adjustments in their professions without duplicating proficiencies which they may already have attained.

No more than 50 percent of the credits required for a degree shall be awarded for prior learning. The credits must be awarded within the approved curricula of the College.

The student may apply for the evaluation of prior learning through one or both of the following procedures:

Credit by Examination

If the student wishes to have prior learning assessed through examination for select courses, he or she may use:

• College Level Examination Program (CLEP)
• College-Produced Examinations

The assessment verifies that learning has occurred and that the learning is equivalent in level and nature to learning acquired in an approved college course or program. Please contact Division Directors for a list of courses available through credit-by-examination.

Advanced Placement

Degree credit will be granted on the basis of scores on the Advanced Placement Examinations administered by the College Entrance Examination Board. Students who earn scores of 3 or higher receive credit for the courses for which the examinations are stipulated as measures.

Board for State Academic Awards

(Chartar Oak State College)

Students may also have their prior learning evaluated by Charter Oak College by calling (860) 832-3846.

DISTANCE LEARNING

Distance Learning serves students who need flexibility in course scheduling and learning media. These courses are designed to instruct highly motivated self-learners whose busy schedules make a distance learning course a worthwhile option. Distance Learning courses are offered primarily through the Blackboard learning management system and will include media-rich learning objects such as video, audio and digital print. Computer literacy and high speed access to the internet, the ability to produce word processed documents and view electronic presentations are required, as well as specific technical settings on the computer being used. Refer to course description for prerequisites, as each course has different requirements. Distance Learning courses follow the standard academic calendar of the College and may include face-to-face class meetings. For more information refer to the Distance Learning section of the College website at http://www.nvcc.commnet.edu/Academics/Distance-Learning.

Naugatuck Valley Community College offers 3 formats of Distance Learning delivery:

Online Courses

Online courses take place fully online and do not meet on specific days or times; they generally operate on weekly assignments and due dates.

Online Courses with Campus Requirement

These are courses in which all instruction occurs on-line but also require on-campus meetings, such as an orientation or testing.

Hybrid Courses

Hybrid courses are defined as courses whose contact hours are split between online and on-ground (in a classroom).
**COLLEGE OF TECHNOLOGY PATHWAY PROGRAM**

Public Act 92-126 created the “Connecticut College of Technology,” (COT). The COT has no buildings or faculty of its own, but rather is a unique pathway curriculum between each of Connecticut’s twelve (12) community colleges and a 4-year partner university including: Central Connecticut State University (CCSU), the University of Connecticut (UConn), Charter Oak College (Connecticut’s external degree program), the University of New Haven, the University of Hartford and Fairfield University.

The College of Technology’s integrated curriculum at Connecticut’s public colleges and universities allows individuals to begin their studies at a community college and transfer directly to a choice of the above-listed 4-year partner universities.

The curriculum consists of two distinct pathways — one in engineering, the other in technology. Each pathway provides the initial two years of study at the community college, which can be applied toward a bachelor’s degree in technology at CCSU or in engineering at UConn.

For additional information, contact the STEM at 203-596-8690.

The Technology Pathway for entry into CCSU’s School of Technology consists of core courses that will serve as the foundation for the bachelor of science degree in engineering technology, industrial technology and technology education. Continuation at CCSU will require a minimum course grade of “C” and sixty-five hours of college credits in specific courses.

The College of Technology, Technology Studies parent program includes an extensive general education component of 38 credits and a 15-credit program core. There are 12 credits of directed and technical electives that can serve as an option to provide a focus for students who desire to concentrate their attention on a particular area. The options available are:

- Computer-aided Design
- Engineering Technology
- Lean Manufacturing and Supply-chain Management
- Technology and Engineering Education

In addition to the above degree program options established by the College of Technology, the following certificate programs are offered:

- Lean Manufacturing
- Supply Chain Management

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**Colleges of Technology – Technology Studies**

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education</strong></td>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>English Humanities</td>
<td>Elective (literature)</td>
<td>3</td>
</tr>
<tr>
<td>English Humanities</td>
<td>Elective (philosophy or foreign lang)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Science and Business</strong></td>
<td>General Chemistry w/lab</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Physics</td>
<td>4</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Trigonometric Functions</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>Elective (history)</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>Elective (economics)</td>
<td>3</td>
</tr>
<tr>
<td>Behavioral Science</td>
<td>Elective (psychology or sociology)</td>
<td>3</td>
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**Total General Education Credits** 38

<table>
<thead>
<tr>
<th><strong>Specialized Core</strong></th>
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<tbody>
<tr>
<td>CAD</td>
<td>Computer-Aided Drafting</td>
<td>3</td>
</tr>
<tr>
<td>MEC</td>
<td>Materials Science</td>
<td>3</td>
</tr>
<tr>
<td>—</td>
<td>Introduction to Energy</td>
<td>3</td>
</tr>
<tr>
<td>CS</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Principles of Statistics</td>
<td>3</td>
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**Total Core Credits** 15

<table>
<thead>
<tr>
<th><strong>Option Directed Elective Credits</strong></th>
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<tbody>
<tr>
<td></td>
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</table>

**Total Program Credits** 65
SPECIAL PROGRAMS of STUDY

The Engineering Pathway for entry into UConn’s School of Engineering consists primarily of coursework in engineering, math and science classes. In addition to the sixty-four (64) hours of college credits in specific courses, a grade average of “B” with no grade less than “C” is required for continuation at UConn.

College of Technology Engineering Science, A.S.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td></td>
<td></td>
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<tr>
<td>Arts/Humanities</td>
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<td></td>
</tr>
<tr>
<td>English</td>
<td>English Composition</td>
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</tr>
<tr>
<td>English</td>
<td>Literature &amp; Composition</td>
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<tr>
<td>Fine Arts</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>Elective (philosophy &amp; ethical analysis)</td>
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<tr>
<td>Humanities</td>
<td>Elective (western culture)</td>
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</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
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<tr>
<td>Chemistry</td>
<td>General Chemistry I w/lab</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry</td>
<td>General Chemistry II w/lab</td>
<td>4</td>
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<tr>
<td>Mathematics</td>
<td></td>
<td></td>
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<tr>
<td>Mathematics</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Specialized Core</td>
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<td></td>
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<tr>
<td>—</td>
<td>Applied Mechanics I</td>
<td>3</td>
</tr>
<tr>
<td>—</td>
<td>Applied Mechanics II</td>
<td>3</td>
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<tr>
<td>Physics</td>
<td>Engineering Physics I</td>
<td>4</td>
</tr>
<tr>
<td>Physics</td>
<td>Engineering Physics II</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Calculus III; Multivariable</td>
<td>4</td>
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<tr>
<td>Mathematics</td>
<td>Differential Equations</td>
<td>3</td>
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<tr>
<td>Computer</td>
<td>Directed computer elective</td>
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</tr>
<tr>
<td>Programming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>—</td>
<td>Technical or Foreign Language</td>
<td>6</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>64</td>
</tr>
</tbody>
</table>

SPECIAL INTEREST AND GROUP CONTRACT COURSES

Special credit or non-credit courses can be designed or existing courses tailored to meet specific requirements or needs of individual professional groups, agencies, businesses and industries.

These courses can be offered on an individual fee basis or on a contract basis. Contractual arrangements are possible for individual businesses or agencies to have courses given on campus and also on-site for their management, mid-management, secretarial and other staff to enhance their ability on the job. In the past, these have included nursing home administrators, area hospitals, factories, small business associations, and public service agencies, among others. Costs vary, depending on instructional and administrative fees. For additional information, call the Center for Business and Industry Training Center.

STUDY ABROAD

As a member college in The College Consortium for International Studies, Naugatuck Valley Community College may enroll students for semester abroad programs in the following countries and institutions of higher education:

- **Bulgaria**: University of Ploudiv
- **China**: Nanjing University
- **Colombia**: Universidad Javeriana
- **Cyprus**: Frederick Polytechnic University
- **Ecuador**: Universidad San Francisco de Quito
- **England**: Thames Valley University
- **France**: The Institute for American Universities
- **Germany**: Collegium Palatinum and Schiller International University
- **Greece**: Anatolia College
- **Ireland**: St. Patrick’s College, University of Limerick
- **Israel**: University of Haifa and Specialized Schools
- **Italy**: The American University of Rome, Scuola Lorenzo de Medici (Florence)
- **Japan**: Suny/Toyana-Ken
- **Mexico**: Universidad del Valle de Mexico
- **Portugal**: CIAL Centrok de Linguas
- **Russia**: The Institute of Youth, Moscow
- **Spain**: CCIS Institute, The University of Seville
- **Switzerland**: Franklin College

Summer study is also available in England, France, Germany and Italy.

Admission to Study Abroad

Students are evaluated for admission to academic studies abroad according to their academic ability, maturity, motivation, and potential adaptability to a foreign culture. They have usually completed their first year of college. A cumulative grade point average of at least 2.5 is required, and letters of recommendation must be secured from professors who know the student.

Credits, Transcripts, Costs

Students register at Naugatuck Valley Community College and pay the appropriate tuition and fees. Upon successful completion of the formal courses abroad, each student receives a transcript from the college reflecting grades achieved and credits earned.

Most courses taken abroad transfer readily to four-year institutions. A full semester of courses usually earns fifteen (15) credits. Summer session earns six (6) to nine (9) credits. Total program costs range from $4250 to $9000, depending on the country selected. Financial aid is available to qualified students.

For Further Information

Complete details about host institutions abroad, what is covered by the total program cost, and application materials may be obtained from the Behavioral and Social Sciences Division.
As society becomes more complex, trained personnel are needed to interpret and manage the fiscal aspects of business and industry. The curriculum is designed either as a transfer or career program. Career-oriented students are prepared for beginning positions in public and private accounting. Typical positions for which graduates are qualified include: junior account clerk, assistant* auditor, cost accounting clerk, and assistant office manager.

Students who plan to transfer to a four-year business program are urged to see a counselor or the division director for guidance regarding the transferability of courses to the four-year program. Courses listed under Naugatuck Valley’s business programs may not automatically transfer to a four-year college.

Students have the opportunity to join the Accounting/Finance Club which is a student chapter of the Institute of Management Accountants. (Co-op available)

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

**Course Type** | **Course Number & Title** | **Cr.**
--- | --- | ---
FIRST SEMESTER | ENG*H101 Composition | 3
| MAT*H167 Principles of Statistics or MAT*H172 College Algebra or MAT*H232 Applied Calculus (or higher) | 3-4
| Program Business | ACC*H113 Principles of Financial Accounting | 3
| Program Business | BBG*H231 Business Law I | 3
| Program Business | CSC*H101 Introduction to Computers | 3
SECOND SEMESTER | ENG*H102 Literature and Composition | 3
| ANT*H101 Introduction to Anthropology or PSY*H111 General Psychology I or SOC*H101 Principles of Sociology | 3
| Program Business | ACC*H117 Principles of Managerial Accounting | 3
| Program Business | ACC*H23 Accounting Software Application | 3
| Program Business | BBG*H10 Introduction to Business | 3
| Program Business | BBG*H232 Business Law II | 3
THIRD SEMESTER | COM*H100 Introduction to Communication | 3
| Any Science (AST, BIO, CHE, GLG, MET or PHY) course (except BIO*H111) | 3-4
| Core Social Science | ECN*H101 Principles of Macroeconomics | 3
| Program Business | ACC*H271 Intermediate Accounting I | 3
| Program Requirement | Accounting or Business or Computer Science or Mathematics course† | 3
FOURTH SEMESTER | Any Arts course or Humanities course †† | 3
| Program Social Science | ECN*H102 Principles of Microeconomics | 3
| Program Business | ACC*H272 Intermediate Accounting II | 3
| Program Business | BBG*H210 Business Communication | 3
| Program Requirement | Accounting or Business or Computer Science course† | 3

**TOTAL CREDITS** | 63-65

†Selection should be made in consultation with Accounting Program faculty.


††See page 51 for listing of Arts and Humanities Courses
The ASE Certified Master Automotive Technician Program is a course of study designed to accommodate both full and part-time students, culminating in an Associate of Science degree. Service of today’s complex automobiles requires highly trained technicians who have mastered a wide range of talents and skills. Naugatuck Valley Community College, in cooperation with the National Automotive Dealership Association, the U.S. Department of Labor, local, and national dealership associations, and the major automotive manufacturers, developed the Automotive Technician Program to meet the longstanding need for skilled automotive service technicians.

Students wishing to enroll in the Automotive Technician Program must demonstrate basic mathematics, written English, reading, and mechanical competency as determined by the College Placement Tests. Individuals interested in the Automotive Technician Program should contact the Program Coordinator or the Admissions Office. Students may be admitted to the College prior to admission to the program. The instruction, course of study, facilities, and equipment of Naugatuck Valley Community College, has been evaluated by the National Automotive Technicians Education Foundation (NATEF) and has met the National Institute for Automotive Service Excellence (ASE) standards of quality for the training of automotive technicians as a Master Automotive Technician Training Certification Program. These organizations can be contacted as follows: NATEF, 13505 Dulles Technology Dr., Suite 2 • Hemdon, VA 20171-3413, ASE, 13505 Dulles Technology Dr., Suite 2 • Hemdon, VA 20171-3413.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course Number &amp; Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Communications</td>
<td>ENG*H101 Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Mathematics</td>
<td>MAT<em>H121 Applications for Business &amp; Other Careers, or higher, except MAT</em>H137 (MAT<em>H121 or MAT</em>H167 recommended)</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>ATP*H100 Integrated Automotive Systems</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>ATP*H130 Brake Systems</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>ATP*H110 Automotive Electrical Systems</td>
<td>3</td>
</tr>
<tr>
<td><strong>SECOND SEMESTER</strong></td>
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<td></td>
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<tr>
<td>Core Communications</td>
<td>COM*H100 Introduction to Communications</td>
<td>3</td>
</tr>
<tr>
<td>Core Social Science</td>
<td>Any Social Science (ECN, GEO, HIS, POL) course</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>CSA*H105 Introduction to Software Applications</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>ATP*H150 Suspension and Steering Systems</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>ATP<em>H210 Engine Performance (prerequisite ATP</em>H110)</td>
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</tr>
<tr>
<td>Program Requirement</td>
<td>ATP*H120 Engine Repair</td>
<td>3</td>
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<tr>
<td><strong>SUMMER</strong></td>
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<tr>
<td>Program Requirement</td>
<td>ATP*H185 Automotive Service &amp; Parts Department Management</td>
<td>2</td>
</tr>
<tr>
<td><strong>THIRD SEMESTER</strong></td>
<td></td>
<td></td>
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<tr>
<td>Core Humanities</td>
<td>ENG*H102 Literature &amp; Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Science</td>
<td>PHY*H110 Introduction to Physics</td>
<td>4</td>
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<tr>
<td>Program Requirement</td>
<td>ATP*H261 Manual Drivetrain and Axles</td>
<td>2</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>ATP<em>H220 Automotive Emissions (prerequisite ATP</em>H210)</td>
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</tr>
<tr>
<td>Program Requirement</td>
<td>ATP*H290 Co-op Work Experience I (must have 2.5 GPA or higher)</td>
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</tr>
<tr>
<td><strong>FOURTH SEMESTER</strong></td>
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<td></td>
</tr>
<tr>
<td>Core Arts or Humanities</td>
<td>Arts course or Humanities course†</td>
<td>3</td>
</tr>
<tr>
<td>Core Behavioral Science</td>
<td>ANT<em>H101 Introduction to Anthropology or PSY</em>H111 General Psychology I or SOC*H101 Principles of Sociology</td>
<td>3</td>
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<tr>
<td>Program Requirement</td>
<td>ATP*H262 Automatic Transmission and Transaxles</td>
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<tr>
<td>Program Requirement</td>
<td>ATP*H140 Automotive Heating and Air Conditioning</td>
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<tr>
<td>Program Requirement</td>
<td>ATP*H190 Metalurgy/Welding, or</td>
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</tr>
<tr>
<td>Program Requirement</td>
<td>ATP course approved by program coordinator</td>
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</tr>
<tr>
<td>Program Requirement</td>
<td>ATP*H291 Co-op Work Experience II (must have 2.5 GPA or higher)</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td></td>
<td>66</td>
</tr>
</tbody>
</table>

†See page 51 for listing of Arts and Humanities Courses

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

1. Apply Language Arts and Communications skills related to the occupation, including but not limited to: reading, writing, and oral communication.
2. Perform Mathematics related to the occupation, including but not limited to: algebraic expressions, arithmetic, decimals and graphs.
3. Use scientific methods and critical thinking to solve problems in Science related to the occupation, including but not limited to: electricity, chemical reactions, heat motion, and hydraulics.
4. Demonstrate Workplace Skills related to the occupation, including but not limited to: preparing a resume, seeking employment, maintaining a safe and healthy workplace environment, demonstrating workplace ethics and teamwork.
5. Apply knowledge of theory and safety to accomplish certain tasks related to the occupation.
6. Identify and use appropriate tools, testing and measurement equipment to accomplish certain tasks related to the occupation.
7. Use current reference and training materials from accepted industry publications and standards to accomplish certain tasks related to the occupation.
8. Apply knowledge of general engine diagnosis and repair, including but not limited to the engine’s cylinder heads, valve train, block, lubrication, and cooling system.
9. Apply knowledge of general transmission and transaxle maintenance, adjustment, diagnosis and repair.
10. Apply knowledge of suspension and steering systems (including wheel and tire), diagnosis, service, adjustments, alignment and repair.
11. Apply knowledge of general disc and/or drum brake system hydraulics, power assist, and ABS (antilock brakes), maintenance, adjustment diagnosis and repair.
12. Apply knowledge of general electrical/electronic systems, including but not limited to: starting, charging, lighting, wiring, accessories, diagnosis and repair.
13. Apply knowledge of general heating and air conditioning systems and their components, maintenance, adjustment, diagnosis and repair.
14. Apply knowledge of general engine performance, including but not limited to: engine controls, ignition, fuel, exhaust, and emission systems, and their maintenance, adjustments and repair.
15. Apply knowledge of computer applications including word processing, spreadsheets, graphs and other software related to the occupation.
AUTOMOTIVE TECHNICIAN MANAGEMENT

The complexity of the automobile requires more sophisticated technicians and specialists than ever before. The need for qualified personnel has expanded beyond the bay into service and shop management. Until now students had to decide whether to take the Automotive Technician Program Degree or a Business Degree if they aspired towards Automotive Management. The Management Option creates a sensible way for employers to fill management positions. Students will now be able to take Co-op in Automotive Management at one of the many franchises and dealerships in the region and upon graduation have opportunities for employment and career advancement.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course Number &amp; Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Communications</td>
<td>ENG*H101 Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Mathematics</td>
<td>MAT<em>H121 Applications for Business &amp; Other Careers, or higher, except MAT</em>H137 (MAT* H121 or MAT* H167 recommended)</td>
<td>3</td>
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<tr>
<td>Program Requirement</td>
<td>ATP*H100 Integrated Automotive Systems</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>BBG*H101 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>CSA*H105 Introduction to Software Applications</td>
<td>3</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td><strong>SECOND SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Communications</td>
<td>COM*H100 Introduction to Communications</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>ATP*H185 Automotive Service and Parts Department Management</td>
<td>2</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>ATP*H110 Automotive Electrical Systems</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>ATP*H120 Engine Repair</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>ACC*H113 Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>BES*H118 Small Business Management</td>
<td>3</td>
</tr>
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<tr>
<td><strong>THIRD SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Humanities</td>
<td>ENG*H102 Literature &amp; Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Science</td>
<td>PHY*H110 Introduction to Physics</td>
<td>4</td>
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<tr>
<td>Program Business</td>
<td>ACC*H117 Principles of Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>ATP*H130 Brake Systems</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>ATP*H290 Co-op Work Experience I (must have 2.5 GPA or higher)</td>
<td>3</td>
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<tr>
<td><strong>FOURTH SEMESTER</strong></td>
<td></td>
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</tr>
<tr>
<td>Core Behavioral Science</td>
<td>ANT<em>H101 Introduction to Anthropology or PSY</em>H111 General Psychology I or SOC*H101 Principles of Sociology</td>
<td>3</td>
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<tr>
<td>Core Social Science</td>
<td>ECN*H101 Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Core Arts or Humanities</td>
<td>Any Arts course or Humanities course †</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>BMG*H202 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>ATP*H150 Suspension and Steering Systems</td>
<td>3</td>
</tr>
<tr>
<td></td>
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<td>63</td>
</tr>
</tbody>
</table>

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

1. Apply Language Arts and Communications skills related to the occupation, including but not limited to: reading, writing, oral communication.
2. Perform Mathematics related to the occupation, including but not limited to: algebraic expressions, arithmetic, decimals, graphs.
3. Use scientific methods and critical thinking to solve problems in Science related to the occupation, including but not limited to: electricity, chemical reactions, heat, motion, and hydraulics.
4. Demonstrate Workplace Skills related to the occupation, including but not limited to preparing a resume, seeking employment, maintaining a safe and healthy workplace environment, demonstrating workplace ethics and teamwork.
5. Apply knowledge of Computer Applications including word processing, spreadsheets, graphs, and other software related to the occupation.
6. Apply knowledge of theory and safety to accomplish certain tasks related to the occupation.
7. Identify and use appropriate tools, testing and measurement equipment to accomplish certain tasks related to the occupation.
8. Use current reference and training materials from accepted industry publications and standards to accomplish certain tasks related to the occupation.
9. Apply knowledge of general engine diagnosis and repair, including but not limited to: cylinder heads, engine, lubrication, and cooling system.
10. Apply knowledge of suspension and steering systems (including wheel and tire), diagnosis, service, adjustments, alignment, and repair.
11. Apply knowledge of general disc or drum brake system, hydraulic, power assist, and ABS (antilock brakes), maintenance, adjustment, diagnosis, and repair.
12. Apply knowledge of general electrical/electronic systems, including but not limited to: starting, charging, lighting, wiring, accessories, diagnosis and repair.
13. Demonstrate basic knowledge of management, human resources, and organizational development in an entry-level management position.
14. Understand and practice the various functions of management as well as the nature and responsibilities of a manager.
15. Interpret management information from various sources such as financial statements, annual reports, and publications.
16. Demonstrate a responsible attitude in relationships with employers, fellow employees, working groups, and the macro-environment.

†See page 51 for listing of Arts and Humanities Courses
The Aviation Science Degree Program consists of the basic degree in aviation science, and electives that allow students to focus on either a flight curriculum or a management option. Directed Electives from either course of study may be used to fulfill a student’s Open Elective requirements.

Prior to enrollment in Flight School courses, applicants must obtain an appropriate Federal Aviation Administration (FAA) flight physical from an authorized Aviation Medical Examiner. All flight training costs are the responsibility of the student.

The Flight Curriculum of the Aviation Science Program is designed to provide any current pilot or college student with the educational background and training required to seek a career in aviation as a professional pilot. This is both an academic degree program and a pilot certification process. The flight training, simulator training and theory portions of the Flight Curriculum will prepare students to meet the minimum requirements for Federal Aviation Administration (FAA) 141 certification for private, commercial, instrument, multi-engine, and flight instructor ratings for either fixed or rotary wing (helicopter) aircraft.

Prior to enrollment in Flight School courses, applicants must obtain an appropriate Federal Aviation Administration (FAA) flight physical from an authorized Aviation Medical Examiner. All flight training costs are the responsibility of the student.

The Aviation Science Degree Program can also serve as the first two years of a bachelor’s degree in Aviation Science for those students interested in transferring to a four-year institution. Students could pursue a bachelor’s degree in one of several standard aviation majors: Aviation Management, Air Traffic Control, Aviation Electronics, Aviation Maintenance, and Aviation Computer Science.

Note: The Program consists of twenty-four (24) credit hours of aviation specific specialty courses, 18 credits of which require training specifically designed to enable students to pass FAA Knowledge or Flight Tests. Flight courses required to complete the Flight Curriculum (AVS*H201, 203 and 204) are taught at area flight schools. Students wishing to enroll in the Aviation Science Program should contact the Aviation Science Coordinator for advisement before beginning the Program.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

**Course Type** | **Course Number & Title** | **Cr.**
--- | --- | ---
**GENERAL EDUCATION** | **Core Communications** | **COM*H100 Introduction to Communications** | 3
**Core Communications** | **ENG*H101 Composition** | 3
**Core Humanities** | **ENG*H102 Literature and Composition** | 3
**Core Mathematics** | **MAT*H167 Principles of Statistics** | 3
**Core Science** | **PHY*H121 General Physics I** | 4
**Core Behavioral Science** | **PSY*H111 General Psychology I** | 3
**Program Behavioral Science** | **Any Behavioral Science (ANT, PSY, SOC) course or Core Social Science** | 3
**Core Arts or Humanities** | **any Social Science (ECN, GEO, HIS, POL) course or Core Arts course or Humanities course** | 3

**PROGRAM REQUIREMENTS** | **Program Requirement** | **AVS*H101 Private Pilot Lecture** | 3
**Program Business** | **BMG*H202 Principles of Management** | 3
**Program Business** | **CSA*H105 Introduction to Software Applications** | 3
**Program Mathematics** | **MAT*H172 College Algebra** | 3
**Program Mathematics** | **MAT*H185 Trigonometric Functions** | 3
**Program Science** | **PHY*H122 General Physics II** | 4
**Program Science** | **MET*H101 Meteorology** | 3

**OPTION REQUIREMENTS** | **Program Requirement** | **AVS*H103 Instrument Lecture** | 3
**Program Requirement** | **AVS*H104 Commercial Pilot Lecture** | 3
**Program Requirement** | **AVS*H201 Private Pilot Flight Co-op** | 3
**Program Requirement** | **AVS*H203 Instrument Flight Training Co-op** | 3
**Program Requirement** | **AVS*H204 Commercial Flight Training Co-op** | 3
**Program Requirement** | **Any Aviation Science (AVS) courses (AVS*H108 Certified Flight Instructor and AVS*H208 Certified Flight Instructor Co-op are strongly recommended for the helicopter curriculum)** | 6

**TOTAL CREDITS** | **68**

**Program Outcomes**

Upon successful completion of all program requirements, graduates will:

1. Possess private, commercial, and flight instructor certificates ratings.
2. Be eligible to apply for employment as a commercial or corporate pilot or as a flight instructor.
3. Have the necessary background to continue their aviation science education at a four-year institution.
4. Be able to demonstrate the following fundamental skills required of all aviators:
   a. Obtain, analyze, and apply current and forecast weather data to visual and instrument flight planning and execution.
   b. Perform calculations necessary for safe flight planning and execution to include wind, aircraft weight and balance, and fuel consumption.
   c. Review and apply aircraft performance characteristics to ensure safe flight operations.
   d. Create and file an appropriate flight plan for any type of flight.
   e. Interpret and use aeronautical charts and publications applicable to visual and instrument operations.
   f. Apply appropriate methods of navigation in order to complete a flight as planned.
   g. Apply basic principles of physical science to aerodynamics and the performance of aircraft in flight.
   h. Evaluate physiological and psychological factors that affect pilots as they relate to flight hazards and pilot risk factors.
   i. Communicate with other crewmembers as well as members of the air traffic system in a clear, concise, and accurate manner.

†See page 51 for listing of Arts and Humanities Courses
The Aviation Science Management Program consists of the basic degree in aviation science, and electives that allow students to focus on a management option. Directed Electives from either flight or management courses of study may be used to fulfill a student’s Open Elective requirements. This degree program is designed to provide students with the knowledge and skills necessary to be successful in a broad range of entry-level aviation management careers including airport operations, land-side/air-side management, aircraft manufacturing, airlines, corporate flight departments, airport authorities, and state and federal aviation regulatory agencies including the Federal Aviation Administration (FAA) and the National Transportation Safety Board (NTSB).

This program can also serve as the first two years of a bachelor’s degree in Aviation Science for those students interested in transferring to a four-year institution. Students could pursue a bachelor’s degree in one of several standard aviation majors: Aviation Management, Air Traffic Control, Aviation Electronics, Aviation Maintenance, and Aviation Computer Science.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

### Program Outcomes

Upon successful completion of all program requirements, graduates will:

1. Communicate clearly using both oral and written communications.
2. Demonstrate a detailed understanding of the National Airspace System Plan (NASP).
3. Understand and interpret Federal Aviation Regulations (CFR 14) applicable to airport and air transport operations.
4. Demonstrate an understanding of aviation history and aviation law and the role of each in shaping the current aviation industry.
5. Have a thorough understanding of airport management issues including financing, revenue/expense sources, safety, security, planning, design, and management of airports in the United States.
6. Have a thorough understanding of air transportation and aerospace issues including air transportation/aerospace history, economics of airlines and general aviation, airline management and organization, forecasting methods, pricing/demand/output determination, airline scheduling, fleet planning, and labor relations.

### Course Type

**Course Number & Title**

<table>
<thead>
<tr>
<th>Course Type</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>GENERAL EDUCATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Communications</td>
<td>COM*H100 Introduction to Communications</td>
<td>3</td>
</tr>
<tr>
<td>Core Communications</td>
<td>ENG*H101 Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Humanities</td>
<td>ENG*H102 Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Mathematics</td>
<td>MAT*H167 Principles of Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Core Science</td>
<td>PHY*H121 General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>Core Behavioral Science</td>
<td>PSY*H111 General Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>Program Behavioral Science or Core Social Science</td>
<td>Any Behavioral Science (ANT, PSY, SOC) course or any Social Science (ECN, GEO, HIS, POL) course</td>
<td>3</td>
</tr>
<tr>
<td>Core Arts or Humanities</td>
<td>Any Arts course or Humanities course</td>
<td>3</td>
</tr>
<tr>
<td><strong>PROGRAM REQUIREMENTS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Requirement</td>
<td>AVS*H101 Private Pilot Lecture</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>BMG*H202 Principles of Management</td>
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</tr>
<tr>
<td>Program Mathematics</td>
<td>MAT*H105 Introduction to Software Applications</td>
<td>3</td>
</tr>
<tr>
<td>Program Mathematics</td>
<td>MAT*H172 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Program Mathematics</td>
<td>MAT*H185 Trigonometric Functions</td>
<td>3</td>
</tr>
<tr>
<td>Program Science</td>
<td>PHY*H122 General Physics II</td>
<td>4</td>
</tr>
<tr>
<td>Program Science</td>
<td>MET*H101 Meteorology</td>
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<td><strong>OPTION REQUIREMENTS</strong></td>
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<tr>
<td>Program Requirement</td>
<td>AVS*H120 Foundations of Aviation</td>
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<tr>
<td>Program Requirement</td>
<td>AVS*H130 Air Transportation Systems</td>
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</tr>
<tr>
<td>Program Requirement</td>
<td>AVS*H140 Aerospace Safety</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>AVS*H150 Airport Management I</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>AVS*H151 Airport Management II</td>
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</tr>
<tr>
<td>Program Requirement</td>
<td>Any Aviation Science (AVS) courses</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>Any Business (ACC, BBG, BES, BFN, BMG, BMK, ECN, CSC, or CSA) course</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**

68

†See page 51 for listing of Arts and Humanities Courses
This program is a course of study for students who intend to pursue a Bachelor Degree in one of the Behavioral Sciences (Psychology, Sociology, or Anthropology). It provides the foundation for an education in these disciplines, while also ensuring a more general education in the arts and sciences. The requirements for this degree will allow students to transfer seamlessly to most four-year colleges and to successfully complete their Bachelor Degree in Psychology, Sociology, or Anthropology without loss of credit or time.

Job market trends reveal continued high interest and opportunities in the Behavioral Sciences. This program provides students with the type of educational foundation that is necessary to achieve success in psychology, sociology, or anthropology.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

### Program Outcomes

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

1. Present a well-written research report that demonstrates the ability to think and write critically.
2. Present oral reports before a group.
3. State the major theories, processes, and research methods important in psychology.
4. State the major theories, concepts, and research methods important in sociology.
5. Read and explain the presence and importance of behavioral science concepts in literature.
6. Use basic psychological concepts in applied settings and circumstances.
7. Evaluate the causes and consequences of perceived differences and inequalities among groups of people.
9. Use microcomputers to complete research in the behavioral sciences.
10. Use statistical methods for behavioral science research.
11. Describe the basic biological processes involved in human genetics, evolution, and physiology.
12. Evaluate the perceived differences among groups of people.
13. Critically analyze the effects of biological forces on the behaviors of groups and individuals.

### Course Type

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course Number &amp; Title</th>
<th>Cr.</th>
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</thead>
<tbody>
<tr>
<td>Core Communications</td>
<td>COM*H100 Introduction to Communications</td>
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</tr>
<tr>
<td>Core Communications</td>
<td>ENG*H101 Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Humanities</td>
<td>ENG*H102 Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Mathematics</td>
<td>MAT*H167 Principles of Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Core Science</td>
<td>BIO*H105 Introduction to Biology</td>
<td>4</td>
</tr>
<tr>
<td>Program Science</td>
<td>BIO*H110 Principles of the Human Body</td>
<td>3</td>
</tr>
<tr>
<td>Core Behavioral Science</td>
<td>PSY*H111 General Psychology I</td>
<td>3</td>
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<tr>
<td>Program Behavioral Science</td>
<td>PSY*H112 General Psychology II</td>
<td>3</td>
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<tr>
<td>Program Behavioral Science</td>
<td>SOC*H101 Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Program Behavioral Science</td>
<td>SOC*H201 Contemporary Social Issues</td>
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<tr>
<td>Program Behavioral Science</td>
<td>ANT*H101 Introduction to Anthropology</td>
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<tr>
<td>Program Behavioral Science</td>
<td>Any Behavioral Science (ANT, PSY, SOC) course</td>
<td>3</td>
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<tr>
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<tr>
<td>Core Social Science</td>
<td>Any Social Science (ECN, GEO, HIS, POL) course</td>
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<td>Program Social Science</td>
<td>Any Social Science (ECN, GEO, HIS, POL) course</td>
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<tr>
<td>Core Arts or Humanities</td>
<td>Any Arts course or Humanities course †</td>
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</tr>
<tr>
<td>Program Humanities</td>
<td>Modern Language course †</td>
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<tr>
<td>Program Humanities</td>
<td>Modern Language course †</td>
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</tr>
<tr>
<td>Program Business</td>
<td>CSA*H105 Introduction to Software Applications</td>
<td>3</td>
</tr>
<tr>
<td>General Elective</td>
<td>Any credit course</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL CREDITS: 61

†See page 51 for listing of Arts and Humanities Courses

†† Students who have completed 3 years of a modern language in high school may have satisfied this requirement and can substitute 6 credits of Liberal Arts electives. Students should consult with their advisor to select appropriate courses.
## Business Computer Applications Option

The goal of the Business Administration - Business Computer Applications program is to prepare students for employment in a job related to their focus area (Accounting, Finance, Management, or Marketing) by providing a theoretical and practical foundation in the focus area subject matter and by equipping them with needed skills in the use of application software that is appropriate to their focus area. Each Focus is designed to provide the student with a strong background in focus area and related business skills, coupled with a proficiency in the use of computers. The business and focus area courses are selected from the standard college course offerings, while the computer courses supplement the business skills and answer the question, “How do computers relate to business and the focus area?” rather than “How do computers work?”. Graduates of the program will be well qualified for focus area related entry-level positions in business and industry. (Co-op available)

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

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<tr>
<td>Core Communications</td>
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<td>3</td>
</tr>
<tr>
<td>Core Communications</td>
<td>ENG**H101 Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Behavioral Science</td>
<td>ANT<strong>H101 Introduction to Anthropology or PSY</strong>H111 General Psychology I or SOC**H101 Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>ACC**H113 Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>CSA**H105 Introduction to Software Applications</td>
<td>3</td>
</tr>
<tr>
<td>SECOND SEMESTER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Humanities</td>
<td>ENG**H102 Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Mathematics</td>
<td>MAT**H167 Statistics with Technology</td>
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</tr>
<tr>
<td>Program Business</td>
<td>CSA**H135 Spreadsheet Applications</td>
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</tr>
<tr>
<td>Program Business</td>
<td>ACC**H117 Principles of Manager Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>Any Accounting, Finance, Management, or Marketing course (students should choose from the list on this page)</td>
<td>3</td>
</tr>
<tr>
<td>THIRD SEMESTER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Science</td>
<td>Any Science (AST, BIO, CHE, GLG, MET or PHY) course (except BIO**H111)</td>
<td>3</td>
</tr>
<tr>
<td>Core Social Science</td>
<td>ECN**H101 Principles of Macroeconomics</td>
<td>3</td>
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<td>Program Business</td>
<td>CSA**H205 Advanced Applications</td>
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<td>Any Accounting, Finance, Management, or Marketing course (students should choose from the list on this page)</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>Any Accounting, Finance, Management, or Marketing course (students should choose from the list on this page)</td>
<td>3</td>
</tr>
<tr>
<td>FOURTH SEMESTER</td>
<td></td>
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<tr>
<td>Program Social Science</td>
<td>ECN**H102 Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Core Arts or Humanities</td>
<td>Any Arts course or Humanities course †</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>Any Accounting, Finance, Management, or Marketing course (students should choose from the list on this page)</td>
<td>3</td>
</tr>
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<td>Program Business</td>
<td>Any Accounting, Finance, Management, or Marketing course (students should choose from the list on this page)</td>
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<td>Program Business</td>
<td>Any Accounting, Finance, Management, or Marketing course (students should choose from the list on this page)</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS**  

60-61

†See page 51 for listing of Arts and Humanities Courses

### Program Outcomes

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

1. Demonstrate a level of mathematical skill appropriate for employment in a business environment.
2. Read, understand and prepare standard types of business communications.
3. Demonstrate an understanding of basic theory and practice in his/her focus area.
4. Possess skills appropriate to his/her focus area in the following software:
   - operating system
   - word processor
   - electronic spreadsheet
   - presentation software
   - internet browser
   - database management system
   - (for management and marketing focus areas)
   - general ledger accounting system
   - (for accounting focus)
   - other software as appropriate to the student’s focus area
5. Use the Internet for business purposes, including research, marketing, stock market analysis, etc.
6. Read, understand, and use software documentation.

Students must complete any six of the following – note recommended course of study in a focus area is desired:

**Accounting:**
- ACC**H123 Accounting Software Applications
- ACC**H231 Cost Accounting I
- ACC**H271 Intermediate Accounting I
- CSA**H145 or CSC/CST course
- CSC/CST course
- ACC course (ACC**H220 recommended)

**Finance:**
- BFN**H201 Principles of Finance
- BFN**H220 Financial Management
- BMG**H202 Principles of Management
- CSA145, or appropriate CSC/CST course
- Finance, CSA145, or appropriate CSC/CST course
- Finance (BFN**H296 recommended)

**Management:**
- BMG**H105 Supervision and Organizational Behavior
- BMG**H202 Principles of Management
- BMG**H204 Human Resources Management
- CSA145 Database Management
- CSA145 Database Management
- CSA145 Computer Applications in Management & Marketing
- Elective Management (BBG**H295 recommended)

**Marketing:**
- BMG**H202 Principles of Management
- BMG**H204 Principles of Marketing
- BMG**H204 Principles of Marketing
- BMG**H204 Consumer Behavior
- CSA145 Database Management
- CSA145 Computer Applications in Management & Marketing
- Marketing class (BBG**H295 recommended)
This program is designed to provide students with a course of study which will prepare them to assume positions as support personnel in banking, real estate, the insurance industry, and corporate finance departments or non-profit organizations. It is envisioned as a career program. The primary goal of the Finance Program is to prepare students for entry level employment in the field. Also available is the Finance Certificate which is designed for individuals seeking professional advancement. Students are strongly urged to seek the advice of a counselor if they intend to pursue a baccalaureate degree or certificate in finance.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

### Course Outcomes

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

1. Demonstrate knowledge of business finance including financial planning, long and short-term financing, fixed assets management and management of long-term debt.
2. Identify strategies and practices in government and consumer financing.
3. Demonstrate knowledge of monetary, fiscal and debt management policies of government.
4. Demonstrate knowledge of basic analytical techniques, problem-solving and decision-making.
5. Identify the basic concepts of Asset Management and be able to provide an overview of Liability-and Deposit-Management as they relate to the financial services industry.
6. Identify techniques for managing working capital and demonstrate knowledge of the capital budgeting process.
7. Provide an understanding of how the United States economic system is organized, how it functions and how it impacts the global economy.
8. Identify the major goals and functions of financial management.
9. Understand the principle components of financial analysis in all levels of the business organization.
10. Demonstrate an understanding of the interrelationships between Finance and all other areas within a business, including working with other departments, to achieve overall strategic goals.

### Course Type

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Course Number &amp; Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Communications</td>
<td>ENG*H101 Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Behavioral Science</td>
<td>ANT<em>H101 Introduction to Anthropology or PSY</em>H111 General Psychology I or SOC*H101 Principles of Sociology</td>
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<tr>
<td>Program Business</td>
<td>ACC*H113 Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>BFN*H201 Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>CSA*H05 Introduction to Software Applications</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Course Number &amp; Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Humanities</td>
<td>ENG*H102 Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Mathematics</td>
<td>MAT*H167 Statistics with Technology</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>ACC*H117 Principles of Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>BBG*H232 Business Law II</td>
<td>3</td>
</tr>
<tr>
<td>Program Social Science</td>
<td>ECN*H250 Money &amp; Banking</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Course Number &amp; Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Communications</td>
<td>COM*H100 Introduction to Communication</td>
<td>3</td>
</tr>
<tr>
<td>Core Social Science</td>
<td>ECN*H101 Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>BFN*H220 Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>BMG*H202 Principles of Management</td>
<td>3</td>
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<tr>
<td>Program Business</td>
<td>Finance course (see list below)</td>
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<table>
<thead>
<tr>
<th>Fourth Semester</th>
<th>Course Number &amp; Title</th>
<th>Cr.</th>
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<tbody>
<tr>
<td>Core Science</td>
<td>Any Science (AST, BIO, CHE, GLG, MET or PHY) course (except BIO*H111)</td>
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</tr>
<tr>
<td>Program Social Science</td>
<td>ECN*H102 Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Core Arts or Humanities</td>
<td>Any Arts course or Humanities course</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>BBG*H210 Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>Finance course (see list below)</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 60-61

Selection of Finance courses should be made in consultation with Business faculty advisor:

BFN*H125 Principles of Banking
BFN*H126 Principles of Insurance
BFN*H203 Principles of Investment
BFN*H205 Real Estate Law
BFN*H208 Financial Analysis
BFN*H296 Finance Cooperative Work Experience
BRE*H201 Real Estate Principles
The Business Management Program is intended to provide students with a broad background in the field of management. Students completing this program will be qualified to accept entry-level positions in a variety of profit and non-profit organizations.

Students who plan to transfer to a four-year college should choose electives which conform to the curricular patterns of the college in which they plan to enroll after receiving the associate in science degree. (Co-op available)

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

### Course Type

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Course Type</th>
<th>Course Number &amp; Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Communications</td>
<td>ENG*H101 Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Mathematics</td>
<td>MAT<em>H121 or MAT</em>H167 Principles of Statistics or MAT<em>H172 College Algebra or MAT</em>H232 Applied Calculus (or higher)</td>
<td>3-4</td>
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<tr>
<td>Program Business</td>
<td>ACC*H113 Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>BBG*H101 Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>BBG*H231 Business Law I</td>
<td>3</td>
</tr>
</tbody>
</table>

### Second Semester

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course Number &amp; Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Humanities</td>
<td>ENG*H102 Literature and Composition</td>
</tr>
<tr>
<td>Core Communications</td>
<td>COM*H100 Introduction to Communication</td>
</tr>
<tr>
<td>Program Business</td>
<td>ACC*H117 Principles of Managerial Accounting</td>
</tr>
<tr>
<td>Program Business</td>
<td>BBG*H232 Business Law II</td>
</tr>
<tr>
<td>Program Business</td>
<td>CSC*H101 Introduction to Computers</td>
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</tbody>
</table>

### Third Semester

<table>
<thead>
<tr>
<th>Course Type</th>
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</thead>
<tbody>
<tr>
<td>Core Science</td>
<td>Any Science (AST, BIO, CHE, GLG, MET or PHY) course (except BIO*H111)</td>
</tr>
<tr>
<td>Core Behavioral Science</td>
<td>ANT<em>H101 Introduction to Anthropology or PSY</em>H111 General Psychology or</td>
</tr>
<tr>
<td>Core Social Science</td>
<td>SO*H101 Principles of Sociology or</td>
</tr>
<tr>
<td>Core Arts or Humanities</td>
<td>Any Arts course or Humanities course</td>
</tr>
<tr>
<td>Program Business</td>
<td>BMG*H202 Principles of Management</td>
</tr>
</tbody>
</table>

### Fourth Semester

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course Number &amp; Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Social Science</td>
<td>ECN*H102 Principles of Microeconomics</td>
</tr>
<tr>
<td>Program Business</td>
<td>BBG*H210 Business Communication</td>
</tr>
<tr>
<td>Program Business</td>
<td>BMG*H105 Supervision and Organizational Behavior</td>
</tr>
<tr>
<td>Program Business</td>
<td>BMG*H220 Human Resources Management</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>Business or Mathematics or Computer Science course</td>
</tr>
</tbody>
</table>

### Total Credits

60-62

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†Students intending to transfer and earn their baccalaureate degree should take MAT*H167, MAT*H172, MAT*H232 or higher.

††See page 51 for listing of Arts and Humanities Courses

†††Selection of course should be made in consultation with Business faculty advisor. Recommended Courses include: BMK*H220 Sales; BMK*H201 Principles of Marketing; BMK*H207 Consumer Behavior; BBG*H295 Management Cooperative Work Experience; BFN*H201 Principles of Finance; BFN*H203 Investment Principles; BFN*H126 Principles of Insurance; and CSA*H105 Introduction to Software Applications

---

### Program Outcomes

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

1. Demonstrate basic knowledge of management, human resources, and organizational development in an entry-level management position.
2. Identify the skills needed to organize thoughts and ideas and demonstrate the ability to communicate, verbally and in writing, in a manner that can be easily understood in the business environment.
3. Solve math problems related to various aspects of management including accounting, finance and operations.
4. Understand and practice the various functions of management as well as the nature and responsibilities of a manager.
5. Develop an understanding of the decision-making process and demonstrate effective decision-making.
6. Demonstrate an ability to define management problems, examine alternatives and decide on the best course of action, and submit these in writing to higher management.
7. Develop a personal philosophy of management, enabling him/her to perform as a manager, staff specialist or as a subordinate.
8. Develop an understanding of the nature of change and how to adapt to the accelerating, global environment.
9. Demonstrate a knowledge and use of technological innovations as they apply to management.
10. Develop an ability to interpret management information from various sources such as financial statements, annual reports, and publications.
11. Demonstrate an understanding of the competitive pressures brought by effectiveness, efficiency and innovation issues on organizations.
12. Demonstrate a responsible attitude in relationships with employers, fellow employees, working groups, and the macro environment.
Computer-Aided Drafting/Design Engineering Technology Option, Engineering Technology

Computer-aided design (CAD) is an advanced, rapidly evolving technology used by designers and engineers to create technical drawings and computer models. It is essential to many industries because drawings and computer models are required before any product can be manufactured. Examples include automobiles, aircraft, marine vessels, machinery, electronics, plastic parts, medical devices, bridges, buildings, and roads, to name a few. Because of its broad application, computer-aided design offers many employment opportunities for people who maintain up-to-date skills.

Computers have made conventional manual drawing and design methods obsolete, thereby fundamentally changing the process of technical documentation. CAD enables a designer to make rapid revisions in a drawing and to evaluate many potential solutions to a design problem, thereby allowing the best one to be selected. In contrast to traditional methods, the designer works with computer models of the complete three-dimensional geometry of an object, rather than the two-dimensional views required when drawing on a sheet of paper. These models allow viewing of the object from any direction and enable a designer to visualize the assembly and fit of complex parts. Although the departmental program emphasizes this new technology, intelligent use of the computer relies upon a thorough knowledge of the principles of engineering graphics and conventional drafting practices. Therefore, topics such as orthographic and isometric projection, section and auxiliary views, descriptive geometry and dimensioning continue to be the starting point for the curriculum. The departmental program combines comprehensive instruction in the use of several current CAD software systems with industrial practice.

Employment opportunities include: CAD Draftsperson/Operator, Mechanical Draftsperson, Designer, Engineering Technician, and Technical Illustrator.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

**Course Type** | **Course Number & Title** | **Cr.**
--- | --- | ---
Core Communications | COM*H100 Introduction to Communications | 3
Core Communications | ENG*H101 Composition | 3
Core Humanities | ENG*H102 Literature and Composition | 3
Core Mathematics | MAT*H172 College Algebra | 3
Program Mathematics | MAT*H185 Trigonometric Functions | 3
Core Science | PHY*H121 General Physics I | 4
Program Science | CHE*H111 Concepts of Chemistry | 4
Core Behavioral Science | ANT*H101 Introduction to Anthropology or | 3
or Social Science | PSY*H11 General Psychology I or | 3
or Social Science | SOC*H101 Principles of Sociology or | 3
Social Science (ECN, GEO, HIS, POL) course | | 3
Program Requirement | CAD*H150 2D CAD Drafting | 3
Program Requirement | CAD*H200 3D CAD Modeling | 4
Program Requirement | CAD*H220 Parametric Design | 3
Program Requirement | CAD*H275 CAD Animation 3D Studio Max | 4
Program Requirement | CAD*H294 Senior Project | 4
Program Requirement | MEC*H108 Statics | 5
Program Requirement | MFG*H106 Computer-Aided Manufacturing I | 3
Program Requirement | MFG*H210 Materials of Engineering | 4
Program Requirement | MFG*H275 Mechanics of Materials | 3
Program Requirement | TCN*H101 Introduction To Engineering Technology | 3
Program Requirement | Directed Elective † | 3
Program Requirement | Directed Elective † | 3

**TOTAL CREDITS** | **68**

**Program Outcomes**

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

1. Have a thorough knowledge and understanding of CADD tools and processes.
2. Demonstrate team-oriented human skills that permit effective participation in multicultural work and social environments.
3. Apply appropriate mathematical and scientific principles to CADD applications, particularly descriptive geometry.
4. Demonstrate a thorough knowledge and understanding of engineering graphics and conventional drafting practices such as orthographic and isometric projection, section, detail, auxiliary views, and geometric dimensioning and tolerancing.
5. Demonstrate the ability to develop an engineering concept through the detail design process and produce professionally finished engineering drawings suitable for use in manufacturing.
6. Be able to work with specialists to resolve technical problems in design, manufacturing engineering, quality assurance, and production.
7. Demonstrate a high level of proficiency in the use of state-of-the-art CADD software and be able to adapt to new CADD systems as they are developed.
8. Demonstrate a thorough understanding of three-dimensional solid modeling concepts, procedures, and applications.
9. Be aware of new developments in CADD and related areas, and assimilate new technologies as they emerge.
10. Be able to organize activities and perform work in an efficient, accurate manner.
11. Apply knowledge of computer applications including word processing, spreadsheets, and other software related to CADD processes.

† DIRECTED ELECTIVES
CAD*H286 Advanced Modeling Techniques
EET*H102 Electrical Applications
MAT*H254 Applied Calculus
MFG*H104 Manufacturing Processes

Also see: Electronic Engineering Technology
Mechanical Engineering Technology
(Automated) Manufacturing Engineering Technology
### COMPUTER INFORMATION SYSTEMS TECHNOLOGY

The Computer Information Systems program is built on a foundation of strong technical knowledge in information systems. The program emphasizes the areas of computer programming, database systems, Internet development, computer networking, Internet security, and systems analysis. It also reinforces a broad understanding of other disciplines related to information systems, such as accounting, math, management, and communication. The CIS program allows students to tailor their degree to their interests by offering a wide range of electives. Focus areas are also provided as a guide to assist students in the selection of electives. The CIS Department is located in Technology Hall, a new 100,000 sq. ft. facility on the eastern side of the NVCC campus. Classes are held in Smart classrooms featuring instructors’ workstations that control an advanced classroom audio visual presentation system. Every CIS classroom also includes student workstations with state of the art computers running the Windows Seven 64 bit Operating System. The CIS Department also has three specialized Smart classrooms that are dedicated to the Networking courses and are connected to an adjacent Server Room.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

#### Course Type

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<tr>
<td>Core Communications</td>
<td>ENG*H101 Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Humanities</td>
<td>ENG*H102 Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Mathematics</td>
<td>MAT*H172 Principles of Algebra</td>
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</tr>
<tr>
<td>Program Mathematics</td>
<td>MAT*H167 Statistics with Technology</td>
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</tr>
<tr>
<td>Core Science</td>
<td>Any Science (AST, BIO, CHE, GLG, MET or PHY) course</td>
<td>3-4</td>
</tr>
<tr>
<td>Core Behavioral Science or Social Science</td>
<td>ANT<em>H101 Introduction to Anthropology or PSY</em>H111 General Psychology I or SOC*H101 Principles of Sociology or Social Science (ECN, GEO, HIS, POL) course</td>
<td>3</td>
</tr>
<tr>
<td>Program Humanities</td>
<td>ENG*H202 Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>ACC*H113 Principles of Financial Accounting</td>
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<td>Program Business</td>
<td>ACC*H117 Principles of Managerial Accounting</td>
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<td>Program Requirement</td>
<td>CSC*H101 Introduction to Computers</td>
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<tr>
<td>Program Requirement</td>
<td>CSC*H205 Visual Basic</td>
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<td>Program Requirement</td>
<td>CST*H120 Introduction to Operating Systems</td>
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<td>Program Requirement</td>
<td>CSC*H231 Database Design I</td>
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<td>Program Requirement</td>
<td>CSC*H250 Systems Analysis and Design</td>
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<tr>
<td>Program Requirements</td>
<td>CSC Programming Elective</td>
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</tbody>
</table>

**Course Requirements**

- **Must complete ONE of the following—this is in ADDITION to 15 credit choices listed in next category:**
  - CSC*H236 Introduction to Client/Server Systems
  - CSC*H237 Database Programming with VB.NET
  - CSC*H238 Advanced Network Systems
  - CST*H239 Servicing & Support of Local Area Networks
  - CST*H240 Network Security Technology

- **Must complete any FIVE of the following:**
  - CSC*H206 VISUAL BASIC II
  - CSC*H211 VB & ASP .NET Web Programming
  - CSC*H213 Object-Oriented Programming Using C++
  - CSC*H214 Advanced C++ Programming
  - CSC*H217 Object-Oriented Programming Using C#
  - CSC*H220 Object-Oriented Programming Using JAVA
  - CSC*H228 Mobile Device Programming
  - CSC*H232 Database Design II
  - CSC*H235 Network Systems
  - CST*H130 Networking Essentials I
  - CST*H235 Network Systems
  - CST*H236 Advanced Network Systems
  - CST*H239 Servicing & Support of Local Area Networks
  - CST*H240 Network Security Technology

- **No more than TWO classes from the following:**
  - CSA*H135 Spreadsheet Applications
  - CSA*H205 Advanced Applications
  - BMK*H216 Internet Marketing
  - CIS*H244 Computer Crimes
  - CIS*H234 Computer Security and Data Protection
  - DAT*H101 Introduction to Digital Arts
  - DAT*H108 Digital Imaging I
  - DAT*H205 Multimedia Authoring II
  - DAT*H215 Multimedia Web Authoring

**TOTAL CREDITS**

63-64

**Program Outcomes**

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

1. Demonstrate desirable attitudes and work habits—creative thinking, the ability to solve problems, cooperation, good judgment, responsibility, and self-reliance.
2. Understand and respect the employer-employee relationship and appreciate the need to produce high quality work.
3. Communicate clearly, both verbally and in writing.
4. Demonstrate sufficient understanding of information technology for entry-level employment and advancement in the field.
5. Demonstrate a commitment to professional organizations through attending meetings, seminars, and continuing education programs.
6. Apply knowledge of interpersonal and motivational skills and communication techniques learned in English, speech, psychology, and social sciences when working with customers, peers, and subordinates.
7. Develop sound ethical, philosophical, and moral professional characteristics.
8. Demonstrate an acceptable attitude in relationships with employers, fellow employees, and toward the working environment.
9. Demonstrate an appreciation of physical fitness and lifelong recreational activities.
10. Acquire a level of math skills appropriate for student's area of concentration.
11. Be able to list and describe emerging technologies.
Focus Areas:

Management Information Systems (MIS)
This focus is designed to prepare students to design, manage and implement business computer applications.

- CSC*H183 Information Systems in Organizations
- CSC*H206 Visual Basic II
- CSC*H211 VB & ASP.NET Web Programming
- CSC*H236 Introduction to Client Server Systems
- CSC*H237 Database Programming with VB.NET
- CSC*H252 Information Systems Project Management

Program Outcomes
Upon successful completion of all program requirements, graduates will:
1. Acquire a familiarization with terminology and structure of various programming languages.
2. Demonstrate the ability to use software tools for program development.
3. Use object oriented programming Languages and graphical user interfaces to solve business problems.
4. Troubleshoot common programming problems and test solutions.
5. Demonstrate a basic understanding of relational database concepts.

Client/Server Systems
This focus area recognizes the need to explore relational databases and object-relational databases in a client/server environment. It considers both the distributed and centralized computing environments within an enterprise information system. This focus area concentrates on the introduction to relational databases and object-relational databases in a client/server environment. Programs such as Oracle, PowerBuilder, and Microsoft SQL Server will be used.

- CSC*H183 Information Systems in Organizations
- CSC*H213 Object Oriented Programming Using C++
- CSC*H232 Database Design II
- CSC*H236 Introduction to Client Server Systems

Program Outcomes
Upon successful completion of all program requirements, graduates will:
1. Demonstrate an understanding of Local Area Networks and Wide Area Networks.
2. Understand the difference between different Network Operating Systems.
3. Understand the basic network components including modems, hubs, NIC’s, switches, repeaters.
4. Understand network protocols, structure, communication architecture, and standards.
5. Understand and be familiar with basic networking terminology, components, and applications.

Microcomputer Network Administration
This focus area is designed for those individuals who desire an understanding of personal computer networks and their use in the workplace. The course of study will provide the student with a thorough knowledge of local area network design, network management, installation, servicing and support. Students will possess an understanding of PC network technology and programming, set-up, communications, utilities, and system management.

- CST*H130 Network Essentials I
- CST*H235 Network Systems
- CST*H236 Advanced Network Systems
- CST*H239 Servicing & Support of LANS
- CST*H274 Network Security Technology

Program Outcomes
Upon successful completion of all program requirements, graduates will:
1. Evaluate the benefits of client/server computing vs. traditional data processing.
2. Successfully analyze and design client/server systems.
3. Incorporate client/server into any given organization.
4. Adapt software design approaches to the client/server model.
5. Manage and control client/server application development projects.
6. Employ intranet and Internet technologies in a given client/server application.

Object-Oriented Programming
This focus area recognizes the need to educate students in the area of object-oriented programming and systems design. Students will take elective choices in the area of Object-Oriented Systems (OOS). Programming languages include C++, VISUAL BASIC, and JAVA. An introduction to Client/Server Systems and Applications is also included in this focus area.

- CSC*H206 Visual Basic II
- CSC*H211 VB & ASP.NET Web Programming
- CSC*H213 Object Oriented Programming Using C++
- CSC*H214 Advanced C++ Programming
- CSC*H220 Object Oriented Programming Using Java
- CSC*H237 Database Programming with VB.NET

Program Outcomes
Upon successful completion of all program requirements, graduates will:
1. Understand of basic programming and logic.
2. Understand the differences between structured, unstructured, and object-oriented programming.
3. Demonstrate uses of objects in application programs.
4. Be familiar with terminology and structure of various programming languages.
5. Demonstrate the ability to write, compile and execute in various programming languages.
6. Read and write complex data-structure descriptions.
7. Demonstrate the ability to use software tools for program development.
The Criminal Justice/Public Safety Program provides training for career opportunities in law enforcement and policing, and also offers a broad liberal arts education for those students who wish to transfer their earned college credits from the program to four-year academic institutions. Five options are offered in the Program: Corrections, Law Enforcement, Security, Computer Crime Deterrence, and Forensics. Each of these options is in a growing field with increasing opportunities for employment. Although all five options are included in the same program, they offer the student a diverse choice of career fields. These options are explained under each of the options on the following pages.

Cooperative Work Experience
One of the special characteristics of the program is the Cooperative Work Experience, whereby the student, under professional supervision, actually engages in practical hands-on training in the Criminal Justice/Public Safety area of his or her choice. The Cooperative Work Experience is an integral and required part of the Criminal Justice/Public Safety curriculum. All students are required to take one semester of Co-op. The Co-op usually takes place during the second semester of the second year, after the student has satisfied all of the prerequisites. The Co-op experience allows students who have successfully met eligibility criteria to integrate and apply classroom theory to the field-based setting. Students participate under the supervision of qualified professionals in Criminal Justice/Public Safety organizations. The Coordinator of the Criminal Justice/Public Safety Program or the Division Director should approve all Co-op placements. Students in the Criminal Justice/Public Safety Program should consult with the coordinator of the program before registering for courses, especially for the choice of electives and the cooperative work experience.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

<table>
<thead>
<tr>
<th>Course Type</th>
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<th>Cr.</th>
</tr>
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<tbody>
<tr>
<td>Core Communications</td>
<td>COM*H100 Introduction to Communications</td>
<td>3</td>
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<tr>
<td>Core Communications</td>
<td>ENG*H101 Composition</td>
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<tr>
<td>Core Humanities</td>
<td>ENG*H102 Literature and Composition</td>
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<td>Core Mathematics</td>
<td>MAT*H135 Topics in Contemporary Mathematics or higher</td>
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<tr>
<td>Core Science</td>
<td>BIO<em>H105 Introduction to Biology or BIO</em>H115 Human Biology or PHY*H110 Introductory Physics</td>
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<tr>
<td>Core Behavioral Science</td>
<td>SOC*H101 Principles of Sociology</td>
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<td>Program Behavioral Science</td>
<td>SOC*H240 Criminology</td>
<td>3</td>
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<tr>
<td>Program Behavioral Science</td>
<td>Any Sociology (SOC) course</td>
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</tr>
<tr>
<td>Program Behavioral Science</td>
<td>PSY*H111 General Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>Core Social Science</td>
<td>HIS<em>H201 U.S. History I or POL</em>H112 State &amp; Local Government</td>
<td>3</td>
</tr>
<tr>
<td>Program Social Science</td>
<td>Any ECN, GEO, HIS*Hor POL course</td>
<td>3</td>
</tr>
<tr>
<td>Core Arts or Humanities</td>
<td>Any Philosophy (PHL) course</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>CJS*H101 Introduction to Criminal Justice</td>
<td>3</td>
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<tr>
<td>Program Requirement</td>
<td>CJS*H102 Introduction to Corrections</td>
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<tr>
<td>Program Requirement</td>
<td>CJS*H103 Introduction to Security</td>
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<td>Program Requirement</td>
<td>CJS*H105 Introduction to Law Enforcement</td>
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<tr>
<td>Program Requirement</td>
<td>CJS*H211 Criminal Law I</td>
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<td>CJS*H217 American Legal Systems</td>
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</tr>
<tr>
<td>Program Requirement</td>
<td>CJS*H220 Criminal Investigation</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>CJS*H293 Criminal Justice Cooperative Work Experience ††</td>
<td>3</td>
</tr>
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</table>

TOTAL CREDITS 61

††Students planning to transfer to a 4-year school should plan to complete MAT*H167 Principles of Statistics or MAT*H172 College Algebra.

††Placement is required. Students need to contact the program coordinator or the BSS division office early in the semester prior to taking the course.

Upon successful completion of all program requirements, graduates will be able to:
1. Given a set of circumstances and occurrences, present a well written investigative report and any accompanying documents.
2. Explain the basic structure and functions of the American Criminal Justice System.
3. Explain the structure of the Federal and State court systems.
4. Identify the functions and services of private security.
5. Explain the computer crime problem.
6. Explain the development of probation, parole and community supervision.
7. Explain the development of the corrections system in the United States.
8. Explain what effects the social conditions in the United States have upon the criminal justice system.
9. Read and explain relevant literature in the field of Criminal Justice.
10. Demonstrate the various methods of taking written statements and confessions.
11. Define the term investigation and the objectives of a criminal investigation.
12. State the psychological theories that may explain criminal behavior.
13. Identify the major sociological theories of criminal behavior.
14. Describe and evaluate the ways in which data are collected on crimes, criminals, and victims.
15. Present oral reports before a group.
16. Explain some of the basic issues and problems in policing, the courts, and corrections in America today.
17. Explain the Bill of Rights and those specific rights guaranteed by the First, Fourth, Fifth, Sixth, Eighth and Fourteenth Amendments.
18. Explain the contributions of both the classical and positivist schools of criminology.
19. Show how events in early American history influenced the development of the American Criminal Justice System.
20. Explain what bearing state and local political issues have on the Criminal Justice System.
21. Explain the concept of criminal law, including its purpose as an agent of social control.
22. Define and explain the elements which identify the offenses of: assault, sex crimes, burglary, arson, larceny, robbery and homicide.
23. Explain how state and local law enforcement agencies originated in the United States and how they currently function.
24. Identify the areas that establish a police officer’s authority for arrest.
25. Demonstrate work skills relevant to a criminal justice agency.
26. Integrate the theoretical and practical application of the Criminal Justice Program.
Criminal Justice/Public Safety

Computer Crime Deterrence Option

The program provides an excellent preparation for students to obtain entry-level positions in the field of computer crime deterrence. It also provides preparation and assistance to students for successful transfer to other institutions of higher education. Work has already begun to strengthen articulation agreements with four-year colleges.

Specifically, the Computer Crime Deterrence Option is designed to prepare students for the successful transfer to other institutions of higher learning as well as for entry level job opportunities in the field of law enforcement and computer security. It provides the essential skills required to gain and to maintain employment at entry level positions as police officers on the state and local level, Federal law enforcement officers, computer crime investigators and computer security specialists.

**Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.**

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<tr>
<td>Core Arts or Humanities</td>
<td>PHL*H111 Ethics</td>
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<td>Program Business</td>
<td>CSC*H101 Introduction to Computers</td>
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<td>Program Business</td>
<td>CST*H120 Introduction to Operating Systems</td>
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<td>Program Requirement</td>
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<tr>
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<td>CJS*H211 Criminal Law I</td>
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<td>Program Requirement</td>
<td>CJS*H224 Computer Crimes</td>
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<td>Program Requirement</td>
<td>CJS*H234 Computer Security &amp; Data Protection</td>
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<td>Program Requirement</td>
<td>CJS*H235 Information Warfare &amp; Security</td>
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<tr>
<td>Program Requirement</td>
<td>CJS*H293 Criminal Justice Cooperative Work Experience††</td>
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**TOTAL CREDITS 61**

†Students planning to transfer to a 4-year school should plan to complete MAT*H167 Principles of Statistics or MAT*H172 College Algebra.

††Placement is required. Students need to contact the program coordinator or the BSS division office early in the semester prior to taking the course.

**Program Outcomes**

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

1. Given a set of circumstances and occurrences, present a well written investigative report and any other accompanying documents.
2. Explain the basic structure and functions of the American Criminal Justice System.
3. Understand the growing dependence and reliance on personal computers in our society.
4. Understand the uses of database management software and its applicability to the business environment.
5. Identify a variety of Network Operating System Software and the features and functionality each provides.
6. Discuss the various problems encountered in the area of information security.
7. Identify current strategies used to protect data.
8. List and describe some of the more common viruses that have infected computer systems.
9. Develop security measures to neutralize various threats and risks.
10. Describe several forms of computer hacking.
11. Explain the purpose and use of the memory management software.
12. Explain various Network Operating Systems (NOS) used in Local Area Networks (LANS).
13. Identify the major sociological theories of criminal behavior.
14. Explain the Bill of Rights and those specific rights guaranteed by the First, Fourth, Fifth, Sixth, Eighth and Fourteenth Amendments.
15. Explain the contributions of both the classical and positivist schools of criminology.
16. Explain the concept of criminal law, including its purpose as an agent of social control.
17. Identify methods used to safeguard information.
18. Discuss the legal issues affecting the recovery of evidence during investigations involving the Internet.
19. List and describe the civil liability issues associated with Internet investigations.
20. Explain the investigative process as it relates to computer crime.
21. Explain the problem of establishing a crime scene for a computer crime.
22. Demonstrate work skills relevant to a criminal justice agency.
23. Discuss the concepts of offensive and defensive information warfare.
24. Describe the various information warfare technologies.
25. Explain how information warfare helped to win the Gulf War.
26. Explain how information can be pirated and what can be done about it.
Corrections Option

The modern Corrections System needs people with ability, sensitivity and professional training. The Corrections Option provides training for career opportunities in Corrections and also offers a broad liberal arts education for those students who wish to transfer their earned college credits from the program to four-year academic institutions. To be admitted formally to the program, a student must complete all prerequisite courses (if applicable) and must pass CJS*H101 Introduction to Criminal Justice with a minimum grade of “C”. Employment opportunities after successful training in the Corrections Option include, but are not limited to, Corrections Officer, Corrections Administration, Probation Officer, Parole Officer and Correctional Counselor.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

Course Type | Course Number & Title | Cr. | Program Outcomes
--- | --- | --- | ---
Core Communications | COM*H100 Introduction to Communications | 3 | Upon successful completion of all program requirements, graduates will be able to:
Core Communications | ENG*H101 Composition | 3 | 1. Present a well written investigative report and any other accompanying documents when given a set of circumstances and occurrences.
Core Communications | ENG*H102 Literature and Composition | 3 | 2. Explain the basic structure and functions of the American Criminal Justice System.
Core Mathematics | MAT*H135 Topics in Contemporary Mathematics or higher (except MAT 137)† | 3 | 3. Explain the structure of the federal and state court systems.
Core Science | BIO*H105 Introduction to Biology or BIO*H115 Human Biology or PHY*H110 Introductory Physics | 4 | 4. Explain the development of probation, parole and community supervision.
Core Behavioral Science | SOC*H101 Principles of Sociology | 3 | 5. Explain the development of the correctional system in the United States.
Program Behavioral Science | SOC*H240 Criminology | 3 | 6. Explain the role of the victim in rehabilitating the offender.
Program Behavioral Science | Any Sociology (SOC) course | 3 | 7. Identify methods used to manage conflict.
Program Behavioral Science | PSY*H111 General Psychology I | 3 | 8. Explain what effects the social conditions in the United States have upon the criminal justice system.
Core Social Science | HIS*H201 U.S. History I or POL*H112 State & Local Government | 3 | 9. Read and explain relevant literature in the field of criminal justice.
Core Arts or Humanities | Any Philosophy (PHL) course | 3 | 10. Explain the development of the juvenile corrections system.
Program Requirement | CJS*H101 Introduction to Criminal Justice | 3 | 11. Explain the specific problems of juveniles in the criminal justice system.
Program Requirement | CJS*H102 Introduction to Corrections | 3 | 12. State the psychological theories that may explain criminal behavior.
Program Requirement | CJS*H211 Criminal Law I | 3 | 13. Identify the major sociological theories of criminal behavior.
Program Requirement | CJS*H217 American Legal Systems | 3 | 14. Describe and evaluate the ways in which data are collected on crimes, criminals and victims.
Program Requirement | CJS*H241 Correctional Counseling | 3 | 15. Present oral reports before a group.
Program Requirement | CJS*H244 Community Based Corrections | 3 | 16. Explain the Bill of Rights and those specific rights guaranteed by the First, Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments.
Program Requirement | CJS*H246 Juvenile Corrections | 3 | 17. Explain some of the basic issues and problems in policing, the courts, and corrections in America today.
Program Requirement | CJS*H261 Victim & Offender Mediation | 3 | 18. Explain the contributions of both the classical and positivist schools of criminology.
Program Requirement | CJS*H293 Criminal Justice Cooperative Work Experience †† | 3 | 19. Show how events from early American history influenced the development of the American Criminal Justice System.

TOTAL CREDITS | | 61 | 20. Explain the concept of criminal law, including its purpose as an agent of social control.

‖Students planning to transfer to a 4-year school should plan to complete MAT*H167 Principles of Statistics or MAT*H172 College Algebra.

† Placement is required. Students need to contact the program coordinator or the BSS division office early in the semester prior to taking the course.
Forensics Option

The Forensics Option is a two-pronged approach to employment in the Criminal Justice filed. On the one hand, the Option will prepare students for entry-level employment in the field of law enforcement on the local, state, and federal level. On the other hand, the Option will prepare students for successful transfer to other institutions of higher learning where they will obtain the baccalaureate degree necessary for employment criminal laboratories.

The program will provide an academic and learning experience that promotes common sense, ethics, civic responsibility, cultural appreciation, and respect for diversity. These characteristics are inherent issues and will be discussed in every required course in the program.

The program has a strong connection with the community. Representatives of some area agencies such as the State Police Crime Lab have served as advisors in the development of the program to ensure that it contributes to the production of an educated and trained work force that responds to the needs of the region.

Specifically, the Forensics Option is designed to prepare students for the successful transfer to other institutions of higher learning as well as for entry level job opportunities in the field of law enforcement. It provides the essential skills required to gain and to maintain employment at entry level positions as police officers on the state and local level as well as Federal law enforcement officers.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

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<td>Core Science</td>
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<td>BIO*H115 Human Biology or</td>
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<td></td>
<td>POL*H112 State &amp; Local Government</td>
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<td>Core Arts or Humanities</td>
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<td>Program Requirement</td>
<td>CJ5*H225 Forensic Science</td>
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<td>CJ5*H229 Crime Scene Investigation</td>
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<td>Program Requirement</td>
<td>CJ5*H255 Ethical Issues in Criminal Justice</td>
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<tr>
<td>Program Requirement</td>
<td>CJ5*H293 Criminal Justice Cooperative Work Experience††</td>
<td>3</td>
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</table>

**TOTAL CREDITS**

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†Students planning to transfer to a 4-year school should plan to complete MAT*H167 Principles of Statistics or MAT*H172 College Algebra.
††Placement is required. Students need to contact the program coordinator or the BSS division office early in the semester prior to taking the course.

The Criminal Justice/Public Safety graduate should be able to:
1. Given a set of circumstances and occurrences, present a well written investigative report and any other accompanying documents.
2. Explain the basic structure and functions of the American Criminal Justice System.
3. Explain the structure of the Federal and State court systems.
4. Manage a crime scene.
5. Recognize evidence at a crime scene.
7. Mark and record evidence.
8. Discuss the capabilities of the crime lab.
9. Explain the concept of transfer of evidence.
10. Conduct basic laboratory analysis.
11. Conduct field tests.
12. Identify and describe a crime scene.
13. Discuss the capabilities of various pieces of equipment used at a crime scene.
15. Name the types of evidence.
16. Describe the “linkage triangle” for physical evidence.
17. Explain what effects the social conditions in the United States have upon the criminal justice system.
18. Read and explain relevant literature in the field of Criminal Justice.
19. List the major categories of physical evidence.
20. Explain the difference between class and individual characteristics of physical evidence.
21. Explain the legal requirements effecting the crime scene.
22. Explain the concept of chain of custody.
23. Explain the scientific requirements effecting the crime scene.
24. Explain the responsibilities of the first responder at the crime scene.
25. State the psychological theories that may explain criminal behavior.
26. Identify the major sociological theories of criminal behavior.
27. Describe and evaluate the ways in which data are collected on crimes criminals and victims.
28. Present oral reports before a group.
29. Explain the Bill of Rights and those specific rights guaranteed by the First, Fourth, Fifth, Sixth, Eighth and Fourteenth Amendments.
30. Explain some of the basic issues and problems in policing, the courts, and corrections in America today.
31. Explain what bearing state and local political issues have on the criminal justice system.
32. Explain the concept of criminal law, including its purpose as an agent of social control.
33. Define and explain the elements of assault, sex crimes, burglary, arson, larceny, robbery and homicide.
34. Demonstrate work skills relevant to a criminal justice agency.
35. Integrate the theoretical and practical application of the Criminal Justice Program.
36. Explain the impact of the development of ethical thought on the Criminal Justice System.
The field of law enforcement needs people with ability, sensitivity and professional training. The Law Enforcement Option provides training for career opportunities in law enforcement and policing and also offers a broad liberal arts education for those students who wish to transfer their earned college credits from the program to four-year academic institutions. To be admitted formally to the program, a student must complete all prerequisite courses (if applicable) and must pass CJS*H101 Introduction to Criminal Justice with a minimum grade of “C”. Employment opportunities after successful training in the Law Enforcement Option include, but are not limited to, municipal and state police officers, federal law enforcement officers, environmental protection enforcement officers, fish and game wardens, and court investigators. The general objective of the option is to prepare students for jobs in the law enforcement field or to transfer to a baccalaureate degree program.

Connecticut Police Academy Graduate
Successful graduates of the Connecticut Police Academy are granted a maximum of nine (9) credits toward their degree in the Criminal Justice/Public Safety Program. Graduates from the Academy are granted credits for CJS*H220 Criminal Investigation, CJS*H105 Introduction to Law Enforcement, and CJS*H293 Criminal Justice Cooperative Work Experience, with an additional eighty (80) hours of field work and appropriate scholarly paper.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

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<td>Core Arts or Humanities</td>
<td>Any Philosophy (PHL) course</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>CJS*H101 Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>CJS*H105 Introduction to Law Enforcement</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>CJS*H210 Constitutional Law</td>
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<tr>
<td>Program Requirement</td>
<td>CJS*H211 Criminal Law I</td>
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</tr>
<tr>
<td>Program Requirement</td>
<td>CJS*H217 American Legal Systems</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>CJS*H220 Criminal Investigation</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>CJS*H255 Ethical Issues in Criminal Justice</td>
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</tr>
<tr>
<td>Program Requirement</td>
<td>CJS*H280 Victimization</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>CJS*H293 Criminal Justice Cooperative Work Experience††</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 61

† Students planning to transfer to a 4-year school should plan to complete MAT*H167 Principles of Statistics or MAT*H172 College Algebra.
††Placement is required. Students need to contact the program coordinator or the BSS division office early in the semester prior to taking the course.
CRIMINAL JUSTICE/PUBLIC SAFETY

Security Option

The security industry needs people with ability, sensitivity and professional training. The Security Option provides training for career opportunities in the security industry and also offers a broad liberal arts education for those students who wish to transfer their earned college credits from the program to four-year academic institutions. To be admitted formally to the program, a student must complete all prerequisite courses (if applicable) and must pass CJS*H101 Introduction to Criminal Justice with a minimum grade of “C”. Employment opportunities after successful training in the Security Option include, but are not limited to, retail security, physical security, corporate security, private investigations, executive protection, loss prevention, surveillance and undercover operations. The general objective of the option is to prepare students for jobs in the security field or to transfer to a baccalaureate degree program.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

Course Type | Course Number & Title | Cr.
--- | --- | ---
Core Communications | COM*H100 Introduction to Communications | 3
Core Communications | ENG*H101 Composition | 3
Core Humanities | ENG*H102 Literature and Composition | 3
Core Mathematics | MAT*H135 Topics in Contemporary Mathematics or MAT*H167 College Algebra† | 3
Core Science | BIO*H105 Introduction to Biology or BIO*H115 Human Biology or PHY*H110 Introductory Physics | 4
Core Behavioral Science | SOC*H101 Principles of Sociology | 3
Program Behavioral Science | SOC*H240 Criminology | 3
Program Behavioral Science | Any Sociology (SOC) course | 3
Program Behavioral Science | PSY*H111 General Psychology I | 3
Core Social Science | HIS*H201 U.S. History I or POL*H112 State & Local Government | 3
Core Arts/Humanities | Any Philosophy (PHL) course | 3
Program Requirement | CJS*H101 Introduction to Criminal Justice | 3
Program Requirement | CJS*H103 Introduction to Security | 3
Program Requirement | CJS*H211 Criminal Law I | 3
Program Requirement | CJS*H217 American Legal Systems | 3
Program Requirement | CJS*H218 Legal Aspects of Security | 3
Program Requirement | CJS*H230 Security Management | 3
Program Requirement | CJS*H232 Industrial & Retail Security | 3
Program Requirement | CJS*H233 Institutional Security | 3
Program Requirement | CJS*H293 Criminal Justice Cooperative Work Experience†† | 3

TOTAL CREDITS | | 61

†Students planning to transfer to a 4-year school should plan to complete MAT*H167 Principles of Statistics or MAT*H172 College Algebra.
††Placement is required. Students need to contact the program coordinator or the BSS division office early in the semester prior to taking the course.

Program Outcomes

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

1. Present a well written investigative report and any accompanying documents when given a set of circumstances and occurrences.
2. Explain the basic structure and functions of the American Criminal Justice System.
3. Explain the structure of the federal and state court systems.
4. Identify the functions and services of private security.
5. Explain the computer crime problem.
6. Explain how institutional security may differ from other types of security.
7. Explain the various security systems in use in institutional establishments.
8. Read and explain relevant literature in the field of criminal justice.
9. Explain the problems of theft from industrial and retail establishments.
10. Explain the various security systems in use in industrial and retail establishments.
11. State the psychological theories that may explain criminal behavior.
12. Identify the major sociological theories of criminal behavior.
13. Describe and evaluate the ways in which data are collected on crimes, criminals and victims.
14. Present oral reports before a group.
15. Explain the Bill of Rights and those specific rights guaranteed by the First, Fourth, Fifth, Sixth, Eighth and Fourteenth Amendments.
16. Explain some of the basic issues and problems in policing, the courts, and corrections in America today.
17. Explain the contributions of both the classical and positivist schools of criminology.
18. Show how events from early American history influenced the development of the American Criminal Justice System.
19. Explain the concept of criminal law, including its purpose as an agent of social control.
20. Define and explain the elements of: assault, sex crimes, burglary, arson, larceny, robbery and homicide.
21. List and explain some of the legal problems that may be encountered in the field of security.
22. Explain the problem of liability as it applies to the field of security.
23. Demonstrate work skills relevant to a criminal justice agency.
24. Integrate the theoretical and practical application of the Criminal Justice Program.
25. Explain the legal problems encountered in security management and supervision.
26. Explain the supervision practices used in the security field.
The Digital Arts Degree is a comprehensive and tightly knit sequence of courses designed to provide the student with an in-depth understanding of interactive software development and digital media design. The program mission and focus synthesizes interactive design principles, human-computer interaction theory, software engineering structures and instructional design methods with visual and audio design principles to produce interactive software/media designers eligible for career paths in fine arts, advertising, audio production, broadcasting, education, electronic publishing, graphic art production, instructional design, marketing, and Web development. Digital artists have become an integral part of the communication media, creative arts, business, and education and positions in interactive software development and media design exist, and continue to grow, in virtually every profession.

The Digital Arts Degree provides students with a basic general education component that is transferable to four-year institutions. In addition, through a series of options, it leads students to three areas of interest. Listed below are the options, including related professional opportunities.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

<table>
<thead>
<tr>
<th>Digital Arts Technology</th>
<th>Audio/ Video Option</th>
<th>Graphics/ Animation Option</th>
<th>Multimedia/ Web Authoring Option</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>(must be 1/3 program total)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composition</td>
<td>ENG*H101</td>
<td>ENG*H101</td>
<td>ENG*H101</td>
<td>3</td>
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<tr>
<td>Literature and Composition</td>
<td>ENG*H102</td>
<td>ENG*H102</td>
<td>ENG*H102</td>
<td>3</td>
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<tr>
<td>Introduction to Communication</td>
<td>COM*H100</td>
<td>COM*H100</td>
<td>COM*H100</td>
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<tr>
<td>Two-Dimensional Design</td>
<td>ART*H121</td>
<td>ART*H121</td>
<td>ART*H121</td>
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<tr>
<td>or</td>
<td>ART*H141</td>
<td>ART*H141</td>
<td>ART*H141</td>
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<tr>
<td>Photography I</td>
<td>or</td>
<td>GRA*H150</td>
<td>GRA*H150</td>
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<tr>
<td>or</td>
<td>Math Elective (MAT<em>H135 or higher, excluding MAT</em>H137)</td>
<td>MAT*H146 or 167</td>
<td>MAT*H146 or 167</td>
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<td>Science Elective</td>
<td>Science Elective</td>
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<td>Social Science Elective</td>
<td>Social Science Elective</td>
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<tr>
<td>Behavioral Science Elective</td>
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<td>Behavioral Science Elective</td>
<td>Behavioral Science Elective</td>
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<tr>
<td>Specialized Courses</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Software Applications</td>
<td>CSA*H105</td>
<td>CSA*H105</td>
<td>CSA*H105</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Multimedia</td>
<td>DAT*H101</td>
<td>DAT*H101</td>
<td>DAT*H101</td>
<td>3</td>
</tr>
<tr>
<td>Multimedia Authoring I</td>
<td>DAT*H104</td>
<td>DAT*H104</td>
<td>DAT*H104</td>
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<td>Digital Video Production</td>
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<td>DAT*H110</td>
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<tr>
<td>Multimedia Authoring II</td>
<td>DAT*H205</td>
<td>DAT*H205</td>
<td>DAT*H205</td>
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<tr>
<td>Option (15 credits maximum)</td>
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<td></td>
</tr>
<tr>
<td>Electronic Music Composition/ Audio Technology I</td>
<td>DAT*H106</td>
<td>DAT*H106</td>
<td>DAT*H106</td>
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<tr>
<td>Acoustics and Sound Design</td>
<td>DAT*H212</td>
<td>DAT*H212</td>
<td>DAT*H212</td>
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<tr>
<td>3D Graphics &amp; Animation I</td>
<td>DAT*H224</td>
<td>DAT*H224</td>
<td>DAT*H224</td>
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<td>Digital Imaging II</td>
<td>DAT*H234</td>
<td>DAT*H234</td>
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<tr>
<td>3D Graphics &amp; Animation II</td>
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<td>Motion Graphics for Film &amp; Video</td>
<td>Digital Arts Project</td>
<td>Digital Arts Project</td>
<td>Digital Arts Project</td>
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</tr>
<tr>
<td>or</td>
<td>Arts Elective</td>
<td>Arts Elective</td>
<td>Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>Digital Arts or Arts Elective</td>
<td>Digital Arts or</td>
<td>Digital Arts or</td>
<td>Digital Arts or</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>Arts Elective</td>
<td>Arts Elective</td>
<td>Arts Elective</td>
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<td>Total Credit Hours</td>
<td>63-64</td>
<td>63-64</td>
<td>63-64</td>
<td>63-64</td>
</tr>
</tbody>
</table>
### Audio/Video Option

The **Audio/Video Option** will focus on the detailed study of acoustics, audio production, recording engineering, sound design, motion graphics, visual composition, and non-linear video editing and production. Students will be qualified to seek positions in the fields of audio production, video production, post-production, advertising, interactive design, and electronic publishing.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course Number &amp; Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Communications</td>
<td>COM-H100 Introduction to Communications</td>
<td>3</td>
</tr>
<tr>
<td>Core Communications</td>
<td>ENG-H101 Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Humanities</td>
<td>ENG-H102 Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Mathematics</td>
<td>MAT-H135 Topics in Contemporary Mathematics or higher</td>
<td>3</td>
</tr>
<tr>
<td>Core Science</td>
<td>Any Science (AST, BIO, CHE, GLG, HRT, MET, or PHY) course except BIO-H111</td>
<td>3-4</td>
</tr>
<tr>
<td>Core Behavioral Science</td>
<td>ANT-H101 Introduction to Anthropology or PSY-H111 General Psychology I or SOC-H101 Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Core Social Science</td>
<td>Any Social Science (ECN, GEO, HIS or POL) course</td>
<td>3</td>
</tr>
<tr>
<td>Core Arts</td>
<td>ART-H121 Two-Dimensional Design or ART-H141 Photography I or GRA-H150 Introduction to Graphic Design</td>
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<tr>
<td>Program Arts</td>
<td>DAT-H101 Introduction to Digital Arts</td>
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<tr>
<td>Program Arts</td>
<td>DAT-H104 Multimedia Authoring I</td>
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</tr>
<tr>
<td>Program Arts</td>
<td>DAT-H108 Digital Imaging I</td>
<td>3</td>
</tr>
<tr>
<td>Program Arts</td>
<td>DAT-H110 Digital Video Production I</td>
<td>3</td>
</tr>
<tr>
<td>Program Arts</td>
<td>DAT-H205 Multimedia Authoring II</td>
<td>3</td>
</tr>
<tr>
<td>Program Arts</td>
<td>DAT-H218 Electronic Music Composition/ Audio Technology I</td>
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</tr>
<tr>
<td>Program Arts</td>
<td>DAT-H220 Acoustics &amp; Sound Design</td>
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<tr>
<td>Program Arts</td>
<td>DAT-H224 Digital Video Production II</td>
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<td>Program Arts</td>
<td>DAT-H226 Motion Graphics for Film &amp; Video</td>
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<td>Program Requirement</td>
<td>DAT-H290 Digital Arts Project</td>
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<tr>
<td>Program Arts</td>
<td>Any Arts (ART, DAN, DAT, GRA, MUS, THR) course</td>
<td>3</td>
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<tr>
<td>Program Arts</td>
<td>Any Arts (ART, DAN, DAT, GRA, MUS, THR) course</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>CSA-H105 Introduction to Software Applications</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 63-64

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**Program Outcomes**

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

1. Analyze and evaluate the properties of sound, human hearing, psychoacoustics, electro-acoustic and digital sound reproduction systems.
2. Design and edit digital and analog audio files.
3. Synthesize and apply the processes involved in transforming a concept to a video production.
4. Design, produce, edit, and complete original video projects.
5. Utilize state-of-the-art*Hspecial effect techniques currently used in the film and video industry.
6. Complete significant*Hprojects terminating in deliverable software/media products with technical documentation.
### Graphics/Animation Option

The Graphics/Animation Option will focus on the detailed study of two-dimensional digital graphics design, three-dimensional object modeling, and digital animation. Students will be qualified to seek positions in the fields of broadcasting, character animation, electronic publishing, graphic ART production, and Web design.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

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<td>Core Communications</td>
<td>ENG*H101 Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Humanities</td>
<td>ENG*H102 Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Mathematics</td>
<td>MAT*H135 Topics in Contemporary Mathematics or higher</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(except MAT<em>H137); MAT</em>H146 or 167 recommended</td>
<td></td>
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<tr>
<td>Core Science</td>
<td>Any Science (AST, BIO, CHE, GLG, HRT, MET, or PHY) course</td>
<td>3-4</td>
</tr>
<tr>
<td>Core Behavioral Science</td>
<td>ANT<em>H101 Introduction to Anthropology or PSY</em>H111 General Psychology I or SOC*H101 Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Core Social Science</td>
<td>Any Social Science (ECN, GEO, HIS or POL) course</td>
<td>3</td>
</tr>
<tr>
<td>Core Arts</td>
<td>ART<em>H121 Two-Dimensional Design or ART</em>H141 Photography I or GRA*H130 Introduction to Graphic Design</td>
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<tr>
<td>Program Arts</td>
<td>DAT*H101 Introduction to Digital Arts</td>
<td>3</td>
</tr>
<tr>
<td>Program Arts</td>
<td>DAT*H104 Multimedia Authoring I</td>
<td>3</td>
</tr>
<tr>
<td>Program Arts</td>
<td>DAT*H108 Digital Imaging</td>
<td>3</td>
</tr>
<tr>
<td>Program Arts</td>
<td>DAT*H110 Digital Video Production I</td>
<td>3</td>
</tr>
<tr>
<td>Program Arts</td>
<td>DAT*H205 Multimedia Authoring II</td>
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<tr>
<td>Program Arts</td>
<td>DAT*H106 Digital Design</td>
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<tr>
<td>Program Arts</td>
<td>DAT*H212 3D Graphics &amp; Animation I</td>
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<td>Program Arts</td>
<td>DAT*H230 Digital Imaging II</td>
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<tr>
<td>Program Arts</td>
<td>DAT*H234 3D Graphics &amp; Animation II</td>
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<td>Program Requirement</td>
<td>DAT*H290 Digital Arts Project</td>
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<td>Program Arts</td>
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<tr>
<td>Program Arts</td>
<td>Any Arts (ART, DAN, DAT, GRA, MUS, THR) course</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>CSA*H105 Introduction to Software Applications</td>
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<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td></td>
<td><strong>63-64</strong></td>
</tr>
</tbody>
</table>

### Program Outcomes

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

1. Design, edit and manipulate digital graphic and image files.
2. Utilize advanced techniques for character modeling and the design of virtual space.
3. Design, model, and animate complete 3-dimensional virtual worlds.
4. Utilize state-of-the-art 3D special effect techniques currently used in the film and video industry.
5. Utilize current digital imaging equipment and techniques to create/acquire content.
6. Complete significant projects terminating in deliverable software/media products with technical documentation.
**DIGITAL ARTS TECHNOLOGY**

**Multimedia/Web Authoring Option**

The Multimedia/Web Authoring Option will focus on the detailed study of the development of interactive multimedia systems, multimedia authoring, programming/scripting languages, and project development and management. Students will be qualified to seek positions in the fields of advertising, electronic publishing, interactive design, multimedia software authoring, and Web design and development.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

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<tr>
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<tr>
<td>Core Science</td>
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<td>3-4</td>
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<tr>
<td>Core Behavioral Science</td>
<td>ANT<em>H101 Introduction to Anthropology or PSY</em>H111 General Psychology I or SOC*H101 Principles of Sociology</td>
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<td>Any Social Science (ECN, GEO, HIS or POL) course</td>
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<tr>
<td>Core Arts</td>
<td>ART<em>H121 Two-Dimensional Design or ART</em>H141 Photography I or GRA*H150 Introduction to Graphic Design</td>
<td>3</td>
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<tr>
<td>Program Arts</td>
<td>DAT*H101 Introduction to Digital Arts</td>
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<tr>
<td>Program Arts</td>
<td>DAT*H104 Multimedia Authoring I</td>
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<td>DAT*H108 Digital Imaging I</td>
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<td>DAT*H110 Digital Video Production I</td>
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<td>DAT*H116 Interactive Media Design</td>
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<td>Program Arts</td>
<td>Any Arts (ART, DAN, DAT, GRA, MUS, THR) course</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>CSA*H105 Introduction to Software Applications</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>CSC<em>H205 VISUAL BASIC I or CSC</em>H213 Object-Oriented Programming Using C++ or CSC*H220 Object-Oriented Programming Using JAVA</td>
<td>3</td>
</tr>
</tbody>
</table>

**Program Outcomes**

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

1. Utilize current design and delivery techniques to design advanced multimedia systems.
2. Utilize the phases of the project development life-cycle to assist in the design and completion of software development projects.
3. Storyboard, design, and implement multimedia systems.
4. Design and implement accessibility-compliant user interfaces.
6. Complete significant projects terminating in deliverable software/media products with technical documentation.

**TOTAL CREDITS**

63-64

†MAT*H135 or higher, excluding MAT*H137
‡‡PSY*H111, SOC*H101, or ANT*H101
The Drug and Alcohol Recovery Counselor (DARC) program provides education and training for persons seeking employment, job advancement, or transfer to four-year academic programs. Students who complete the DARC program meet the Connecticut Certification Board (CCB) 360 hours of education and training requirements in preparation towards becoming credentialed as a Certified Addictions Counselor (CAC). Additional hours of paid direct work experience are needed to meet the requirements for Provisional or Standard Certification as an Addictions Counselor by the State of Connecticut.

**Employment**

Students who graduate with a DARC Associates Degree are highly sought after for entry level positions as substance abuse counselors in public and private agencies such as inpatient and outpatient mental health/substance abuse treatment facilities, local hospitals, prevention organizations and the criminal justice system.

**Curriculum**

The DARC program consists of two years of academic study which includes general education, DARC specialty courses and a one year internship. All DARC courses (DAR*H101, H111, H112, H158, H213, H220) are open to any student at the college, provided they meet the prequisite of ENG.H63. DAR*H213 and DAR*H220 should be taken after completion of DAR*H111. The internship is by application and approval of the DARC Coordinator only.

**Internship Admission**

Acceptance into the internship is selective, through an application process. Interested applicants must have completed DAR*H101, DAR*H111, DAR*H112, and DAR*H158 with a C or better, complete a formal application and participate in the screening/interview process which occurs during the spring semester. Students accepted into the internship complete DAR*H251 and DAR*H252 in consecutive fall (DAR*H251) and spring (DAR*H252) semesters.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

**NOTE:** The DARC program is highly sequenced. Students are encouraged to take courses in the order they are listed below.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course Number &amp; Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Communications</td>
<td>COM*H100 Introduction to Communications</td>
<td>3</td>
</tr>
<tr>
<td>Core Communications</td>
<td>ENG*H101 Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Behavioral Science</td>
<td>PSY*H111 General Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>DAR*H101 Public Health Issues in Abuse &amp; Addiction</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>DAR*H111 Addiction Counseling I</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>SECOND SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Humanities</td>
<td>ENG*H102 Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Program Behavioral Science</td>
<td>SOC*H101 Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Program Behavioral Science</td>
<td>PSY*H245 Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>DAR*H112 Group Counseling Theory &amp; Techniques</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>DAR*H158 Biology of Addiction</td>
<td>3</td>
</tr>
<tr>
<td></td>
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<td><strong>15</strong></td>
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<tr>
<td><strong>THIRD SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Science</td>
<td>BIO<em>H110 Principles of the Human Body or BIO</em>H115 Human Biology</td>
<td>3-4</td>
</tr>
<tr>
<td>Core Mathematics</td>
<td>MAT<em>H135 Topics in Contemporary Mathematics or MAT</em>H167 Principles of Statistics†</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>CS*H105 Introduction to Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>DAR*H220 Co-Occurring Disorders Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>DAR*H251 Counseling Internship I (fall only)† †</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>18-19</strong></td>
</tr>
<tr>
<td><strong>FOURTH SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Arts</td>
<td>Any Arts (ART, DAN, DAT, GRA, MUS, THR) course</td>
<td>3</td>
</tr>
<tr>
<td>Core Social Science</td>
<td>Any Social Science (ECN, GEO, HIS, POL) course (History recommended)</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>DAR*H213 Addiction Counseling II</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>DAR*H252 Counseling Internship II (spring only)† †</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td></td>
<td><strong>63-64</strong></td>
</tr>
</tbody>
</table>

†Mathematics selection from MAT*H135 for career degree students, or MAT*H167 for students intending to transfer.

††DAR*H251 and DAR*H252 must be completed in consecutive semesters.
This two-year program in Early Childhood Education will lead to the associate in science degree. The curriculum prepares students for transfer to baccalaureate programs as well as for immediate employment in early childhood programs such as child care centers, Head Start, preschools, and other similar programs. To be admitted formally to the program, the student must receive a grade of “C—” or better in each of the Early Childhood Education courses.

Practical experience is received by observing and assisting in a variety of Early Childhood facilities. Students are required to student teach at the College’s Child Development Center Laboratory School. Such experience provides opportunities to implement knowledge received in the college classroom. Students in the Early Childhood program are required to consult with their academic advisor before registering for courses and scheduling the required practicum hours to be fulfilled. Student teaching hours must be done in licensed, accredited Pre-Kindergarten programs in order for those hours to apply toward a State of Connecticut Head Teacher certificate.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

---

**Course Type** | **Course Number & Title** | **Cr.**
---|---|---
Core Communications | COM*H100 Introduction to Communications | 3
Core Communications | ENG*H101 Composition | 3
Core Humanities | ENG*H102 Literature and Composition | 3
Core Mathematics | MAT*H135 Topics in Contemporary Mathematics or any Mathematics course higher than MAT*H137† | 3
Core Science | BIO*H105 Introduction to Biology or BIO*H115 Human Biology | 4
Core Behavioral Science | PSY*H111 General Psychology I | 3
Program Behavioral Science | PSY*H203 Child Development | 3
Program Behavioral Science | SOC*H101 Principles of Sociology | 3
Core Arts or Humanities | Any Arts course or Humanities course†† | 3
Program Arts | DAN/ECE*H118 Dance Pedagogy for Early Childhood | 3
Program Requirement | ECE*H101 Introduction to Early Childhood Education | 3
Program Requirement | ECE*H103 Creative Experiences for Children | 3
Program Requirement | ECE*H106 Music & Movement Education | 3
Program Requirement | ECE*H109 Science & Math for Children | 3
Program Requirement | ECE*H176 Health, Safety & Nutrition | 3
Program Requirement | ECE*H141 Infant/Toddler Growth & Development OR ECE*H206 Administration & Supervision of Early Childhood Programs††† | 3
Program Requirement | ECE*H210 Observation & Participation | 3
Program Requirement | ECE*H215 The Exceptional Learner | 3
Program Requirement | ECE*H222 Methods & Techniques in ECE | 3
Program Requirement | ECE*H231 Early Language & Literacy Development | 3
Program Requirement | ECE*H290 Student Teaching I (Fall only) | 3
Program Requirement | ECE*H291 Student Teaching II (Spring only) | 3

**TOTAL CREDITS** | **65**

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†Mathematics selection from MAT*H135 for career degree students, or mathematics course higher than MAT*H137 for students intending to transfer to a baccalaureate degree program.

††Students may select: ART*H101, 102, 141, or 151; DAN*H101; ENG*H215, MUS*H101, 103, 115, 137, or 218; or THR*H101.

†††Students intending to transfer to a baccalaureate degree program may substitute a social science elective recommended by the college to which they are applying.

Core Social Science: Any ECN, GEO, HIS*Hor POL*Hcourse (History I recommended)

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

1. Be knowledgeable about various theories as they apply to young children.
2. Demonstrate a basic knowledge of Early Childhood Education and the skills required to make objective observations of young children in the classroom setting.
3. Use effective classroom management techniques.
4. Introduce children to a wide variety of music, visual and performing arts.
5. Understand the various aspects of speech and language development and be able to plan and facilitate a literacy quality environment.
6. Become acquainted with various communication impairments or delays and set realistic goals for young children in the area of language development.
7. Recognize that the process of creating is as important as the end product.
8. Demonstrate an understanding of the concept of creativity through planning environments and activities.
9. Understand the interconnectedness of the developmental areas and the specific needs of infants and toddlers.
10. Learn how learning theories can be applied to understanding children’s behavior.
11. Develop communication skills in relation to families, colleagues and children.
12. Provide general curricula adaptations and guidelines to help children meet their special needs.
13. Gain the experience to create a supportive and interesting learning environment.
14. Develop a curriculum using a multisensory approach to teaching.
15. Become more aware of children’s special needs.
16. Be aware of the interrelationships between child development and the areas of health, safety and nutrition.
17. Be knowledgeable about the control and prevention of communicable disease.
18. Develop an understanding of the importance of family-school relationships.
20. Plan, organize, execute and evaluate classroom experiences on a weekly basis.
Today's electronics engineering technician must always be ready to serve our dynamic society. The expanding domain of electronics technology has reached into and overlapped many other disciplines. Electronic technicians of today are different from those of only a few years ago. The Electronic Engineering Technology Program at Naugatuck Valley Community College offers a curriculum that is designed to prepare students for these new career opportunities. The program emphasizes the fundamentals of electric and electronic circuit theory and analysis, but also stresses the role of computers, computer software, CAD systems, microprocessors, robotics, digital systems, programmable logic controllers (PLCs), various laboratory instruments, data acquisition and control systems. Students gain practical "hands-on" experience by using electronic instruments, microprocessors and computers. Also, a thorough knowledge of digital/electronic circuits is acquired, along with experience in electronic fabrication techniques and the design of printed circuit boards. As a result of the training and preparation provided by our program, the Electronics Engineering Technology graduate is an important and much sought after contributor to the engineering team in Connecticut's ever-changing high technology industries.

Typical job entry titles include: Engineering Technician, Research Technician, Customer Engineer, Field Service Technician, Test/Service Manager, Repair Technician, Assistant Engineer and Electronics Technician. This program is accredited by the Technology Accreditation Commission of ABET (TAC of ABET) located at 111 Market Place, Suite 1050, Baltimore, MD 21202-4012, Telephone: 410-347-7700.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

**NOTE:** To complete the degree in two years, students are advised to complete the courses in the sequence listed beginning in the fall semester.

### Course Type | Course Number & Title | Cr.
--- | --- | ---
**FIRST SEMESTER**
Core Communications | ENG*H101 Composition | 3
Core Mathematics | MAT*H172 College Algebra | 3
Core Science | PHY*H121 General Physics I | 4
Program Requirement | EET*H104 Electrical CAD & Fabrication | 1
Program Requirement | EET*H110 Electronic Circuits I | 4
Program Requirement | EET*H126 Labview | 2
**SECOND SEMESTER**
Core Communications | COM*H100 Introduction to Communications | 3
Program Mathematics | MAT*H185 Trigonometric Functions | 3
Program Science | PHY*H122 General Physics II | 4
Program Requirement | EET*H114 Electronic Circuits II | 4
Program Requirement | EET*H136 Electronics I | 4
**THIRD SEMESTER**
Core Humanities | ENG*H102 Literature and Composition | 3
Program Requirement | EET*H208 Applied Circuit Analysis or MAT*H254 Calculus I | 3-4
Program Requirement | EET*H252 Digital Electronics | 4
Program Requirement | EET*H251 Electronic Instrumentation | 3
Program Requirement | EET*H232 Electronics II | 4
**FOURTH SEMESTER**
Core Behavioral or Social Science | ANT*H101 Introduction to Anthropology or PST*H111 General Psychology I or SOC*H101 Principles of Sociology or Social Science (ECN, GEO, HIS, POL) course | 3
Program Requirement | EET*H294 Projects | 2
Program Requirement | EET*H256 Microprocessors | 4
Program Requirement | EET Technical Elective† | 3
Program Requirement | EET Technical Elective† | 3
**TOTAL CREDITS** | | 67-68

† EET Technical Electives:
EET*H268 Control Systems
EET*H253 Advanced Digital Electronics
EET*H208 Applied Circuit Analysis (only if MAT*H254 Calculus I also taken)
EET*H242 Fiber Optics (Not offered in recent semesters)

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

1. Apply mathematical principles and scientific laws and theorems to electrical circuit applications.
2. Use equipment to test and measure circuit characteristics.
3. Be proficient in the use of state-of-the-art software as applicable tools in the development process of new circuit or system designs.
4. Effectively communicate findings of research or laboratory experiments using written, oral and computer skills.
5. Work as a member of a team to accomplish assigned tasks on time in a laboratory setting.
6. Be expected to act consistent with accepted standards of ethical and professional conduct of an electronic engineering technician.
7. Possess the educational background and technical skills needed to a obtain employment as an electronic technician, and b. continue studies toward a B.S. degree in electrical engineering as well as other engineering programs.

**Program Outcomes**
Upon successful completion of the program requirements, the graduates will be able to:

1. Use mathematical formulas based on scientific laws and theorems as they relate to electricity, to analyze circuit problems, formulate solutions, and predict circuit behavior of both analog and digital circuits.
2. Possess the knowledge and skills to create a digital logic circuit design as a solution to a given problem statement. Build, troubleshoot, and verify designed circuit operation. Provide full documentation on design.
3. Build analog or digital circuits from a schematic drawing. Verify operation using test equipment such as ohmmeters, digital and analog voltmeters, ammeters, oscilloscopes, power supplies, function generators, and logic probes.
4. Use PSPICE modeling circuit simulation software as a design tool to draw, simulate and test behavior of both analog and digital circuits.
5. Create an electronic project using an Electronic Design Automation software to design printed circuit board(s), build the project, and ensure its proper operation.
6. Use a high level programming language, or use a microcontroller or solve a technical problem.
7. Design a LabVIEW program to serve as a system including virtual instruments to display/store/evaluate or plot data. Create a LabVIEW program as a solution to a problem, recognize the need for continuous improvement, and demonstrate the ability to apply to design.
8. Communicate lab experiment findings in the form of lab reports in a professional manner using appropriate word processor, spreadsheet, and schematic drawing software.
9. Present experiment results or research orally to a group.
10. Actively participate on multicultural teams in lab setting to achieve final solutions to a given task within allotted time.
11. Realize the responsibility of the individual technician to work in an ethical manner as it relates to recommendations based on experimental data and understand the code of ethics as it applies to the electronic technician profession.
The Engineering Technology Program leads to an associate in science degree. It was developed to meet the need for educational opportunities that will lead to employment in jobs using electro-mechanical skills, computer knowledge and application skills. The need for Engineering Technology graduates who have a strong math/science background and who are well grounded in the application of technology to workplace problems, has been the focus of much attention by the state’s employers.

Connecticut’s business and industry needs technical people who have knowledge in several areas of engineering technology. The increasing application of two or more technologies to achieve desired results in such areas as robotics and numerical control has focused our attention on the value of an engineering technology generalist.

The engineering technician is versed in several disciplines including electrical, automated manufacturing, mechanical, and chemical, and also has a good working knowledge of computer systems. The Engineering Technology Program prepares students to be engineering technicians who are able to respond to the changing demands of “high tech” industries, who are able to communicate with both the production worker and the engineer, and who can “wear many hats.”

The Engineering Technology Program is attractive to those with specific career and educational goals that require diversity and to those who are unsure of their interests and/or abilities. Students may tailor a special program to meet specific educational and/or career goals which may include a unique career, job objectives, or a technology-oriented transfer program. While providing a quality education that prepares graduates for immediate employment, the program also enables graduates to transfer to baccalaureate programs at senior institutions. It is also attractive to those presently employed seeking skills enhancement and/or upward mobility.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

NOTE: To complete the degree in two years, students are advised to complete the courses in the sequence listed beginning in the fall semester.

### Course Type

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course Number &amp; Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Communications</td>
<td>ENG*H101 Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Mathematics</td>
<td>MAT*H172 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>EET*H102 Electrical Applications</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>(TYY*H101 Introduction to Engineering Technology strongly recommended)</td>
<td></td>
</tr>
<tr>
<td>Program Requirement</td>
<td>General Elective</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>(MFG*H104 Manufacturing Processes strongly recommended)</td>
<td></td>
</tr>
<tr>
<td><strong>SECOND SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Communications</td>
<td>COM*H100 Introduction to Communications</td>
<td>3</td>
</tr>
<tr>
<td>Program Mathematics</td>
<td>MAT*H185 Trigonometric Functions</td>
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</tr>
<tr>
<td>Core Science</td>
<td>PHY*H121 General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>Program Science</td>
<td>CHE*H111 Concepts of Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>CAD*H150 CAD 2D</td>
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<td><strong>THIRD SEMESTER</strong></td>
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<tr>
<td>Core Communications</td>
<td>ENG*H102 Literature and Composition</td>
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<td>Program Requirement</td>
<td>MEC*H108 Static</td>
<td>5</td>
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<tr>
<td>Program Requirement</td>
<td>MFG*H106 Computer-Aided Manufacturing I</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>MFG*H275 Mechanics of Materials</td>
<td>3</td>
</tr>
<tr>
<td>Core Behavioral or Social Science</td>
<td>ANT<em>H101 Introduction to Anthropology or PSY</em>H111 General Psychology I or SOC*H101 Principles of Sociology or Social Science (ECN, GEO, HIS, POL) course</td>
<td>3</td>
</tr>
<tr>
<td><strong>FOURTH SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Requirement</td>
<td>16 credits of 200 level Engineering Technology or courses selected in consultation with Program Coordinator</td>
<td>16</td>
</tr>
</tbody>
</table>

### TOTAL CREDITS

**64-65**

*Technical & Lab Electives - Courses to be determined in consultation with Department Chairperson.
A minimum of 16 Technical electives must be taken.

Directed Electives
MFG*H230 Statistical Processs Control
MEC*H239 Geometric Dimensioning & Tolerancing

Also see: Computer-Aided Drafting/Design Technology
Electronic Engineering Technology
(Automated) Manufacturing Engineering Technology
Mechanical Engineering Technology

### Program Outcomes

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

1. Apply appropriate mathematical and scientific principles to Engineering Technologies.
2. Use state-of-the-art software and hardware.
3. Design and prepare CAD drawings.
4. Perform individually or as a member of a team to complete projects in an industrial environment.
5. Conduct experiments, analyze data, and interpret results from controlled laboratory experimentation in industrial applications.
6. Effectively and efficiently plan, organize, implement, and control projects.
7. Act consistently with the ethical standards and conduct of a professional in Engineering Technology.
8. Communicate effectively with individuals and groups using written, oral, and computer skills.
9. Possess the educational background needed to:
   a. obtain employment as a technician, and
   b. continue studies toward a B.S. degree in Engineering Technology.
Biology Option

The environmental field is a broad based area of study. It is truly interdisciplinary in nature. The subjects of biology, chemistry and geology are interwoven to provide a full picture of our environment and man’s impact upon this system.

The Environmental Science degree provides students with a foundation in the basic sciences, and provides the opportunity to tailor the program to the students’ interests with a choice of options. The goal of the Environmental Science Biology Option Program is to prepare students to transfer into a biological environmental science program at a four-year institution, or directly enter the workforce.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

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<tr>
<td>Core Communications</td>
<td>ENG*H101 Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Humanities</td>
<td>ENG*H102 Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Mathematics</td>
<td>MAT*H167 Principles of Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Program Mathematics</td>
<td>MAT*H172 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Core Science</td>
<td>BIO*H121 General Biology I or</td>
<td>4</td>
</tr>
<tr>
<td>Program Science</td>
<td>BIO*H155 General Botany</td>
<td>4</td>
</tr>
<tr>
<td>Program Science</td>
<td>BIO*H122 General Biology II or</td>
<td>4</td>
</tr>
<tr>
<td>Program Science</td>
<td>BIO*H145 Zoology</td>
<td>4</td>
</tr>
<tr>
<td>Program Science</td>
<td>BIO*H171 Field Biology</td>
<td>4</td>
</tr>
<tr>
<td>Program Science</td>
<td>BIO*H181 Environmental Science with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Program Science</td>
<td>BIO*H235 Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Program Science</td>
<td>CHE*H121 General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>Program Science</td>
<td>CHE*H122 General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>Program Science</td>
<td>GLG*H121 Physical Geology</td>
<td>4</td>
</tr>
<tr>
<td>Program Science</td>
<td>ENV*H110 Environmental Regulations</td>
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<tr>
<td>Program Science</td>
<td>ENV*H120 Introduction to Hazardous Materials</td>
<td>3</td>
</tr>
<tr>
<td>Program Science</td>
<td>ENV*H160 Environmental measurements or</td>
<td>3</td>
</tr>
<tr>
<td>Program Science</td>
<td>ENV*H205 Foundations of Environmental Chemistry or</td>
<td>3</td>
</tr>
<tr>
<td>Program Science</td>
<td>ENV*H230 Environmental Control Processes or</td>
<td>3</td>
</tr>
<tr>
<td>Program Science</td>
<td>ENV*H235 Waste Minimization &amp; Treatment or</td>
<td>3</td>
</tr>
<tr>
<td>Program Science</td>
<td>ENV*H240 Principles of Soil &amp; Water Resources or</td>
<td>3</td>
</tr>
<tr>
<td>Program Science</td>
<td>HRT*H215 Pest Control in Ornamentals and Turf</td>
<td>3</td>
</tr>
<tr>
<td>Core Behavioral Science</td>
<td>ANT*H101 Introduction to Anthropology or</td>
<td>3</td>
</tr>
<tr>
<td>Core Social Science</td>
<td>GEO*H102 Introduction to Human Geography</td>
<td>3</td>
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<tr>
<td>Core Arts or Humanities</td>
<td>Any Arts course or Humanities course</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>CSA*H105 Introduction to Software Applications</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL CREDITS 68

Program Outcomes

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

1. Appreciate the liberal arts, sciences, and fine arts.
2. Critically analyze extra-perceptual media within the context of the scientific method and statistics, and recognize the distinction between scientific fact and media sensationalism.
3. Understand the interrelatedness of all species in the natural world with that of the physical world.
4. Investigate environmental problems utilizing research skills and science process skills.
5. Comprehend how ecosystems function both on a macro and micro biological level.
6. Perform basic chemical calculations and preparation of inorganic solutions.
7. Understand the basic physiology of plants, animals and microorganisms.
8. Construct, analyze, and interpret scientific data in the form of a graph.
9. Read and understand basic environmental regulations as related to safe handling of hazardous materials.
10. Scientifically analyze and critically evaluate local/regional/global environmental problems in terms of ecological principles and development of sustainable solutions.
11. Collaboratively work with peers to independently explore environmental problems and issues, as well as establish personal positions on such issues and problems.
12. Transfer to a four-year environmental science program.
Environmental Systems Option

The environmental field is a broad based area of study. It is truly interdisciplinary in nature. The subjects of biology, chemistry and geology are interwoven to provide a full picture of our environment and man’s impact upon this system.

The Environmental Science degree provides students with a foundation in the basic sciences, and provides the opportunity to tailor the program to the students’ interests with a choice of options. The goal of the Environmental Systems Option is to prepare students for a position in industry dealing with the compliance of environmental regulations, or for transfer into an environmental technology program at a four-year institution.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

### Course Type
- **Core Communications**: COM*H100 Introduction to Communications, 3 Cr.
- **Core Communications**: COM*H100 Introduction to Communications, 3 Cr.
- **Core Communications**: ENG*H101 Composition, 3 Cr.
- **Core Humanities**: ENG*H102 Literature and Composition, 3 Cr.
- **Core Mathematics**: MAT*H167 Principles of Statistics, 3 Cr.
- **Program Mathematics**: MAT*H172 College Algebra, 3 Cr.
- **Core Science**: BIO*H121 General Biology I or BIO*H122 General Biology II or BIO*H125 General Botany, 4 Cr.
- **Program Science**: BIO*H122 General Biology II or BIO*H145 Zoology, 4 Cr.
- **Program Science**: BIO*H171 Field Biology, 4 Cr.
- **Program Science**: BIO*H181 Environmental Science with Lab, 4 Cr.
- **Program Science**: BIO*H235 Microbiology, 4 Cr.
- **Program Science**: CHE*H121 General Chemistry I, 4 Cr.
- **Program Science**: CHE*H122 General Chemistry II, 4 Cr.
- **Program Science**: ENV*H110 Environmental Regulations, 3 Cr.
- **Program Science**: ENV*H120 Introduction to Hazardous Materials, 3 Cr.
- **Program Science**: GLG*H121 Physical Geology, 4 Cr.
- **Program Science**: HRT*H215 Pest Control in Ornamentals and Turf or ENV*H160 Environmental measurements or ENV*H205 Foundations of Environmental Chemistry or ENV*H230 Environmental Control Processes or ENV*H235 Waste Minimization & Treatment or ENV*H240 Principles of Soil & Water Resources, 3 Cr.
- **Core Behavioral Science**: ANT*H101 Introduction to Anthropology or PSY*H111 General Psychology I or SOC*H101 Principles of Sociology, 3 Cr.
- **Core Social Science**: GEO*H102 Introduction to Human Geography, 3 Cr.
- **Core Arts or Humanities**: Any Arts course or Humanities course, 3 Cr.
- **Program Business**: CSA*H105 Introduction to Software Applications, 3 Cr.

**TOTAL CREDITS** 68

### Program Outcomes

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

1. Appreciate the liberal arts, sciences, and fine arts.
2. Devise a plan to sample for contamination in the air, water, or soil.
3. Operate common environmental sampling and analysis equipment.
4. Understand how sampling procedures can affect the data obtained.
5. Select treatment methods to control air and water emissions.
6. Use chemical principles to explain how environmental control processes work.
7. Compare control process capability with government regulations.
8. Describe mineral classes, uses and structures.
9. Explain soil physical characteristics, chemical characteristics and methods of formation.
10. Explain surface and groundwater transport mechanisms.
12. Show the economic advantages of the source reduction of pollutants.
13. Evaluate the economics of recycling.
14. Evaluate waste disposal options such as incineration, landfilling, and biological degradation.
15. Use an understanding of separation techniques to select processes that recover useful materials from wastes.
16. Know the regulatory requirements governing the movement and use of hazardous materials.
17. Have the ability to implement a risk assessment program.
18. Be familiar with the routes of entry of chemicals into the body.
19. Be capable of selecting, using, and maintaining personal protective equipment.
20. Interpret a CFR citation.
21. Implement management systems approach to compliance.

**+DIRECTED ELECTIVES**

- **BIO*H105** Introduction to Biology
- **BIO*H121** Cellular Biology
- **BIO*H122** Organismal Biology
- **BIO*H171** Field Biology
- **BIO*H235** Microbiology
- **GLG*H121** Introduction to Physical Geology
- **MAT*H185** Trigonometric Functions
- **MAT*H254** Calculus I
- **MFG*H104** Manufacturing Processes
- **PHY*H121** General Physics I
The program in Fire Technology and Administration is designed to provide advanced training and education on the college level that develops competent technicians who are, or will become, leaders in fire protection, prevention, and administration. It also provides training and education for personnel of insurance companies and of industries involved in fire prevention and protection practices.

Working in career and volunteer fire departments, local, state and federal government agencies, industry, architectural and construction firms, insurance organizations, and related groups, the fire technologist knows the need for fire prevention activities, the necessity to educate both children and adults in fire safety, and the importance of enforcing fire prevention codes. Because of the broad spectrum of problems encountered and the need for extensive familiarity with many subjects, the work of the fire technologist is seldom routine or boring. There is always something new to learn. However, the greatest satisfaction may come from knowing that the effective fire technologist continually improves the world in which we live by making it a safer place and by reducing the misery which uncontrolled fire can cause.

The program of study which leads to the associate in science degree in Fire Technology and Administration is planned to help students meet the professional standards established by the National Fire Protection Association, the Connecticut Commission on Fire Prevention and Control, and the Connecticut Fire Marshal's Training Council.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course Number &amp; Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Communications</td>
<td>COM*H100 Introduction to Communications</td>
<td>3</td>
</tr>
<tr>
<td>Core Communications</td>
<td>ENG*H101 Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Humanities</td>
<td>ENG*H102 Literature and Composition or</td>
<td>3</td>
</tr>
<tr>
<td>Core Mathematics</td>
<td>MAT*H171 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Program Mathematics</td>
<td>MAT*H167 Principles of Statistics or</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MAT*H185 Trigonometric Functions</td>
<td>3</td>
</tr>
<tr>
<td>Core Science</td>
<td>CHE*H111 Concepts of Chemistry or</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CHE*H101 Introductory Chemistry</td>
<td></td>
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<tr>
<td>Program Science</td>
<td>PHY*H110 Introduction to Physics or</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PHY*H121 General Physics</td>
<td></td>
</tr>
<tr>
<td>Program Science</td>
<td>Biology or Physics (BIO<em>H105, BIO</em>H110, BIO<em>H115, or PHY</em>H122)</td>
<td>3-4</td>
</tr>
<tr>
<td>Core Behavioral Science</td>
<td>ANT*H111 Introduction to Anthropology or</td>
<td>3</td>
</tr>
<tr>
<td>or Social Science</td>
<td>PSY*H111 General Psychology I or</td>
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<td></td>
<td>SOC*H101 Principles of Sociology or</td>
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<td></td>
<td>Social Science (ECN, GEO, HIS, POL) course</td>
<td></td>
</tr>
<tr>
<td>Program Requirement</td>
<td>FTA*H112 Introduction to Fire Technology</td>
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<tr>
<td>Program Requirement</td>
<td>FTA*H116 Building Construction</td>
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<tr>
<td>Program Requirement</td>
<td>FTA*H118 Fire Prevention and Inspection</td>
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</tr>
<tr>
<td>Program Requirement</td>
<td>FTA*H210 Water Supply and Hydraulics</td>
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<tr>
<td>Program Requirement</td>
<td>FTA*H213 Codes and Standards</td>
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<tr>
<td>Program Requirement</td>
<td>FTA*H216 Municipal Fire Administration</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>FTA*H218 Sprinkler and Fixed Extinguishing Systems</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>FTA*H219 Fire Investigation</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>FTA*H272 Terrorism-First Responders or</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CSA*H105 Introduction to Software Applications</td>
<td></td>
</tr>
<tr>
<td>Program Requirement</td>
<td>EMT*H100 Emergency Medical Technician (EMT-B)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>or 6 credits of Fire Technology courses†</td>
<td></td>
</tr>
<tr>
<td>General Elective</td>
<td>Any Credit Course (MAT*H137 may be used as a general elective)</td>
<td>3</td>
</tr>
</tbody>
</table>
GENERAL STUDIES

The General Studies Program encourages students to explore, examine, and analyze a wide range of human knowledge. The program sets the foundation for lifelong learning.

The following are the requirements of the General Studies Program. The student must:

A. COMPLETE coursework totaling not less than sixty (60) credit hours.
B. COMPLETE the following twenty-four to twenty-six (24-26) credits from the College’s Common Core listing. The student is urged to take these courses before those in section “C” because they are a foundation upon which to build the program.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM*H100 Introduction to Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENG*H101 Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENG*H102 Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Elective Arts and Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Elective Behavioral Science</td>
<td>3</td>
</tr>
<tr>
<td>Elective Mathematics</td>
<td>3-4</td>
</tr>
<tr>
<td>Elective Science</td>
<td>3-4</td>
</tr>
<tr>
<td>Elective Social Science</td>
<td>3</td>
</tr>
</tbody>
</table>

24 - 26

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

C. CHOOSE 36 additional credit hours from at least three (3) of the following academic areas: Arts and Humanities, Business, Allied Health, Nursing & Physical Education, Engineering Technologies, Mathematics/Science, and Behavioral and Social Sciences. The courses chosen must be available within the present capabilities and resources of the faculty and the College. Courses restricted to students in particular programs or credit courses which do not apply to a degree may not be chosen. A degree program may not total more than sixty-eight (68) credits.

Students in other programs of the College may transfer into the General Studies Program, but they must be able to apply previous coursework or new courses in at least three (3) areas.

D. DESIGN a coherent program from the courses chosen in close consultation with a counselor.

E. SEEK formal written approval of the total General Studies Program by a counselor prior to the completion of thirty (30) total credit hours.

General Education Outcomes

The outcomes of general education courses are listed in each course syllabus which are distributed to students each semester. The specific outcomes of the General Education categories are listed as follows:

Group I - Communication Skills

English - After successful completion of ENG*H101, students will be able to write clear, coherent, focused, well-developed, error-free essays, and a documented research paper.

Communications - After successful completion of COM*H100, students will be able to express themselves orally in interpersonal, small groups and large-group situations, and demonstrate an awareness of communication barriers and breakdowns.

Group II - Mathematics and Science

Mathematics - After successful completion of mathematics courses, students will be able to solve problems and make reasoned decisions in their personal and professional lives.

Science - After successful completion of science courses, students will be able to appreciate and apply the scientific method in describing, creating, and understanding natural phenomena.

Group III - Behavioral and Social Sciences

Behavioral Sciences - After successful completion of a behavioral science elective, students will be able to: demonstrate knowledge of the major theories in the behavioral sciences, understand and apply the scientific methodology used for behavioral science research; demonstrate an understanding of basic psychological processes, such as memory and learning; critically analyze the effects of social forces on the perceptions, roles and behaviors of individuals and groups; and, evaluate the causes and consequences of perceived inequality among groups of people. Also, demonstrate an understanding of the range of psychological and social functioning among different people, across the lifespan and across situations; demonstrate an understanding and appreciation for the development and range of social structures such as marriage and the family, the arts, political organization, and religion across cultures; and, develop a conceptual framework for the origin of man and the development of culture.

Social Sciences - After successful completion of a social science elective, students will be able to conduct an inquiry in the social sciences using a variety of resources to gather and evaluate information; evaluate the interdependence of local, national, and global communities; appreciate the relevance of the social sciences to social, political, and economic institutions and behaviors; critically analyze the reciprocal influence of Western and non-Western institutions and ideas in the developing global community; demonstrate competence in accessing, ordering, interpreting, and evaluating new information; demonstrate knowledge of both the strengths and weaknesses of the types of research employed in the social sciences; and, develop an appropriate conceptual framework for analyzing current world issues.

Group IV - Arts & Humanities

English - Literature - After successful completion of ENG*H102, students will be able to demonstrate awareness of relationships between literature and society, as well as understand social and multicultural perspectives in literature. Students will also be able to form and express logical opinions about literature both in discussion and writing.

Arts - After successful completion of an arts elective, students will have developed an aesthetic knowledge of the arts through classroom activities, practical application, and related cultural experiences.

Humanities - After successful completion of a humanities elective, students will have critically examined the development of values, the roles of creativity, spontaneity and discipline in human life, and the essential spirit of communication.

Special Note on Computer Literacy

Word processing skills are expected of all incoming students. Computer technology is integrated into most courses at the College. Students are urged to master basic computer skills prior to enrolling at the College, or to take computer courses during the first semester of the College experience.
**HORTICULTURE**

The Horticulture Program is designed as a career program leading to the associate in science degree. The goal of the Horticulture Program is to prepare students for employment in landscaping, garden centers, greenhouses, or related businesses and for further education. The program includes the completion of two full years of study and an appropriate supervised cooperative work experience with cooperative nurseries, landscape businesses and greenhouses. The transfer program articulated with UConn guarantees admission with complete transfer of NVCC courses. See the program brochure for details. This is a Professional Landcare Network (Planet) accredited program. NVCC is a member of the CT Nursing Landscape Association, CT Greenhouse Growers Association and CT Florist Association.

**Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.**

**NOTE:** To complete the degree in two years, students are advised to complete the courses in the sequence listed beginning in the fall semester.

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<thead>
<tr>
<th>Course Type</th>
<th>Course Number &amp; Title</th>
<th>Cr.</th>
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<tbody>
<tr>
<td>FIRST SEMESTER</td>
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<tr>
<td>Core Communications</td>
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<td>Program Requirement</td>
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<td>SECOND SEMESTER</td>
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<td>Core Communications</td>
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<td>Core Behavioral Science</td>
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<td>Program Business</td>
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<td>Program Requirement</td>
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<td>FOURTH SEMESTER</td>
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<td>Program Requirement</td>
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<td>Core Arts or Humanities</td>
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<tr>
<td>Core Social Science or</td>
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<td>Program Behavioral Science</td>
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<tr>
<td>TOTAL CREDITS</td>
<td></td>
<td>66-68</td>
</tr>
</tbody>
</table>

†ENV*H240 Principles of Soil and Water Resources is only offered in the Fall semester.

††HRT*H124 Floral Design 1 and HRT*H125 Floral Design 2 have not been offered recently.

†††HRT*H290 Placement is required for this course. Students need to contact the program coordinator early in the semester prior to taking the course.

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

1. Relate basic knowledge of botany, chemistry, and soils to plant growth and culture.
2. Identify the skills needed to organize thoughts and ideas, and demonstrate the ability to communicate, verbally and in writing, in a manner that can be easily understood.
3. Solve mathematics problems related to the use of soil amendments, fertilizers, and plant growth control chemicals, and apply effective cost estimating, pricing, and record keeping techniques.
4. Identify common trees and shrubs, ground covers, various annuals, biennials, and perennials by botanical and common names, and describe the outstanding characteristics of each; summarize landscape, garden center, and greenhouse uses and cultural requirements of these plants.
5. Identify foliage plants commonly used indoors by botanical and common names, state distinguishing characteristics of each, and describe their use and culture in various indoor landscape areas.
6. Select the proper procedures, define the physiological basis, and describe practical applications of the reproduction of plants by asexual and sexual methods.
7. Describe proper design and operation of greenhouse environmental systems, and evaluate their advantages and disadvantages in commercial production.
8. Summarize and assess plant growth requirements for commercial production of greenhouse crops, and economically produce a crop from seed or cutting to harvest and sales.
9. Demonstrate a responsible attitude in relationships with employers, fellow employees, and toward the world of work.
10. Select appropriate techniques for the establishment and management of lawns and utility turf areas.
11. Manage the procedures used in landscape constructions and in the maintenance of small engines.
12. Design flower beds, mixed borders, price trees and shrubs for a variety of gardens, for both residential and commercial properties.
13. Create, manage and gain profit from running a small landscaping business.
14. Access available resources to incorporate technological innovations.
15. Evaluate and design landscapes that compliment the community, highlight the home, and meet the needs of the client.
16. Demonstrate skills in planning and successfully producing fruit and vegetables commercially and residentially.
**HOSPITALITY MANAGEMENT**

**Foodservice Management**

Foodservice is the second largest retail industry in the nation, employing more people in more businesses than any other retail industry. The demand for qualified personnel is much greater than the supply. Career opportunities abound in restaurants, hotels, resorts, clubs, conference centers, air and cruise lines, and health care. For two years in a row, the Foodservice Management Program was honored with the National Restaurant Association’s Award of Excellence as the top program in Connecticut and third runner-up in the nation. The program also received the V.I.P. Award from Connecticut’s Department of Education and the Governor’s Connecticut Tourism Award. The program’s wine and viticulture component continues to gain national notoriety.

The general objective of the Foodservice Management Program is to prepare students for employment or self-employment in entry to midlevel supervisory management careers in any of several types of foodservice operations and related positions in production, planning, sales and marketing. In addition, successful completion of the program provides graduates with the opportunity to transfer to bachelor of science degree programs in Hospitality Management/Administration in top universities.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

**NOTE:** To complete the degree in two years, students are advised to complete the courses in the sequence listed beginning in the fall semester.

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<td></td>
</tr>
<tr>
<td>Core Communications</td>
<td>ENG*H101 Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Mathematics</td>
<td>MAT<em>H121 Applications for Business &amp; Other Careers or MAT</em>H135 Topics in Contemporary Mathematics†</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>HSP*H100 Introduction to the Hospitality Industry</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>HSP*H101 Principles of Food Preparation</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>HSP*H108 Sanitation &amp; Safety</td>
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<td><strong>SECOND SEMESTER</strong></td>
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<tr>
<td>Core Humanities</td>
<td>ENG 102 Literature &amp; Composition</td>
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<tr>
<td>Program Business</td>
<td>ACC*H113 Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>CSA*H105 Introduction to Software Applications††††</td>
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<tr>
<td>Program Requirement</td>
<td>HSP*H102 Food Production &amp; Purchasing</td>
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<td>Program Requirement</td>
<td>HSP*H135 Service Management</td>
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<tr>
<td><strong>THIRD SEMESTER</strong></td>
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<tr>
<td>Core Communications</td>
<td>COM*H100 Introduction to Communications</td>
<td>3</td>
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<tr>
<td>Core Social Science</td>
<td>ECN*H101 Macroeconomics</td>
<td>3</td>
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<td>Program Business</td>
<td>BMG*H202 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>HSP*H202 Catering &amp; Event Management</td>
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<tr>
<td>Program Requirement</td>
<td>HSP*H211 Food &amp; Beverage Cost Control</td>
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<td><strong>FOURTH SEMESTER</strong></td>
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</tr>
<tr>
<td>Core Science</td>
<td>BIO*H111 Introduction to Nutrition††††</td>
<td>3</td>
</tr>
<tr>
<td>Core Behavioral Science</td>
<td>ANT<em>H101 Introduction to Anthropology or PSY</em>H111 General Psychology I or SOC*H101 Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>HSP*H231 Hospitality Law</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>HSP*H237 Hospitality Marketing</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>Hospitality (HSP) or Business (ACC, BBG, BES, BFN, BMG, BMK, ECN, CSC, or CSA) course</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS 60**

**DIRECTED ELECTIVES**

†MAT*H167 has prerequisite of MAT*H137, and is recommended for students intending to transfer.

††CSC*H101 recommended for students intending to transfer.

†††Transfer students may want to consider taking a four-credit science course with lab.

**NOTES:**

- Course substitutions may be granted with written approval of HSP Program Coordinator or Business Division Director.
- See course description (HSP) for Wine and Viticulture courses.
- See course description (HSP) for Baking classes.

**Program Outcomes**

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

1. Identify, organize, plan and allocate resources in food-service operations such as time, materials and facilities, money, and human resources.
2. Demonstrate a working knowledge of food preparation theories and techniques, and utilize food production knowledge (quantity and quality standards) to meet production requirements of a foodservice operation within a projected budget.
3. Effectively work with others as a member of a team, serving clients and customers, and teaching others new skills. Exercise leadership behaviors, negotiate, and work with others from diverse backgrounds.
4. Obtain nationally recognized professional certification in such areas as food sanitation (as required by State Statute) and food, beverage, and labor cost controls. Demonstrate appropriate personal hygiene.
5. Organize and evaluate information from a variety of sources including food preparation and service techniques and costs, food and related purchasing specifications, catered events planning, research data, and computer applications and Internet output. Communicate the results to others using oral, written, graphic or multimedia methods.
6. Apply concepts of procurement and inventory to purchase, receive, store, issue, and distribute food and related items in a foodservice operation.
7. Identify current trends in the foodservice industry such as delivery systems and functions, and operate effectively within them. Make suggestions to modify existing systems, to improve products or services, and develop new or alternate systems.
8. Judge which set of foodservice procedures, tools or machines, including computer applications, will produce the desired results, and apply such technology to task.
9. Demonstrate behavior and self-management reflective of personal and professional ethical conduct.
10. Perform basic mathematical computations accurately and appropriately, especially with regard to food and beverage production, purchasing and cost controls.
11. Identify and apply basic concepts of human nutrition and health in the preparation and service of food.
12. Describe and apply basic marketing, sales and merchandising methods in hospitality operations.
13. Demonstrate work readiness through resume preparation, appropriate business dress and behavior, and assertive communication skills.
Hotel Management

The nation’s dynamic lodging industry generates over $100 billion in yearly sales, employs over 2 million people and creates 100,000 new jobs each year. A wide variety of career opportunities exist in convention, resort, luxury and motor hotels as well as in new lodging concepts such as all-suite hotels, bed-and-breakfast inns and geriatric care facilities. Graduates pursue management careers in rooms division, front office, food and beverage, conference services, banquet, marketing and sales, financial control, recreation, security, housekeeping and concierge among others. The program was recently honored with the Governor’s Connecticut Tourism Award in Hospitality Education Training.

The general objective of the Hotel Management program is to prepare students for employment or self-employment in entry to midlevel supervisory and management careers, in any of several types of lodging operations and related positions in operations, planning, tourism, sales and marketing. In addition, successful completion of the program provides graduates with the opportunity to transfer to bachelor of science degree programs in Hospitality Management/Administration in top universities.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

NOTE: To complete the degree in two years, students are advised to complete the courses in the sequence listed beginning in the fall semester.

### Course Type

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course Number &amp; Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Communications</td>
<td>ENG*H101 Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Mathematics</td>
<td>MAT<em>H121 Applications for Business &amp; Other Careers or MAT</em>H135 Topics in Contemporary Mathematics†</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>HSP*H100 Introduction to the Hospitality Industry</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>HSP*H101 Principles of Food Preparation</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>HSP*H108 Sanitation &amp; Safety</td>
<td>3</td>
</tr>
<tr>
<td><strong>SECOND SEMESTER</strong></td>
<td></td>
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<tr>
<td>Core Humanities</td>
<td>ENG 102 Literature &amp; Composition</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>ACC*H113 Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>CSA*H105 Introduction to Software Applications†††</td>
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<tr>
<td>Program Requirement</td>
<td>HSP*H135 Service Management</td>
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<tr>
<td>Program Requirement</td>
<td>HSP*H242 Hospitality Management</td>
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<td><strong>THIRD SEMESTER</strong></td>
<td></td>
<td></td>
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<tr>
<td>Core Communications</td>
<td>COM*H100 Introduction to Communications</td>
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</tr>
<tr>
<td>Core Social Science</td>
<td>ECN*H101 Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>BMG*H202 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>HSP*H211 Food &amp; Beverage Cost Control</td>
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</tr>
<tr>
<td>Program Requirement</td>
<td>HSP*H241 Principles of Tourism &amp; Travel</td>
<td>3</td>
</tr>
<tr>
<td><strong>FOURTH SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Science</td>
<td>BIO*H111 Introduction to Nutrition†††</td>
<td>3</td>
</tr>
<tr>
<td>Core Behavioral Science</td>
<td>ANT<em>H101 Introduction to Anthropology or PSY</em>H111 General Psychology 1 or</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>SOC*H101 Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>HSP*H231 Hospitality Law</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>HSP*H237 Hospitality Marketing</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>Hospitality (HSP) or Business (ACC, BBG, BES, BFN, BMG, BMK, ECN, CSC, or CSA) course</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td></td>
<td>60</td>
</tr>
</tbody>
</table>

**DIRECTED ELECTIVES**

†††Transfer students may want to consider taking a four-credit course with lab.

**NOTES:**

- Course substitutions may be granted with written approval of HSP Program Coordinator or Business Division Director.
- See course description (HSP) for Wine and Viticulture courses.
- See course description (HSP) for Baking classes.

**Program Outcomes**

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

1. Identify, organize, plan and allocate resources in hotel operations such as time, materials and facilities, money, and human resources.
2. Process reservations, register the guest, process guest departure, and assist in resolving guest problems.
3. Describe functional relationships among hotel divisions and departments.
4. Perform night audit procedures.
5. Summarize development and operational components of the following industries: airline, surface travel, cruise and steamship, and hotel/motel/resort.
6. Identify and implement systems and processes for room status/changes, front office posting, telephone/pbx, bank maintenance, cash transactions, and security and guest keys.
7. Demonstrate a working knowledge of food preparation theories and techniques, and utilize food production knowledge (quantity and quality standards) to meet production requirements of a foodservice operation.
8. List and describe the steps in planning destination development, and discuss the social, cultural and economic impact of this development upon the local environment.
9. Identify major geographical areas in terms of tourism generators.
10. Distinguish between various systems of travel/tourism distribution and intermediary functions.
11. Effectively work with others as a member of a team, serving clients and customers, and teaching others new skills. Exercise leadership behaviors, negotiate, and work with others from diverse backgrounds.
12. Obtain nationally recognized professional certification in such areas as front desk procedures and food, beverage, and labor cost controls, as well as foodservice sanitation, as required by State Statute.
13. Apply concepts of procurement and inventory to purchase, receive, store, issue, and distribute food, and related items in a foodservice operation.
14. Identify current trends in the lodging industry such as delivery systems and functions, and operate effectively within them. Make suggestions to modify existing systems, to improve products or services, and develop new or alternate systems.
15. Judge which set of hotel procedures, tools or machines, including computer applications, will produce the desired results, and apply such technology to task.
16. Demonstrate behavior and self-management reflective of professional and personal ethical conduct.
17. Perform basic mathematical computations accurately and appropriately, especially with regard to hotel and guest accounting, night audit, and cost controls.
18. Describe and apply basic marketing, sales and merchandising methods in hospitality operations.
19. Demonstrate work readiness through resume preparation, appropriate business dress and behavior, and assertive communication skills.
The field of Human Services is a dynamic and growing profession. Human Services provide assistance for people in all walks of life and in all stages of human development. Services focus on the individual as a whole, and stress care in relation to the individual’s circumstances and social environment.

The Human Services Program at NVCC offers an Associate Degree that allows students the opportunity, through directed electives, to focus on the areas of child and family services, disability & mental health or gerontology. In addition, Certificate Programs are offered in these three areas of focus. The degree program curriculum prepares students for entry level, generalist Human Services practice. Examples of employment opportunities for graduates include: case aide, case worker, youth worker, home visitor, shelter worker, parent advocate, residential counselor, community educator and substance abuse counselor. The program is also designed to provide ease of transfer for students continuing their education at a four-year institution in human services and social work.**

**PROGRAM OUTCOMES**
Upon successful completion of all program requirements, graduates will be able to:
1. Describe how the events of the political, social, and economic climate have shaped the American response to human needs.
2. Compare and contrast the ecological, functional, and conflict perspectives to understand and analyze social issues such as inequality, alienation, poverty, crime and health.
3. State the major theories, processes, and research methods important in psychology.
4. Describe the relationship between politics, research and the establishment of social policy.
5. Identify the history of treatment, issues and needs of the primary populations that require human services intervention.
6. Utilize the critical thinking skills necessary to read and analyze current and future trends as presented in literature related to the field of Human Services.
7. Demonstrate an understanding of how to use the skills of engagement, assessment, case planning, intervention and termination with a diverse population.
8. Present a well-organized, comprehensive oral report before a group.
9. Demonstrate behaviors that comply with the ethical standards of the National Organization of Human Services.
10. Demonstrate an increased awareness of available community resources and the relationships among community systems.
11. Demonstrate the ability to document information, and present a well-written report that demonstrates critical thinking skills.

**ADVANCED TO THE PROGRAM AND SPECIAL INFORMATION**
A student may enter the Human Services major by either declaring it upon admission to the College or as an internal transfer from another program within the College. As a professional preparation program, successful progress in the major necessitates that the student achieve a minimum grade of “C” in each of the three core Human Services courses before proceeding to the next one (HSE*H101, HSE*H202, HSE*H281). Among the special characteristics of the Human Services Program is the coordination of supervised field work experience with academic studies. In the field work experience, students, under professional supervision, engage in hands-on training in the area of their interest at community agencies.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. Students are encouraged to meet with a Human Services academic advisor to select the appropriate elective courses based on their career and transfer goals.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course Number &amp; Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Communications</td>
<td>COM*H100 Introduction to Communications</td>
<td>3</td>
</tr>
<tr>
<td>Core Communications</td>
<td>ENG*H101 Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Humanities</td>
<td>ENG*H102 Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Mathematics</td>
<td>MAT<em>H135 Topics in Contemporary Mathematics or MAT</em>H167 Principles of Statistics†</td>
<td>3</td>
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<tr>
<td>Core Science</td>
<td>BIO<em>H105 Introduction to Biology or BIO</em>H115 Human Biology†</td>
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</tr>
<tr>
<td>Core Behavioral Science</td>
<td>SOC*H101 Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Program Behavioral Science</td>
<td>SOC<em>H201 Contemporary Social Issues or SOC</em>H221 Social Inequality</td>
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<tr>
<td>Program Behavioral Science</td>
<td>SOC*H210 Sociology of the Family</td>
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</tr>
<tr>
<td>Program Behavioral Science</td>
<td>PSY*H111 General Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>Program Behavioral Science</td>
<td>PSY*H258 Behavior Modification</td>
<td>3</td>
</tr>
<tr>
<td>Program Behavioral Science</td>
<td>Any Psychology (PSY) course††</td>
<td>3</td>
</tr>
<tr>
<td>Core Social Science</td>
<td>POL*H111 American Government</td>
<td>3</td>
</tr>
<tr>
<td>Program Social Science</td>
<td>ECN*H101 Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Program Behavioral or Social Science</td>
<td>Any Behavioral Science (ANT, PSY, SOC) or Social Science (ECN, GEO, HIS, POL) course</td>
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<tr>
<td>Core Arts/Humanities</td>
<td>Any Arts (ART, DAN, DAT, GRA, MUS, THR) course</td>
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<tr>
<td>Liberal Arts Elective</td>
<td>Any Arts, Humanities, Behavioral Science, Social Science, Mathematics or Science credit course</td>
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</tr>
<tr>
<td>Program Requirement</td>
<td>HSE*H101 Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>HSE*H202 Intro to Counseling &amp; Interviewing</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>HSE<em>H115 Child Advocacy in Human Services or HSE</em>H133 Disabilities &amp; Mental Health or HSE<em>H170 Introduction to Gerontology or HSE</em>H171/SOC*H225 Death &amp; Dying††††</td>
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</tr>
<tr>
<td>Program Requirement</td>
<td>HSE*H281 Human Services Field Work</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 61

† MAT*H167 and BIO*H115 are strongly recommended for students planning to transfer to a four-year institution.
††Child and Family focus, PSY*H203, 204 or 207.
Disability and Mental Health focus, PSY*H201, 245 or 260.
Gerontology focus, PSY*H201 or 208.
†††Child and Family focus, HSE*H115.
Disability and Mental Health focus, HSE*H133.
Gerontology focus, HSE*H170.
††††Placement is required. Students need to contact the program coordinator or the BSS division office early in the semester prior to taking the course.
The Legal Assistant/Paralegal Program is a member of the American Association for Paralegal Education whose focus is to train paralegals for private and public placement. It is not a pre-law program intended for those students who plan to enroll in law school after they have completed a baccalaureate program. Students who are planning to eventually enter law school should obtain a four-year degree as soon as possible.

The Legal Assistant/Paralegal curriculum prepares qualified people to handle, in a professional manner, many of the complex tasks involved in rendering skilled assistance to lawyers. Legal Assistants are prepared to do specialized work for banks, insurance companies, real estate firms, corporate offices, and public and semi-public agencies. The Legal Assistant/Paralegal Program offers a new career opportunity in a rapidly expanding field for people who have had no previous experience with legal work. For people already employed in legal work, the program will upgrade their skills. The topic of ethics and the paralegal's role in the legal profession are emphasized throughout the courses in the program.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. Students are encouraged to meet with a Legal Assistant/Paralegal academic advisor each semester to select the appropriate courses.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course Number &amp; Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Communications</td>
<td>COM*H100 Introduction to Communications</td>
<td>3</td>
</tr>
<tr>
<td>Core Communications</td>
<td>ENG*H101 Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Humanities</td>
<td>ENG*H102 Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Arts or Humanities</td>
<td>Any Arts or Humanities Course†</td>
<td>3</td>
</tr>
<tr>
<td>Core Mathematics</td>
<td>Any Mathematics course higher than MAT*H137</td>
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</tr>
<tr>
<td>Core Science</td>
<td>Any Science (AST, BIO, CHE, GLG, HRT, MET, PHY) course (except BIO*H111)</td>
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</tr>
<tr>
<td>Core Behavioral Science</td>
<td>PSY*H111 General Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>Core Social Science</td>
<td>POL<em>H111 American Government or HIS</em>H201 U.S. History I</td>
<td>3</td>
</tr>
<tr>
<td>Program Social Science</td>
<td>Any Social Science (ECN, GEO, HIS, POL) course</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>CSA*H105 Introduction to Software Applications</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>LGL*H101 Introduction to Paralegalism</td>
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<tr>
<td>Program Requirement</td>
<td>LGL*H104 Real Estate Practice</td>
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<td>Program Requirement</td>
<td>LGL*H102 Legal Research &amp; Writing</td>
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<td>Program Requirement</td>
<td>LGL*H202 Advanced Legal Research and Writing</td>
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<td>Program Requirement</td>
<td>LGL*H208 Litigation</td>
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<td>Program Requirement</td>
<td>LGL*H209 Probate Practice and Estate Administration</td>
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<td>Program Requirement</td>
<td>Must complete any two of the following:</td>
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<tr>
<td></td>
<td>LGL*H204 Criminal Procedure: or</td>
<td></td>
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<tr>
<td></td>
<td>LGL*H206 Bankruptcy Law: or</td>
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<td></td>
<td>LGL*H210 Family Law: or</td>
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<td></td>
<td>LGL*H230 Advanced Legal Issues Seminar; or</td>
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<tr>
<td></td>
<td>LGL*H270 Cooperative Education Work Experience</td>
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<td></td>
<td>(or another Business division course approved by</td>
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<tr>
<td></td>
<td>coordinator, Accounting, Finance, Management, Marketing)</td>
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<tr>
<td>Program Requirement</td>
<td>BBG*H231 Business Law I</td>
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<tr>
<td>Program Requirement</td>
<td>BBG*H232 Business Law II</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 60-61

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

1. Interview client(s) and condense fact patterns into a concise legal analysis.
2. Explain the structure of the State and Federal Court system, including Trial Court function(s) and Appellate Court functions.
3. Identify historical, sociological and political trends that have changed, and continue to change, the American legal system.
4. Explain the role of forensic science in evidentiary matters pertaining to civil and criminal litigation.
5. Research a particular fact pattern to identify all legal issues, and describe the competing arguments that can be advanced by parties to a controversy.
6. Explain the role of the judiciary in providing a balance to the legislative and executive functions of government.
7. Differentiate between liability issues and damage issues in legal controversies.
8. Identify inherent restrictions in the civil and criminal legal process that inhibit the ability of the legal system to function as a tool of social justice.
9. Identify and present a logical plan for a client, taking into account the strengths and weaknesses of adopting various legal positions.
10. Maintain organized financial data concerning a client’s case file.
11. Foster good relations between the law firm, department, or public entity, and the clients served.
12. Demonstrate organization in handling multiple client case files, and maintain strict docket control for timely case file review.
13. Understand conflict resolution as viewed from the theoretical perspective and the pragmatic perspective.
14. Apply common law principles and statutory principles where appropriate.
15. Recognize fundamental tort and contract principles that are found in different areas of the law.

†See page 51 for listing of Arts and Humanities Courses.
Liberal education is intended to sharpen intelligence and to foster growth of personal values. The suggested liberal arts and sciences sequences outlined below provide the broad foundation for those students who plan to transfer for a bachelor's degree. The program may also be used as a basis in professional studies such as education, medicine and health, dentistry, pharmacy, law, or business administration. For graduation, students must complete coursework totaling not less than sixty-one (61) credit hours.

Because students need to be aware of specific requirements of those colleges to which they hope to transfer, the Liberal Arts and Sciences Program requires that students seek the advice of a college counselor and faculty advisor, and they must obtain a current catalog from the four-year institution of their choice. Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

### Course Type
### Course Number & Title
### Cr.

| Core Communications | COM*H100 Introduction to Communications | 3 |
| Core Communications | ENG*H101 Composition | 3 |
| Core Humanities | ENG*H102 Literature & Composition or ENG*H200 Advanced Composition | 3 |
| Program Humanities | ENG*H2xx Literature course † (excluding ENG*H281 & ENG*H282) | 3 |
| Core Science | Any Mathematics course higher than MAT*H137 | 3 |
| Program Mathematics or Science | Any Science (AST, BIO, CHE, GLG, HRT, PHY) course with laboratory component | 4 |
| Core Behavioral Science | ANT*H101 Introduction to Anthropology or PSY*H111 General Psychology I or SOC*H101 Principles of Sociology | 3 |
| Core Social Science | HIS*H101 Western Civilization I or HIS*H102 Western Civilization II or HIS*H121 World Civilization I or HIS*H122 World Civilization II or HIS*H201 U.S. History I or HIS*H202 U.S. History II or HIS*H218 African American History | 3 |
| Program Social Science | Any Social Science (ECN, GEO, HIS, POL) course | 3 |
| Core Arts or Humanities | Any Arts (ART, DAN, DAT, GRA, MUS, THR) course | 3 |
| Program Humanities | Modern Language course †† | 3 |
| Program Humanities | Modern Language course †† | 3 |
| Program Humanities | Any Humanities (COM, ENG, PHL, or a Modern Language) course | 3 |
| Liberal Arts Elective | Any Arts, Humanities, Behavioral Science, Social Science, Mathematics or Science credit course | 3 |
| Liberal Arts Elective | Any Arts, Humanities, Behavioral Science, Social Science, Mathematics or Science credit course | 3 |
| General Elective | Any credit course | 3 |
| General Elective | Any credit course | 3 |
| General Elective | Any credit course | 3 |

**TOTAL CREDITS** 61-62

†ENG 2XX excludes ENG 202, 281, 282

†† Students completing three years of modern language in high school may substitute six credits of liberal arts electives. Some four-year colleges may require a language proficiency exam. ESL students may use up to six credits of Intermediate and Advanced levels of ESL courses to fulfill the Modern Language and/or Arts/Humanities elective requirements. However, transfer of ESL credits from NVCC to other institutions or from institutions to NVCC is governed by the policies of the receiving institution.

Liberal Arts graduates may successfully continue their studies at colleges and universities with majors such as:
- Anthropology
- Biology
- Chemistry
- Economics
- Communications
- Education
- English
- Fine Arts
- Geography
- History
- Languages
- Mathematics
- Philosophy
- Political Science
- Psychology
- Physics
- Sociology

With good planning, students may transfer into many other majors as well. Students will work primarily on Core Requirements of transfer colleges, and may also begin to fulfill course requirements in a major, by choosing liberal arts and general electives in their chosen discipline. As a first step, students should refer to the Liberal Arts and Sciences definitions, “Common Core of General Education”, and then to the appropriate course descriptions.

It is very important to work closely with an advisor when selecting these courses. The concentration may serve your immediate interest or needs, but the college to which you are transferring makes the final determination as to which courses it will accept.
(Automated) Manufacturing Engineering Technology Option, Engineering Technology

The ultimate goal of the Automated Manufacturing Engineering Technology Program is to develop a highly skilled, hands-on, manufacturing technologist for the 21st century. Students are engaged in learning a full range of practical industrial skills that occur throughout a product's assembly or production process. Students are exposed to specific subject areas such as Lean Manufacturing, CNC programming, CAD/CAM operations, Additive Manufacturing, Plastics Molding and Materials Production. In addition, traditional first year and second year engineering courses such as (Statics & Strength of Materials) are incorporated to provide a foundation for continuing on to four year Bachelor of Science programs in Manufacturing Engineering Technology, Mechanical Engineering Technology, and Technology Management.

This program is accredited by the Technology Accreditation Commission of ABET located at 111 Market Place, Suite 1050, Baltimore, MD 21202-4012, Telephone: 410-347-7700.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

Prior to taking the courses listed below, the following prerequisites are required: TCN*H101 Introduction to Engineering Technology, and MFG*H104 Manufacturing Processes.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course Number &amp; Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST SEMESTER</td>
<td>Core Communications</td>
<td>COM*H100 Introduction to Communication</td>
</tr>
<tr>
<td></td>
<td>Core Communications</td>
<td>ENG*H101 Composition</td>
</tr>
<tr>
<td></td>
<td>Core Mathematics</td>
<td>MAT*H172 College Algebra</td>
</tr>
<tr>
<td></td>
<td>Core Science</td>
<td>PHY*H121 General Physics I</td>
</tr>
<tr>
<td></td>
<td>Program Requirement</td>
<td>EET*102 Electrical Applications</td>
</tr>
<tr>
<td>SECOND SEMESTER</td>
<td>Core Science</td>
<td>CHE*H111 Concepts of Chemistry</td>
</tr>
<tr>
<td></td>
<td>Program Mathematics</td>
<td>MAT*H185 Trigonometric Functions</td>
</tr>
<tr>
<td></td>
<td>Program Requirement</td>
<td>CAD*H150 CAD 2D</td>
</tr>
<tr>
<td></td>
<td>Program Requirement</td>
<td>MEC*H108 Statics</td>
</tr>
<tr>
<td></td>
<td>Program Requirement</td>
<td>MFG*H106 Computer-Aided Manufacturing I</td>
</tr>
<tr>
<td>THIRD SEMESTER</td>
<td>Core Communications</td>
<td>ENG*H102 Literature and Composition</td>
</tr>
<tr>
<td></td>
<td>Program Requirement</td>
<td>MAT*254 Calculus I or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CAD*200 3D CAD</td>
</tr>
<tr>
<td></td>
<td>Program Requirement</td>
<td>MFG*201 Computer-Aided Mfg II</td>
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<tr>
<td></td>
<td>Program Requirement</td>
<td>MFG*210 Materials of Engineering</td>
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<tr>
<td></td>
<td>Program Requirement</td>
<td>MFG*275 Mechanics of Materials or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MEC*251 Materials Strength</td>
</tr>
<tr>
<td>FOURTH SEMESTER</td>
<td>Core Behavioral</td>
<td>ANT*H101 Introduction to Anthropology or</td>
</tr>
<tr>
<td></td>
<td>or Social Science</td>
<td>PSY*H111 General Psychology I or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOC*H101 Principles of Sociology or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Science (ECN, GEO, HIS, POL) course</td>
</tr>
<tr>
<td></td>
<td>Program Requirement</td>
<td>MFG*171 Introduction to Lean Manufacturing</td>
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<td></td>
<td>Program Requirement</td>
<td>MFG*200 Manufacturing Management</td>
</tr>
<tr>
<td></td>
<td>Program Requirement</td>
<td>MFG*230 Statistical Process Control or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MFG*239 Geometric Dimensioning &amp; Tolerancing</td>
</tr>
<tr>
<td></td>
<td>Program Requirement</td>
<td>MFG*248 Computer Integrated Manufacturing</td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td></td>
<td>65-66</td>
</tr>
</tbody>
</table>

Program Objectives

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

1. Graduates will use the knowledge of fundamental technical sciences integrated with applied technical specialties such as manufacturing processes, engineering materials, and manufacturing management and will successfully apply analytical techniques and problem solving skills necessary to adapt to technological changes and for a career in Automated Manufacturing Engineering Technology.

2. Graduates will use the academic experience from projects, laboratory experimentation, classroom lectures, and demonstrations and will apply the in-depth technical knowledge attained in areas such as applied mechanics, computer-aided engineering graphics and manufacturing, design, and CNC machining.

3. Graduates will effectively use their communication skills in oral, written, visual, and graphic modes within interpersonal, team, and group environments.

4. Graduates will demonstrate professionalism and ethics, including commitment to utmost performance quality and timeliness, respect for diversity, and awareness of international issues; and will initiate continuing professional development that demonstrates their commitment to the responsibilities of a contemporary engineering technologist throughout their careers.

Program Outcomes

Upon successful completion of the program requirements, the graduates will demonstrate the:

1. Ability to apply basic knowledge of mathematics, science and engineering principles to solve technical problems.

2. Ability to identify, formulate, and solve technical problems.

3. Ability to use modern technical and computer based tools in engineering practice.

4. Ability to conduct experiments and to analyze and interpret data.

5. Ability to develop a system or process to meet desired needs.

6. Ability to function effectively on teams and within a diverse environment.

7. Ability to communicate effectively in oral, written, visual, and graphic modes.

8. Recognition of the need for self-improvement through continuing education and the ability to engage in lifelong learning.

9. Understanding of professionalism and ethics and associated responsibilities.

10. Knowledge of contemporary issues and understanding of the impact of engineering/technical solutions within a global perspective.
The Marketing Program is designed to provide the most appropriate education and skills for those who are currently working or who plan to work, after receipt of their degree. At the same time, it provides flexibility to fit into a bachelor's degree in Marketing for students who plan to immediately transfer to a four-year college. (Co-op available)

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

### Course Type

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course Number &amp; Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
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<td></td>
</tr>
<tr>
<td>Core Communications</td>
<td>ENG*H101 Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Mathematics</td>
<td>MAT<em>H167 Principles of Statistics or MAT</em>H172 College Algebra or MAT*H232 Applied Calculus (or higher)</td>
<td>3-4</td>
</tr>
<tr>
<td>Program Business</td>
<td>ACC*H113 Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>BMK*H201 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>CSA*H105 Introduction to Software Applications</td>
<td>3</td>
</tr>
<tr>
<td><strong>SECOND SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Humanities</td>
<td>ENG*H102 Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>ACC*H117 Principles of Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>BBG*H232 Business Law II</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>BMK*H207 Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>CSA*H207 Computer Applications in Management &amp; Marketing</td>
<td>3</td>
</tr>
<tr>
<td><strong>THIRD SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Communications</td>
<td>COM*H100 Introduction to Communication</td>
<td>3</td>
</tr>
<tr>
<td>Core Behavioral Science</td>
<td>ANT<em>H101 Introduction to Anthropology or PSY</em>H111 General Psychology I or SOC*H101 Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Core Social Science</td>
<td>ECN*H101 Principles of Macroeconomics</td>
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<td>Program Business</td>
<td>BMK*H216 Internet Marketing†</td>
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<td>Program Business</td>
<td>Business Course††</td>
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<td><strong>FOURTH SEMESTER</strong></td>
<td></td>
<td></td>
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<tr>
<td>Core Science</td>
<td>Any Science (AST, BIO, CHE, GLG, MET or PHY) course (except BIO*H111)</td>
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</tr>
<tr>
<td>Program Social Science</td>
<td>ECN*H102 Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Core Arts or Humanities</td>
<td>Any Arts course or Humanities Course††††</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>BBG*H210 Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>Marketing Co-op Work Experience††††</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td></td>
<td>60-62</td>
</tr>
</tbody>
</table>

### Program Outcomes

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

1. Identify and develop solutions to marketing issues required to meet customers' needs.
2. Develop a marketing plan containing effective marketing vehicles.
3. Apply the concepts of “Total Quality Management.”
4. Apply the concept of “Total Customer Service” and function as a customer service representative.
5. Apply market research methodologies to the business marketing issues.
6. Apply the Sales and Customer Service Process to the business' needs.
7. Prepare marketing material to include: sales literature, customer proposals, point-of-sale literature, and promotion plans for the consumer, trade and salesforce.
8. Possess the following computer skills: database management, wordprocessing, internet marketing, desktop publishing, and sales and customer service information systems configuration.
9. Communicate clearly both verbally and in writing.

### DIRECTED ELECTIVES

†Selection in consultation with Business Division faculty advisor to meet students educational/career goals from: BMG*H202, BMK*H216; ACC*H231, 241, 271, 272; BFN*H201, 220.

††Selection in consultation with Business Division faculty advisor to meet students educational/career goals from: BMK*H216; CSA*H135, 145, or 205.

††††See page 51 for listing of Arts and Humanities Courses

†††††Can be waived by the Chair of the Management Department or the Business Division Director for valid educational reasons. A business elective will be substituted from †† or ††† above. To be done in consultation with Business Division faculty advisor.

**Note:** We design a focused curriculum for those students who are planning to transfer to a college that has a liberal arts oriented curriculum in the first two years. The following substitutions are made: a second Arts and Humanities elective and a second Behavioral Science elective are substituted for CSA*H207 and BBG*H295.
The Mathematics/Science Program provides the fundamentals in mathematics and the sciences, enabling students to continue their education in mathematics, the physical sciences, the biological sciences and computer science. Students may enter the areas of science and technology, or should use the program for pre-engineering, pre-medicine, or transfer to a four-year institution, etc. Students should consult with the STEM Division early to determine specific electives.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course Number &amp; Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Communications</td>
<td>COM*H100 Introduction to Communications</td>
<td>3</td>
</tr>
<tr>
<td>Core Communications</td>
<td>ENG*H101 Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Humanities</td>
<td>ENG*H102 Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Program Mathematics</td>
<td>MAT*H148 Geometry</td>
<td>6-22†</td>
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<tr>
<td></td>
<td>MAT*H167 Principles of Statistics</td>
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<td></td>
<td>MAT*H172 College Algebra</td>
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<tr>
<td></td>
<td>MAT*H185 Trigonometric Functions</td>
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<tr>
<td></td>
<td>MAT*H232 Applied Calculus</td>
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</tr>
<tr>
<td></td>
<td>MAT*H254 Calculus I</td>
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<tr>
<td></td>
<td>MAT*H256 Calculus II</td>
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<tr>
<td></td>
<td>MAT*H268 Calculus III, Multivariable, or</td>
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<tr>
<td></td>
<td>MAT*H285 Differential Equations</td>
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</tr>
<tr>
<td>Program Science</td>
<td>Any Science (AST, BIO, CHE, GLG, MET, PHY) course, or</td>
<td>12-28††</td>
</tr>
<tr>
<td>Program Business</td>
<td>CSA*H105 Introduction to Software Applications</td>
<td>3</td>
</tr>
<tr>
<td>Core Behavioral Science or Social Science</td>
<td>ANT*H101 Introduction to Anthropology or</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSY*H111 General Psychology I or</td>
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<tr>
<td></td>
<td>SOC*H101 Principles of Sociology or Social Science (ECN, GEO, HIS, or POL) course</td>
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</tr>
<tr>
<td>Core Behavioral Science or Social Science</td>
<td>ANT*H101 Introduction to Anthropology or</td>
<td>3</td>
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<tr>
<td></td>
<td>PSY*H111 General Psychology I or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOC*H101 Principles of Sociology or Social Science (ECN, GEO, HIS, or POL) course</td>
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<tr>
<td>Core Arts &amp; Humanities</td>
<td>Any Arts course or Humanities course</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>Any Arts, Humanities, Behavioral Science, Social Science, Mathematics or Science credit course</td>
<td>6</td>
</tr>
<tr>
<td>General Elective</td>
<td>Any Credit Course</td>
<td>6</td>
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</tbody>
</table>

**TOTAL CREDITS** 63-68

†Students need a minimum of 63 credits to fulfill the requirements for the degree, with a minimum of 21 credits in Mathematics and Science. If a student takes the minimum number of credits in either Mathematics or Science, (s)he must take enough credits in the other area to achieve the required number of credits.

††Note: All prospective science majors planning to transfer should endeavor to complete PHY*H121, 122; CHE*H121, 122; MAT*H254, 256, as part of their curriculum. Biology majors should take at least three biology laboratory courses, including a two-semester sequence. BIO*H121 and BIO*H122 are considered optimal choices.

†††See page 51 for listing of Arts and Humanities Courses

**Program Outcomes**
Upon successful completion of all program requirements, graduates will be able to:
1. Communicate effectively.
2. Be proficient in mathematics through calculus.
3. Have strong, varied science background.
4. Transfer to four-year institutions.
Program Outcomes

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

1. Understand atomic theory, chemical bonding, solution chemistry, acid-base theory, titration curves, reduction, oxidation, kinetics, thermodynamics, and nuclear chemistry.

2. Demonstrate good laboratory practice in the areas of handling gases, liquids, and solids, using vacuum pumps, heating reagents and the measurement of temperature, filtration, and distillation.

3. Be able to utilize mathematics, including calculus to solve problems in chemistry.

4. Understand organic chemistry nomenclature.

5. Understand inorganic chemistry nomenclature.

6. Perform basic organic synthesis reactions.

7. Utilize a computer to present data in a proper technical report.

8. Utilize a computer to generate graphs from data, and then interpret the graph.

9. Calibrate and operate analytical equipment.

10. Safely work with compressed gases.

11. Understand the scientific principles associated with electricity, the laws of motion, mechanics, light, and sound.

12. Communicate orally and in written form.
Mechanical Engineering Technology Option, Engineering Technology*

Mechanical engineering deals with POWER, and with the machinery used to convert power to useful work. The mechanical engineering technician is a practically-oriented member of the engineering team which applies existing technology to the solution of engineering problems. The mechanical engineering technician designs machines and processes used to generate and apply power to useful purposes. For example, a mechanical engineering technician may assist in the design of a power plant, testing of a space shuttle, manufacturing of a nuclear submarine, or building of an aircraft carrier.

Naugatuck Valley Community College’s Mechanical Engineering Technology Program combines theory with laboratory experience. Subjects such as mathematics, physics, engineering mechanics, fluid mechanics, materials of engineering, thermodynamics, and mechanical design are included within the curriculum. After the theory is taught, it is applied to practical situations in the laboratories, which are supervised by professional engineers. Students learn how to set up and conduct an experiment, to extract and analyze engineering data, and to solve problems which require the application of engineering principles.

As a result of the training and preparation provided by our program, the Mechanical Engineering Technology student is ready to be employed by industry upon graduation. The blend of 'hands-on' experience with theoretical background, the applications to current technology, and the individual initiative that the student develops, make our graduates very marketable in the workforce. Graduates of the Mechanical Engineering Technology Program are successfully employed in many different industries in such positions as: laboratory technicians, field service technicians, design engineering technicians, application engineering technicians, and plant engineering technicians.

This program is accredited by the Technology Accreditation Commission of ABET (TAC of ABET) located at 111 Market Place, Suite 1050, Baltimore, MD 21202-4012, Telephone: 410-347-7700.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

**NOTE:** The Mechanical Engineering Technology (MET) program is highly sequenced. To complete the degree in two years, students are advised to complete the courses in the sequence listed beginning in the fall semester.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course Number &amp; Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
<td></td>
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</tr>
<tr>
<td>Core Communications</td>
<td>ENG*H101 Composition</td>
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</tr>
<tr>
<td>Core Mathematics</td>
<td>MAT*H172 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Core Science</td>
<td>CHE*H111 Concepts of Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Core Science</td>
<td>PHY*H121 General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>MFG*H104 Manufacturing Processes</td>
<td>4</td>
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<tr>
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<tr>
<td><strong>SECOND SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Communications</td>
<td>COM*H100 Introduction to Communications</td>
<td>3</td>
</tr>
<tr>
<td>Core Mathematics</td>
<td>MAT*H185 Trigonometric Functions</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>CAD*H150 CAD 2D</td>
<td>3</td>
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<tr>
<td>Program Requirement</td>
<td>MEC*H108 Statics</td>
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<tr>
<td>Program Requirement</td>
<td>MEC*H240 Fundamentals of Heat &amp; Thermodynamics</td>
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<tr>
<td><strong>THIRD SEMESTER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core Mathematics</td>
<td>MAT*H232 Applied Calculus</td>
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<td>Program Requirement</td>
<td>MEC*H271 Fluid Mechanics</td>
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<td>Program Requirement</td>
<td>MFG*H210 Materials of Engineering</td>
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</tr>
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<td>Program Requirement</td>
<td>MEC*H251 Materials Strength</td>
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<td><strong>FOURTH SEMESTER</strong></td>
<td></td>
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<tr>
<td>Core Behavioral or Social Science</td>
<td>ANT<em>H101 Introduction to Anthropology or PSY</em>H111 General Psychology I or SOC*H101 Principles of Sociology or Social Science (ECN, GEO, HIS, POL) course</td>
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<td>Core Humanities</td>
<td>ENG*H102 Literature and Composition</td>
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</tr>
<tr>
<td>Program Requirement</td>
<td>EET*H102 Electrical Applications</td>
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<td>Program Requirement</td>
<td>MEC*H238 Dynamics</td>
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<td>Program Requirement</td>
<td>MEC*H284 Machine Design</td>
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</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td></td>
<td>68</td>
</tr>
</tbody>
</table>

**Program Objectives**

Upon successful completion of all program requirements, graduates will:

1. Be able to communicate effectively with individuals and groups using written, oral and computer skills.
2. Possess the educational background needed for (a) obtaining employment as a Mechanical Engineering Technician and (b) continue studies toward a B.S. Degree in Mechanical Engineering or Mechanical Engineering Technology.
3. Design and prepare drawings of machines, components, and assemblies using appropriate CAD (computer-aided-drafting) software.
4. Effectively perform individually or as a member of a team working on Mechanical projects in an industrial environment.
5. Be expected to act consistent with the high moral/ethical standards and professional conduct of a Mechanical Engineering Technician.

**Program Outcomes**

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

1. Prepare technical and laboratory reports using the Internet and Word Processing software; present such reports to a group of individuals using PowerPoint software and oral communications skills.
2. Design machine components by employing mathematical and mechanical force and stress analysis.
3. Identify the basic properties of common fluids (liquids and gases) and calculate the amount of heat transferred between hot and cold objects by Conduction, Convection, and Radiation processes.
4. Understand and perform the common manufacturing processes used in industry.
5. Create drawings of machine parts using AutoCAD-software.
6. Work effectively as a member of a team that investigates a mathematical solution to a technical problem or evaluates the properties of a material in a laboratory.
7. Apply and practice the Code of Ethics for the Mechanical Engineering Technology profession.

**NOTE:** TCN*H101 Introduction to Engineering Technology is the prerequisite for the program, and is requirement for all Mechanical Engineering Technology students.

Also see: Computer-Aided Drafting/Design Technology
Electronic Engineering Technology
(Automated) Manufacturing Engineering Technology
The Connecticut Community College Nursing Program (CT-CCNP) is an innovative associate degree nursing program offered at six Connecticut Community Colleges (www.commnet.edu/nursing). The nursing program is a four semester program designed to prepare registered nurses to function in the professional role utilizing current standards of nursing practice. The curriculum is built upon courses from the social and biological sciences, liberal arts, and nursing. These courses provide the foundation for the practice of nursing. Six core values—critical thinking, safe and competent practice, caring, professionalism, communication, and holistic care—provide the framework for organizing the nursing curriculum.

A graduate of the nursing program is awarded an Associate in Science degree and is eligible to take the National Council Licensing Examination for Registered Nurses (NCLEX-RN). Graduates can apply for licensure through the Connecticut Department of Public Health. The graduate is prepared to function as an entry-level practitioner in health care settings such as: general or specialty hospitals, extended care facilities, doctors’ offices, and clinics. Each of the six campuses are individually approved by the Connecticut State Board of Examiners for Nursing with the consent of the Commissioner of the Connecticut Department of Public Health and accredited by the National League for Nursing Accrediting Commission, Inc., 3343 Peachtree Road, NE, Suite 50, Atlanta, Ga 30326. Tel. (404) 975-5000

**Nursing Campuses**

**CAPITAL COMMUNITY COLLEGE**  
Enrollment Services Office  
950 Main Street  
Hartford, Connecticut 06103  
Phone: 860-906-5126  
www.ccc.commnet.edu

**GATEWAY COMMUNITY COLLEGE**  
Admissions Office - Long Wharf Campus  
Attention: Nursing  
60 Sargent Drive  
New Haven, Connecticut 06511  
Phone: 203-285-2010  
www.gwcc.commnet.edu

**NAUGATUCK VALLEY COMMUNITY COLLEGE**  
Admissions Office  
750 Chase Parkway  
Waterbury, Connecticut 06708  
Phone: 203-575-8294  
www.nvcc.commnet.edu

**NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE**  
Admissions Office  
Park Place East  
Winsted, Connecticut 06098  
Phone: 860-738-6300  
www.nwcc.commnet.edu

**NORWALK COMMUNITY COLLEGE**  
Admissions Office  
188 Richards Avenue  
Norwalk, Connecticut 06854-1655  
Phone: 203-857-7060  
www.ncc.commnet.edu

**THREE RIVERS COMMUNITY COLLEGE**  
Nursing Admissions  
7 Mahan Drive  
Norwich, Connecticut 06360-2497  
Phone: 860-892-5702  
www.trcc.commnet.edu

**ADMISSION PROCESS**

Applicants to the Connecticut Community College Nursing Program (CT-CCNP) for the academic year must complete an online application. Paper applications will not be available. Detailed information and the online nursing application may be accessed at www.commnet.edu/nursing/apply.asp.

Submit the following by the **February 1 deadline date**:

- College application (separate from the nursing program application) with application fee of $20.00 for first-time applicant to any of the twelve Connecticut Community Colleges.
- Connecticut Community College Nursing Program (CT-CCNP) common application.
- Proof of high school completion.
- If the student is using their high school chemistry to satisfy the admission requirement, official high school transcripts are required.
- Official SAT I, ACT score reports, if applicable (see Admission Requirements for clarification).
- Official College/University transcripts from ALL colleges ever attended.
- Official TEAS results, if not taken at a CT Community College (see Admission Requirements).
- Proof of immunization. Consult with your College of First Choice for current immunization requirements.

*All transcripts must be final transcripts. Students taking courses in the fall semester prior to applying must submit transcripts that include their fall grades. Transcripts must be submitted regardless of the age of the transcripts and applicability to the nursing program. This includes any college credits earned while in high school. Students who have attended or are currently attending one of the twelve Connecticut Community Colleges must submit community college transcripts from all previously attended Connecticut Community Colleges to the College of First Choice.*

Complete the required Accuplacer computerized placement test. The placement test may be waived for applicants who have prior college English and/or mathematics credits.
NURSING R.N.

**Where to Apply** – Applicants must submit all application materials to the Admissions Office at the College of first choice by **February 1**.

**When to Apply** – The application period for the nursing program for the class beginning each fall is November 1, through February 1. When the admission requirements, except for Anatomy and Physiology II, have been met, the Admissions Office determines the application complete.

**Notification of Admission Status** – The applicant will be notified by letter of the admission decision prior to May 1.

A student who has received a grade of failure (F) or unsatisfactory in the clinical component of any course in a health career program is not eligible for admission into the CT-CCNP. A “health career program” is defined as any nursing or allied health program whose curriculum has both a classroom and clinical component.

**ADMISSION REQUIREMENTS**

- High school graduate or equivalent
- One year of high school chemistry with a lab with a grade of C or higher; or Connecticut Community College CHE*111 or equivalent with a grade of C or higher successfully completed within five years prior** to application deadline of February 1.
- SAT 1 Math score of 550 or higher, OR ACT score of 22, OR a score of 40 or higher on the College Level Math portion of the Accuplacer; OR Connecticut Community College MAT*136 or 137, or equivalent or higher, with a grade of C or higher, completed prior to application deadline of February 1.
- GPA 2.7 - Based on all college credits taken within the past five years; and any college courses taken prior to five years that meet the nursing admission and/or curriculum requirements.
- A passing score on the computer proficiency test++ or completion of Connecticut Community College CSA*105, CSA*106 or CSC*101 or equivalent, with a grade of C or higher, completed prior to application deadline of February 1.
- Connecticut Community College BIO*H211: Anatomy and Physiology I, or equivalent, with a grade of C+ or higher, successfully completed within five years prior** to application deadline of February 1.
- Connecticut Community College ENG*H101: English Composition, or equivalent, with a grade of C or higher, successfully completed prior to application deadline of February 1.
- Connecticut Community College BIO*H212: Anatomy and Physiology II, or equivalent, with a grade of C+ or higher, successfully completed within five years prior** to application deadline of February 1 or successfully completed during, but no later than, the spring semester of the year of application.

**TEAS V score.** Applicants must have an **adjusted individual total score of 53.3% or higher. Only TEAS V scores will be accepted, and must be submitted by February 1.**

* “College of First Choice” is the college that you would most like to attend.

**“Five years prior” is defined as having completed the course between December 2006 and February 1, 2012, to begin the program in fall 2012.

**Transcripts**

All high school and college/university official transcripts must be received by the Admissions Office at the **College of First Choice** post-marked no later than the application deadline of February 1. It is the applicant’s responsibility to submit all official material to the Advisor/Admissions Officer.

There may be prerequisite courses that must be successfully completed prior to taking the admission requirements. Please consult with the college catalog at the College of First Choice for specific information.

**ATI -TEAS**

All applicants to the Connecticut Community College Nursing Program (CT-CCNP) must take the Test of Essential Academic Skills (TEAS). The test is a multiple choice test that evaluates essential academic skills, math, science, reading and English. The test will take 3.5 hours to complete. The applicant may take the TEAS as many times as desired. The CT-CCNP will use the applicant’s highest TEAS V score when determining eligibility. **Test results are valid for three (3) years from the most recent date. There is a non-refundable fee for the TEAS.**

The ATI-TEAS Study Manual can be ordered at [www.atitesting.com](http://www.atitesting.com) at a cost of approximately $35.00. The study manual is also on reserve in the NVCC library. It is recommended that applicants review biology and chemistry content in preparation for taking the TEAS. The applicant can also subscribe to practice tests offered online at [www.atitesting.com](http://www.atitesting.com).

Applicants must obtain an adjusted individual total score of 53.3% or higher on the TEAS V to be considered for admission. Effective for applicants to the CT-CCNP for the 2012-2013 academic year and beyond, only TEAS V scores are permitted. Scores from tests taken prior to February 5, 2011 will no longer be accepted.

Many Connecticut Community Colleges administer the TEAS V.

For testing schedules and registration information, go to [www.atitesting.com/ctccteas](http://www.atitesting.com/ctccteas). If the TEAS V is taken at a site other than one of the Connecticut Community Colleges, applicants must have official results sent by ATI to the College of First Choice by the application deadline.
Transfer Credit

- **Non-Nursing Courses** - Applicants must have official transcripts from other colleges or universities sent to the Admissions Office of the College of First Choice by the application deadline date of February 1. In accordance with transfer of credit guidelines set forth by the Board of Trustees, courses which meet nursing program requirements will be accepted by the CT-CCNP. Once an applicant earns credit at the College of First Choice, transfer credit for the same course from another college will not be granted.

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

ADVANCED PLACEMENT

- **Licensed Practical Nurse**
  The Connecticut Community Colleges Nursing Program participates in the Connecticut Articulation Model for LPNs. Applicants must meet the CT-CCNP admission requirements. Applicants are encouraged to seek advisement prior to the application process.

- **Transfer Nursing Students From Programs Outside CT-CCNP**
  Transfer students who wish to transfer nursing courses from another college or university will be considered for transfer after a written request for evaluation of nursing course work has been received by the Nursing Director at College of First Choice. Applicants must meet all nursing program admission requirements. Applicants can obtain complete transfer requirements from the College of First Choice. Transfer students are admitted based upon a GPA of 3.00; ability to place applicant in the appropriate clinical section; and availability of openings, clinical resources, and faculty.

ADMITTED STUDENTS

Health Requirements

- **Immunization Requirements** - Students will receive a packet of information at the time of acceptance into the CT-CCNP.

- **Physical Examination** – A complete physical examination must be on file. The physical examination must be current (within one year of the student entering the clinical area).

Basic Life Support

Students must provide proof of current certification as a Healthcare Provider through the American Heart Association or the American Red Cross by July 1st of the admission year. Certification must remain current throughout the nursing program.

Technical Standards

The RN student must be able to apply the knowledge and skills necessary to function in a broad variety of clinical situations. Technical standards reflect reasonable performance expectations of the RN student for the performance of common functions of the registered nurse. A copy of the Technical Standards can be obtained from the Nursing Director (E602).

Criminal Background Checks

Some clinical learning sites require students to undergo a background check for felony and/or misdemeanor convictions. Students who do not pass the background check may be excluded from the clinical site and may not be able to meet the competencies required for the program.

Clinical Sites

Clinical learning experiences are planned as an integral part of the nursing courses and are held at a variety of healthcare settings, such as: hospitals, extended care facilities, and selected community health centers. Students are responsible for arranging their own transportation to and from assigned clinical sites. Clinical experiences may be assigned during daytime, evening, or weekend hours. Assignment of clinical sites is at the discretion of the nursing faculty.

Waiver of Licensure Guarantee

Upon successful completion of the Associate of Science degree with a major in Nursing, the graduate is eligible to take the National Council of State Boards of Nursing’s Licensure Examination for Registered Nurses (NCLEX-RN). Graduation from the CT-CCNP does not guarantee licensure to practice nursing. Licensure requirements and procedures are the responsibility of the Connecticut Department of Public Health, State Board of Examiners for Nursing. Permission to take the NCLEX-RN examination is established by law and granted by the Connecticut State Board of Examiners for Nursing.

Felony Conviction

At the time of application for RN licensure an applicant will be asked the following question by the Connecticut Department of Public Health: “Have you ever been found guilty or convicted as a result of an act which constitutes a felony under the laws of this state, federal law or the laws of another jurisdiction and which, if committed within this state, would have constituted a felony under the laws of this state? If your answer is “yes”, give full details, dates, etc. on a separate notarized statement and furnish a Certified Court Copy (with court seal affixed) of the original complaint, the answer, the judgment, the settlement, and/or the disposition.”
CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM
Capital Community College, Gateway Community College, Naugatuck Valley Community College
Northwestern Connecticut Community College, Norwalk Community College, Three Rivers Community College

Program of Study

ADMISSION REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO*H211 Anatomy &amp; Physiology I †</td>
<td>4</td>
</tr>
<tr>
<td>ENG*H101 English Composition</td>
<td>3</td>
</tr>
</tbody>
</table>

PRE-REQUISITE REQUIREMENTS:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO*H212 Anatomy &amp; Physiology II †</td>
<td>4</td>
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FIRST SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NUR*H101 Introduction to Nursing Practice</td>
<td>8</td>
</tr>
<tr>
<td>BIO*H 235 Microbiology †</td>
<td>4</td>
</tr>
<tr>
<td>PSY*H111 General Psychology</td>
<td>3</td>
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SECOND SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR*H102 Family Health Nursing</td>
<td>8</td>
</tr>
<tr>
<td>NUR*H103 Pharmacology for Families Across the Life Span</td>
<td>1</td>
</tr>
<tr>
<td>PSY*H201 Life Span Development†</td>
<td>3</td>
</tr>
<tr>
<td>SOC*H101 Principles of Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

THIRD SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR*H201 Nursing Care of Individuals and Families I</td>
<td>9</td>
</tr>
<tr>
<td>NUR*H202 Pharmacology for Individuals and Families with Intermediate Health Care Needs</td>
<td>1</td>
</tr>
<tr>
<td>ENG*H102 English Composition &amp; Literature†</td>
<td>3</td>
</tr>
</tbody>
</table>

FOURTH SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR*H203 Nursing Care of Individuals and Families II</td>
<td>8</td>
</tr>
<tr>
<td>NUR*H204 Pharmacology for Individuals, Families and Groups with Complex Health Care Needs</td>
<td>1</td>
</tr>
<tr>
<td>NUR*H205 Nursing Management &amp; Trends</td>
<td>2</td>
</tr>
<tr>
<td>Elective Humanities‖ or Arts or COM*H100</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 68
General Education Credits 30
Nursing Credits 38

† There may be a prerequisite course that must be successfully completed prior to taking the course.
†† Norwalk Community College requires one interdisciplinary course to fulfill core curriculum requirements.

Program Outcomes

The graduate will:

1. Integrate the principles of the natural, physical, social, biological, and behavioral sciences, and nursing theory to provide holistic care to individuals, families, and groups across the wellness-illness continuum.
2. Integrate the nursing process as a critical thinking skill for decision making in nursing practice.
3. Provide safe and competent care to individuals, families, and groups grounded in evidenced-based practice, quantitative competencies, and technological proficiency.
4. Integrate effective communication skills through professional interactions with individuals, families, groups and the health care team.
5. Create an environment where therapeutic interventions reflect a respect for human dignity.
6. Collaborate as a member of a multidisciplinary health team.
7. Integrate accountability and responsibility for practice within the legal and ethical standards of the nursing profession.
8. Function in the professional role utilizing current standards of nursing practice.

Non-Nursing courses must be taken in the semester indicated above or they may be taken earlier (with a minimum of C grade). Nursing courses must be taken in the stated sequence.

Nursing Credits:
Classroom - one contact hour = 1 credit
Clinical - three contact hours = 1 credit
The Physical Therapist Assistant program is accredited by Connecticut's Board of Governors for Higher Education, and by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association, 1111 North Fairfax St., Alexandria, VA, 22314, (703) 684-2782.

The PTA is an assistant to the physical therapist and a valued member of the health team. Career opportunities are in hospitals, school systems, private offices, home health agencies, industry, rehabilitation hospitals and nursing homes.

This two year, full-time curriculum for an Associate in Science degree is offered through a collaborative arrangement among Capital, Housatonic, Manchester, Naugatuck Valley, Northwestern Connecticut, and Tunxis Community Colleges. The program is based at Naugatuck Valley Community College. The physical therapy courses are held at that college in Waterbury, and more than 90 physical therapy clinics from around the state collaborate with this program to provide internships. The course of study begins in January and includes a minimum of 67 credits.

In reading this section candidates must note the special requirements of this program.

Selective Admission Requirements

1. Submit a PTA program application, in addition to the college application for admission, and an official final high school transcript indicating graduation or a General Education Development (GED) Diploma.

2. Complete the following courses with a minimum grade of "C", and submit a high school and/or college transcript documenting that these were completed no earlier than five years prior to the application date:
   a. Intermediate Algebra
   b. Chemistry or Physics, with a laboratory component

Applicants enrolled in high school can complete these requirements through courses at the college preparatory or advanced level. High school modified grade level courses will not meet these admissions criteria nor will high school courses designated as "allied health".

Applicants not enrolled in high school may complete these requirements through courses completed at a college. Adult education courses do not meet these criteria. Satisfactory scores on the CLEP in intermediate algebra and chemistry or physics are acceptable in meeting these requirements.

Courses which must be completed by the application deadline to meet these requirements are:

**ALGEBRA:** The minimum high school level course to meet this requirement is Algebra II which must be validated through Accuplacer Assessment test results indicating placement above MAT*137. The minimum college algebra course to meet this requirement is MAT*H137.

**CHEMISTRY or PHYSICS:** This high school course must be "general with laboratory". College courses with laboratory must be "introductory" or "general" level courses. The minimum course to meet this requirement is CHE*H111 (Concepts of Chemistry) or PHY*H110 (Introductory Physics).

3. Complete no earlier than five (5) years prior to entering the PTA program the course Anatomy and Physiology I (4 cr.), which must be completed with a minimum grade of "C". Students enrolled in Anatomy and Physiology I during the Fall Semester, and who have met all other admissions criteria, may be offered conditional acceptance to the program based on achieving a minimum grade of "C" at the end of the semester. Official transcripts or final grade(s) must be submitted as soon as they are available. The minimum course to meet this requirement is BIO*H211 or equivalent.

4. Complete the required College Placement Tests. Remedial courses required as indicated by testing must be completed before October 1 of the year prior to the year in which the student wishes to enter the PTA program.

5. Earn a GPA of 2.5 for all previous college work.

6. Submit all application materials, including official high school and college transcripts, and program application, by October 15, for admission consideration for the upcoming spring semester.

7. Students must be able to perform common physical therapy functions as defined in the program's Essential Requirements. Contact the program to receive a copy of this document.

8. In addition to tuition and fees, students in the PTA program must pay for books, appropriate attire for internships, and transportation. Students must complete and verify all required immunizations and provide certification by the American Heart Association in Basic Life Support (BLS) for the Health Care Provider before the start of clinical activities.

9. Students may be required by a health care facility to undergo a background check for felony convictions and/or a drug screening. Students who do not pass the background check and/or a drug screening may be excluded from the clinical site and may not be able to meet the competencies required for the program.
Learning is planned as a progression of increasing complexity. The general education courses are supportive of the PTA courses. Therefore, all courses must be taken in sequence and/or no later than scheduled in the PTA curriculum. General education core classes and electives may be taken prior to entering the PTA program. A minimum grade of “C” is required in all areas of physical therapy and biology, and an evaluation of “Pass” indicating satisfactory completion must be attained in clinical internship courses in order to progress. The faculty reserves the right to withdraw a student whose clinical performance is unsatisfactory. Attendance for class, lab, and clinical experience is required. Sixty-seven (67) semester hours are required for graduation from the PTA Program.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO H211</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>PTA H120</td>
<td>Introduction to Physical Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PTA H125</td>
<td>Physical Therapy for Function</td>
<td>4</td>
</tr>
<tr>
<td>BIO H212</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>ENG H101</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>PSY H111</td>
<td>General Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>PTA H220</td>
<td>Introduction to the Physical Therapy Clinic</td>
<td>1</td>
</tr>
<tr>
<td>PTA H230</td>
<td>Physical Agents in Physical Therapy</td>
<td>4</td>
</tr>
<tr>
<td>PTA H235</td>
<td>Kinesiology for Rehabilitation</td>
<td>4</td>
</tr>
<tr>
<td>COM H100</td>
<td>Introduction to Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENG H102</td>
<td>Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Mathematics†</td>
<td>3</td>
</tr>
<tr>
<td>PTA H250</td>
<td>Therapeutic Exercise</td>
<td>5</td>
</tr>
<tr>
<td>PTA H253</td>
<td>Pathophysiology for Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>PTA H258</td>
<td>PTA in the Healthcare Arena</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>Arts/Humanities†</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Social Science†</td>
<td>3</td>
</tr>
<tr>
<td>PTA H260</td>
<td>Physical Therapy Seminar</td>
<td>2</td>
</tr>
<tr>
<td>PTA H262</td>
<td>PTA Internship II</td>
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</tr>
<tr>
<td>PTA H265</td>
<td>PTA Internship III</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td><strong>67</strong></td>
</tr>
</tbody>
</table>

†The general education requirements follow Naugatuck Valley Community College’s core requirements, and may vary from the core requirements at each consortium college.

**Program Outcomes**

The objective of the PTA program is to prepare graduates to succeed in careers as PTAs. Upon successful completion of all program requirements, graduates will be able to:
1. Sit for examination for state licensure/registration as a physical therapist assistant.
2. Perform physical therapy interventions under the supervision of a physical therapist.
3. Accurately obtain patient information through data collection.
4. Demonstrate accurate problem-solving abilities when working as a physical therapist assistant.
5. Competently communicate with physical therapists, patients, families and other health care providers.
6. Effectively provide education to patients, families and other caregivers.
7. Produce documentation supporting physical therapy services.
8. Demonstrate behaviors that comply with appropriate statutes and with the ethical standards established by the American Physical Therapy Association.
9. Competently function within an interdisciplinary health care team.
The radiologic technologist is the technical assistant to the radiologist, a physician who specializes in the use of x-rays and radioactive isotopes. Since x-rays are an important tool for the diagnosis of disease, radiologic technologists are valued members of the health team. The Radiologic Technology Program leads to employment as radiologic technologists in hospitals, medical offices, clinics and public health institutions.

Admission Requirements
The applicant must meet the following requirements in addition to the general admission policies:

1. High school diploma or equivalency.

2. Completion, within the last 5 years, of the following high school or college courses with a minimum grade of "C"  
   - HS algebra II with a grade of C or better and a placement score above intermediate algebra; or College MAT*H137, or equivalent, with a grade of "C" or better.
   - Two sciences, one must be biology with a lab. The biology requirement may be achieved by HS biology with a lab with a grade of "C" or better; or one semester of college biology with a grade of "C" or better (NVCC A & P I requires BIO*H105 or BIO*H115. The BIO*H105 requirement may be achieved by successful completion of CLEP or examination administered by the STEM Division).

3. Qualified achievement on College Placement Tests. Remedial courses must be completed before acceptance into the program.

4. Application deadline is January 15 of each year. All application and program deadlines are strictly enforced. Failure to adhere to deadlines will disqualify a candidate for consideration for admission.

5. Consideration for admission requires all minimally qualified applicants to attend a mandatory program information session. Applicants will be notified by mail to schedule attendance at a session. The deadline to register for an information session is strictly enforced.

6. Medical examination report by a physician (within three months) which describes the physical and emotional health of the applicant. Completion and verification of all required immunizations before beginning classes.

7. Be able to perform the skills needed as a radiographer, as outlined in the program's Technical Standards.

8. Submission of all application materials including high school transcripts, college records and radiology program records when applicable.

9. Admitted students must provide proof of a Health Care Provider course in Basic Life Support (BLS) from the American Heart Association prior to beginning class. The Division of Continuing Education offers BLS courses throughout the summer.

10. Selection of candidates for admission is based upon academic history of the applicant. Overall high school and/or college GPA, Math GPA, Science GPA, and successfully completed general education courses in the radiology curriculum are used to rank candidates.

11. The American Registry of Radiologic Technologists (ARRT) requirements concerning individuals with a previous criminal conviction may eliminate a student from sitting for the certification examination. A previous criminal record includes but may not be restricted to misdemeanor drug possession charges, DUI, felony convictions, military court martial, and proceedings where a plea of nolo contendere was entered. Individuals may contact the ARRT at (615) 687-0048 privately for clarification of their eligibility status. ARRT certification is required to obtain a radiographer’s license in Connecticut and many other states.

Additionally, students may be required by a clinical affiliate to undergo a criminal background check prior to attending assignments in their facility. Students that do not pass a criminal background check may be excluded from the clinical site and may not be able to meet the competencies required for the program. If you feel that this may apply to you, please consider your acceptance into the NVCC Radiologic Technology Program carefully. If you have any questions, please call the Director of Allied Health, Nursing and Physical Education at 203-575-8057.

An evening clinical track is available to four incoming students in the first year fall and spring semesters. Students attend radiology classes during the day. Prior to beginning the evening clinical, all students attend a four week program orientation session during the day. During the six week summer session, evening students attend clinical on Tuesday evening and on Friday, 8:00 a.m. to 4:30 p.m. The evening students are matriculated into the day clinical track for the entire second year of the program. Students interested in the evening clinical track should contact the Program Director for further information. The evening clinical track is offered based upon instructor availability and funding.

Due to the extensive time requirements for classes, clinical, and studying, program faculty strongly recommend that radiology students work no more than 20 hours a week. Faculty strongly advise applicants to consider the time requirements for studying, attending class, attending clinical, as well as their personal obligations before accepting admission.

In order to meet the educational objectives of the program as well as ensure the safety of the patient and student, attendance policies are strictly enforced.

Readmission and Transfer
Candidates seeking readmission to the program must apply to the Program Director. Readmission requests are based on a total faculty review and vote. Students withdrawn for poor academic or clinical performance are not eligible to be readmitted. A cumulative grade point average of 2.5 is required to transfer into the Radiologic Technology Program. Consideration for readmission or transfer into the program can only be granted if there are available openings. Transfer students are required to submit official transcripts. Transfer admission is based on GPA, seat availability and completed course work and sequencing.
The Curriculum
The Radiologic Technology Program is approved by the Board of Governors for Higher Education and the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606. (312) 704-5300. www.jrcert.org.

The curriculum is designed as a progression of increasing complexity. Therefore, all prescribed courses must be taken in sequence. Electives and core courses can be taken prior to the semester scheduled with the exception of the radiology courses.

Clinical practicum is conducted in hospitals, offices, and imaging centers. It is necessary for the student to have adequate transportation. Students are required to purchase uniforms.

A minimum grade of “C” is required in all courses related to radiology and science courses. The faculty in the Radiologic Technology Program reserves the right to require withdrawal of a student from the Radiologic Technology Program whose clinical performance is unsatisfactory. Upon successful completion of all program requirements, students are eligible to take the American Registry of Radiologic Technologist Registry Examination. A minimum of sixty-eight (68) semester hours is required for graduation. Courses must be taken in the sequence below. General education requirements, students are eligible to take the American Registry of Radiologic Technologist Registry Examination. A minimum of sixty-eight (68) semester hours is required for graduation. Courses must be taken in the sequence below. General education courses may be taken prior to but cannot be taken after the semester the course is assigned.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG*H101</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>BIO*H211</td>
<td>Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>RAD*H112</td>
<td>Orientation to Radiology</td>
<td>3</td>
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<tr>
<td>RAD*H197</td>
<td>Clinical Practice I</td>
<td>2</td>
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<td></td>
<td>Rad. Physics/ Radiographic Quality I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>General Psychology I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Anatomy &amp; Physiology II</td>
<td>4</td>
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<tr>
<td></td>
<td>Introduction to Physics</td>
<td>2</td>
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<td></td>
<td>Contrast Media Procedures and Radiographic Quality II</td>
<td>3</td>
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<td></td>
<td>Clinical Practice III</td>
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<td></td>
<td>Radiologic Physics and Diagnostic Imaging Modalities</td>
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<td></td>
<td>Radiobiology and Protection</td>
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<td></td>
<td>Introduction to Communication</td>
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<td></td>
<td>Lifespan Development</td>
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<td>Clinical Practice IV</td>
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<td></td>
<td>Radiographic Pathology</td>
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<td></td>
<td>Introduction to Software Applications</td>
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<tr>
<td></td>
<td>History or Social Science</td>
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<td></td>
<td>Literature and Composition</td>
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<td></td>
<td>Clinical Practice V</td>
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<tr>
<td></td>
<td>Seminar in Radiology (A Case Study Approach)</td>
<td>3</td>
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<td></td>
<td>Clinical Practice VI</td>
<td>2</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>68</td>
</tr>
</tbody>
</table>

Mission Statement
The Radiologic Technology Program prepares students to enter the imaging sciences as an educated and skilled radiographer. The program, founded on close alliances with the professional community and the use of educational technology, creates a learning environment that prepares radiographers who:

- Combine efficiency and compassion when imaging patients.
- Practice in accordance with theoretical knowledge and essential skills.
- Maintain high ethical standards.
- Strive for continued development as a professional.
- Commit to clinical excellence.

Student Learning Outcomes:

1. Students will demonstrate effective communication skills.
2. Students will demonstrate clinical competence when performing entry level imaging procedures.
3. Students will exhibit professional growth and development.
4. Students will combine critical thinking & problem solving skills during the performance of imaging procedures.
5. The program will graduate students with entry level skills.

Program Goals
The following goals further support the mission statement of the Radiologic Technology Program:

1. Students will demonstrate appropriate oral communication skills.
2. Students will demonstrate appropriate written communication skills.
3. Students will demonstrate personal and patient radiation protection.
4. Students will accurately position patients.
5. Students will demonstrate professional and ethical behavior.
6. Students will value the importance of continued professional development.
7. Students will select technical factors when performing non-routine radiographic procedures.
8. Students will choose appropriate positioning when performing non-routine radiographic procedures.

Clinical Affiliates:
- Charlotte Hungerford Hospital
- Diagnostic Imaging of Southbury
- Greater Waterbury Imaging Center
- Naugatuck Valley Radiology Associates, Prospect, Southbury, & Waterbury
- Orthopedics of New England
- St. Mary’s Hospital
- Waterbury Hospital Health Center
The Respiratory Care Program at Naugatuck Valley Community College is approved by the Board of Governors for Higher Education and is recognized by the Commission on Accreditation of Respiratory Care within the healthcare system. Respiratory therapists work under the direction of a qualified physician and are responsible for taking care of patients with heart and lung problems.

Respiratory Therapists are responsible for:
- Administration of medical gases
- Administration of medications to the cardiopulmonary system.
- Assessment of a patients cardiopulmonary system.
- Assisting patients with secretion management.

Respiratory Therapists perform diagnostic procedures, which may include:
- Arterial blood gas analysis
- Cardiac and pulmonary stress tests
- Pulmonary function studies
- Sleep studies

Admissions Requirements:
The Respiratory Care Program has selective admissions into the program. The applicant must meet the following requirements in addition to the general admission policies:
1. High school diploma or equivalency
2. Completion, within the last 5 years, of the courses with a minimum grade of "C":
   - MATH 137 Intermediate Algebra or a placement test score above Intermediate Algebra.
   - BIO 110 or equivalents; the BIO 110 requirement may be achieved by successful completion of CLEP or examination administered by the STEM Division).
3. Qualified achievement on College Placement Tests. Developmental and ESL courses must be completed before acceptance into the program.
4. Complete a program application by the January 15 deadline.
5. Attend a mandatory information session. Applicants will be notified via US mail to schedule attendance at a session. The deadline to register for an information session is strictly enforced.
6. Chemistry, anatomy and physiology I and II taken prior to admission into the program must have been taken within the following timeframe and the student must have achieved a grade of "C" or better for each of the courses:
   - Anatomy and Physiology I and II within the last 5 years
   - Chemistry within the last 8 years
7. Algebra, Chemistry, and Biology (including Anatomy and Physiology I and II) taken at other colleges must be equivalent to NVCC courses in order to fulfill the program science and math prerequisites and program science requirements.
8. A minimum G.P.A. of 2.5.
9. Submit all application materials including high school and college transcripts and respiratory care program records when applicable.
10. Students may be required by a clinical affiliate to undergo a criminal background check prior to attending assignments in their facility. Students that do not pass a criminal background check may be excluded from the clinical site and may not meet the competencies required for the program.

Due to the extensive time requirements for classes, clinical, and studying, the program faculty strongly recommends that respiratory care students work no more than 20 hours a week. Faculty strongly advises applicants to consider this before applying and/or before accepting an offer of admission.

Special Admission Requirements for Certified Respiratory Therapist (CRTs)
Graduates of a one-year certificate program who seek admission to the program and have successfully completed the Certification Exam for Respiratory Therapists by the National Board for Respiratory Care (NBRC) will be admitted into the program as a second year student. All CRTs seeking admission into the program must provide proof of certification in order to receive credit for the following technician level courses:
- RSP 112 Fundamentals of Respiratory Care
- RSP 131 Applied Pharmacology
- RSP 121 Cardiopulmonary Anatomy and Physiology
- RSP 141 Principles of Respiratory Care
- RSP 151 Cardiopulmonary Pathophysiology
- RSP 180 Clinical Practicum
- RSP 181 Clinical Practicum II
- RSP 281 Advanced Clinical Practicum (transfer credit requires approval from the Director of Clinical Education).

Students entering the program as a CRT must complete all of the general education courses prior to graduation. All applicants will be required to take a self-assessment exam by the NBRC prior to admission to the program. This test is not used for placement into the program, but for internal purposes only.

Readmission into the Respiratory Care Program
Students seeking readmission into the respiratory care program must apply directly to the program director within 18 months of severance from the program. Readmission is based on faculty review, clinical evaluations, current GPA of 2.5 and evidence of interim efforts on the candidate’s part to strengthen areas of weakness. Readmission is on a space available basis. Please see the Respiratory Care Student Handbook for additional information regarding readmission.

Transfer Requirements:
1. Students seeking transfer into the program must apply to the Program Director by the program application deadline (January 15).
2. Official transcripts must be provided with the application.
3. Consideration for transfer into the Respiratory Care Program depends on whether there are available openings at the time of the request.
4. Transfer admission is based on GPA and previous completed course work.
5. The Program Director and the Director of Clinical Education will evaluate previous respiratory care course work for equivalency with NVCC respiratory care courses.

Student responsibilities:
Once a student has been accepted into the program, the student must assume the following responsibilities:
- Perform the skills necessary to function as a respiratory therapist as outlined in the program's technical standards.
- Provide proof of a Health Care Provider course in Basic Life Support (BLS).
- Submit a current physical examination which describes the student’s health and proof of immunizations.
- Purchase required books, manuals and clinical supplies.
- Purchase required uniforms for clinical practice which conform to the program dress code.
- Transportation to and from clinical facilities.
- Follow established college policies and procedures.
- Follow established program policies and procedures as outlined in the Respiratory Care Student Handbook.

Please contact the program director for details or questions.
Learning is planned as a progression of increasing complexity. Therefore, in order for a student to progress to the next semester, a minimum grade of “C” is required in all respiratory courses. BIO*H211 and BIO*H212 must be completed with a grade of “C” or better before a student can progress to the second year of the program. Respiratory courses must be taken in the designated sequence. Electives and other core courses may be taken prior to the designated semester. Students must achieve a “C” or better in all required courses including respiratory, science and general education courses. Graduates of the program will be eligible to take the Entry Level Examination and the Advanced Practitioner Level Examination for Respiratory Therapy Practitioners given by the National Board of Respiratory Care after graduation.

The Respiratory Care Program at Naugatuck Valley Community College is accredited by the Commission on Accreditation for Respiratory Care, www.coarc.com. Commission on Accreditation for Respiratory Care, 1248 Harwood Road, Bedford, Texas 76021-4244. (817) 283-2835.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

<table>
<thead>
<tr>
<th>Course No.</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO*H211</td>
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<tr>
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<td>Social Science</td>
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<td>RSP*H112</td>
<td>Fundamentals of Respiratory Care and Physiology</td>
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<tr>
<td>RSP*H121</td>
<td>Cardiopulmonary Anatomy</td>
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<td>BIO*H212</td>
<td>Anatomy &amp; Physiology II</td>
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<td>COM*H100</td>
<td>Introduction to Communication</td>
<td>3</td>
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<td>RSP*H131</td>
<td>Applied Pharmacology</td>
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<td>RSP*H141</td>
<td>Principles of Respiratory Care</td>
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<td>RSP*H180</td>
<td>Clinical Practicum</td>
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<td>RSP*H151</td>
<td>Cardiopulmonary Pathophysiology</td>
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<td>RSP*H181</td>
<td>Clinical Practicum II</td>
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<tr>
<td>ENG*H102</td>
<td>Literature and Composition</td>
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<tr>
<td>CHE*H111</td>
<td>Concepts of Chemistry</td>
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<tr>
<td>PSY*H111</td>
<td>General Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>RSP*H270</td>
<td>Hemodynamic and Critical Care Monitoring</td>
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</tr>
<tr>
<td>RSP*H262</td>
<td>Advanced Principles of Respiratory Care</td>
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<tr>
<td>RSP*H281</td>
<td>Advanced Clinical Practicum</td>
<td>2</td>
</tr>
<tr>
<td>RSP*H271</td>
<td>Pulmonary and Cardiovascular Diagnostics</td>
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</tr>
<tr>
<td>RSP*H291</td>
<td>Perinatal and Pediatric Respiratory Care</td>
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</tr>
<tr>
<td>RSP*H201</td>
<td>Future Trends</td>
<td>2</td>
</tr>
<tr>
<td>RSP*H282</td>
<td>Advanced Clinical Practicum II</td>
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</tr>
<tr>
<td>Elective</td>
<td>Arts/Humanities</td>
<td>3</td>
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<tr>
<td>Total Credit Hours</td>
<td>67</td>
<td></td>
</tr>
</tbody>
</table>

Program Outcomes

Upon graduation from the program, the graduate must be competent in the following areas: Psycho-motor skills, Affective skills and Cognitive skills. Each area will be evaluated while enrolled in the program on a semester by semester basis. Learning is planned as progression of increasing complexity. The goal of the Respiratory Care program is to prepare the student to function as a competent respiratory care practitioner. Upon successful completion of the program the graduate will:

1. demonstrate the ability to understand, utilize, access and assess information relating to his/her function as a respiratory therapist.
2. demonstrate the skills necessary to function as a respiratory therapist.
3. demonstrate the behaviors consistent with professional and employer expectations of a respiratory therapist.
4. demonstrate proficiency as a respiratory therapist, as described by the National Board for Respiratory Care and the Commission on Accreditation for Respiratory Care.
5. assist physicians in diagnosis, management, and treatment of patients affected by cardiopulmonary disorders.

Clinical experiences are provided at the following facilities:
Bridgeport Hospital
Connecticut Children’s Medical Center
Charlotte Hungerford Hospital
Hospital for Special Care
Hospital of St. Raphael’s
St. Mary’s Hospital
Waterbury Associates Pulmonary
Waterbury Hospital
Yale New Haven Hospital
**Arts and Humanities Division**

**VISUAL and PERFORMING ARTS**

Naugatuck Valley's distinctive programs in Art, Dance, Digital Design Technology, Music and Theater Arts offer challenging courses of study for both the inexperienced and experienced, the student and the artist, by providing training, skills, and opportunities in the world of the arts. We help students reach their creative and intellectual potential through our quality instruction, interdisciplinary focus, and fine works and productions.

The Visual and Performing Arts degree provides students with a basic general education component which is transferable to four-year institutions. In addition, through a series of options, it leads them to five areas of interest and a diverse choice of career fields. Below is the core curriculum. The options are explained on the following pages, including some related job opportunities. Each option comprises a general education component (24-25 credits), a specialized core (18 credits), specialized options (15 credits), and 3 directed electives (9 credits), for a total of 66-67 credits.

### Program Outcomes

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

1. Read and interpret relevant literature and historical events from a variety of Arts areas.
2. Communicate clearly and effectively, using specific Arts' vocabulary.
3. Identify specific Arts' luminaries and their contributions to a particular field of expertise.
4. Given specific assignments, produce quality documentation/products/performance related to Arts' specialty areas.
5. Design, develop, and complete advanced projects.
6. Develop an appreciation of world culture through the beauty and discipline of the Arts.
7. Demonstrate desirable attitudes and work habits – creative thinking, problem-solving ability, good artistic judgment, industriousness, cooperation, responsibility, and self-reliance.

### Course Type

<table>
<thead>
<tr>
<th>Course Communications</th>
<th>Course Number &amp; Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Communications</td>
<td>COM*H100 Introduction to Communications</td>
<td>3</td>
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<tr>
<td>Core Communications</td>
<td>ENG*H101 Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Humanities</td>
<td>ENG*H102 Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Mathematics</td>
<td>MAT<em>H135 Topics in Contemporary Mathematics or MAT</em>H146 Math for Liberal Arts or MAT<em>H167 Principles of Statistics or MAT</em>H172 College Algebra</td>
<td>3</td>
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<tr>
<td>Core Science</td>
<td>Any Science (AST, BIO, CHE, GLG, MET or PHY) course (except BIO*H111)</td>
<td>3-4</td>
</tr>
<tr>
<td>Core Behavioral Science</td>
<td>ANT<em>H101 Introduction to Anthropology or PSY</em>H111 General Psychology I or SOC*H101 Principles of Sociology</td>
<td>3</td>
</tr>
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<td>Core Social Science</td>
<td>HIS<em>H101 Western Civilization I or HIS</em>H102 Western Civilization II or HIS<em>H201 U.S. History I or HIS</em>H202 U.S. History II</td>
<td>3</td>
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<tr>
<td>Core Arts or Humanities</td>
<td>ART<em>H101 Art History or ART</em>H102 Art History II</td>
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<td>Program Arts or Humanities</td>
<td>Any Arts or Humanities course</td>
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<tr>
<td>Program Arts</td>
<td>DAN*H101 History and Appreciation of World Dance</td>
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<td>Program Arts</td>
<td>DAT*H101 Introduction to Digital Arts</td>
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<td>Program Arts</td>
<td>MUS*H101 History &amp; Appreciation of Music</td>
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<td>Program Arts</td>
<td>THR*H101 Introduction to Theater</td>
<td>3</td>
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<tr>
<td>Program Requirement</td>
<td>Visual and Performing Arts Electives (students should choose from courses listed on this page in consultation with their faculty advisor)</td>
<td>24</td>
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<tr>
<td>Program Business</td>
<td>CSA*H105 Introduction to Software Applications</td>
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<td>TOTAL CREDITS</td>
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### Program Electives

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<tr>
<th>Arts or Humanities Electives</th>
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<tbody>
<tr>
<td>ART*H101 Art History I</td>
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<tr>
<td>ART*H102 Art History II</td>
</tr>
<tr>
<td>ART*H122 Three-Dimensional Design</td>
</tr>
<tr>
<td>ART*H131 Sculpture I</td>
</tr>
<tr>
<td>ART*H132 Sculpture II</td>
</tr>
<tr>
<td>ART*H141 Photography I</td>
</tr>
<tr>
<td>ART*H142 Photography II</td>
</tr>
<tr>
<td>ART*H160 Crafts</td>
</tr>
<tr>
<td>ART*H161 Ceramics I</td>
</tr>
<tr>
<td>ART*H162 Ceramics II</td>
</tr>
<tr>
<td>ART*H167 Printmaking I</td>
</tr>
<tr>
<td>COM*H175 Voice and Diction</td>
</tr>
<tr>
<td>DAN*H102 Ballet I: Renaissance to Romantic</td>
</tr>
<tr>
<td>DAN*H111 Jazz Dance I: Afro-Caribbean/ American</td>
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<tr>
<td>DAN*H112 Jazz Dance II: Broadway &amp; Film</td>
</tr>
<tr>
<td>DAN*H113 Modern Dance I: Pioneers of America</td>
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<tr>
<td>DAT*H106 Digital Design</td>
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<tr>
<td>DAT*H116 Interactive Media Design</td>
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<tr>
<td>DAT*H212 3D Graphics and Animation I</td>
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<tr>
<td>DAT*H290 Digital Arts Project</td>
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<td>GRA*H150 Introduction to Graphic Design</td>
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<tr>
<td>MUS*H111 Fundamentals of Music</td>
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<tr>
<td>MUS*H153 Class Instruction Piano</td>
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<tr>
<td>MUS*H158 Chamber Music/Jazz Ensemble</td>
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<tr>
<td>MUS*H163 Ear Training I</td>
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<tr>
<td>MUS*H164 Ear Training II</td>
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<tr>
<td>MUS*H176 Gospel Choir</td>
</tr>
<tr>
<td>MUS*H179 Opera Performance Ensemble</td>
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<tr>
<td>MUS*H184 Applied Private Music Lessons</td>
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<tr>
<td>MUS*H206 Introduction to Music Education</td>
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<tr>
<td>MUS*H208 Introduction to Music Therapy</td>
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<td>MUS*H213 Music Theory III</td>
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<tr>
<td>MUS*H214 Music Theory IV</td>
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<tr>
<td>MUS*H254 Concert Band</td>
</tr>
<tr>
<td>MUS*H218 Electronic Music Composition/ Audio Technology I</td>
</tr>
<tr>
<td>THR*H110 Acting I</td>
</tr>
<tr>
<td>THR*H120 Stagecraft</td>
</tr>
<tr>
<td>THR*H190 Theater Practicum I</td>
</tr>
</tbody>
</table>
The Visual Arts Option provides training in art history, traditional two-dimensional methodologies (painting, drawing, design), three-dimensional formats (sculpture and pottery), and computerized graphic design. Students will be qualified to seek positions in galleries, museums, and theater productions. Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

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

1. Execute skills and techniques necessary for studio art, and demonstrate manipulative skills including dexterity with tools and equipment specific to various media.
2. Compile a portfolio of work reflecting the breadth of his/her study.
3. Demonstrate desirable attitudes and work habits — creative thinking, the ability to solve problems, good artistic judgment, industriousness, cooperation, responsibility, and self-reliance.
4. Describe a knowledge of the relationship among various components of art including design, drawing and painting, and understand the contributions that each makes to the final product.
5. Demonstrate an understanding of the process of mounting an exhibition of work and presenting it to the public.
6. Communicate clearly using specific art vocabulary.

### Course Type

<table>
<thead>
<tr>
<th>Course Type</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Core Communications</td>
<td>COM*H100 Introduction to Communications</td>
<td>3</td>
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<tr>
<td>Core Communications</td>
<td>ENG*H101 Composition</td>
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</tr>
<tr>
<td>Core Communications</td>
<td>ENG*H102 Literature and Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Mathematics</td>
<td>MAT<em>H135 Topics in Contemporary Mathematics or MAT</em>H146 Math for Liberal Arts or MAT<em>H167 Principles of Statistics or MAT</em>H172 College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Core Science</td>
<td>Any Science (AST, BIO, CHE, GLG, MET or PHY) course (except BIO*H111)</td>
<td>3-4</td>
</tr>
<tr>
<td>Core Behavioral Science</td>
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</tr>
<tr>
<td>Core Social Science</td>
<td>HIS<em>H101 Western Civilization I or HIS</em>H102 Western Civilization II or HIS<em>H121 World Civilization I or HIS</em>H122 World Civilization II</td>
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<tr>
<td>Core Arts and Humanities</td>
<td>ART<em>H101 Art History or ART</em>H102 Art History II</td>
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<tr>
<td>Program Arts</td>
<td>DAN*H101 History and Appreciation of World Dance</td>
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<td>Program Arts</td>
<td>DAT*H101 Introduction to Digital Arts</td>
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<td>Program Arts</td>
<td>MUS*H101 History &amp; Appreciation of Music</td>
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<td>Program Arts</td>
<td>THR*H101 Introduction to Theater</td>
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<td>Program Requirement</td>
<td>ART*H112 Drawing II</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>ART*H121 Two Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>ART*H131 Painting I</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>ART*H132 Painting II</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>CSC<em>H101 Intro to Computers or BMG</em>H202 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td></td>
<td>63-64</td>
</tr>
</tbody>
</table>

†Mathematics selection is MAT*H135 for AA degree students, or MAT*H146 or higher for students intending to transfer to a four year degree program.

††Science selection from any 3 credit science course for AA degree students, or any 4 credit science course (with lab) for students transferring to any CSU or UConn.
## Dance Option

The **Dance Option** provides students with a broad base of cultural and historical knowledge as well as technique, pedagogy and repertoire in the various dance genres. The creative process is fostered by inclusion of production skills, the art of choreography, and performance opportunities. This foundation will prepare students to further their study, teach, choreograph, and/or perform. Graduates may seek employment in dance education, dance studios, community service organizations, and as production assistants, choreographers, teacher assistants, dance therapy assistants, and as dancers in the arts and entertainment industry. Students must be physically able to participate in studio courses. As of 2006, CT’s State Board of Education requires public school K-12 dance certification for dance teachers. The Dance Option provides the required dance courses for this education certification. The Transfer Program articulated with Central Connecticut State University guarantees acceptance of major dance credits.

**Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.**

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course Number &amp; Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Communications</td>
<td>COM*H100 Introduction to Communications</td>
<td>3</td>
</tr>
<tr>
<td>Core Communications</td>
<td>ENG*H101 Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Humanities</td>
<td>ENG*H102 Literature and Composition or</td>
<td>3</td>
</tr>
<tr>
<td>Core Mathematics</td>
<td>ENG*H200 Advanced Composition</td>
<td></td>
</tr>
<tr>
<td>Core Science</td>
<td>MAT*H135 Topics in Contemporary Mathematics or</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>any Mathematics course higher than MAT*H137†</td>
<td></td>
</tr>
<tr>
<td>Core Science</td>
<td>BIO*H105 Introduction to Biology or</td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td>BIO*H115 Human Biology or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DAN*H175 Kinesiology for Dancers (dance majors only)**</td>
<td></td>
</tr>
<tr>
<td>Core Behavioral Science</td>
<td>PSY*H111 General Psychology I or</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SOC*H101 Principles of Sociology or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ANT*H101 Introduction to Anthropology</td>
<td></td>
</tr>
<tr>
<td>Core Social Science</td>
<td>HIS*H101 Western Civilization I or</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>HIS*H102 Western Civilization II or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HIS*H201 U.S. History (strongly recommended for education transfers)</td>
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</tr>
<tr>
<td>Core Arts and Humanities</td>
<td>DAN*H101 History and Appreciation of World Dance</td>
<td>3</td>
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<tr>
<td></td>
<td>DAN<em>H102 Art History or ART</em>H102 Art History II</td>
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<tr>
<td>Program Arts</td>
<td>MUS*H101 Music History and Appreciation I</td>
<td>3</td>
</tr>
<tr>
<td>Program Arts</td>
<td>THR*H101 Introduction to Theater</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>DAN*H102 Ballet I: Renaissance to Romantic-1st fall</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>DAN*H202 Ballet II: Classical to Contemporary-2nd fall</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>DAN*H113 Modern I: Pioneers of American-1st fall</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>DAN*H213 Modern II: Second Generation Am-2nd fall</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>DAN*H111 Jazz I: Afro-Caribbean Am Vernac-1st spring</td>
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<tr>
<td>Program Requirement</td>
<td>DAN*H112: Jazz II: Broadway and Film Dance-1st/2nd spring</td>
<td>3</td>
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<tr>
<td>Program Requirement</td>
<td>DAN*H221 Repertory/Ensemble I-2nd fall</td>
<td>3</td>
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<tr>
<td>Program Requirement</td>
<td>DAN*H222 Choreographic Principles/Ensemble I-2nd spring</td>
<td>3</td>
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<tr>
<td>Program Requirement</td>
<td>Students should take a total of 3 credits from the following courses: DAN*H118 Dance Pedagogy for Early Childhood Education</td>
<td>1</td>
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<tr>
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<td>DAN*H119 Dance Pedagogy for Elementary Education</td>
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<td>DAN*H210 Dance Pedagogy for Secondary Education</td>
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</tr>
<tr>
<td></td>
<td>DAN<em>H213 Ballet III or DAN</em>H223 Modern III or -2nd spring</td>
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<td>Program Arts or Humanities</td>
<td>See Elective list—Dance (DAN) recommended</td>
<td>3</td>
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<tr>
<td>Program Business</td>
<td>CSC*H101 Intro to Computers or</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BMG*H202 Principles of Management</td>
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**TOTAL CREDITS**: 66-67

### Additional Dance Courses Available

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN*H109 &amp; 209</td>
<td>Ballroom I and Ballroom II</td>
<td>1 cr. each</td>
</tr>
<tr>
<td>DAN*H118.119.120</td>
<td>Dance Pedagogies for ECE, Elementary or Secondary</td>
<td>1 cr. each</td>
</tr>
<tr>
<td>DAN*H140</td>
<td>Pilates/Wellness</td>
<td>1 cr.</td>
</tr>
<tr>
<td>DAN*H225</td>
<td>Repertory/Ensemble II</td>
<td>3 cr.</td>
</tr>
<tr>
<td>DAN*H224</td>
<td>Choreographic Principles II</td>
<td>3 cr.</td>
</tr>
<tr>
<td>DAN*H231</td>
<td>Jazz III: Musical Theater Dance</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

†Students intending to transfer are encouraged to take MAT 146, 167, or 172; students planning to major in Education should take MAT 142 or 144. ††BIO*H115 Human Biology is strongly recommended for students who are planning on transferring and pursuing their 4-year degree. DAN*H175 Kinesiology for Dancers is required for state certification in K-12 dance education and fulfills the science requirement for dance majors.

### Program Outcomes

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

1. Demonstrate and execute warm-up exercises specific to all dance forms (ballet, modern, ethnic, jazz).
2. Execute desirable physical activity, preparation, and training for the dancer, actor, or musician so that she/he may intelligently choose a further course of action in the arts.
3. Execute a variety of choreographic styles to enhance and broaden movement and choreographic vocabulary utilizing time, space and energy.
4. Demonstrate kinesthetic awareness, mental and physical coordination, rhythmic sensitivity, and musicality.
5. Identify dancers and choreographers and their particular contributions to the field of dance and their processes in creating dance.
6. Choreograph and perform movement and demonstrate performance skills of concentration, projection, characterization, expression and ensemble work.
7. Demonstrate wherewithal for scheduling and conducting rehearsals and producing a performance that includes staging, lighting, costuming, decor, and publicity.

### Visual and Performing Arts Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ART*H101</td>
<td>Art History I</td>
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<tr>
<td>ART*H102</td>
<td>Art History II</td>
</tr>
<tr>
<td>ART*H160</td>
<td>Crafts</td>
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<tr>
<td>ART*H122</td>
<td>Three-Dimensional Design</td>
</tr>
<tr>
<td>ART*H131</td>
<td>Sculpture I</td>
</tr>
<tr>
<td>ART*H132</td>
<td>Sculpture II</td>
</tr>
<tr>
<td>ART*H141</td>
<td>Photography I</td>
</tr>
<tr>
<td>ART*H142</td>
<td>Photography III</td>
</tr>
<tr>
<td>ART*H161</td>
<td>Ceramics I</td>
</tr>
<tr>
<td>ART*H162</td>
<td>Ceramics II</td>
</tr>
<tr>
<td>ART*H167</td>
<td>Printmaking I</td>
</tr>
<tr>
<td>COM*H175</td>
<td>Voice and Diction</td>
</tr>
<tr>
<td>DAN*H109</td>
<td>Ballroom Dancing</td>
</tr>
<tr>
<td>DAN*H110</td>
<td>Rhythm Tap</td>
</tr>
<tr>
<td>DAN*H118</td>
<td>Dance Pedagogy for Early Childhood</td>
</tr>
<tr>
<td>DAN*H119</td>
<td>Dance Pedagogy for Elementary Education</td>
</tr>
<tr>
<td>DAN*H120</td>
<td>Dance Pedagogy for Secondary Education</td>
</tr>
<tr>
<td>DAN*H140</td>
<td>Pilates/Wellness</td>
</tr>
<tr>
<td>DAN*H175</td>
<td>Kinesiology for Dancers</td>
</tr>
<tr>
<td>DAN*H231</td>
<td>Jazz III: Musical Theater Dance</td>
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<tr>
<td>DAN*H225</td>
<td>Repertory/Ensemble II</td>
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<tr>
<td>DAN*H224</td>
<td>Choreographic Principles/Ensemble II</td>
</tr>
<tr>
<td>DAT*H106</td>
<td>Digital Design</td>
</tr>
<tr>
<td>DAT*H116</td>
<td>Interactive Media Design</td>
</tr>
<tr>
<td>DAT*H212</td>
<td>3D Graphics and Animation I</td>
</tr>
<tr>
<td>DAT*H2290</td>
<td>Digital Arts Project</td>
</tr>
<tr>
<td>GRA*H120</td>
<td>Introduction to Graphic Design</td>
</tr>
<tr>
<td>MUS*H111</td>
<td>Fundamentals of Music I</td>
</tr>
<tr>
<td>MUS*H158</td>
<td>Chamber Music/Jazz Ensemble I</td>
</tr>
<tr>
<td>MUS*H163</td>
<td>Ear Training I</td>
</tr>
<tr>
<td>MUS*H164</td>
<td>Ear Training II</td>
</tr>
<tr>
<td>MUS*H176</td>
<td>Gospel Choir</td>
</tr>
<tr>
<td>MUS*H179</td>
<td>Opera Performance Ensemble</td>
</tr>
<tr>
<td>MUS*H184</td>
<td>Applied Private Music Lessons &amp; MUS*H183</td>
</tr>
<tr>
<td>MUS*H206</td>
<td>Intro to Music Education</td>
</tr>
<tr>
<td>MUS*H208</td>
<td>Intro to Music Therapy</td>
</tr>
<tr>
<td>MUS*H213</td>
<td>Music Theory III</td>
</tr>
<tr>
<td>MUS*H214</td>
<td>Music Theory IV</td>
</tr>
<tr>
<td>MUS*H254</td>
<td>Concert Band</td>
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<tr>
<td>MUS*H218</td>
<td>Electronic Music Composition/Audio Technology I</td>
</tr>
<tr>
<td>THR*H110</td>
<td>Acting I</td>
</tr>
<tr>
<td>THR*H120</td>
<td>Stagecraft</td>
</tr>
<tr>
<td>THR*H190</td>
<td>Theater Practicum I</td>
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</tbody>
</table>
**Digital Design Option**

The Digital Design Option provides students with an in-depth understanding of two-dimensional digital design, three-dimensional object modeling and animation, and sound design. Required courses focus on the detailed study of 3D modeling and animation, digital photography and video production, digital audio and sound design, and Web design and development. Topics are explored from both a theoretical and applications perspective. The program mission is to prepare digital designers for jobs in marketing, video production, music and sound production, graphic art production, and electronic publishing.

*Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.*

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Course Number &amp; Title</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Communications</td>
<td>COM*H100 Introduction to Communications</td>
<td>3</td>
</tr>
<tr>
<td>Core Communications</td>
<td>ENG*H101 Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Humanities</td>
<td>ENG<em>H102 Literature and Composition or ENG</em>H200 Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>Core Mathematics</td>
<td>MAT<em>H135 Topics in Contemporary Mathematics or any Mathematics course higher than MAT</em>H137†</td>
<td>3</td>
</tr>
<tr>
<td>Core Science</td>
<td>Any Science (AST, BIO, CHE, GLG, MET or PHY) course (except BIO*H111)</td>
<td>3-4</td>
</tr>
<tr>
<td>Core Behavioral Science</td>
<td>ANT<em>H101 Introduction to Anthropology or PSY</em>H111 General Psychology I or SOC*H101 Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Core Social Science</td>
<td>HIS<em>H101 Western Civilization I or HIS</em>H102 Western Civilization II or HIS<em>H201 U.S. History I or HIS</em>H202 U.S. History II</td>
<td>3</td>
</tr>
<tr>
<td>Core Arts and Humanities</td>
<td>ART<em>H101 Art History or ART</em>H102 Art History II</td>
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<tr>
<td>Program Arts</td>
<td>DAN*H101 History and Appreciation of World Dance</td>
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</tr>
<tr>
<td>Program Arts</td>
<td>DAT*H101 Introduction to Digital Arts</td>
<td>3</td>
</tr>
<tr>
<td>Program Arts</td>
<td>MUS*H101 History &amp; Appreciation of Music</td>
<td>3</td>
</tr>
<tr>
<td>Program Arts</td>
<td>THR*H101 Introduction to Theater</td>
<td>3</td>
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<tr>
<td>Program Arts</td>
<td>Visual and Performing Arts Electives (students should choose 9 credits from courses listed on this page)</td>
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<tr>
<td>Program Requirement</td>
<td>DAT*H106 Digital Publishing</td>
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<tr>
<td>Program Requirement</td>
<td>DAT*H108 Digital Imaging I</td>
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<td>Program Requirement</td>
<td>DAT*H110 Digital Video Production I</td>
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<tr>
<td>Program Requirement</td>
<td>DAT*H212 3D Graphics &amp; Animation</td>
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<tr>
<td>Program Requirement</td>
<td>DAT*H208 Audios &amp; Sound Design</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>CSC<em>H101 Intro to Computers or BMG</em>H202 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td></td>
<td><strong>66-67</strong></td>
</tr>
</tbody>
</table>

†Students intending to transfer are encouraged to take MAT 146, 167, or 172
## Music Option

The Music Option, through a rigorous program of academic and performance courses, provides a comprehensive foundation in which students receive individual attention within their private lessons and interact with other performers in classroom and large ensemble settings. The music program emphasizes ensemble and solo performance with additional study of music theory and history. Musicians of all capabilities and experience can prepare for their particular musical goals including seasoned musicians as well as the talented beginner exploring music for the first time. Music majors pursue careers in performance, education, composition, audio recording, concert sound reinforcement, commercial production, church music, musical instrument service and sales, or arts management. The Transfer Program is designed for students wishing to complete their degree at a 4-year college or university; requirements vary and students should seek assistance from the Music Advisor. The Transfer Program articulated with Western CT State University guarantees admission with complete transfer of NVCC courses. See the Music Advisor for details.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

### Course Type | Course Number & Title | Cr. | Program Outcomes
--- | --- | --- | ---
**Core Communications** | COM*H100 Introduction to Communications | 3 | Upon successful completion of all program requirements, graduates will be able to:
1. Relate basic formal musical processes and theoretical principles to performance.
2. Demonstrate technical skills in singing and/or in playing an instrument or instruments.
3. Demonstrate historical knowledge of musical events, styles, forms and concepts.
4. Demonstrate a knowledge of musical literature in the area of the student's major.
5. Demonstrate performance skills via ensemble experience.
6. Develop an appreciation of world culture through the beauty and discipline of the Art of music.

**Core Communications** | ENG*H101 Composition | 3 | **Visual and Performing Arts Electives**
ENG*H102 Literature and Composition or ENG*H200 Advanced Composition | 3 |
**Core Mathematics** | MAT*H135 Topics in Contemporary Mathematics or MAT*H146 Math for Liberal Arts or MAT*H167 Principles of Statistics or MAT*H172 College Algebra | 3 |
**Core Science** | Any Science (AST, BIO, CHE, GLG, MET or PHY) course (except BIO*H111) | 3-4 |
**Core Behavioral Science** | ANT*H101 Introduction to Anthropology or PSY*H111 General Psychology I or SOC*H101 Principles of Sociology | 3 |
**Core Social Science** | HIS*H101 Western Civilization I or HIS*H102 Western Civilization II or HIS*H21 World Civilization I or HIS*H212 World Civilization II | 3 |
**Core Arts or Humanities** | ART*H101 ART*History or ART*H102 ART*History II | 3 |
**Program Arts** | DAN*H101 History and Appreciation of World Dance | 3 |
**Program Arts** | DAT*H101 Introduction to Digital Arts | 3 |
**Program Arts** | MUS*H101 History & Appreciation of Music | 3 |
**Program Arts** | THR*H101 Introduction to Theater | 3 |
**Program Arts** | Visual and Performing Arts Electives | 9 |
(students should choose 9 credits from courses listed on this page) |
**Program Requirement** | MUS*H115 Music Theory I | 3 |
**Program Requirement** | MUS*H163 Ear Training I | 1 |
**Program Requirement** | MUS*H164 Ear Training II | 1 |
**Program Requirement** | MUS*H183 Applied Lessons – one or two semesters | 1-2 |
**Program Requirement** | MUS*H184 Applied Lessons – one or two semesters | 2-4 |
**Program Requirement** | MUS*H161, MUS*H254 or MUS*H158 — two to four semesters | 4-8 |
**Program Requirement** | MUS*H213 Music Theory III and MUS*H263 Ear Training III | 3-4 |
**Program Requirement** | MUS*H214 Music Theory IV and MUS*H264 Ear Training IV | 4 |
**Program Business** | CSC*H101 Intro to Computers or BMG*H202 Principles of Management | 3 |
**Program Requirement** | ENG*H102 Literature and Composition or ENG*H200 Advanced Composition | 3 |

### Total Credits
61-67

†Mathematics selection: MAT*H135 for AA degree students, MAT*H137 for WCSU Articulation Transfer students, MAT*H167 or MAT*H172 for students intending to transfer to UConn.
††Science selection from any 3 credit science course for AA degree students, or any 4 credit science course with lab for students transferring to any CSU or UConn.
†††Core Visual & Performing Arts courses are required for AA degree students only. Students transferring to any CSU or UConn are only required to take MUS*H101.
††††History selection from HIS*H101 or HIS*H102 for AA degree students, while students transferring to any CSU or UConn choose between HIS*H201 or HIS*H202.
†††††Applied Lessons selection for AA degree students is one semester each of MUS*H183 and MUS*H184, while students transferring to any CSU or UConn take two semesters each of MUS*H183 and MUS*H184. The particular field for the Applied Lessons is determined by the student's performance major and audition as directed by the Department Chair.
††††††The particular Music Ensemble (MUS*H161 Chorale, MUS*H158 Chamber Music Jazz Ensemble, MUS*H254 Concert Band) is determined by student’s performance major and audition as directed by Department Chair. Performance Ensemble Requirement for AA degree students is two semesters of performance ensemble, while students transferring to any CSU or UConn take four semesters of performance ensemble.
†††††††Students seeking the AA degree complete the Program Electives, choosing from the Visual and Performing Arts Directed Electives, but are not required to complete the Focus Transfer Electives although those courses could satisfy the Program Electives.
††††††††Students transferring to any CSU or UConn complete the Focus Transfer Electives, and are not required to complete the Program Electives.
**Theater Arts Option**

The **Theater Arts Option** offers a challenging course of study for both the novice student and experienced theater artist. Through a combination of classroom training, production experience opportunities, and community service outreach, NVCC theater students develop a definite set of skills, knowledge, and values that lead to growth as individuals, artists, and future theater professionals. Ultimately, the NVCC theater program strives to develop the creative and intellectual potential in both arts and non-arts majors at the college. Graduate employment may include assistantships as directors, stage managers, theater technicians, box office managers, marketing coordinators, sound engineers, lighting assistants, or acting interns.

Common core course listings and definitions appear on page 51. Placement testing will determine the sequencing of courses. Additional courses may be required. The suggested sequence for full-time students is shown below. Refer to page 51 for a listing of courses that will satisfy elective requirements.

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<tr>
<td>Core Mathematics</td>
<td>MAT<em>H135 Topics in Contemporary Mathematics or MAT</em>H146 Math for Liberal Arts or MAT<em>H167 Principles of Statistics or MAT</em>H172 College Algebra</td>
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<td>Core Science</td>
<td>Any Science (AST, BIO, CHE, GLG, MET or PHY) course (except BIO*H111)</td>
<td>3-4</td>
</tr>
<tr>
<td>Core Behavioral Science</td>
<td>ANT<em>H101 Introduction to Anthropology or PST</em>H111 General Psychology I or SOC*H101 Principles of Sociology</td>
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</tr>
<tr>
<td>Core Social Science</td>
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<tr>
<td>Core Arts and Humanities</td>
<td>ART<em>H101 Art History or ART</em>H102 Art History II</td>
<td>3</td>
</tr>
<tr>
<td>Program Arts</td>
<td>DAN*H101 History and Appreciation of World Dance</td>
<td>3</td>
</tr>
<tr>
<td>Program Arts</td>
<td>DAT*H101 Introduction to Digital Arts</td>
<td>3</td>
</tr>
<tr>
<td>Program Arts</td>
<td>MUS*H101 History &amp; Appreciation of Music</td>
<td>3</td>
</tr>
<tr>
<td>Program Arts</td>
<td>THR*H101 Introduction to Theater</td>
<td>3</td>
</tr>
<tr>
<td>Program Arts</td>
<td>Visual and Performing Arts Electives (students should choose 9 credits from courses listed on this page)</td>
<td>9</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>THR*H110 Acting I</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>THR*H210 Acting II</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>THR*H120 Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>THR*H190 Theater Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>THR*H290 Theater Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>Program Business</td>
<td>CSC<em>H101 Intro to Computers or BMG</em>H202 Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td></td>
<td>63-64</td>
</tr>
</tbody>
</table>

†Mathematics selection is MAT*H135 for AA degree students, or MAT*H146 or higher for students intending to transfer to a four-year degree program.

††Science selection from any 3-credit science course for AA degree students, or any 4 credit science course (with lab) for students transferring to any CSU or UConn.

**Program Outcomes**

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

1. Demonstrate knowledge of historical events in film and theater.
2. Demonstrate the art of stage technology, costuming, set construction, and lighting.
3. Demonstrate specific performance skills in acting, including character analysis, blocking, interpretation, voice and diction.
4. Master the art of theatrical auditing.
5. Develop a repertory of theatrical roles through participation in plays and theater events.
6. Develop an appreciation of world culture through the beauty and discipline of the art of theater.

**Visual and Performing Arts Electives**

ART*H122 Three-Dimensional Design
ART*H131 Sculpture I
ART*H132 Sculpture II
ART*H141 Photography I
ART*H142 Photography II
ART*H160 Crafts
ART*H161 Ceramics I
ART*H162 Ceramics II
ART*H167 Printmaking I
DAN*H102 Ballet I: Renaissance to Romantic American
DAN*H111 Jazz Dance I: Afro-Caribbean/ American
DAN*H112 Jazz Dance II: Broadway & Film
DAN*H113 Modern Dance I: Pioneers of America
DAT*H106 Digital Design
DAT*H116 Interactive Media Design
DAT*H122 3D Graphics and Animation I
DAT*H290 Digital Arts Project
GRA*H150 Introduction to Graphic Design
MUS*H111 Fundamentals of Music I
MUS*H115 Music Theory I
MUS*H116 Music Theory II
MUS*H153 Class Instruction Piano
MUS*H161 Chorale
MUS*H173 Class Voice
MUS*H183 Applied Lessons
MUS*H184 Applied Lessons
MUS*H208 Intro to Music Therapy
MUS*H254 Concert Band
MUS*H218 Electronic Music Composition/Audio Technology I
MUS*H163 Ear Training I
MUS*H164 Ear Training II
THR*H223 Directing
THR*H226 Musical Theater Production
THR*H231 Dramatic Literature
THR*H295 Theater Practicum III
CERTIFICATES, CREDIT PROGRAMS

The certificate programs are designed primarily to assist students in securing employment and to emphasize skills required for that employment. The courses, comprising a sequence of semester hours in a specialty area, are made available to persons who do not seek a degree but who may wish to upgrade their particular skills. Some courses are not offered every semester. Please consult with the Division Director offering the certificate.

Courses may require prerequisites. Refer to the course descriptions located in the back of the catalog.

Accounting
Business Division

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC*H113</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC*H117</td>
<td>Principles of Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC*H123</td>
<td>Accounting Software Applications</td>
<td>3</td>
</tr>
<tr>
<td>ACC*H271</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>ACC*H272</td>
<td>Intermediate Accounting II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elect three of the following: (9 credit hours)</td>
<td></td>
</tr>
<tr>
<td>ACC*H241</td>
<td>Federal Taxes I</td>
<td></td>
</tr>
<tr>
<td>ACC*H231</td>
<td>Cost Accounting I</td>
<td></td>
</tr>
<tr>
<td>BBG*H101</td>
<td>Introduction to Business</td>
<td></td>
</tr>
<tr>
<td>BBG*H231</td>
<td>Business Law I</td>
<td></td>
</tr>
<tr>
<td>BMG*H220</td>
<td>Human Resources Management</td>
<td></td>
</tr>
<tr>
<td>BBG*H210</td>
<td>Business Communication</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>24</td>
</tr>
</tbody>
</table>

Program Outcomes
Upon successful completion of all program requirements, graduates will be able to:
1. Demonstrate the use of the concepts and techniques of generally accepted accounting principles in the recording and reporting of financial information.
2. Describe accounting system procedures and techniques.
3. Analyze and use financial reports for decision making.
4. Explain the use of financial information in controlling and evaluating performance.
5. Use the vocabulary of financial and managerial accounting and economics for communicating.
6. Explain how budgeting, activity based costing and strategic cost management foster the effective use of resources and help an organization accomplish its goals.
7. Use computerized spreadsheets and accounting software.

Administrative Support
Business Division

The Administrative Support Certificate offers students a broad range of computer skills, competent management skills and a keen understanding of the business environment. By choosing a focus area in Accounting, Legal, Technology or General Business studies, students are prepared for career-oriented positions such as entry-level accounting and bookkeeping, information technology specialists, human resources generalists, legal assistants, legal secretaries, and administrative assistants. Concentrations offer an easy transition into the Business Management Associate Degree program. It also may transition to Associate Degree programs in Business Administration, Business Finance, Legal Assistant/Paralegal, and Marketing. Students are encouraged to complete this Certificate Program as a first step towards earning the Associate Degree. The program may be pursued on a full or part-time basis. Students requiring basic skills development courses in reading, English or math as determined by placement testing area advised to begin their program with these basic skills courses to ensure success in the required business courses. For further information, please contact the Business Division Director.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSA*H105</td>
<td>Intro to Software Applications</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>ACC*H101</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>BMG*H202</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>CSA*H205</td>
<td>Advanced Software Applications</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FOCUS AREAS: (6 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accounting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MAT*H137 Intermediate Algebra (Required)</td>
<td>3</td>
</tr>
<tr>
<td>ACC*H113</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC*H117</td>
<td>Principles of Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BMG*H220</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BMG*H105</td>
<td>Supervision and Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>15</td>
</tr>
</tbody>
</table>

Program Outcomes
Upon successful completion of all program requirements, graduates will be able to:
1. Demonstrate basic knowledge of the components of the business environment and environmental factors affecting business today.
2. Demonstrate understanding of the functions of management: planning, leading, organization and controlling.
3. Demonstrate the skills needed to organize thoughts and ideas and the skills needed to communicate them, verbally and in writing, in a manner that can be easily understood in the business environment.

Advanced English Proficiency
Arts and Humanities Division

The English as a Second Language Certificate of Advanced English Proficiency provides non-native speakers of English with personal and professional development opportunities, encourages lifelong learning, and provides employers with measurable proof of proficiency in English. Each of the courses in the program addresses English language skills and abilities necessary for success in academic studies or in careers. Both full and part-time students whose native language is not English are eligible for this program.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL*H152</td>
<td>ESL Reading/Writing V †</td>
<td>6</td>
</tr>
<tr>
<td>ESL*H162</td>
<td>ESL Reading/Writing VI †</td>
<td>6</td>
</tr>
<tr>
<td>ESL*H139</td>
<td>ESL Pronunciation III</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>ESL*H157</td>
<td>ESL Oral Communications V</td>
<td>3</td>
</tr>
<tr>
<td>ENG*H101</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>COM*H100</td>
<td>Introduction to Communication</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>21</td>
</tr>
</tbody>
</table>

† Students who are placed into ESL*H162 when entering the College, or who take ESL*H152 but skip ESL*H162 must substitute any two of the following courses in order to complete the required twenty-one credit hours for the certificate: ENG*H102 Literature & Composition, ENG*H200 Advanced Composition, ENG*H202 Technical Writing, COM*H157 American Film, COM*H226 Journalism I, COM*H227 Journalism II, HIS*H201 U.S. History I, HIS*H202 U.S. History II.
CERTIFICATES, CREDIT PROGRAMS

Program Outcomes
Upon successful completion of all program requirements, graduates will be able to:
1. Demonstrate competence in handling a variety of writing assignments.
2. Comprehend diverse texts which are conceptually abstract and linguistically complex.
3. Understand extended discourse on contextualized and abstract topics such as in lectures, speeches, and reports.
4. Show fluency and comfort in the use of English to express their own ideas.
5. Write with precision and detail.
6. Use spoken English with sufficient accuracy to participate effectively in formal and informal conversations on practical, social and professional topics.

Alternative Energy Systems Technology

STEM Division
This certificate shall provide students with the knowledge and skills needed for entry-level employment in the alternative energy field as well as prepare them for continued learning and education in that field including transfer into an associate degree or four-year program. With a foundation of courses in manufacturing and engineering technology, students will be exposed to cutting-edge knowledge and technology for alternative energy systems, including energy-efficient building construction, fuel cells, solar thermal and photovoltaic technologies, geothermal systems, and alternative-fuel vehicles. Topics include the evolution of energy production, energy efficiency, electrical energy production and distribution, and environmental and economic impacts.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCN*H130</td>
<td>Alternative Energy Around Us</td>
<td>3</td>
</tr>
<tr>
<td>TCN*H131</td>
<td>Fuel Cell Technology</td>
<td>3</td>
</tr>
<tr>
<td>ATP*H280</td>
<td>Alternative Fuel Vehicles</td>
<td>2</td>
</tr>
<tr>
<td>CTC*H132</td>
<td>Sustainable Energy for Residences and Businesses</td>
<td>3</td>
</tr>
<tr>
<td>MFG*H104</td>
<td>Manufacturing Processes</td>
<td>4</td>
</tr>
<tr>
<td>TCN*H101</td>
<td>Intro to Engineering Technology</td>
<td>3</td>
</tr>
<tr>
<td>MAT*H137</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Directed Elective</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>24</td>
</tr>
</tbody>
</table>

Program Outcomes
Upon successful completion of all program requirements, graduates will be able to:
1. Demonstrate basic knowledge and understanding of fuel cell technology, alternative energy systems, electronics, alternative fuel vehicles, and photovoltaics.
2. Differentiate between traditional energy sources, alternative energy sources, and renewable energy sources.
3. Demonstrate basic knowledge of sustainable energy as used in residential and business settings.
4. Differentiate between and explain uses of alternative fuels in transportation vehicles.
5. Understand the role of engineering technology, manufacturing, and technology in sustainable energy production and distribution.
6. Completion of this certificate program may begin to prepare students for the North American Board of Certified Energy Practitioners (NABCEP) PV (photovoltaic) Entry Level Certificate Exam, or Leadership in Energy and Environmental Design (LEED) Green Associate Exam.

Applied Behavior Analysis

Behavioral and Social Sciences Division
Applied Behavior Analysis (ABA) is a well-developed discipline among the helping professions, with an extensive body of scientific knowledge, established standards for evidence-based practice, specific interventions, recognized experience, and educational requirements for practice. Professionals in applied behavior analysis engage in the specific and comprehensive use of principles of learning, including operant and respondent learning, in order to address behavioral needs of widely varying individuals in diverse settings. Examples of these applications include: building the skills and achievements of children in school settings; enhancing the development, abilities, education, and choices of children and adults with different kinds of disabilities including Pervasive Developmental Disorders, most notably Autism Spectrum Disorders; and augmenting the performance and satisfaction of employees in organizations and businesses.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSE* H101</td>
<td>Intro to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSE* H115</td>
<td>Child Advocacy in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSE* H202</td>
<td>Intro to Counseling &amp; Interviewing</td>
<td>3</td>
</tr>
<tr>
<td>HSE* H281</td>
<td>Human Services Field Work</td>
<td>3</td>
</tr>
<tr>
<td>SOC* H101</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>PSY* H111</td>
<td>General Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>PSY* H258</td>
<td>Behavior Modification</td>
<td>3</td>
</tr>
<tr>
<td>PSY* H259</td>
<td>Laboratory in Behavior Modification</td>
<td>3</td>
</tr>
<tr>
<td>PSY* H261</td>
<td>Introduction to the Autism Spectrum</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY* H260</td>
<td>Psychology of the Exceptional Child</td>
<td>3</td>
</tr>
<tr>
<td>PSY* H262</td>
<td>Applied Behavior Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

Program Outcomes
Upon successful completion of all program requirements, graduates will be able to:
1. Identify the major problem areas and client populations in which behavior analysts can intervene.
2. Demonstrate a beginning understanding of a range of diagnoses that relate to people in need of behavior analytic services and be aware of the necessity of a collaborative working relationship with other professional service providers.
3. Utilize the skills necessary to read and analyze current and future trends as presented in literature related to the field of Applied Behavior Analysis (ABA).
4. Demonstrate an ability to utilize the principles, skills, and tasks required for engagement, assessment, intervention, and termination with a diverse population.
5. Describe and evaluate the ways in which data are collected, applied, graphed, and evaluated.
6. Describe how the events of the political, social, educational, healthcare, and cultural climate have shaped the response of ABA to the needs of a diverse population.
7. Consider an intervention’s rational, aims, limitations, practice, the individuals for whom it is intended, the likely outcomes and the evidence for its effects.
8. Describe evidenced based practices in identification, instruction, and intervention across the life span.
9. Access information regarding theories, research, medical and legal requirements and their relationship to current promising practices in education for individuals with ASD and other developmental disabilities.
10. Provide varied instruction on and opportunity to practice play and leisure skills and methods and strategies for developing play and leisure skills in individuals with ASD and other developmental disabilities.
11. Explain Applied Behavior Analytic (ABA) procedures used to increase skills and replace problem behaviors in children with ASD including discrete trial, direct instruction, and precision teaching.
12. Describe the verbal behavior analysis of language.
13. Understand public and educational policy and legal issues related to ABA.
14. Develop skills to effectively and objectively observe behavior and complete a functional behavior assessment (FBA).
15. Select and implement programs targeting behavioral acquisition and behavioral reduction.
16. Develop strategies to produce behavior change.
CERTIFICATES, CREDIT PROGRAMS

Athletic Coaching
Allied Health/Nursing/Physical Education Division
The Athletic Coaching certificate is divided into two areas of focus. The first area is designed to develop skills, strategies, understanding of rules and officiating, and organization necessary to coach athletic teams and individuals in grades K-12, youth leagues, and communities. The second area emphasizes the principles and practices of coaching philosophy, sports psychology, pedagogy, physiology, and sports medicine. A study of the prevention of athletic injuries and the care of injuries is included. The certificate will be awarded to those students who successfully complete the six credit program. After completion of course work, students may apply for a State Coaching Permit from the State Board of Education.

Course No. Title Credits
HPE*H220 Coaching Adolescents 3
HPE*H230 First Aid 3
Total Credit Hours 6

Program Outcomes
Upon successful completion of all program requirements, graduates will be able to:
1. Apply basic coaching philosophy, styles, and sports/skills techniques.
2. Apply management and liability in coaching.
3. Apply team management.
4. Apply first aid for prevention and initial treatment of injuries in sports and within their community (shock, fractures, poisoning, hypothermia, seizures, strokes, heart attacks).
5. Apply activation procedure for the Emergency Medical System

A student who completes the Athletic Coaching Certificate is eligible for the State Coaching Permit (from the State Board of Education) which is needed to coach in grades K-12.

Audio/Video Production
Arts and Humanities Division
The Audio/Video Production Certificate program focuses on the detailed study of audio production, sound design, audio engineering, acoustics, visual composition, lighting design, non-linear video editing, and motion graphics design. A primary function of this program is to serve individuals who have already completed an academic degree or designers currently employed in broadcast media professions interested in skill-enhancement opportunities. Students entering this certificate program should already have a basic foundation in video production and sound design attained through career performance or degree acquisition. If the individual does not possess either a degree or experience in this field, he/she should consider enrolling in the Digital Arts Technology/Audio-Video Option Associate of Science program. Certificate credits may also be applied toward the Digital Arts and Fine Arts degree programs.

Students must complete the following courses with a grade of “C” or better:

Course No. Title Credits
DAT*H108 Digital Imaging I 3
DAT*H110 Digital Video Production I 3
DAT*H218 Electronic Music 3
 DAT*H219 Composition/Audio Tech I 3
 DAT*H220 Acoustics and Sound Design 3
 DAT*H224 Digital Video Production II 3
 DAT*H226 Motion Graphics for Film & Video 3
 DAT*H237 Principles of Sound Recording 3

Program Outcomes
Upon successful completion of all program requirements, graduates will be able to:
1. Analyze and evaluate the properties of sound, human hearing, psychoacoustics, electro-acoustic and digital sound reproduction systems.
2. Design and edit analog and digital audio files.
3. Synthesize and apply processes for transforming a concept into a complete video production.
4. Script, produce, edit, and complete original video projects.
5. Design state-of-the-art special effect techniques used in film and video.
6. Complete original projects terminating in deliverable media products with technical documentation.

Automotive Fundamentals
Business Division
The Automotive Fundamentals program seeks to meet the needs of individuals interested in a basic exposure to and/or an exploratory opportunity in the automotive technology field.

Purpose:
• To provide an understanding of the basic operating principles of an automobile.
• To provide an understanding of basic suspension and steering systems.

Target Population:
• Individuals interested in a basic exposure to automotive systems.
• Individuals interested in an exploratory opportunity in automotive technology.

Program Outcomes
Upon successful completion of all program requirements, graduates will be able to:
1. Perform mathematics related to the occupation, including but not limited to: algebraic expressions, arithmetic, decimals and graphs.
2. Relate knowledge of theory and safety to accomplish certain tasks related to the occupation.
3. Identify and use appropriate tools, testing and measurement equipment to accomplish certain tasks related to the occupation.
4. Use current reference and training materials from accepted industry publications and standards to accomplish certain tasks related to the occupation.
5. Relate knowledge of general engine diagnosis and repair, including but not limited to the engine's: cylinder heads, valve train, block, lubrication, and cooling system.
6. Relate knowledge of suspension and steering systems (including wheel and tire), diagnosis, service, adjustments, alignment and repair.

Automotive: Advanced Engine Performance
Business Division
The Advanced Engine Performance program enables a practicing automotive technician to develop the technical knowledge and skills associated with the advanced computer/electronic diagnostic systems and emission systems of today's automobile.
CERTIFICATES, CREDIT PROGRAMS

Purpose:

- To provide an understanding of automobile engine operation and repair.
- To provide an understanding of advanced electronic diagnosis and automotive emissions.
- To provide an understanding of the relationship between scientific principles and their application in the automobile.

Target Population:

- Individuals seeking entry-level employment opportunities in the automotive service field.
- Individuals seeking to upgrade their technical skills.
- Individuals preparing for career advancement opportunities in the automotive service field.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATP*H100</td>
<td>Integrated Automotive Systems</td>
<td>3</td>
</tr>
<tr>
<td>ATP*H120</td>
<td>Engine Repair</td>
<td>3</td>
</tr>
<tr>
<td>ATP*H110</td>
<td>Automotive Electrical Systems</td>
<td>3</td>
</tr>
<tr>
<td>ATP*H210</td>
<td>Engine Performance</td>
<td>3</td>
</tr>
<tr>
<td>ATP*H220</td>
<td>Automotive Emissions</td>
<td>3</td>
</tr>
<tr>
<td>ATP*H291</td>
<td>Cooperative Work Experience II</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

To ensure appropriate placement, placement test results and course prerequisites should be reviewed with the Program Coordinator and/or advisor.

Program Outcomes

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

1. Perform mathematics related to the occupation, including but not limited to: algebraic expressions, arithmetic, decimals and graphs.
2. Use scientific methods and critical thinking to solve problems in science related to the occupation, including but not limited to: electricity, chemical reactions, heat, motion, and hydraulics.
3. Demonstrate workplace skills related to the occupation including but not limited to: preparing a resume, seeking employment, maintaining a safe and healthy workplace environment, demonstrating workplace ethics and teamwork.
4. Apply knowledge of theory and safety to accomplish certain tasks related to the occupation.
5. Identify and use appropriate tools, testing and measurement equipment to accomplish certain tasks related to the occupation.
6. Use current reference and training materials from accepted industry publications and standards to accomplish certain tasks related to the occupation.
7. Apply knowledge of general engine diagnosis and repair: including but not limited to the engine's: cylinder heads, valve train, block, lubrication, and cooling system.
8. Apply knowledge of general electrical/electronic systems, including but not limited to: starting, charging, lighting, wiring, accessories, diagnosis and repair.
9. Apply knowledge of general engine performance, including but not limited to: computer controls, ignition, fuel, exhaust, and emission systems, and their maintenance, diagnosis, adjustments, and repair.

10. Apply knowledge of the relationship between scientific principles and their application in the automobile.

To ensure appropriate placement, placement test results and course prerequisites should be reviewed with the Program Coordinator and/or advisor.

CADD Modeling (Advanced)

STEM Division

The need to attract more students into engineering is a national concern. The Advanced CADD Modeling Certificate is the third of the CADD certificates and continues to prepare a student, upgrading their skills, for employment and career advancement opportunities. NVCC's Engineering Technologies programs prepare graduates to be engineering technicians who are able to respond to the changing demands of Connecticut's 'high tech' industries.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFG*H201</td>
<td>Computer-Aided Mfg II</td>
<td>3</td>
</tr>
<tr>
<td>CAD*H220</td>
<td>Parametric Design</td>
<td>3</td>
</tr>
<tr>
<td>CAD*H275</td>
<td>CAD Animation 3D Studio Max</td>
<td>4</td>
</tr>
<tr>
<td>CAD*H294</td>
<td>Senior Project</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>Directed Elective</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>
CERTIFICATES, CREDIT PROGRAMS

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

1. Demonstrate a thorough understanding of engineering graphics and conventional drafting practices such as geometric constructions, orthographic, projection, isometric, section, detail, auxiliary views, and geometric dimensioning and tolerancing.
2. Develop an engineering concept through the detail design process and produce professionally finished engineering drawings.
3. Demonstrate a high level of proficiency in the use of state-of-the-art CADD software and be able to adapt to new CADD systems as they are developed.
4. Do basic and advanced manual CNC programming.
5. Write computer generated CNC programming.
6. Be aware of new developments in CADD and related areas.
7. Organize activities and perform work in an efficient, accurate manner.
8. Utilize advanced design methods, such as parametric feature based modeling, animation, simulation, and web-based design.

2D Computer-Aided Drafting (CAD)

STEM Division
The need to attract more students into engineering is a national concern. The 2D Computer-Aided Drafting Certificate meets the need of individuals interested in a basic exposure to, and/or exploration of, engineering technicians who are able to respond to the changing demands of Connecticut’s "high tech" industries.

NVCC’s Engineering Technologies programs prepare graduates to be engineering technicians who are able to respond to the changing demands of Connecticut’s "high tech" industries.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAD*H150</td>
<td>2D CAD Drafting</td>
<td></td>
</tr>
<tr>
<td>MFG*H104</td>
<td>Manufacturing Processes</td>
<td>4</td>
</tr>
<tr>
<td>ENG*H101</td>
<td>Composition</td>
<td>3</td>
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<tr>
<td>MAT*H137</td>
<td>Intermediate Algebra</td>
<td>3</td>
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</tbody>
</table>

Elective: Directed Elective

Total Credit Hours: 16

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

1. Demonstrate basic knowledge and understanding of engineering graphics and conventional 2-dimensional drafting practices such as geometric constructions, orthographic, projection, isometric, section, detail, and auxiliary views.
2. Demonstrate proficiency in the use of CAD/D software for 2-dimensional applications.
3. Explain concepts and requirements for drawings used in the manufacturing process.
4. Create 2D professionally finished drawings from working drawings under the supervision of a senior drafts-person.
5. Demonstrate the proper setup and procedures for various manufacturing processes.
6. Apply Language Arts skills related to the occupation, including but not limited to: critical thinking, reading, and writing.
7. Apply Mathamatics required for basic drafting and manufacturing applications.

3D CADD Modeling

STEM Division
The need to attract more students into engineering is a national concern. The 3D Computer-Aided Drafting Certificate continues to prepare a student to use and/or pursue a career using CADD and meets the need of individuals:

• seeking entry-level employment opportunities.
• seeking to upgrade their technical skills.
• preparing for career advancement opportunities.

Child and Family Services

Behavioral & Social Sciences Division
The increase in the number of families in crisis and the rising number of maltreated children in our communities make it necessary to have trained Human Services professionals who are skilled and knowledgeable about the unique needs of these populations. The Child & Family Services Certificate curriculum focuses on such areas as juvenile justice, single-parent families, divorce, sexuality, abuse, neglect, poverty, adoption, child protection, disability services, mental health and cultural diversity.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSE* H101</td>
<td>Intro to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSE* H202</td>
<td>Intro to Counseling &amp; Interviewing</td>
<td>3</td>
</tr>
<tr>
<td>HSE* H281</td>
<td>Human Services Field Work</td>
<td>3</td>
</tr>
<tr>
<td>SOC* H101</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC* H210</td>
<td>Sociology of the Family</td>
<td>3</td>
</tr>
<tr>
<td>SOC* H201</td>
<td>Contemporary Social Issues</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC* H221</td>
<td>Social Inequality</td>
<td>3</td>
</tr>
<tr>
<td>HSE*H115</td>
<td>Child Advocacy in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>PSY* H111</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Psychology Elective†</td>
<td>3</td>
</tr>
<tr>
<td>PSY* H258</td>
<td>Behavior Modification</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 30

†Directed Electives: PSY* H203, Child Development, PSY*H207 or Adolescent Psychology or PSY*H204, Child & Adolescent

Program Outcomes
Upon successful completion of all certificate requirements, graduates will be able to:

1. Demonstrate a beginning understanding of a range of issues that people in need of human services experience.
2. Utilize critical thinking skills necessary to read and analyze current and future trends as presented in literature in the field of human services and child and family services.
3. Identify socio-cultural dynamics that underlay issues in American society and politics.
4. Demonstrate an ability to utilize the skills, and tasks required for engagement, assessment, case planning, intervention and termination with a diverse population.
5. Present a well organized, comprehensive oral report before a group.
6. Compare and contrast the ecological, functional, and conflict perspectives to understand and analyze social issues such as alienation, poverty, crime and health.
7. Describe how the events and influences of the political, social, and economic climate have shaped the American response to human needs and the historical development of social welfare.
8. Develop an understanding of the expectations of a personal and professional code of ethical standards.
9. Demonstrate an ability to provide referrals to services, concrete information, and emotional support to clients with a goal of promoting empowerment skills.
10. Identify causes, consequences and solutions to inequality due to race, age, gender, religion and economics.

**CNC Machining**  
**STEM Division**  
Entry-level programmers as well as machinists/tool makers are needed in the college's service region. The CNC Machining Certificate primarily supports two career ladders:

- An individual with no prior experience in machining or manufacturing, who after the completion of the CNC Machining Certificate, should be able to be employed as an entry-level programmer.
- An individual with prior experience using manual machines wishing to upgrade skills.

NVCC's Engineering Technologies programs prepare graduates to be engineering technicians who are able to respond to the changing demands of Connecticut's "high tech" industries.

**Course No.** | **Title** | **Credits**
--- | --- | ---
MFG*H104 | Manufacturing Processes | 4
CAD*H150 | CAD 2D | 3
MFG*H106 | Computer-Aided Mfg I | 3
MFG*H201 | Computer-Aided Mfg. II | 3
Elective | Directed Manufacturing Elective | 3
Elective | Directed Manufacturing Elective | 3
**Total Credit Hours** | **19**

**Program Outcomes**  
Upon successful completion of all program requirements, graduates will be able to:
1. Demonstrate basic knowledge and understanding of engineering graphics and conventional 2-dimensional drafting practices such as orthographic and isometric projection, section, detail, auxiliary views, and geometric dimensioning and tolerancing.
2. Demonstrate proficiency in the use of CAD software for 2-dimensional applications.
3. Explain concepts and skills required for manufacturing processes.
4. Demonstrate proper setup and procedures for various manufacturing processes.
5. Write basic and advanced MDI NC programs.
6. Produce NC programs using Mastercam®, being able to:
   a. import or generate CAD files
   b. utilize tool and material libraries.
   c. generate tool pass.
   d. verify tool pass.
   e. post process using appropriate controller.

**Client/Server Systems**  
**Business Division**  
This certificate program recognizes the need to explore and concentrate on the introduction to relational databases and object-relational databases in a client/server environment. It considers both the distributed and central-ized computing environments within an enterprise information system. Programs such as Oracle, PowerBuilder, and Microsoft SQL Server will be used. Courses are designed to offer students immediate positions in industry, and will also provide a solid foundation for continuation in our two-year associate's degree in Computer Information Systems Technology.

**Course No.** | **Title** | **Credits**
--- | --- | ---
CSC*H183 | Information Systems in Organizations | 3
CSC*H213 | Object-Oriented Programming Using C++ | 3
CSC*H231 | Database Design I | 3
CSC*H232 | Database Design II | 3
CSC*H236 | Introduction to Client/Server Systems | 3
CSC*H239 | Programming Using PowerBuilder | 3
**Total Credit Hours** | **18**

**Computer Crime Deterrence**  
**Behavioral and Social Sciences and Business Divisions**  
This certificate program is designed to enhance skill development for those people who are employed in a career field dealing with computer security or for people seeking entry into such a career field and for those people who want to use a computer in an assortment of ways. Upon completion of this certificate, students will possess the skills necessary to manage a computer security program or to protect their own personal computers from attack.

Credits earned in this certificate program are applicable toward an Associate of Science Degree in Criminal Justice/Public Safety. These courses are offered in the day or evening for the convenience of those adults who are employed full-time.

**Required Courses**  
**Course No.** | **Title** | **Credits**
--- | --- | ---
CJS*H224 | Computer Crime | 3
CJS*H234 | Computer Security and Data Protection | 3
CJS*H235 | Introduction to Warfare and Security | 3
CSC*H101 | Introduction to Computers | 3
CSC*H210 | Introduction to Operating Systems | 3
**Total Credit Hours** | **15**

**Program Outcomes**  
Upon successful completion of all program requirements, graduates will be able to:
1. Discuss the various problems encountered in the area of information security.
2. Describe current strategies used to protect data.
3. Describe the range of services available for use over the Internet.
4. Discuss the legal issues affecting the recovery of evidence during investigations involving the Internet.
5. List and describe the civil liability issues associated with Internet investigations.
6. List and describe some of the more common viruses that have infected computer systems.
7. Apply State and Federal law and develop an investigative plan to address the relevant issues.
8. Identify basic concepts and computer terminology relative to hardware and software applications.
CERTIFICATES, CREDIT PROGRAMS

9. Understand the growing dependence and reliance on personal computers in our society.
10. Identify the availability of technology-based products on the market today.
11. Develop a level of comfort when using office productivity software such as MS Word, Excel, PowerPoint, and MS Access.
12. Understand the uses of database management software and its applicability to the business environment.
13. Identify a variety of Network Operating System Software and the features and functionality each provides.
14. The student will be able to work with all the MS-DOS commands, both internal and external.
15. The student will be able to understand the purpose and use of the memory management software.
16. The student will be able to author batch file scripts when necessary.
17. The student will work with the various components of WINDOWS 95 and the system registry.
18. The student will understand the various Network Operating Systems (NOS) used in Local Area Networks (LANS).
19. The student will understand the various components, including physical designs of LANS.

Construction Technology

STEM Division

This certificate program will prepare men and women for careers in Connecticut’s construction industry by combining two distinct areas of learning: construction specific technical knowledge and construction process management. The program will provide students with a general knowledge of construction and the building process preparing individuals for positions such as: construction and building inspection, construction cost estimators, job cost estimators, construction supervisors, and construction managers, among others. This program will also prepare them for additional study in engineering, architecture and construction management, or entry-level employment in the construction field. The program will also offer skilled workers, who are currently in the construction industry, an opportunity to advance toward positions in construction management or design.

Course Outcomes

1. Be able to:
   1. read and understand the preparation of construction drawings using the latest CAD and management software.
   2. understand project phases from pre-construction design activities through construction completion.
   3. study the importance of cost estimating.
   4. examine the key aspects of a project’s bidding, contract award and permitting procedures.
   5. understand the implications building codes and zoning regulations on a building’s design.
   6. develop and practice effective communication (verbal and written) skills.
   7. maintain project scheduling and documentation.
   8. exercise conflict resolution and project leadership.
   9. develop cost control methods.

Criminal Justice

Behavioral and Social Sciences Division

This certificate program focuses on skills development for those people who are already in the law enforcement and security services and for those who seek entry-level employment in those services. The program may be pursued on a full or part-time basis. For further information, consult the Division Director or the Program Coordinator.

Course No. Title Credits
CJS*H101 Introduction to Criminal Justice 3
CJS*H102 Introduction to Corrections 3
CJS*H103 Introduction to Security 3
CJS*H105 Introduction to Law Enforcement 3
CJS*H211 Criminal Law I 3
CJS*H217 American Legal Systems 3
CJS*H220 Criminal Investigation 3
CJS*H293 CJS Cooperative Work Experience 3

Total Credit Hours 24

Program Outcomes

Upon successful completion of all program requirements, graduates will be able to:
1. Explain the basic structure and functions of the American Criminal Justice System.
2. Explain the structure of the federal and state court systems.
3. Identify the functions and services of private security.
4. Explain the computer crime problem.
5. Explain the development of probation, parole and community supervision.
6. Explain the development of the corrections system in the United States.
7. Demonstrate the various methods of taking written statements and confessions.
8. Define the term investigation and the objectives of a criminal investigation.
9. Explain some of the basic issues and problems in policing, the courts, and corrections in America today.
10. Explain the Bill of Rights and those specific rights guaranteed by the First, Fourth, Fifth, Sixth, Eighth and Fourteenth Amendments.
11. Explain the concept of criminal law, including its purpose as an agent of social control.
12. Define and explain the elements which identify the offenses of assault, sex crimes, burglary, arson, larceny, robbery and homicide.
13. Explain how state and local law enforcement agencies originated in the United States and how they currently function.
14. Identify the areas that establish a police officer’s authority to arrest.
15. Demonstrate work skills relevant to a criminal justice agency.
16. Integrate the theoretical and practical application of the Criminal Justice Program.

In the process management area, students will be able to:
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Program Outcomes

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

Upon successful completion of all program requirements, graduates will be able to:
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   1. Be able to:
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   15. Be able to:
   16. Be able to:

Program Outcomes

Upon successful completion of all program requirements, graduates will be able to:
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   13. Be able to:
   14. Be able to:
   15. Be able to:
   16. Be able to:
CERTIFICATES, CREDIT PROGRAMS

Culinary Arts
Business Division
The Culinary Arts certificate program consists of 25 or 27 credits of specific skill courses which will prepare people for careers in food services. Students may pursue the program on a full or part-time basis. Students who wish to pursue the Associate in Applied Science degree may apply the certificate credits to the Foodservices Management or Hotel Management degree. As with other certificate programs, the student must first apply to the Admissions Office. Students requiring basic skills development courses in reading, English, or math as determined by placement testing are advised to begin their program with these basic skills courses to ensure success in the required hospitality courses. Because of the nature of the program, special tuition and fees for foods, etc., may be required. The program takes four semesters of courses (fall, spring, fall and spring). Please refer to the section on course descriptions for prerequisites.

Course No. Title Credits
HSP*H100 Introduction to the Hospitality Industry 3
HSP*H101 Principles of Food Preparation 3
HSP*H102 Food Production & Purchasing 3
HSP*H109 Food Safety Certification 1 or
HSP*H108 Sanitation and Safety† 3
HSP*H135 Service Management 3
HSP*H202 Catering & Event Management 3
BIO*H111 Introduction to Nutrition 3
Elective Hospitality Management 3
Chose one baking elective below:
HSP*H103 Principles of Baking I 3 or
HSP*H125 Principles of Baking II 3 or
HSP*H216 Artisan Bread

Total Credit Hours 25 or 27

† Students interested in the degree program should take HSP*H108

Program Outcomes
Upon successful completion of all program requirements, graduates will be able to:
1. Identify, organize, plan and allocate resources in foodservice operations such as time, materials and facilities, money, and human resources.
2. Demonstrate a working knowledge of food preparation theories and techniques, and utilize food production knowledge (quantity and quality standards) to meet production requirements of a foodservice operation within a projected budget.
3. Effectively work with others as a member of a team, serving clients and customers, teaching others new skills, exercise leadership behaviors, negotiate, and work with others from diverse backgrounds.
4. Obtain nationally recognized professional certification in such areas as food sanitation (as required by State Statute) and food, beverage, & labor cost controls. Demonstrate appropriate personal hygiene.
5. Organize and evaluate information from a variety of sources including food preparation and service techniques and costs, food and related purchasing specifications, catered events planning, research data, and computer applications and Internet output. Communicate the results to others using oral, written, graphic or multimedia methods.
6. Apply concepts of procurement and inventory to purchase, receive, store, issue and distribute food and related items in a foodservice operation.
7. Identify current trends in foodservice industry delivery systems and functions, and operate effectively within them. Make suggestions to modify existing systems to improve products or services, and develop new or alternate systems.
8. Judge which set of foodservice procedures, tools or machines, including computer applications, will produce the desired results, and apply such technology to task.
9. Demonstrate behavior and self-management reflective of personal and professional ethical conduct.
10. Perform basic mathematical computations accurately and appropriately, especially with regard to food and beverage production, purchasing and cost controls.
11. Identify and apply basic concepts of human nutrition and health in the preparation and service of food.
12. Describe and apply basic marketing, sales and merchandising methods in hospitality operations.
13. Demonstrate work readiness through resume preparation, appropriate business dress and behavior, and assertive communication skills.

Dance
Arts and Humanities Division
This certificate in dance is designed for individuals who are looking to enhance their technique, broaden their repertoire, and build their choreographic options and production skills. This program is tailored for those who wish to work or presently work with either children or adults in studio, theatre, early childhood or community service environments. Individuals wishing to broaden their dance foundation for working in the art or entertainment industries also may be served.

Many individuals who teach dance have a limited access to higher education in dance. There is a need for technical as well as artistic training. This program will address these needs by providing a firm foundation in the major aspects of dance so that the student may feel confident in his/her involvement in the dance world.

A Formal Pathways to Dance Certification K-12 has been designed for the public school teacher wishing to obtain the State of Connecticut's pending certification.

Students entering this program should have a basic foundation in dance. If the individual does not possess either a degree or experience, he/she may consider enrolling in the Visual and Performing Arts/Dance Degree option. Credits may be applied toward the degree program. Students may substitute, with permission, other dance offerings to fit their needs.

Students must successfully complete the following credit courses with a “B” average:

Course No. Title Credits
DAN*H101 History & Appreciation of World Dance 3
DAN*H102 Ballet I: Renaissance to Romantic 3
DAN*H111 Jazz Dance I: Afro-Caribbean/American or
DAN*H112 Jazz Dance II: Broadway and Film 3
DAN*H113 Modern I: Pioneers of America 3
DAN*H202 Ballet II: Classical to Contemporary 3
DAN*H213 Modern Dance II 3
DAN*H221 Repertory/Ensemble I 3
DAN*H222 Choreographic Principles/Ensemble I 3

Total Credit Hours 24

Program Outcomes
Upon successful completion of all program requirements, graduates will be able to:
1. Demonstrate mastery skills and techniques necessary for studio and/ or theatre dance.
2. Execute a comprehensive historical repertoire of various dance genres using appropriate movement vocabulary.
3. Demonstrate dance as a means of communication and as a reflection of one’s society.
4. Make an accurate assessment of personal & students’ (if teaching) technical and artistic strengths and weaknesses.
5. Execute effectively production skills from the choreographic process to the performance.
Dietary Supervision
Business Division
The certificate is designed primarily for health care food service personnel seeking professional development. In order to satisfy industry standards, students must successfully complete the following credit courses with a grade of "C" or better, and pass the Food Protection Certification Exam offered through the Educational Foundation of the National Restaurant Association. Credits may be applied toward the degree program in Foodservice Management.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>HSP*H101</td>
<td>Principles of Food Preparation††</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>Food Production &amp; Purchasing†††</td>
<td></td>
</tr>
<tr>
<td>HSP*H109</td>
<td>Food Safety Certification†††</td>
<td>1</td>
</tr>
<tr>
<td>BIO*H111</td>
<td>Introduction to Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

†HSP*H108 - Foodservice Sanitation (3 credits) may be substituted for HSP*H109.

††Course substitution may be allowed with written approval of the Hospitality Management Program Coordinator.

†††Course substitution may be allowed with written approval of the Hospitality Management Program Coordinator. Prerequisite of HSP*H101 may be waived with approval of the Hospitality Management Program Coordinator.

Program Outcomes
Upon successful completion of all program requirements, graduates will be able to:
1. Describe the components of nutrition to various age groups.
2. Define, discuss, and apply beginning kitchen management theories and techniques.
3. Plan, organize, prepare, and evaluate finished food items from the raw state.
4. Memorize, interpret, and evaluate written recipes; mathematically expand and reduce these recipes; be able to pre-cost the recipes; understand computer applications regarding these calculations.
5. Define, discuss, and employ beginning kitchen management theories and techniques. Plan, organize and communicate (through written papers) information gained through journal research.
6. Define, discuss, and explain the importance of nutrition to health status.
7. Define and apply the components of nutrition to various age groups.
8. Apply acquired nutrition knowledge to daily living experiences.
9. Demonstrate knowledge of current nutrition information through compilation of weekly written reaction sheets.
10. Identify their personal nutritional status through use of computer nutrition program used in conjunction with written daily food diary.

Disabilities/Mental Health
Behavioral and Social Sciences Division
This program is designed for students who will work in a variety of mental health settings (many of which have been created through deinstitutionalization) in both the mental illness and developmental disabilities fields. Students will train for positions that will be found in a wide variety of agencies such as crisis centers, community residences, sheltered workshops, halfway houses, social rehabilitation clubs, etc. which specifically service this population.

<table>
<thead>
<tr>
<th>Course No.</th>
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</tr>
</thead>
<tbody>
<tr>
<td>HSE*H101</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSE*H133</td>
<td>Disabilities and Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>PSY*H111</td>
<td>General Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>SOC*H101</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC*H201</td>
<td>Contemporary Social Issues</td>
<td>3</td>
</tr>
<tr>
<td>HSE*H221</td>
<td>Social Inequality</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HSE*H202</td>
<td>Introduction to Counseling &amp; Interviewing</td>
<td>3</td>
</tr>
<tr>
<td>PSY*H258</td>
<td>Behavior Modification</td>
<td>3</td>
</tr>
<tr>
<td>PSY*H245</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HSE*H281</td>
<td>Human Services Field Work I</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

Program Outcomes
Upon successful completion of all program requirements, graduates will be able to:
1. Demonstrate a beginning understanding of a wide range of diagnoses that relate to people in need of social work service, and be knowledgeable about the necessity of a collaborative relationship with area support.
2. Identify the diverse challenges facing people with mental illness, and use effective advocacy strategies to address such challenges.
3. Describe confidentiality guidelines, and Human Services ethical standards of practice, and recognize his or her own personal limitations and professional behavior as a helper.
4. State the psychological theories that may help the Human Services Provider.
5. Explain what effects the social conditions in the United States have on the developmental disabilities and how to deal with them.
6. Understand sociocultural dynamics that underlay social issues in America today.
7. Be knowledgeable about formal and informal assessment practices that reflect both the needs and strengths of disadvantaged people.
8. Provide disadvantaged people the support and information necessary to build self-esteem and empowerment skills.
9. Apply knowledge and skills needed to work with people with mental illness in a variety of agency settings.
10. Demonstrate the ability to utilize the skills and tasks required for engagement, assessment, case planning, intervention and termination.

Drug and Alcohol Recovery Counselor (DARC)
Behavioral and Social Sciences Division
Drug and Alcohol Recovery Counselor (DARC)
The certificate program consisting of 30 credits is ideal for individuals who wish to enter the workforce as addictions counselors or those with advanced degrees seeking specialization in addiction counseling. Students who complete the DARC certificate meet the Connecticut Certification Board (CCB) 360 hours of education and training in preparation towards becoming credentialed as a Certified Addictions Counselor (CAC). Additional hours of paid direct work experience are required to meet the requirements for Provisional or Standard Certification as an Addictions Counselor by the State of Connecticut. The internship (DAR H251 and DAR H252) is by application and approval of the DARC Coordinator only. Acceptance into the internship is selective, through an application process. Interested applicants must have completed DAR H101, DAR H111, DARH112, and DAR H158 with a C or better, complete a formal application and participate in the screening/interview process which occurs during the spring semester. Students accepted into the internship complete DAR H251 and DAR H252 in consecutive fall (DAR H251) and spring (DAR H252) semesters.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAR*H101</td>
<td>Public Health Issues in Abuse and Addiction</td>
<td>3</td>
</tr>
<tr>
<td>DAR*H111</td>
<td>Addiction Counseling I</td>
<td>3</td>
</tr>
<tr>
<td>DAR*H112</td>
<td>Group Counseling Theory and Techniques</td>
<td>3</td>
</tr>
</tbody>
</table>
CERTIFICATES, CREDIT PROGRAMS

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAR*H158</td>
<td>Biology of Addiction</td>
<td>3</td>
</tr>
<tr>
<td>DAR*H213</td>
<td>Addiction Counseling II</td>
<td>3</td>
</tr>
<tr>
<td>DAR*H251</td>
<td>Counseling Internship I</td>
<td>6</td>
</tr>
<tr>
<td>DAR*H220</td>
<td>Co-Occurring Counseling</td>
<td>3</td>
</tr>
<tr>
<td>DAR*H252</td>
<td>Counseling Internship II</td>
<td>6</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

Program Outcomes
Upon successful completion of the DARC Certificate the successful graduate should be able to:

1. Define the causes and characteristics of substance dependence and addiction relevant to various populations and cultures
2. Define and apply counseling theories to addiction counseling including Adlerian, Existential, Person-Centered, Gestalt, Reality, Behavior, Cognitive Behavioral and Feminist perspectives
3. Define and demonstrate ethical principles and practices according to NAADAC, the CCB, and for working directly in the counseling field
4. Demonstrate knowledge and skills related to relapse prevention education
5. Describe the characteristics of individuals with co-occurring disorders
6. Demonstrate the ability to write and implement treatment plans for individuals with co-occurring disorders.
7. Co-facilitate group counseling sessions under supervision
8. Demonstrate ability to develop/write treatment and discharge plans
9. Demonstrate understanding of the screening, intake and evaluation process in addiction and co-occurring disorders treatment
10. Demonstrate ability to keep accurate records of group/individual process, treatment and discharge planning
11. Describe and demonstrate skills involved in crisis intervention
12. Describe the purpose and availability of self-help groups for persons with addiction/co-occurring disorders
13. Describe the stages of change model and its application to treatment of addiction/co-occurring disorders
14. Describe the stages of change model and its application to treatment of addiction/co-occurring disorders
15. Describe the use of multicultural counseling skills to assessment, treatment and aftercare issues of persons of different gender, ethnicity, disability, adolescents, the elderly, GBLT and homeless
16. Describe the transdisciplinary foundations and competencies required of addiction counselor (TAP 21)
17. Demonstrate engagement in community service activities to educate others about the process, dangers and treatment of addiction
18. Describe the use of medication in the treatment of addiction and co-occurring disorders

Early Childhood Education
Behavioral and Social Sciences Division
The certificate program consists of thirty (30) credits in Early Childhood. These are designed to develop the basic skills and knowledge necessary in Early Childhood Education. The curriculum is a form of a connector, or intensified refresher program, for those who have either been away from academic studies for a while and/or have been engaged in group child care without formal training in the area. For further information, contact the Program Coordinator.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG*H101</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>PSY*H111</td>
<td>General Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>PSY*H203</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>ECE*H101</td>
<td>Introduction to Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ECE*H103</td>
<td>Creative Experiences for Children</td>
<td>3</td>
</tr>
<tr>
<td>ECE*H109</td>
<td>Science and Math for Children</td>
<td>3</td>
</tr>
<tr>
<td>ECE*H141</td>
<td>Infant/Toddler Development</td>
<td>3</td>
</tr>
<tr>
<td>ECE*H176</td>
<td>Health, Safety &amp; Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>ECE*H210</td>
<td>Observation and Participation</td>
<td>3</td>
</tr>
<tr>
<td>ECE*H231</td>
<td>Early Language and Literacy Development</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

Electronic Music and Audio Production
Arts and Humanities Division
The certificate in Electronic Music and Audio Production is designed for individuals who wish to learn, or enhance, their skills in the areas of electronic music composition and audio production. The certificate program will serve the specialized needs of students of Digital Arts and Fine Arts as well as individuals interested in electronic music composition and audio production. Students will be exposed to important historical aspects that have influenced compositional styles as well as the impact of technology on music and art.

Students must complete the following courses with a grade of “C” or better:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS*H101</td>
<td>Music History &amp; Appreciation I</td>
<td>3</td>
</tr>
<tr>
<td>DAT/MUS*H218</td>
<td>Electronic Music Composition/ Audio Tech I</td>
<td>3</td>
</tr>
<tr>
<td>DAT/MUS*H237</td>
<td>Principles of Sound Recording</td>
<td>3</td>
</tr>
<tr>
<td>*Directed Elective</td>
<td>Arts/Digital Arts</td>
<td>3</td>
</tr>
<tr>
<td>MUS*H126</td>
<td>20th Century/Modern Music</td>
<td>3</td>
</tr>
<tr>
<td>DAT/MUS*H219</td>
<td>Electronic Music Composition/ Audio Tech II</td>
<td>3</td>
</tr>
<tr>
<td>DAT*H220</td>
<td>Acoustics and Sound Design</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>21</td>
</tr>
</tbody>
</table>
Program Outcomes
Upon successful completion of all program requirements, graduates will be able to:
1. Analyze and evaluate the properties of sound, human hearing, and sound reproduction systems.
2. Use principles of acoustics and psychoacoustics to design state-of-the-art sonic environments.
3. Apply industry-standard techniques and tools to complete two-track and multi-track recording projects.
4. Use digital signal processing tools to manipulate and shape sound.
5. Compose original electronic music compositions.

Environmental Systems
STEM Division
Connecticut’s manufacturers have made a considerable investment in pollution abatement equipment in order to meet the increasingly stringent demands of state and federal environmental regulatory agencies. The sophistication of the equipment and the complicated regulations very often surpass the knowledge of the personnel assigned to operate these systems and to interpret the regulations. Naugatuck Valley Community College, conscious of its strong ties to the state’s industrial community, foresaw the need to initiate an environmental studies program for industry personnel.

In preparing the curriculum, the College formed an Environmental Advisory Committee of outstanding industrial practitioners, Connecticut Department of Environmental Protection personnel, college faculty and staff. The courses have been designed to represent the operational and regulatory aspects of this increasingly important function of protecting our environment, while maintaining a competitive position in the marketplace. Participants in these courses will be exposed to a pragmatic approach to the subject, and should acquire a broader and deeper understanding of the field. The goal of the Environmental Systems Certificate Program is to prepare students for a position in industry dealing with the compliance of environmental regulations.

Program Outcomes
Upon successful completion of all program requirements, graduates will be able to:
1. Devise a plan to sample for contamination in the air, water, or soil.
2. Operate common environmental sampling and analysis equipment.
3. Understand how sampling procedures can affect the data obtained.
4. Select treatment methods to control air and water emissions.
5. Use chemical principles to explain how environmental control processes work.
6. Compare control process capability with government regulations.
7. Suggest pollution prevention strategies in an industrial situation.
8. Show the economic advantages of the source reduction of pollutants.
9. Evaluate the economics of recycling.
10. Evaluate waste disposal options such as incineration, landfilling, and biological degradation.
11. Use an understanding of separation techniques to select processes that recover useful materials from wastes.
12. Know the regulatory requirements governing the movement and use of hazardous materials.
13. Have the ability to implement a risk assessment program.
14. Be familiar with the routes of entry of chemicals into the body.
15. Be capable of selecting, using, and maintaining personal protective equipment.
16. Interpret a CFR citation.
17. Implement management systems approach to compliance.

Family Child Care Provider
Behavioral and Social Sciences Division
This certificate program is intended to define, evaluate and recognize skills needed to offer competent care to young children in a family child care setting, as well as in various types of early childhood education programs. A family child care provider is a person who cares for up to six full-time children in their own home and must be licensed by the state of Connecticut. Upon completion of this certificate, students will possess the skills necessary to manage a well run program and meet the needs of infants, toddlers and preschoolers.

Students who complete the first nine (9) credits of the certificate program also have the option of simultaneously applying for a Child Development Associate (CDA) Credential. These nine (9) credits will satisfy the 120 hours of training required for a CDA credential.

In addition, the credits earned with a grade of “C” or better in the certificate program can be applied toward an Associate of Science Degree in Early Childhood Education. All ECE courses are offered at Naugatuck Valley Community College in the evening for the convenience of those adults working in family homes or center-based settings.
CERTIFICATES, CREDIT PROGRAMS

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE*H101</td>
<td>Introduction to Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ECE*H103</td>
<td>Creative Experiences for Children</td>
<td>3</td>
</tr>
<tr>
<td>ECE*H176</td>
<td>Health, Safety &amp; Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>ECE*H206</td>
<td>Administration and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>ECE*H290</td>
<td>Student Teaching †</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 15

†ECE*H290 Student Teaching † may be done in your home setting.

Program Outcomes

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

1. Demonstrate a basic knowledge of Early Childhood Education and the skills required to make objective observations of young children in the home setting.
2. Systematically observe & record children’s behavior.
3. Recognize that the process of creating is as important as the end product.
4. Use their own creative abilities in working with young children.
5. Demonstrate an understanding of the concept of creativity through planning environments and activities.
6. Be aware of the interrelationships between child development and the areas of health, safety and nutrition.
7. Be knowledgeable about the control and prevention of communicable diseases.
8. Provide general curriculum adaptations and guidelines to help children meet their special needs.
9. Gain the experience to create a supportive and interesting learning environment.
10. Write goals, objectives and developmentally appropriate activities.
11. Develop a curriculum using a multisensory approach to teaching.

Finance

Business Division

The Finance Certificate is designed for individuals who are seeking professional development and advancement in the financial services area. Students entering this program are assumed to have a business foundation either by career or degree. Credits may be applied toward the degree program in Business Finance. Students must successfully complete the following credit courses with a grade of “C” or better.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE AREA</td>
<td>(Required)</td>
<td></td>
</tr>
<tr>
<td>BFN*H201</td>
<td>Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>ECN*250</td>
<td>Money and Banking</td>
<td>3</td>
</tr>
<tr>
<td>BFN*H220</td>
<td>Principles of Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>BFN*H203</td>
<td>Investment Principles</td>
<td>3</td>
</tr>
</tbody>
</table>

One elective to be chosen from:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRE*H205</td>
<td>Real Estate Law</td>
<td>3</td>
</tr>
<tr>
<td>BFN*H208</td>
<td>Financial Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 15

Further information can be obtained by contacting the Chair of the Management Department.

Program Outcomes

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

1. Demonstrate knowledge of business finance including financial planning, long and short-term financing, fixed assets management, and management of long-term debt.
2. Identify strategies and practices in government and consumer financing.
3. Demonstrate knowledge of monetary, fiscal and debt management policies of government.
4. Demonstrate knowledge of basic analytical techniques, problem-solving and decision-making.
5. Identify the basic concepts of Asset Management and be able to provide an overview of Liability-and Deposit-Management as relates to the financial services industry.
6. Identify techniques for managing working capital and demonstrate knowledge of the capital budgeting process.
7. Provide an understanding of how the United States economic system is organized, how it functions and how it impacts the global economy.
8. Identify the major goals and functions of financial management.
9. Understand the principle components of financial analysis in all levels of the business organization.
10. Demonstrate an understanding of the interrelationships between Finance and all other areas within a business, including working with other departments to achieve overall strategic goals.

Gerontology

Behavioral and Social Sciences Division

Social services for the elderly are provided by many different kinds of agencies with different purposes, client groups, funding sources, and philosophies. The curriculum which leads to the certificate in Human Services, Gerontology Option is designed to provide an understanding of the behavior and needs of older persons.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSE*H171</td>
<td>Death and Dying</td>
<td>3</td>
</tr>
<tr>
<td>HSE*H101</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSE*H170</td>
<td>Introduction to Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>SOC*H101</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>PSY*H111</td>
<td>General Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>SOC*H201</td>
<td>Contemporary Social Issues</td>
<td></td>
</tr>
<tr>
<td>HSEH221</td>
<td>Social Inequality</td>
<td>3</td>
</tr>
<tr>
<td>HSE*H202</td>
<td>Introduction to Counseling &amp; Interviewing</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>Psychology elective</td>
<td>3</td>
</tr>
<tr>
<td>PSY*H258</td>
<td>Behavior Modification</td>
<td>3</td>
</tr>
<tr>
<td>HSE*H281</td>
<td>Human Services Field Work I</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 30

†Directed Electives

PSY*H201 Lifespan Development or
PSY*H208 Psychology of Adult Development & Aging

Program Outcomes

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

1. Be knowledgeable about the issues surrounding the universal prospect of death and about the mourning process.
2. Have a beginning understanding of a wide range of diagnoses that relate to people in need of social work service and be knowledgeable about the necessity of a collaborative relationship with area support systems.
3. Identify social and psychological aspects and processes of aging.
4. Locate local, state, and federal programs and services available for the solution of the problems of the elderly.
5. Explain what effects the social conditions in the United States have on the aging.
6. Understand sociocultural dynamics that underlay social issues in America today.
7. Provide elders the support and information necessary to build self-esteem and empowerment skills.
8. Demonstrate the ability to utilize the skills and tasks required for engagement, assessment, case planning, intervention and termination.
**Graphics & Animation**

**Arts and Humanities Division**
As a result of completing the Graphics & Animation Certificate, students will be able to design two-dimensional digital graphics, three-dimensional object modeling, digital animation sequences, and interactive media applications. Graduates will be qualified to seek positions in the fields of graphic art production, character animation, electronic publishing, broadcasting, and Web design.

Students must complete the following courses with a grade of “C” or better:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRA*H150</td>
<td>Introduction to Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>DAT*H106</td>
<td>Digital Design</td>
<td>3</td>
</tr>
<tr>
<td>DAT*H108</td>
<td>Digital Imaging I</td>
<td>3</td>
</tr>
<tr>
<td>DAT*H121</td>
<td>3D Graphics &amp; Animation I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Interactive Media Design</td>
<td>3</td>
</tr>
<tr>
<td>DAT*H230</td>
<td>Digital Imaging II</td>
<td>3</td>
</tr>
<tr>
<td>DAT*H234</td>
<td>3D Graphics &amp; Animation II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 21

**Program Outcomes**
Upon successful completion of all program requirements, the graduates will be able to:
1. Design, edit and manipulate digital graphics and image files.
2. Utilize advanced techniques for character modeling and the design of virtual space.
3. Design, model, and animate complete 3-dimensional landscapes.
4. Develop state-of-the-art 3D special effects for film and video productions.
5. Complete significant projects terminating in deliverable software/media products with technical documentation.

**Health Career Pathways**

**Allied Health, Nursing and Physical Education**
This program is designed to assist the student to achieve success in health care programs. Students will be provided with the foundation necessary for health care professions. Credits from this program may be applied toward health care programs requirements within Connecticut’s Community College system. However, completion of this program does not guarantee an automatic acceptance into any health care program. Students are responsible for verifying specific requirements for their program of interest.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLT*H103</td>
<td>Investigations in Health Careers</td>
<td>3</td>
</tr>
<tr>
<td>ENG*H101</td>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>MAT*H136</td>
<td>Intermediate Algebra or 137 or 138</td>
<td>3</td>
</tr>
<tr>
<td>BIO*H105</td>
<td>Intro to Bio., Human Bio., Gen Bio I</td>
<td>3</td>
</tr>
<tr>
<td>CHE*H111</td>
<td>Concepts in Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>PSY*H111</td>
<td>General Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>BIO*H211</td>
<td>Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO*H212</td>
<td>Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 28

Please consult the catalog for prerequisites and eligibility to the courses.

**Program Outcomes**
Upon successful completion of all program requirements, the graduates will be able to:
1. Demonstrate competence in written and oral communication.
2. Demonstrate critical thinking, logical reasoning and problem solving skills.
3. Effectively utilize and interpret medical terminology.
4. Identify a variety of career opportunities and roles available in health care professions.
5. Meet most requirements for entrance into health care programs.
6. Demonstrate an understanding of the impact of psychological principles and how they relate to the health care field.
7. Use and apply scientific methods.

**Horticulture**

**STEM Division**
The Horticulture certificate program is designed to develop the skills and understanding needed for students to take responsible positions in grounds maintenance, tree and shrub nurseries, wholesale plant growing, landscaping, garden centers and retail greenhouses, golf courses, lawn care, and parks/recreation departments. The certificate will be awarded on completion of all courses and a cooperative work experience.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRT*H101</td>
<td>Landscape Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>HRT*H102</td>
<td>Woody Plants</td>
<td>3</td>
</tr>
<tr>
<td>HRT*H103</td>
<td>Herbaceous Plants</td>
<td>3</td>
</tr>
<tr>
<td>HRT*H202</td>
<td>Landscape Design †</td>
<td>4</td>
</tr>
<tr>
<td>HRT*H124</td>
<td>Floral Design I</td>
<td>3</td>
</tr>
<tr>
<td>HRT*H207</td>
<td>Landscape Maintenance</td>
<td>3</td>
</tr>
<tr>
<td>HRT*H219</td>
<td>Arboriculture</td>
<td>3</td>
</tr>
<tr>
<td>HRT*H224</td>
<td>Plant Propagation and Hybridization</td>
<td>4</td>
</tr>
<tr>
<td>HRT*H222</td>
<td>Greenhouse Management I</td>
<td>4</td>
</tr>
<tr>
<td>HRT*H290</td>
<td>CWE Horticulture Co-op</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Horticulture ††</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 29-30

†Prerequisite HRT*H102-Woody Plants or waiver by coordinator.

††Horticulture Electives

| HRT*H105 | Fruit and Vegetable Production       | 4       |
| HRT*H115 | Turf Management                      | 3       |
| HRT*H203 | Landscape Design II                  | 4       |
| HRT*H204 | Landscape Design III                 | 3       |
| HRT*H206 | Landscaping Small Properties         | 3       |
| HRT*H215 | Pest Control in Ornamentals and Turf | 4       |
| HRT*H223 | Greenhouse Management II             | 4       |
| HRT*H240 | Nursery Management                   | 3       |

**Program Outcomes**
Upon successful completion of all program requirements, the graduates will be able to:
1. Identify common trees and shrubs, ground covers, various annuals, biennials, and perennials by botanical and common names, and describe the outstanding characteristics of each; summarize landscape, garden center and greenhouse uses; and know the cultural requirements of these plants.
2. Identify foliage plants commonly used indoors by botanical and common names, state distinguishing characteristics of each, and describe their use and culture in various indoor landscape areas.
3. Control the common weeds, insects, pests and diseases of ornamentals and turf.
4. Select the proper procedures, define the physiological basis, and describe practical applications of the reproduction of plants by asexual and sexual methods.
5. Describe proper design and operation of greenhouse environmental systems, and evaluate their advantages and disadvantages in commercial production.
6. Demonstrate a responsible attitude in relationships with employers, fellow employees, and toward the world of work.
7. Select appropriate techniques for the establishment and management of lawns and utility turf areas.
8. Manage the procedures used in landscape constructions and in the maintenance of small engines.
9. Design flower beds, and mixed borders; place trees and shrubs for a variety of gardens for both residential and commercial properties.
10. Access available resources to incorporate technological innovations.
11. Demonstrate those skills, abilities and values which allow a person to function as a free and responsible citizen.
12. Apply mathematics to calculating area, volume and application rates of fertilizers and pesticides.
13. Evaluate site conditions to design attractive, functional landscapes.

**Landscape Design Certificate**

**STEM Division**
The Horticulture Landscape Design Certificate is designed to prepare students for certification as Professional Landscape Designers. The certificate is designed to develop those skills in plant identification and culture, landscape mechanical skills, maintenance of landscapes, as well as hand drawing and sketching, computer aided designing portfolio assessments, leading to certification by the American Professional Landscape Designers. This program is affiliated with American Professional Landscape Design Association (ALCA).

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRT*H101</td>
<td>Landscape Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>HRT*H102</td>
<td>Woody Plants</td>
<td>3</td>
</tr>
<tr>
<td>HRT*H103</td>
<td>Herbaceous Plants</td>
<td>3</td>
</tr>
<tr>
<td>HRT*H202</td>
<td>Landscape Design I</td>
<td>3</td>
</tr>
<tr>
<td>HRT*H203</td>
<td>Landscape Design II</td>
<td>3</td>
</tr>
<tr>
<td>HRT*H204</td>
<td>Landscape Design III</td>
<td>3</td>
</tr>
<tr>
<td>HRT*H206</td>
<td>Landscaping Small Properties</td>
<td>3</td>
</tr>
<tr>
<td>HRT*H207</td>
<td>Landscape Maintenance</td>
<td>3</td>
</tr>
<tr>
<td>ART*H111</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>HRT*H290</td>
<td>CWE/Horticulture Co-op</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours** 28

**Program Outcomes**

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

1. Identify the current repertoire of trees, shrubs, ground covers, vines, annuals, biennials, and perennials by botanical and common names, describe the outstanding characteristics of each; summarize landscape uses, know their cultural requirements; design herbaceous and mixed borders.
2. Evaluate landscape areas and needs; select and place plants in a design; design and place hardscape features in a landscape; draw plans using traditional equipment and computer-aided tools; outline techniques for low maintenance needs in both residential and commercial properties.
3. Transfer portions of aerial designs into perceptual designs, using sketching techniques; develop a plan for pricing out landscape projects and bids; demonstrate oral skills to clients on design ideas; design landscape garden plans using computer design programs; manipulate computer designs to illustrate to landscape design development over time.
4. Demonstrate how to bring color to the landscape through the four seasons with herbaceous and woody plants; how to establish and manage mass planting through the year.
5. Demonstrate and explain how to prune deciduous and evergreen trees and shrubs for a variety of purposes.
6. Interpret fertilizer needs for particular plants from the general recommendations of a soil analysis; recognize signs of nutrient deficiency.
7. Demonstrate techniques for designing small properties; plan and select plants for different kinds of gardens (examples: for woods, meadows, marshes, water, rock gardens).
8. Relate the historical development of the garden through the ages and be able to recognize the contributions and influences of great designers on gardens today.
9. Relate and demonstrate how to use all the subtleties of color and design in the garden in two dimensional and three dimensional formats.
10. Initiate and develop and present a significant design as an independent study project.
11. Demonstrate a responsible attitude in relationships with employers, fellow employees, and toward the world of work.
12. Access available resources to incorporate technological innovations.
13. Be prepared for certification as a Professional Landscape Designer.
14. Initiate landscape design through computer-aided programs.

**Lean Manufacturing Certificate Program**

**STEM Division**
The Lean Manufacturing Certificate was developed as a response to the expressed future and current needs of the manufacturing community. The U.S. Department of Labor along with local industry has demonstrated a demand and need for courses in the areas of lean management. This certificate provides students with the skills that will increase their employability in the manufacturing field as well as set them on a path that will enable them to further their education.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFG* H171</td>
<td>Introduction to Lean Manufacturing</td>
<td>3</td>
</tr>
<tr>
<td>MFG* H271</td>
<td>Advanced Lean Manufacturing</td>
<td>3</td>
</tr>
</tbody>
</table>
| **Total Credit Hours** 6

**Legal Studies/Paralegal Certificate Program**

**Business Division**
The Legal Studies/Paralegal certificate program is designed to develop and enhance the skills and understanding needed to fill responsible positions in banks, insurance companies, real estate companies, private law offices, corporate law offices, and local, state and federal government legal departments. The Legal Studies/Paralegal Certificate program is a member of the American Association for Paralegal Education. See admission requirements to the Legal Studies/Paralegal Certificate Program below.

The topic of ethics and the paralegal's role in the legal profession are emphasized throughout the courses in the program.

Eight courses are required for completion of the Legal Studies/Paralegal Certificate Program. The certificate will be awarded on completion of the following courses:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGL* H101</td>
<td>Introduction to Paralegalism</td>
<td>3</td>
</tr>
<tr>
<td>LGL* H102</td>
<td>Legal Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>LGL* H104</td>
<td>Real Estate Practice</td>
<td>3</td>
</tr>
<tr>
<td>LGL* H202</td>
<td>Advanced Legal Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>LGL* H209</td>
<td>Probate Practice &amp; Estate Administration</td>
<td>3</td>
</tr>
<tr>
<td>LGL* H208</td>
<td>Litigation</td>
<td>3</td>
</tr>
</tbody>
</table>
| **Total Credit Hours** 24

**Choose two of the following:**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGL* H270</td>
<td>Cooperative Education Work Experience</td>
<td>3</td>
</tr>
<tr>
<td>LGL* H210</td>
<td>Family Law</td>
<td>3</td>
</tr>
<tr>
<td>LGL* H204</td>
<td>Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>LGL* H230</td>
<td>Advanced Legal Issues Seminar</td>
<td>3</td>
</tr>
<tr>
<td>LGL* H206</td>
<td>Bankruptcy Law</td>
<td>3</td>
</tr>
</tbody>
</table>

**Program Outcomes**

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

1. Interview client(s) and condense fact patterns into a concise legal analysis.
2. Explain the structure of the State and Federal Court system, including Trial Court function(s) and Appellate Court functions.
3. Identify historical, sociological and political trends that have changed,
CERTIFICATES, CREDIT PROGRAMS

and continue to change, the American legal system.
4. Explain the role of forensic science in evidentiary matters pertaining to civil and criminal litigation.
5. Research a particular fact pattern to identify all legal issues, and describe the competing arguments that can be advanced by parties to a controversy.
6. Explain the role of the judiciary in providing a balance to the legislative and executive functions of government.
7. Differentiate between liability issues and damage issues in legal controversies.
8. Identify inherent restrictions in the civil and criminal legal process that inhibit the ability of the legal system to function as a tool of social justice.
9. Identify and present a logical plan for a client taking into account the strengths and weaknesses of adopting various legal positions.
10. Maintain organized financial data concerning a client’s case file.
11. Foster good relations between the law firm, department, or public entity and the clients served.
12. Demonstrate organization in handling multiple client case files and maintain strict docket control for timely case file review.
13. Understand conflict resolution as viewed from the theoretical perspective and the pragmatic perspective.
14. Apply common law principles and statutory principles where appropriate.
15. Recognize fundamental tort and contract principles that are found in different areas of the law.

Machine Technology Level I

STEM Division
The objective of the certificate program is to provide entry level skills and knowledge to individuals seeking a background in the machine technology profession. A prerequisite for entry into this certificate program is placement into or above both MAT*095 and ENG*063 or consent of the program director. This certificate provides entry level skills to those seeking positions in machine technology environments. The MACHINE TECHNOLOGY LEVEL I program is a prerequisite to the MACHINE TECHNOLOGY LEVEL II certificate program.

Course No. Title Credits
CAD*H110 Introduction to CAD 3
MFG*H124 Blueprint Reading I 2
MFG*H151 Mfg Machinery – Drill Press 1
MFG*H152 Mfg Machinery – Grinding 2
MFG*H153 Mfg Machinery – Bench Work 2
MFG*H154 Mfg Machinery – Lathe I 2
MFG*H155 Mfg Machinery – Milling I 2
MFG*H156 Mfg Machinery – CNC I 2
BIS*H6080 Lean Manufacturing Principles (non-credit course)
MFT*H5010 Metrology (non-credit course)
MFT*H5235 Manufacturing Math I (non-credit course)
MFT*H5236 Career Awareness/Development/Computer Application (non-credit course)
Total Credit Hours 16

Management: Business

Business Division
The Management Certificate Program is intended to provide students with a broad background in the field of management. Students completing this certificate program will be qualified to accept entry-level positions in a variety of profit and non-profit fields.

Course No. Title Credits
BBG*H101 Introduction to Business 3
BMG*H202 Principles of Management 3
BMG*H105 Supervision and Organizational Behavior 3
ACC*H113 Principles of Financial Accounting 3
Elect three of the following, totaling 9 credits:
BMG*H220 Human Resources Management
BBG*H210 Business Communication
BBG*H231 Business Law I
BMK*H201 Principles of Marketing
QUA*H260 Principles of Supervision
ACC*H117 Principles of Managerial Accounting 9
Total Credit Hours 21

Program Outcomes

Upon successful completion of all program requirements, graduates will be able to:
1. Demonstrate basic knowledge of management, human resources, and organizational development in an entry level management position.
2. Identify the skills needed to organize thoughts and ideas, and demonstrate the ability to communicate, verbally and in writing, in a manner that can be easily understood in the business environment.
3. Solve math problems related to various aspects of management including accounting, finance and operations.
4. Understand and practice the various functions of management as well as the nature and responsibilities of a manager.
5. Develop an understanding of the decision-making process and demonstrate effective decision-making.
6. Demonstrate an ability to define management problems, examine alternatives and decide on the best course of action, and submit these in writing to higher management.
7. Develop a personal philosophy of management, enabling him/her to perform as a manager, staff specialist or as a subordinate.
8. Develop an understanding of the nature of change and how to adapt to the accelerating, global environment.
9. Demonstrate a knowledge and use of technological innovations as they apply to management.
10. Develop an ability to interpret management information from various sources such as financial statements, annual reports, and publications.
11. Demonstrate an understanding of the competitive pressures brought by effectiveness, efficiency and innovation issues on organizations.
12. Demonstrate a responsible attitude in relationships with employers, fellow employees, working groups, and the macro environment.

Management Information Systems (MIS)

Business Division
This certificate program will prepare students for applications and system programming positions within a business environment. Courses are
CERTIFICATES, CREDIT PROGRAMS

designed to offer students immediate positions in industry, and will also provide a solid foundation for continuation in our two year associate’s degree in Computer Information Systems Technology.

Two Required Courses (6 credits)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC*H205</td>
<td>Visual Basic I</td>
<td>3</td>
</tr>
<tr>
<td>CSC*H231</td>
<td>Database Design I</td>
<td>3</td>
</tr>
</tbody>
</table>

Four Elective Courses (12 credits) selected from this list

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC*H183</td>
<td>Information Systems in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>CSC*H206</td>
<td>Visual Basic II</td>
<td>3</td>
</tr>
<tr>
<td>CSC*H211</td>
<td>VB &amp; ASP .NET Web Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSC*H250</td>
<td>Systems Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>CSC*H252</td>
<td>Information Systems Project Management</td>
<td>3</td>
</tr>
<tr>
<td>CSC*H236</td>
<td>Intro to Client Server Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSC*H237</td>
<td>Database Programming with VB .NET</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 18

Program Outcomes

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

1. Acquire a familiarization with terminology and structure of various programming languages.
2. Demonstrate the ability to use software tools for program development.
3. Write, compile and run effective business applications.
4. Troubleshoot common programming problems and test solutions.
5. Demonstrate a basic understanding of relational database concepts.

Marketing Electronic Commerce

Business Division

The world of Marketing is undergoing great change driven by the “Internet — Electronic Marketplace.” The Internet is fast becoming the ultimate distribution system to disseminate marketing data, identify customers and provide salesforce attention, customer service activity, and ordering. This short-term certificate is designed to provide you with the basic electronic commerce skills to effectively prepare and execute electronic commerce “Marketing Plans.” The critical skill areas emphasized are: the understanding of marketing, customer service capabilities, sales skills, computer expertise in electronic commerce, verbal and written communications abilities, and logical analysis problem solving.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMK*H220</td>
<td>Sales</td>
<td>3</td>
</tr>
<tr>
<td>BMK*H201</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BMK*H207</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BMK*H216</td>
<td>Internet Marketing†</td>
<td>3</td>
</tr>
<tr>
<td>CSA*H207</td>
<td>Computer Applications in Management and Marketing†</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 15

†A proficiency in computer skills is required and encompasses Windows, electronic spreadsheet, database applications and the Internet. This can be satisfied by work experience in these programs, a Web Page Design Certificate, a Webmaster Certificate, successful completion of CSA*H105, Introduction to Software Applications (or similar course), or permission of the Chair of the Management Department or Division Director.

Program Outcomes

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

1. Identify and develop solutions to meet customers’ needs via the world wide web and electronic commerce.
2. Apply the concepts of “Total Quality Management” and “Total Customer Service” to electronic commerce.
3. Prepare marketing material to be disseminated via electronic modalities to include: literature, proposals, point-of-sale literature, and promotion plans for the consumer, trade and sales force.
4. Possess the following computer skills: database management, wordprocessing, internet marketing, desktop publishing, and sales and customer service system configuration/operations.

Microcomputer Networking Customer Support

Business Division

This certificate program is designed to develop technical knowledge and communication skills in the Computer Networks field. The program prepares students for careers in which they provide technical customer service support.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC*H101</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>CST*H120</td>
<td>Introduction to Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>CST*H130</td>
<td>Networking Essentials I</td>
<td>3</td>
</tr>
<tr>
<td>CSC*H183</td>
<td>Information Systems in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>CST*H235</td>
<td>Network Systems</td>
<td>3</td>
</tr>
<tr>
<td>CST*H239</td>
<td>Service and Support of LANS</td>
<td>3</td>
</tr>
<tr>
<td>CSC*H295</td>
<td>CIS Co-op Work Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 21
CERTIFICATES, CREDIT PROGRAMS

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

1. Provide the student with personal computer skills necessary to effectively function in today’s workplace.
2. Offer a “hands-on” learning experience in the personal computer networking software most commonly used in business and industry.
3. Provide students with the business communication skills, including electronic communications, required to function effectively in high technology customer support positions.
4. Provide entry-level opportunities to individuals seeking positions requiring computer networking and communication skills.
5. Upgrade the personal computer knowledge and skill of individuals currently employed.

Microcomputer Networking Specialist
Business Division
This certificate is designed for those individuals who desire an understanding of personal computer networks and their use in the workplace. The course of study will provide the student with a thorough knowledge of local area network design, network management, installation, servicing and support. Students will possess an understanding of PC network technology and programming, set-up, communications, utilities, and system management.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC*H205</td>
<td>Visual Basic I</td>
<td>3</td>
</tr>
<tr>
<td>CST*H120</td>
<td>Intro to Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>CST*H130</td>
<td>Network Essentials I</td>
<td>3</td>
</tr>
</tbody>
</table>

Three Elective Courses (9 credits) from this list

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CST*H235</td>
<td>Network Systems</td>
<td>3</td>
</tr>
<tr>
<td>CST*H236</td>
<td>Advanced Network Systems</td>
<td>3</td>
</tr>
<tr>
<td>CST*H239</td>
<td>Servicing &amp; Support of LANS</td>
<td>3</td>
</tr>
<tr>
<td>CST*H274</td>
<td>Network Security Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 18

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

1. Provide the student with personal computer skills necessary to effectively function in today’s workplace.
2. Offer a “hands-on” learning experience in the personal computer networking software most commonly used in business and industry.
3. Provide the opportunity for a more advanced technical understanding of personal computer local area networks, their design, installation and management.
4. Provide entry-level opportunities to individuals seeking positions requiring computer networking skills.
5. Upgrade the personal computer knowledge and skill of individuals currently employed.

Modern Manufacturing Design Certificate
STEM Division
The Modern Manufacturing Design Certificate is designed for students seeking employment and advancement in support positions in a variety of manufacturing disciplines which require CAD, manufacturing, and mathematics skills. The credit hour requirement for this certificate facilitates completion within one year, and therefore meets the Workforce Investment Act criteria for training programs.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAD*H150</td>
<td>CAD 2D</td>
<td>3</td>
</tr>
<tr>
<td>MFG*H104</td>
<td>Manufacturing Processes</td>
<td>4</td>
</tr>
<tr>
<td>TCN*H101</td>
<td>Introduction to Engineering Tech</td>
<td>3</td>
</tr>
<tr>
<td>CAD*H220</td>
<td>Parametric Design</td>
<td>3</td>
</tr>
<tr>
<td>MFG*H120</td>
<td>Metrology</td>
<td>3</td>
</tr>
<tr>
<td>MAT*H135</td>
<td>Topics in Contemporary Math</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 19

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

1. Demonstrate basic knowledge and understanding of engineering graphics and conventional 2-dimensional drafting practices such as orthographic and isometric projection, section, detail, auxiliary views, and geometric dimensioning and tolerancing.
2. Demonstrate proficiency in the use of CAD software for 2-dimensional applications.
3. Explain concepts and skills required for manufacturing processes.
4. Demonstrate proper setup and procedures for various manufacturing processes.
5. To demonstrate the ability to use appropriate mathematical and computational skills needed for entry-level work in manufacturing.
6. To combine oral, graphical, and written communication skills to present and exchange information effectively and to direct manufacturing activities.

Multimedia/Web Authoring
Arts and Humanities Division
The certificate in Multimedia/Web Authoring is designed for individuals who have already earned advanced degrees, are currently employed in interactive multimedia/Web design professions, and are looking for skill-enhancement opportunities. Students entering this certificate program should already have a foundation in the core components of multimedia design and development attained through career performance or degree acquisition. If the individual does not possess either a degree or experience, he/she should consider enrolling in the Digital Arts/Multimedia Authoring degree option. Certificate credits may also be applied toward related degree programs.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAT*H104</td>
<td>Multimedia Authoring I</td>
<td>3</td>
</tr>
<tr>
<td>DAT*H106</td>
<td>Digital Design</td>
<td>3</td>
</tr>
<tr>
<td>DAT*H116</td>
<td>Interactive Media Design</td>
<td>3</td>
</tr>
<tr>
<td>DAT*H205</td>
<td>Multimedia Authoring II</td>
<td>3</td>
</tr>
<tr>
<td>DAT*H215</td>
<td>Multimedia/Web Authoring</td>
<td>3</td>
</tr>
<tr>
<td>DAT*H240</td>
<td>Multimedia Authoring III</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 18

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

1. Utilize current development methods to design advanced multimedia systems.
2. Utilize the phases of the project development life-cycle to assist in the design and completion of multimedia project applications.
3. Conduct a user-needs assessment for the development of multimedia systems.
4. Design and implement accessibility-compliant user interfaces.
6. Complete significant projects terminating in deliverable software products with technical documentation.
**CERTIFICATES, CREDIT PROGRAMS**

### Object-Oriented Programming

**Business Division**

This certificate program recognizes the need to educate students in the area of object-oriented programming and systems design. Students will take courses in the area of Object-Oriented Systems (OOS). Programming languages include C++, VISUAL BASIC, and JAVA. An introduction to client/server systems applications is also included in this certificate program. Courses are designed to offer students immediate positions in industry, and will also provide a solid foundation for continuation in our two-year associate’s degree in Computer Information Systems Technology.

<table>
<thead>
<tr>
<th>Two Required Courses (6 credits)</th>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC*H205</td>
<td>Visual Basic I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSC*H231</td>
<td>Database Design I</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Four Elective Courses (12 credits)</th>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC*H206</td>
<td>Visual Basic II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSC*H211</td>
<td>VB &amp; ASP .NET Web Programming</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSC*H213</td>
<td>Object Oriented Programming Using C++</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSC*H214</td>
<td>Advanced C++ Programming</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSC*H220</td>
<td>Object Oriented Programming Using Java</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSC*H237</td>
<td>Database Programming with VB .NET</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours: **18**

**Program Outcomes**

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

1. Demonstrate the use of objects in application programs.
2. Define and implement efficient object-oriented solutions using C++, JAVA, and VISUAL BASIC. Write, compile, and execute programs using C++, JAVA, and VISUAL BASIC programming languages.
3. Create applications using object-oriented features.
4. Use inheritance and interfaces to create robust, reusable, programming code.
5. Demonstrate a basic understanding of relational database concepts.

### Sales Support and Service

**Business Division**

The key entry-level positions in marketing are sales support and customer service. This short-term certificate is designed to provide you with the basic business skills to perform these entry-level positions in industry or retailing and at the same time, build toward a rewarding career by gaining experience and further degrees. The critical skill areas emphasized are: the understanding of marketing, customer service capabilities, sales skills, computer expertise, and written communications abilities and logical analysis problem-solving.

<table>
<thead>
<tr>
<th>Sales Support and Service</th>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BMK*H220</td>
<td>Sales</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BBG*H210</td>
<td>Business Communication</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BMK*H201</td>
<td>Principles of Marketing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BMK*H207</td>
<td>Consumer Behavior</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSA*H207</td>
<td>Computer Applications in Management and Marketing</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours: **15**

* A proficiency in computer skills is required and encompasses Windows, electronic spreadsheet, database applications and the Internet. This can be satisfied by work experience with these programs, a successful completion of CSA*H105 (or similar course) or permission of the Marketing Coordinator or Division Director.

**Program Outcomes**

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

1. Identify and develop solutions to meet customers’ needs in the area of sales support and customer service.
2. Apply the concept of “Total Quality Management.”
3. Apply the concept of “Total Customer Service” and function as a customer service representative.
4. Apply the sales and customer service process to the business’ needs.
5. Prepare marketing material to include: sales literature, customer proposals, point-of-sale literature, and promotion plans for the consumer, trade, and sales force.

### Supply Chain Management

**STEM Division**

The Supply Chain Management Certificate was developed as a response to the expressed future and current needs of the manufacturing community. The U.S. Department of Labor along with local industry has demonstrated a demand and need for courses in supply chain management. This certificate provides students with the skills that will increase their employability in the manufacturing field as well as prepare them on a path that will enable them to further their education.

<table>
<thead>
<tr>
<th>Supply Chain Management</th>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MFG* H172</td>
<td>Intro to Lean Supply Chain Mgmt.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MFG* H272</td>
<td>Implementation Lean Supply Chain Mgmt.</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours: **6**

**Program Outcomes**

1. Identify and develop solutions to meet customers’ needs in the area of sales support and customer service.
2. Apply the concept of “Total Quality Management.”
3. Apply the concept of “Total Customer Service” and function as a customer service representative.
4. Apply the sales and customer service process to the business’ needs.
5. Prepare marketing material to include: sales literature, customer proposals, point-of-sale literature, and promotion plans for the consumer, trade, and sales force.

### Technical Communications

**Arts and Humanities Division**

The certificate in Technical Communications prepares and empowers the student to be an effective communicator with the ability to write and speak about technical subjects to co-workers, management, and customers. At almost every level of employment, business and industry are seeking employees who can communicate technical information to others. Most jobs call for writing skills to prepare correspondence, instructions, charts, graphs and proposals in order to explain, illustrate, and convince. Workers also need to speak well enough to explain procedures, communicate with customers and to teach others.

This certificate is focused on working adults who have a desire to improve their technical communications skills. A unique feature is the five-course duration allowing the student to complete the program in a few semesters. Courses carry college credit and are offered in the evening for the convenience of working students. The following courses comprise the certificate in Technical Communications:

<table>
<thead>
<tr>
<th>Technical Communications</th>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM*H100</td>
<td>Introduction to Communication</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG*H101</td>
<td>Composition</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CSA*H105</td>
<td>Introduction to Software Applications</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG*H202</td>
<td>Technical Writing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>DAT*H101</td>
<td>Introduction to Digital Arts</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GRA*H150</td>
<td>Introduction to Graphic Design</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours: **15**

To ensure the applicant’s appropriate placement within the program, reading and writing competencies will be assessed. Applicants in need of improvement will be advised to enroll in the College’s academic skills and/or basic writing courses.

**Program Outcomes**

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

1. Demonstrate increased competencies in writing and speaking skills.
2. Effectively articulate technical procedures to co-workers, management, and customers.
3. Utilize current computer software, audio, and video tools in preparing technical presentations.
CERTIFICATES, CREDIT PROGRAMS

Visual Art
Arts and Humanities Division
The Arts certificate program in Visual Art is a generalized program of primarily two-dimensional studio art and art appreciation courses for the student who wishes to begin college-level credited art courses or to continue such study. Not all courses are offered in all semesters.

Course No. | Title | Credits
---|---|---
ART*H111 | Drawing I | 3
ART*H151 | Painting I | 3
ART*H101 | Art History I | or
ART*H102 | Art History II | 3
ART*H112 | Drawing II | 3
ART*H152 | Painting II | 3
ART*H121 | Two-Dimensional Design | 3
ART*H131 | Sculpture I | 3
Electives | Art | 6
Total Credit Hours | 27

Program Outcomes
Upon successful completion of all program requirements, graduates will be able to:
1. Demonstrate mastery of skills and techniques necessary for studio art.
2. Assemble a comprehensive portfolio of artwork.

Wastewater
STEM Division
The Department of Environmental Protection has worked cooperatively with the Connecticut Community Colleges to develop this certificate as a means to providing current employees an opportunity to prepare for Class I and Class II certification examinations leading to job advancement possibilities at the wastewater treatment facilities in the state.

Course No. | Title | Credits
---|---|---
MAT*H172 | College Algebra | 3
BIO*H105 | Introduction to Biology | 4
CSA*H105 | Introduction to Software Applications | 3
WWT*H110 | Wastewater I | 3
WWT*H112 | Wastewater II | 3
CHE*H111 | Concepts of Chemistry | 4
ENG*H101 | Composition | 3
WWT*H114 | Wastewater III | 3
WWT*H116 | Wastewater IV | 3
Total Credit Hours | 29

Program Outcomes
Upon successful completion of all program requirements, graduates will be able to:
1. Understand the basics of safe and effective operation and maintenance of wastewater treatment plants.
2. Understand the basics of applications of the theoretical principles of wastewater treatment processes, using specific examples from wastewater treatment laboratories.
3. Understand the basics of safe and effective operation and maintenance of wastewater treatment facilities with an emphasis on larger, conventional treatment plants.
4. Take Class I and Class II Certification Examinations.
The college offers a variety of non-credit lifelong learning activities to meet the career and professional development needs of our communities. Our programs serve the specialized needs of the people and industries in the State of Connecticut.

Classes are offered days, evenings, and weekends at our main campus in Waterbury and at the Danbury Center, 183 Main Street, Danbury. At Naugatuck Valley Community College you can find classes to improve your computer skills, prepare for a new career, earn a required license or certification, or master the art of riding a motorcycle safely.

Our staff in the Office of Non-credit Lifelong Learning is available to answer your questions and provide additional program information.

Non-Credit Lifelong Learning
(203) 575-8029
continuinged@nvcc.commnet.edu

Career and Workforce Development Programs

The Center for Business and Industry Training (CBIT)

The Center for Health Careers and Community Education (HCCA)
HCCA provides entry-level job training opportunities for individuals beginning their career in health care.

Customized Training
Companies who want their employees to achieve specific objectives contract for programs tailor designed and conducted at their company site, or on campus. We provide individually customized training and assessment that focus on the needs of business, industry, healthcare, government, and professional associations in the areas of training and testing that address skills to improve job performance and productivity including: technical skills, management and supervision, employability skills, workplace literacy, and English-as-a-Second Language.
<table>
<thead>
<tr>
<th>COURSE DESIGNATION</th>
<th>COURSE PREFIX</th>
<th>DIVISION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>ACC*H</td>
<td>Business</td>
</tr>
<tr>
<td>American Sign Language</td>
<td>SGN*H</td>
<td>Arts and Humanities</td>
</tr>
<tr>
<td>Anthropology</td>
<td>ANT*H</td>
<td>Behavioral and Social Sciences</td>
</tr>
<tr>
<td>Art</td>
<td>ART<em>H, GRA</em>H</td>
<td>Arts and Humanities</td>
</tr>
<tr>
<td>Architecture</td>
<td>ARC*H</td>
<td>STEM</td>
</tr>
<tr>
<td>Astronomy</td>
<td>AST*H</td>
<td>STEM</td>
</tr>
<tr>
<td>Automotive Technician</td>
<td>ATP*H</td>
<td>Business</td>
</tr>
<tr>
<td>Aviation Science</td>
<td>AVS*H</td>
<td>Business</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>BIO*H</td>
<td>STEM</td>
</tr>
<tr>
<td>Business</td>
<td>BBG<em>H, BES</em>H, BMK<em>H, BMG</em>H</td>
<td>Business</td>
</tr>
<tr>
<td>Business Finance</td>
<td>BFN<em>H, BRE</em>H</td>
<td>Business</td>
</tr>
<tr>
<td>Chemistry</td>
<td>CHE*H</td>
<td>Business</td>
</tr>
<tr>
<td>Communications</td>
<td>COM*H</td>
<td>Business</td>
</tr>
<tr>
<td>Computer-Aided Drafting/Design Technology</td>
<td>CAD-H, CAD*H</td>
<td>STEM</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>CSC<em>H, CST</em>H</td>
<td>Student Services</td>
</tr>
<tr>
<td>Computer Science</td>
<td>CSA*H</td>
<td>Business</td>
</tr>
<tr>
<td>Cooperative Education</td>
<td>CWE-H</td>
<td>Behavioral and Social Sciences</td>
</tr>
<tr>
<td>Criminal Justice/Public Safety</td>
<td>CJIS*H</td>
<td>Arts and Humanities</td>
</tr>
<tr>
<td>Dance</td>
<td>DAN*H</td>
<td>Arts and Humanities</td>
</tr>
<tr>
<td>Digital Arts Technology</td>
<td>DAT*H</td>
<td>Arts and Humanities</td>
</tr>
<tr>
<td>Drug and Alcohol Recovery Counselor</td>
<td>DAR*H</td>
<td>Behavioral and Social Sciences</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>ECE*H</td>
<td>Behavioral and Social Sciences</td>
</tr>
<tr>
<td>Economics</td>
<td>ECN*H</td>
<td>Business</td>
</tr>
<tr>
<td>Electronic Engineering Technology</td>
<td>EET*H</td>
<td>STEM</td>
</tr>
<tr>
<td>EMT-Basic</td>
<td>EMT*H</td>
<td>Allied Health/Nursing/Phys. Ed.</td>
</tr>
<tr>
<td>Engineering Technology</td>
<td>TCN*H</td>
<td>STEM</td>
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<tr>
<td>English</td>
<td>ENG*H</td>
<td>Arts and Humanities</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>ESL*H</td>
<td>Arts and Humanities</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>ENV*H</td>
<td>STEM</td>
</tr>
<tr>
<td>Fire Technology and Administration</td>
<td>FTA*H</td>
<td>Business</td>
</tr>
<tr>
<td>Geography</td>
<td>GEO*H</td>
<td>Behavioral and Social Sciences</td>
</tr>
<tr>
<td>Geology</td>
<td>GLG*H</td>
<td>STEM</td>
</tr>
<tr>
<td>History</td>
<td>HIS*H</td>
<td>Behavioral and Social Sciences</td>
</tr>
<tr>
<td>Horticulture</td>
<td>HRT*H</td>
<td>STEM</td>
</tr>
<tr>
<td>Hospitality Mgt. (Foodservice Mgt and Hotel Mgt)</td>
<td>HSP*H</td>
<td>Business</td>
</tr>
<tr>
<td>Human Services</td>
<td>HSE*H</td>
<td>Behavioral and Social Sciences</td>
</tr>
<tr>
<td>Interdisciplinary Studies</td>
<td>IDS–H</td>
<td>Academic Affairs</td>
</tr>
<tr>
<td>Languages</td>
<td>CHI<em>H, FRE</em>H, GER<em>H, ITA</em>H, POR<em>H, SGN</em>H, SPA*H</td>
<td>Arts and Humanities</td>
</tr>
<tr>
<td>Legal Assistant/Paralegal</td>
<td>LGL*H</td>
<td>Business</td>
</tr>
<tr>
<td>Management</td>
<td>BES<em>H, BMG</em>H</td>
<td>Business</td>
</tr>
<tr>
<td>Manufacturing Engineering Technology</td>
<td>MFG-H, MFG*H</td>
<td>STEM</td>
</tr>
<tr>
<td>Marketing</td>
<td>BMK*H</td>
<td>Business</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MAT*H</td>
<td>STEM</td>
</tr>
<tr>
<td>Mechanical Engineering Technology</td>
<td>MEC*H</td>
<td>STEM</td>
</tr>
<tr>
<td>Meteorology</td>
<td>MET*H</td>
<td>STEM</td>
</tr>
<tr>
<td>Music</td>
<td>MUS*H</td>
<td>Arts and Humanities</td>
</tr>
<tr>
<td>Nursing</td>
<td>NSG<em>H, NUR</em>H, HLT*H</td>
<td>Allied Health/Nursing/Phys. Ed.</td>
</tr>
<tr>
<td>Philosophy</td>
<td>PHL*H</td>
<td>Arts and Humanities</td>
</tr>
<tr>
<td>Physical Education</td>
<td>HPE*H</td>
<td>Allied Health/Nursing/Phys. Ed.</td>
</tr>
<tr>
<td>Physical Therapist Assistant</td>
<td>PTA*H</td>
<td>Allied Health/Nursing/Phys. Ed.</td>
</tr>
<tr>
<td>Physics</td>
<td>PHY*H</td>
<td>STEM</td>
</tr>
<tr>
<td>Political Science</td>
<td>POL*H</td>
<td>Behavioral and Social Sciences</td>
</tr>
<tr>
<td>Psychology</td>
<td>PSY*H</td>
<td>Behavioral and Social Sciences</td>
</tr>
<tr>
<td>Quality Assurance</td>
<td>QUA*H</td>
<td>STEM</td>
</tr>
<tr>
<td>Radiologic Technology</td>
<td>RAD*H</td>
<td>Allied Health/Nursing/Phys. Ed.</td>
</tr>
<tr>
<td>Respiratory Care</td>
<td>RSP*H</td>
<td>Allied Health/Nursing/Phys. Ed.</td>
</tr>
<tr>
<td>Sociology</td>
<td>SOC*H</td>
<td>Behavioral and Social Sciences</td>
</tr>
<tr>
<td>Theater</td>
<td>THR*H</td>
<td>Arts and Humanities</td>
</tr>
<tr>
<td>Wastewater</td>
<td>WWT*H</td>
<td>STEM</td>
</tr>
</tbody>
</table>
COURSE DESCRIPTIONS

The following are descriptions of courses offered by Naugatuck Valley Community College. It is the responsibility of the students to check their programs of study, and to carefully check the schedule of course offerings which is provided by the Records Office prior to each semester, in order to ascertain which courses will be offered for a particular semester.

In the following course descriptions, the number of credit hours for each course is indicated. Also included are numbers of lab and lecture hours. Students are urged to consult their counselor for information about transferability of courses to four-year institutions.

WAIVER OF COURSE PREREQUISITES
In certain circumstances, course prerequisites may be waived. The student must demonstrate to the program coordinator and/or division director that he/she has mastered the basic concepts of the prerequisite course. Permission to waive a prerequisite should not be taken for granted. Waivers are NOT automatic and will be handled and granted on an individual basis.

Note: All courses listed in this catalog may not be offered during the current academic year.

CREDIT COURSES WHICH DO NOT APPLY TO ELECTIVES OR DEGREES
The following courses do not satisfy the elective or degree requirements in any program except where specifically listed.

- CWE-H100 - Portfolio Preparation
- EET*H295
- ENG*H043, 053, 063
- ESL 012, 013, 015, 017, 022, 025
- HLT*H093
- MAT*H073, 075, 095

HELPFUL DEFINITIONS WHEN SELECTING YOUR PROGRAM AND COURSES

1. Credit Hours (cr.) - College work is measured in units called credit hours. A credit-hour value is assigned to each course and is normally equal to the number of hours the course meets each week. Credit hours may also be referred to as semester hours.

2. Lecture Hours (lec.) - The number of clock hours in the fall or spring semester the student spends each week in the classroom. This time frame is different for the shorter summer sessions.

3. Laboratory Hours (lab.) - The number of clock hours in the fall or spring semester the student spends each week in the laboratory or other learning environment. This time frame is different for the shorter summer sessions.

4. Prerequisite - A course that must be successfully completed, or a requirement such as related life experiences that must be met before enrolling in another course.

5. Corequisite - A course that must be taken during the same or earlier semester as the course in which one is enrolling.

6. Common Core - A term which refers to courses as listed under Groups I, II, III, IV of Naugatuck Valley Community College’s Common Core of General Education which the faculty of the College considers essential to its degree programs. Refer to pages 50-52.

7. Electives - Courses which may be chosen from items 8, 9, or 10.

8. Liberal Arts Electives - All courses listed in the common core under Groups I, II, III, IV and advanced courses with the same designations.

9. General Electives - All courses listed in the catalog. Students who have taken restricted courses may apply the courses as general electives if they change programs. Students should consider transferability of courses when choosing general electives.

10. Directed Electives - Credit courses that satisfy specific program requirements. These courses are listed with each program area.

11. Language Equivalencies - The following equivalencies satisfy the modern language requirements:
   - Three years of high school work in a single foreign language, ancient or modern, or
   - Two years of high school work and an added semester of a college course at a more advanced level in a single foreign language, or
   - Two semesters of a single foreign language in college.

Note: Students may also take CLEP (College Level Examination Program) to satisfy the modern language requirements. Information on these tests is available from the Testing Center.

This College continues to add and adjust courses, course designations, and course numbers to its offerings. The common core and the definitions will be adjusted accordingly.

SELF-PACED COURSES
Some of the courses listed in the description are offered as “self-paced” which means that they are conducted in an alternate way to the regular class scheduled meetings. These courses are offered through the standard text books, and specially prepared materials, and/or video/audio tapes. Students are guided through the courses by a relevant member of the faculty. Students should be aware that self discipline is required for the successful completion of self-paced courses. Permission from a counselor, the relevant faculty member or Division Director is required before students register for self-paced courses. The student may register at any time. The course must be completed by the end of the succeeding semester.

INDEPENDENT STUDY
Independent study courses may not be taken if the course is being offered in the same semester.

Policy Changes
Naugatuck Valley Community College reserves the right to change requirements, courses, prerequisites, regulations, tuition, fees and other policies without prior notice. The President of the College upon written request may make waivers of these policies, due to extenuating circumstances. The catalog does not constitute a contract and is for informational use only.
ACCOUNTING
Business Division

ACC*H113 Principles of Financial Accounting 3 cr.
Prerequisites: ACC*H113 is a rigorous college level course. Students should have completed all developmental course work. This course offers an introduction to financial accounting with an emphasis on the use and interpretation of financial accounting information. It introduces the student to the balance sheet, income statement, statement of retained earnings, the cash flow statement and the operation of an accounting information system. The course focuses on the fundamental theory and principles of accounting, and utilizes accounting procedures to clarify and demonstrate the underlying concepts. The computer is used in this course.

ACC*H117 Principles of Managerial Accounting 3 cr.
Prerequisite: ACC*H113. The major objectives of this course are to introduce management tools and models that use accounting information. The use of accounting information for planning, controlling, and decision-making is explored in topics including cost behavior, budgeting and cost accounting. The analysis and interpretation of information are stressed in this rigorous one semester management accounting course. The computer is used in this course.

ACC*H123 Accounting Software Applications 3 cr.
Prerequisites: Grade of “C” or better in ACC*H113, CS*H105, and MAT*H117, Corequisite: ACC*H117. Recognizing the importance of computer skills in accounting, this course is designed to acquaint the student with techniques and procedures in using microcomputers as a problem-solving tool in accounting and related disciplines. A PC accounting package and a computerized spreadsheet package will be used in the course. The course will be appropriately rigorous, and the spreadsheet usage will be centered around problems typical of a second semester management accounting course.

ACC*H231 Cost Accounting I 3 cr.
Prerequisite: ACC*H117. This rigorous course deals with the study of cost accounting concepts and theories that are used in assisting management in planning, future policies and operations. The accounting for job order costing and process costing will be fully developed, as well as cost drivers and activity-based costing.

ACC*H241 Federal Taxes I 3 cr.
The Federal Income Tax course is a one-semester study of the Internal Revenue Code as it pertains to individuals. Its purpose is to introduce the student to the federal income tax laws and the application of those laws to the preparation of tax returns.

ACC*H271 Intermediate Accounting I 3 cr.
Prerequisite: Grade of “C” or better in ACC*H117. This course is designed to develop a high level of technical competence. Beginning with basic accounting issues, the course develops students’ skills to the point at which they can handle complex professional level problems requiring not only a knowledge of procedures, but also a keen awareness of the concepts behind them. Consideration is given to analysis and interpretation of financial data.

ACC*H272 Intermediate Accounting II 3 cr.
Prerequisite: Grade of “C” or better in ACC*H117. ACC*H272 is a continuation of the studies begun in CCT-H201. Particular emphasis is on the topics involving financial statement reporting and disclosure. Subjects covered in depth include current and long-term liabilities, long term investments, the accounting for corporate capital, retained earnings and dividends, the preparation of the Cash Flow Statement, and Income Tax Accounting.

ACC*H290 Cooperative Education Work Experience 3 cr.
Prerequisites: 9 credits in Accounting to include ACC*H113, 117, 271 and CS*H105 or ACC*H113, 117, 123 and CS*H105 (grade of “C” or better in all). This elective course is designed to provide accounting majors with an opportunity to integrate classroom theory with practical, on-the-job training in an appropriate accounting setting. It consists of: 1. Two-hour Professional Development Workshop 2. Minimum 225-hour Cooperative Work Experience 3. Weekly one-hour Co-op Seminar.

ACC*H291 Cooperative Education Work Experience II 3 cr.
Prerequisite: ACC*H290, “C” or better. This second elective course is available for the more advanced accounting student (not recommended for transfer). It consists of: 1. Minimum 225-hour Cooperative Work Experience 2. A special project under the direction of an Accounting faculty member (arranged through Co-op Office).

ANTHROPOLOGY
Behavioral and Social Sciences Division

ANT*H101 Introduction to Anthropology 3 cr.
Prerequisite: Eligibility for ENG*H101. This course is an introduction to physical and cultural anthropology. Topics include a study of genetics and evolution, the origins of man and the development of culture, human variation and race, archaeology, language and communication, marriage and family patterns, kinship and descent, religion, the arts, economic and political organization, personality and culture, and cultural change.

ANT*H105 Cultural Anthropology 3 cr.
This course is an examination of the concept of culture as the central mode through which humans become people. Students will examine the concept of culture vs. instinct, human cultural adaptation and variation, along with cultural universals, language and communication, marriage and family patterns, kinship and descent, religion, the arts, economic and political organization, personality and culture, and cultural change.

ANT*H121 Introduction to Archaeology 3 cr.
Archaeology is the study of past cultures and societies through examination of their material remains. The class will explore different varieties of archaeology and examine theory, methods, and techniques for investigating, reconstructing, interpreting, preserving, and ultimately, learning from the past. Students will then briefly review human cultural chronology from the time of the first people, the earliest Paleolithic ages, to the present, and deal with not only the artifact remains but also important social, economic, and even ideological questions, such as those on the origins of food production, social inequality, and civilization. Two major emphases throughout the course are archaeology as anthropology and the relevance of archaeology to modern human society and politics. The class will also examine discoveries that make the news during the semester.

ARCHITECTURE
Science, Technology, Engineering, Math Division (STEM)

ARC*H107 Building Systems 3 cr.
In lecture format, this course offers the student a broad overview of the individual systems that constitute a building. The student will gain basic understanding of the principles of Mechanical systems: plumbing, heating, cooling, electrical; Structural systems: floors, walls, roof, foundations; and Finish systems: interior and exterior. Three class hours weekly.

ARC*H108 Building Materials 3 cr.
A lecture course which familiarizes the student with language of construction as it relates to materials, their origins, use and limitations and continuing development. Three class hours weekly.

ARC *H227 Codes and Ordinances 3 cr.
Introduction to Architectural Design and Technology students to the origins, scope and administration of local, state and federal codes of ordinances. Students will be exposed to the elements of these codes and ordinances and to the impacts they have on the design, construction, and occupancy of a project. Students will develop a working knowledge of the subject material as they track a hypothetical project from preliminary zoning research, though design and construction and ultimately the issuance of a “certificate of occupancy”.

ARC *H229 Introduction to Structures 3 cr.
Structural design systems for buildings. This course covers fundamental load analysis, structural system in wood, steel, concrete, and masonry.

ART
Arts and Humanities Division

The Division of Arts and Humanities encourages students to register for Art courses in order to develop appreciation of, and skills in, the Arts. Some of the courses are required in career programs; others are designed for students’ interests and personal development. Consultation with counselors will help determine specific needs. For information, contact the Division of Arts and Humanities at 575-8036.
ART*H101  Art History I  3 cr.
This course is a survey of Western art and architecture from prehistory (20,000 BC) to including the Baroque (17th century) through a historical, cultural and technological perspective. The class will include lectures, video, and slide presentations. For the art major or general student.

ART*H102  Art History II  3 cr.
This course is a survey of Western art and architecture from the Baroque (17th century) to the present day through an historical, cultural and technological perspective. The class will include lectures, video, and slide presentations. For the art major or general student.

ART*H111  Drawing I  3 cr.
Fundamentals of drawing and the use of line as an expressive medium are examined to show structure of form and space in still life, landscape, and the human figure. Work in a variety of media including pencil, pen and ink, wash, charcoal, and pastel is included.

ART*H112  Drawing II  3 cr.
Prerequisite: ART*H111 or permission of the Division Director. This is a continuation of ART*H111. Planned experiments using various media and the development of a personal style in drawing are offered.

ART*H121  Two-Dimensional Design  3 cr.
This is an introduction to color and design in two-dimensional work in various media.

ART*H122  Three-Dimensional Design  3 cr.
Prerequisite: ART*H121. This is a continuation of ART*H121 with emphasis on three-dimensional work in various media.

ART*H131  Sculpture I  3 cr.
This course is an introduction to sculptural form and composition through direct techniques in a variety of materials including wood, plaster, clay and plastics.

ART*H132  Sculpture II  3 cr.
Prerequisite: ART*H131 or permission of the Division Director. This is a continuation and development of techniques introduced in ART*H131 as well as involvement in more advanced processes such as kinetic, metals and large scale work. Independent work will be encouraged.

ART*H141  Photography I  3 cr.
Fundamentals of photography concentrating on the use of the camera as a form of expression and communication will be studied. Camera techniques and basic darkroom procedures will be covered. NOTE: Students enrolled in ART*H141 are responsible for purchasing:

- A manually controlled 35 mm single lens reflex (SLR) camera with a 50 mm lens (no automatics);
- Paterson University Film Developing Tank (preferred unit); and
- Photographic paper and film as needed.

ART*H142  Photography II  3 cr.
Prerequisite: ART*H141. See ART*H141 for equipment requirements. An advanced course emphasizing photography as art. In addition to field trips, scene pre-visualization, the zone system, film and print manipulation, and print presentation will be covered.

ART*H151  Painting I  3 cr.
Prerequisite: ART*H111. This is a beginning course in painting in which the student is introduced to the methods and materials of painting and is encouraged to develop some proficiency in the technique of oils, acrylics, or watercolor through exploration and experimentation.

ART*H152  Painting II  3 cr.
Prerequisite: ART*H151 or permission of Division Director. This is a continuation of ART*H151. Emphasis is on the development of skills and individual expression in the use of oils or acrylics.

ART*H160  Crafts  3 cr.
This course is an introduction to a variety of crafts, techniques and materials, with emphasis on individual exploration of areas of specific interest including fiber, paper, and simple printmaking. Other crafts such as enamels, leather, textiles, clay and metals may be included at the discretion of the instructor.

ART*H161  Ceramics I  3 cr.
This is an introduction to the creative possibilities of ceramic clay in pottery and sculpture through basic hand modeling techniques such as coil, slab, drape, and potter’s wheel. Firing and kiln procedures will also be covered.

ART*H162  Ceramics II  3 cr.
Prerequisite: ART*H161 or permission of Division Director. This course is a continuation of ART*H161. Concentration is on wheel thrown and hand built forms, kiln operation and glaze formation.

ART*H167  Printmaking I  3 cr.
Introduction to basic techniques in such graphic processes as silk screen, block printing, offset and dry-point etching.

GRA*H150  Introduction to Graphic Design  3 cr.
This course is an introduction to the basic principles and processes of Graphic Design. Students will learn basic design, layout, and imaging skills through the use of IBM software applications for computer graphics (Quark Xpress and Adobe Illustrator). Previous drawing/design experience and computer skills are helpful.

ASTRONOMY  STEM Division

AST*H101  Principles of Astronomy  3 cr.
Prerequisite: MAT*H095 or placement test score. This course explores man’s rapidly growing knowledge of the Cosmos. Topics include: the sun as a star; the birth and death of stars; the nature of black holes, pulsars, and quasars; the origins of our solar system and the Universe; the identification of stars and constellations in the night sky; and the nature of time as man’s invention. Observatory sessions and projects planned as weather permits.

AST*H111  Introduction to Astronomy  4 cr.
Prerequisite: MAT*H095 or placement score. This course is designed to give an overview of the major topics in astronomy and requires basic algebra. The topics covered include: the night sky, the origins of astronomy, a brief description of physics in astronomy, our solar system, stars, galaxies and cosmology. The lab portion will support the understanding of concepts and computation in astronomy. Sessions in the NVCC Observatory will be an integral part of the course. Three hours of lecture and two hours of laboratory weekly.

AUTOMATED MANUFACTURING  ENGINEERING TECHNOLOGY

STEM Division

Refer to Manufacturing Engineering Technology.

AUTOMOTIVE TECHNICIAN  Business Division

ATP*H100  Integrated Automotive Systems  3 cr.
This is an introductory course for the Automotive Technician providing the theory for a foundation in the field. Emphasis will be on basic automotive service procedures and the inter-relationship of the various automotive systems. Shop safety, proper care and use of tools are included. Two-hour lecture and two and one-half hours laboratory weekly.

ATP*H110  Automotive Electrical Systems  3 cr.
Corequisite: MAT*H095 or satisfactory completion of College placement test or with permission of the Coordinator. The course introduces the study of electrical theory and nomenclature along with applications of electrical/electronic systems. To include, but is limited to: starting, charging, lighting, wiring, accessories, diagnosis and repairs. Two-hour lecture and two and one-half hours laboratory weekly.

ATP*H120  Engine Repair  3 cr.
Corequisite: ATP*H100 or with permission of the Coordinator. Diagnosis of automotive engines and their lubrication and cooling systems. Included is engine construction, operation along with disassembly and assembly techniques. Two-hour lecture and two and one-half hours laboratory weekly.
ATP*H130  Brakes  3 cr.
Corequisite: ATP*H100 or with permission of the Coordinator. Covers the maintenance, diagnosis and repair procedures of disc and/or drum brake systems including ABS (antilock brakes) along with their mechanical, hydraulic and electrical components. Two-hour lecture and two and one-half hours laboratory weekly.

ATP*H140  Automotive Heating and Air Conditioning  3 cr.
Corequisite: ATP*H100 or with permission of the Coordinator. Theory-related instruction of the automotive heating and air conditioning systems. Emphasis is placed on basic refrigerant cycles, heat transfer, trouble shooting, and diagnosis of both refrigerant and electronic control systems. Two-hour lecture and two and one-half hours laboratory weekly.

ATP*H150  Suspension and Steering  3 cr.
Corequisite: ATP*H100 or with permission of the Coordinator. The diagnosis and repair of steering and suspension systems and their inter-relationship to wheel alignment. The course includes a thorough knowledge of wheel and tire maintenance. Two-hour lecture and two and one-half hours laboratory weekly.

ATP*H185  Automotive Service and Parts Department Management  2 cr.
Prerequisite: ATP*H100 or with the permission of Coordinator. Topics in this course include marketing techniques, financial analysis, personnel management, work scheduling and distribution, and use of pricing manuals. An in-depth study of parts numbering, storage, cataloging, retrieval, ordering, and stocking management techniques will be discussed. Two lecture hours weekly.

ATP*H190  Metallurgy/Welding  2 cr.
In the automotive field, the use of the oxyacetylene torch and the mig welder is common place. Automotive technicians need to be able to use the processes of welding and brazing, etc. safely and skillfully. This course offers both theory and a practical lab section so students will be both skilled and knowledgeable in all the welding technology covered. One-hour lecture and two hours of laboratory weekly.

ATP*H210  Engine Performance  3 cr.
Prerequisite: ATP*H110 or with permission of the Coordinator. Fuel theory and nomenclature necessary to service and repair computerized automotive fuel systems. This includes but is not limited to computer controls, ignition, fuel, exhaust and emission systems and their maintenance, diagnosis, adjustment and repair. Two hours lecture and two and one-half hours laboratory weekly.

ATP*H220  Automotive Emissions  3 cr.
Prerequisite: ATP*H210 or with permission of the Coordinator. This is a continuation of ATP*H210, emphasizing practical application on the cause and effect of HC, CO, and NOx emissions. This includes various systems diagnosis, containing but not limited to, general powertrain, computerized powertrain controls, fuel and air induction, emissions control, and IM3 failure. Two-hour lecture and two and one-half hours laboratory weekly.

ATP*H260  Transmission and Drive Systems  3 cr.
Corequisite: ATP*H100 or with permission of Coordinator. A study of automatic transmissions, clutches, standard transmissions, overdrive, propeller shafts, and drive axles, operation, diagnosis, maintenance and repair. Two-hour lecture and two and one-half hours laboratory weekly.

ATP*H261  Manual Drive Train and Axles  2 cr.
Corequisite: ATP*H210 or with permission of the Coordinator. The diagnosis and repair of manual drive transmissions and transaxles. This includes clutches, drive (half) shaft, and universal joints along with rear axle and four wheel drive components. One-hour lecture two hours lab weekly.

ATP*H262  Automatic Transmission and Transaxle  1 cr.
Corequisite: ATP*H100 or with permission of the Coordinator. The operation, diagnosis and maintenance of automatic transmission and transaxles to include in-vehicle and off-vehicle adjustments and repair. One-hour lecture and two hours lab weekly.

ATP*H270  Introduction to Diesel Mechanics  3 cr.
Prerequisites: ATP*H100 or with permission of Coordinator. The course introduces the diesel engine, its capabilities, operations, and its unique engine fuel delivery systems. Two-hour lecture and two and one-half hours of laboratory weekly.

This course is designed to prepare automotive technicians, dealers, and repairers to take the ASE Alternative Fuel Vehicle Certification examinations. It covers fundamental procedures, operations, safety, regulations and inspection of Alternative Fuel Vehicles. One-hour lecture and two hours of laboratory weekly.

ATP*H290  Cooperative Work Experience I  3 cr.
Prerequisites: ATP*H100, 110, 120, 130, 150, ENG*H101, minimum 30 credits of course work completed and a 2.5 GPA, or with permission of Coordinator. This required course is designed to bridge the gap between academic theory and practical work experience. It consists of a minimum 250-hour Cooperative Work Experience.

ATP*H291  Cooperative Work Experience II  3 cr.
Prerequisites: ATP*H290 and a minimum of 40 credits of course work completed and a 2.5 GPA, or with permission of Coordinator. This required course is designed to bridge the gap between academic theory and practical work experience. It consists of a minimum 250-hour Cooperative Work Experience.

AVIATION SCIENCE
Business Division

AVS*H101  Private Pilot Lecture  3 cr.
This ground school course includes coverage of basic flight concepts, principles of meteorology, aeronautical charts and publications, pre-flight planning, flight computer and plotter, basic radio navigation, Federal Aviation Regulations, basic aerodynamics, aircraft avionics, and emergency procedures. This course prepares students for the FAA Private Pilot Knowledge Test.

AVS*H103  Instrument Lecture  3 cr.
Prerequisite: AVS*H101, AVS*H201. This ground school course includes coverage of human factors and aviation physiology, the construction, use and interpretation of aircraft instruments used in instrument flight, Federal Aviation Regulations, instrument navigation, the ATC system, aeronautical charts and publications related to instrument flight, instrument approaches, weather analysis for instrument operations, and instrument emergency procedures. This course prepares students for the FAA Instrument Rating Knowledge Test.

AVS*H104  Commercial Pilot Lecture  3 cr.
Prerequisite: AVS*H103, AVS*H203. This ground school course includes coverage of advanced human factors and aeronautical decision making for commercial operations, advanced navigation, advanced aircraft systems, advanced aerodynamics and commercial maneuvers, and emergency procedures for commercial operations. This course prepares students for the FAA Commercial Pilot Knowledge Test.

AVS*H120  Foundations of Aviation  3 cr.
This course explores the events that have shaped the development of aviation from the earliest attempts at flight up to the present day. The historical foundation of aviation is used to develop an understanding of the economic, social, and political impact of aviation on society.

AVS*H130  Air Transportation System  3 cr.
This course provides a historical background and an overview of the major segments of the air transportation industry. Current state and federal agencies and the regulations influencing air transportation, as well as the basis for their establishment, are also discussed. Requirements of the past, present and future with respect to aircraft and engine design, airports and supporting facilities are reviewed and evaluated. Students are introduced to the economics of airline operations and maintenance, and the general factors that influence an airline’s survival and profitability.

AVS*H140  Aerospace Safety  3 cr.
This course is designed to provide the student with an understanding of the role of government agencies in ensuring aerospace safety. The ways in which airlines and airports ensure public safety and security will also be discussed. Emphasis will be on critical analysis of case studies involving investigations and prevention of aircraft accidents.
AVS*H150 Airport Management I 3 cr.
This course provides an overview of the operational requirements needed for airports and airport terminals with an emphasis on the facilities that comprise an airport system, including airspace, airfield, terminal, and ground access operations. The financial aspects of airport planning as well as airport capacity considerations are also discussed.

AVS*H151 Airport Management II 3 cr.
Prerequisite: AVS*H150. This course is a continuation of AVS*H150. Emphasis is on managing daily airport operations, airport organization and administration, and financial management of the airport facility. Airport improvements and the relationship of airports with tenants and the general public are also discussed.

AVS*H201 Private Pilot Flight Training Lab 3 cr.
Corequisite: AVS*H101. ALL FLIGHT TRAINING COSTS ARE THE RESPONSIBILITY OF THE STUDENT. Students will receive approximately 50 hours of flight instruction covering topics that include pre-flight operations, aircraft systems, ground operations, basic flight maneuvers, ground reference maneuvers, normal and emergency procedures, cross-country operations, and flight by reference to instruments. Co-op instruction is designed to augment students’ flight training and includes the use of a flight simulator as well as classroom discussion of selected topics. This course prepares students for the FAA Private Pilot Practical Test (ASEL).

AVS*H203 Instrument Flight Training Lab 3 cr.
Corequisite: AVS*H103. ALL FLIGHT TRAINING COSTS ARE THE RESPONSIBILITY OF THE STUDENT. Students will receive approximately 50 hours of flight instruction covering topics that include pre-flight operations, full and partial panel procedures, systems and equipment malfunction, instrument navigation techniques, holding and approach procedures, and emergency procedures for instrument flight. Co-op instruction is designed to augment students’ flight training and includes the use of a flight simulator as well as classroom discussion of selected topics. This course prepares students for the FAA Instrument Rating Practical Test (ASEL).

AVS*H204 Commercial Flight Training Lab 3 cr.
Corequisite: AVS*H104. ALL FLIGHT TRAINING COSTS ARE THE RESPONSIBILITY OF THE STUDENT. Students will receive approximately 120 hours of flight instruction covering topics that include pre-flight operations, aircraft systems, advanced ground operations, advanced flight maneuvers, normal and emergency procedures, commercial cross-country operations, and complex aircraft operations. Co-op instruction is designed to augment students’ flight training and includes the use of a flight simulator as well as classroom discussion of selected topics. This course prepares students for the FAA Commercial Pilot Practical Test (ASEL).

AVS*H255 Human Factors in Aviation 3 cr.
This course explores physiological and cognitive factors such as hypoxia, disorientation, stress, fatigue, anxiety and the effects of alcohol and other drugs on critical judgment and decision making processes of operational personnel in aviation. Investigation of our unique human capabilities and limitations is used to develop strategies to improve the performance of flight crews, air traffic controllers, flight management and other operational personnel as they identify and respond to critical, time-sensitive situations in aviation operations.

BIOLOGY SCIENCES
STEM Division

BIO*H105 Introduction to Biology 4 cr.
The general principles of biology are taught using a combination of multimedia lectures, discussion groups, and a laboratory component. Topics covered include cell biology, diversity, biotechnology, basic chemistry, cellular respiration and photosynthesis, ecology, genetics, behavior, and evolution. Laboratory includes an animal dissection. Three hours of lecture and three hours of laboratory weekly.

BIO*H110 Principles of the Human Body 3 cr.
Open to students needing a three-credit science course in their program of study including Liberal Arts and Sciences and General Studies. This course is an introduction and survey of human anatomy and function including the digestive, circulatory, respiratory, immunological, urinary, nervous, sensory, muscular, skeletal, endocrine, and reproductive systems of the body. The course will include discussions of the evolution of the human body and its dynamic interaction with the Environment. Not open for credit to students who have passed any higher-numbered anatomy and physiology course.

BIO*H115 Human Biology & Lab 4 cr.
Students may not receive credit for both BIO*H110 and BIO*H115. This introductory course will focus on the overarching themes of health, homeostasis, evolution and the environment as they relate to human body systems. Laboratory experiments include microscopic examination of cells and tissues, anatomy, physiology of nerves and muscles, blood typing, and principles of inheritance. Three hours of lecture and three hours of laboratory weekly.

BIO*H121 General Biology I - Cellular Biology 4 cr.
The general principles of biology are taught integrating lectures, laboratory experiments, computer simulations, discussions, and other activities to help students gain an understanding of the essential biological concepts. The foci of this course are scientific method, cell biology, viruses, prokaryotic organisms, protists, basic cell chemistry, photosynthesis, cellular respiration, mitosis & meiosis, genetics, and biotechnology (plant tissue culture, genetic transformation). Cooperative learning, critical thinking, library research, as well as presentation skills are utilized culminating in a team project that includes a written paper and a short presentation. This course is one part of a two semester sequence in general biology primarily for students seeking transfer into a four-year degree program. BIO*H121 (Cellular Biology) and H122 (Organismal Biology) can be taken in any order and are transferable. This course satisfies the common core science requirement. Integrated 3 hours lecture & 3 hours lab.

BIO*H122 General Biology II - Organismal Biology 4 cr.
Utilizing the same integrative approach as BIO*H121, students will investigate biotechnology (gel electrophoresis for DNA and protein analysis), systematics, biological statistics, population genetics, evolution, plant biology (life-cycles and growth of fungi, non-vascular, and vascular plants), animal biology (early development and histology, comparison of invertebrate and vertebrate life cycles and physiological systems), and ecology. Science process skills are emphasized. Collaboratively, students will investigate a scientific research topic culminating in a written report and oral presentation to their peers. This course is one part of a two semester sequence in general biology primarily for students seeking transfer into a four-year degree program. This is the second semester of general biology; however, BIO*H121 (Cellular Biology) and H122 (Organismal Biology) can be taken in any order. This course satisfies the common core science requirement for both non-majors & majors. Integrated 3 hours lecture & 3 hours lab.

BIO*H145 General Zoology 4 cr.
This lecture-laboratory is a survey of the animal kingdom. Topics discussed include morphology, anatomy and physiology, life cycles, reproduction, evolution, and ecological relationships of various animal forms. Three hours of lecture and three hours of laboratory weekly.

BIO*H155 General Botany 4 cr.
The focus of this course is how plants function. It is an introduction to plant physiology and development, explaining growth processes, metabolism and hormonal responses. Additional topics, such as soils, plant breeding, and propagation will be addressed. The laboratory component is designed to involve students with important concepts discussed in lecture. Integrated 3 hours lecture & 3 hours lab.
BIO*H171 Field Biology  4 cr.
Lecture-laboratory. This is an introduction to ecology with special emphasis on identification of Connecticut plants and animals in the outdoors. A wide range of topics will be presented including map reading, edible wild foods, and collecting. Three hours of lecture and three hours of laboratory weekly.

BIO*H180 Principles of Environmental Science  3 cr.
This is a survey course of Environmental studies. Topics discussed include basic ecology; human populations; water, soil, forests and pollution; renewable and non-renewable energy; legislation; citizens action. Dynamic Environmental systems are explored via computer simulations.

BIO*H181 Environmental Science & Lab  4 cr.
Note: Students may not receive credit for both BIO*H180 and BIO*H181. This course has the same lecture as BIO*H180; however, there is an additional laboratory component. Laboratory experiences include water and soil analyses, pond and river studies, computer simulations, field trips to Environmental quality facilities and laboratories. Three hours of lecture and three hours of laboratory weekly.

BIO*H211 Anatomy and Physiology I  4 cr.
Prerequisite: Completion of BIO*H105, BIO*H115 or BIO*H211 with a grade of “C” or better or by permission of the Division Director. Lecture-laboratory. This is the first semester of a two semester comprehensive course designed for those students who plan to continue in the science field, or science-related areas. Major topic areas include molecular biology, cells, tissues and the integumentary, skeletal, muscular and nervous systems of the human body. Laboratory includes an animal dissection. Three hours of lecture and three hours of laboratory weekly.

BIO*H212 Anatomy and Physiology II  4 cr.
Prerequisite: Completion of BIO*H211 with a grade of “C” or better or permission of the Division Director. Lecture-laboratory. Major topic areas include the cardiovascular, lymphatic/immune, respiratory, digestive, endocrine, urinary and reproductive systems of the human body. Laboratory includes an animal dissection. Three hours of lecture and three hours of laboratory weekly.

BIO*H225 Introduction to Biotechnology  4 cr.
This course studies the fundamental concepts underpinning the expanding field of biotechnology with an emphasis on agricultural and environmental applications. It is a hands-on course where students will actively investigate essential cell biology, plant tissue culture, genetics, population genetics, fermentation-microbial food production, genetically modified crops, gel electrophoresis, allergic immune response, as well as agricultural, ecological, and societal issues. Computer simulations, student presentations, and field trips are also used to facilitate active learning. This course will satisfy a science laboratory core curriculum requirement. Three (3) hours of lecture and three (3) hours of laboratory weekly.

BIO*H227 Biotechnology II  4 cr.
Prerequisites: Completion of BIO*H225 and BIO*H235 or permission of Instructor. This course builds on principles and practices learned in Introduction to Biotechnology (BIO*H225) and Microbiology (BIO*H235). Students will develop an understanding of the theoretical basis of this technology as well as develop laboratory skills, through hands-on experiences, that are essential for employment in biotechnology. With an emphasis on molecular biology, students will investigate the following areas of biotechnology: animal cell culture, genetic transformation, DNA isolation, restriction digests included. Three (3) hours of lecture and three (3) hours of laboratory weekly.

BIO*H235 Microbiology  4 cr.
Prerequisite: BIO*H105, or H115 or H155 or H121, or H225, or permission of the Division Director. This course introduces the student to bacteria and other microorganisms. Particular emphasis is placed on the biology of bacteria and bacterial diseases. Fungi, viruses, protozoans are also studied. Immunology, microbial genetics and biotechnology are discussed. The emphasis in the laboratory is on the identification, safe handling and cultivation of microbes. Activities include staining techniques, identification of unknowns, electrophoresis, computer simulations and growth experiments with comparative analysis of results. Three hours of lecture and three hours of laboratory weekly.

BIO*H260 Principles of Genetics  3 cr.
Prerequisite: BIO*H105 or equivalent. This is an introduction to the principles of genetics. It covers Mendelian analysis, chromosome theory, extensions of Mendelian analysis, molecular genetics, as well as quantitative and population genetics.

BIO*H262 Genetics & Lab  4 cr.
Prerequisite: BIO*H105 or equivalent. Credit cannot be given for both BIO*H260 and BIO*H262. Same lecture as BIO*H260 but with a laboratory component. The laboratory investigations include experiments with Drosophila and bacteria. Computer simulations, bacterial transformations, and gel electrophoresis are also carried out. Three hours of lecture and three hours of laboratory weekly.

BUSINESS Business Division

BBG*H101 Introduction to Business  3 cr.
A survey of the fundamental principles of business will be discussed including marketing, management, finance, accounting, and human resource development. This course is required for most students majoring in business.

BBG*H210 Business Communication  3 cr.
Prerequisites: ENG*H101. This course is an analytical approach to the development of content in business writing with emphasis on the relationship of creative and logical thinking to the solution of business problems through concise, coherent written and oral communications.

BBG*H231 Business Law I  3 cr.
The legal rights, duties, and responsibilities of the business person are examined. Topics include a general introduction to the meaning and nature of the law, and the structure of the American legal system. Emphasis is placed upon the basic principles of the law of contracts, torts, criminal law and procedure, agency, real property, wills, and decedent’s estates.

BBG*H215 Global Business  3 cr.
This course provides an introduction to the nature and Environment of international business. Topics will include the nature of international business, international organizations and monetary systems, foreign Environments and management tools necessary for international business opportunities and operations. Social, political and economic factors which impact on international business interactions are also studied.

BBG*H232 Business Law II  3 cr.
This course further develops and examines the American legal system, as well as the international legal system. Topic include the uniform Commercial Code, ethics, consumer protection laws, secured transactions, intellectual property law, corporate law, partnership law, limited liability companies and numerous aspects of international law. It is recommended that Business Law I be taken before Business Law II.

BES*H118 Small Business Management  3 cr.
This course is designed to assist students with the knowledge and skills needed to operate and/or develop a small business. Emphasis will be placed on the entrepreneurial aspects of creating, managing, and gaining profit from a small business.

BMK*H220 Sales  3 cr.
Basic principles underlying the sales process and their practical application to sales situations are studied. Economics and psychological and sociological relationships in the marketplace, as they apply to sales of industrial and consumer goods and intangibles, are examined.

BMG*H105 Supervision and Organizational Behavior  3 cr.
Prerequisite: BMG*H202. Emphasis on the latest developments in the fields of management. Group discussions of case studies and problem are included. Also, emphasis on group work and the use of the computer as an aid in the decision-making process in a micro-organizational settings is included. Additional software may be required.
This course examines the legal environment of real estate including contracts, deeds, instruments, easements, estates in land, zoning, tenancy, liens, foreclosure, transfers of titles, leases, and relevant court rulings. (LGL*H104 is a substitution for this course.)

**Human Resources Management**  
**Prerequisites:** BBN*H101. This course deals with personnel management in the process of manpower administration in the business organization. Treatment is given to procurement and human resource utilization and the role of labor unions in the industrial organization. The development of the role of the person and personality amidst the various social sciences and organization structures required to achieve an organization’s goals are studied – as in motivation.

**Internet Marketing**  
This course gives a broad perspective on investment objectives and values, as well as a study of securities, market and values. A study of securities, market functions, analytical techniques, speculative and institutional markets is also considered.

**Principles of Management**  
This introductory course will provide an understanding of the role of finance in the economy, business management, government and consumer financing. Included are the fiscal, monetary and debt management policies of government.

**Investment Principles**  
This course gives a broad perspective on investment objectives and values, as well as a study of securities, market and values. A study of securities, market procedures, analytical techniques, speculative and institutional markets is also included.

**Financial Management**  
**Prerequisite:** BFN*H201 or permission of Division Director. This course is an in-depth study of finance including the mathematics of finance, corporate securities; also included are short, intermediate and long term sources of funds; and liabilities, income administration, mergers and acquisitions, and working capital.

**Real Estate Principles**  
**Prerequisite:** BFN*H201, Real Estate License or permission of Division Director. The topics studied in this course include fundamentals of mortgage, deeds, loan applications, real estate credit, mortgage markets, and current legislation affecting real estate finance.

**Real Estate Law**  
This course examines the legal environment of real estate including contracts, deeds, instruments, easements, estates in land, zoning, tenancy, liens, foreclosure, transfers of titles, leases, and relevant court rulings. (LGL*H104 is a substitution for this course.)
COM*H157 American Film 3 cr
Students survey American film from its beginnings to the present. The course will include the silent era, birth of sound, and typical genres.

COM*H158 International Cinema 3 cr.
A study of the origin and development of film as an art form, including the summation of outstanding films produced in France, Italy, Sweden, Denmark, India, and Japan. Discussions of documentary and short subject contributions toward this development are included.

COM*H172 Interpersonal Communication 3 cr.
This course examines the role of interpersonal communication in human relationships. The focus of this course is on improving interpersonal skills and helping students increase their communication competence in everyday social exchanges.

COM*H173 Public Speaking 3 cr.
This course provides students with an understanding, appreciation, and capacity for public speaking. Excellence in public speaking requires mastery of informative and persuasive techniques of language, organization, citation of evidence, and use of rhetorical patterns of introduction and conclusion. Exposure to theoretical elements and their application in public speaking will be explored in this class.

COM*H178 Small Group Communication 3 cr.
The purposes of this course are (a) to provide an overview of theory and research in key areas of study in small group communication, (b) to teach skills in group decision making, and (c) to give students the opportunity to apply theory, research, and decision making skills by interacting in a group environment.

COM*H202 Intercultural Communication 3 cr.
Prerequisites: COM*H101 or H172. This course will be an introduction to the major principles and theories of intercultural communication. It will emphasize the application of skills and concepts for increasing cultural awareness and communication competency in a variety of cultural contexts. Exposure to communication systems and formations from different cultures will be used as a means to provide various ways of thinking about cultures.

COM*H226 Journalism I 3 cr.
Prerequisite: ENG*H101. Students explore methods and techniques of news gathering, news writing, and news analysis. By covering campus and community events, they make practical application of theory,

COMPUTER-AIDED DRAFTING/DESIGN TECHNOLOGY

STEM Division

Note: All software used in these courses are subject to change.

CAD*H110 Introduction to CAD 3 cr.
An introduction to the techniques of generating graphic images with computers, using AutoCAD. Topics include: overview of CAD technology, computer technology, hardware descriptions and requirements, file manipulation and management, two-dimensional geometric construction, symbol library creation, dimensioning, scaling, sectioning, plotting, detail and assembly drawing including tolerance studies.

CAD*H140 Architectural Computer-Aided Drafting 3 cr.
Co-requisite: MAT*H137. Introduction to two-dimensional computer-aided drafting. Included are drawing and editing of elementary geometric entities, dimensioning and plotting. Also, architectural examples such as floor plans, elevations, building structures, site plans and contour maps will be studied. One class hour and four laboratory hours weekly.

CAD*H150 CAD 2D (AutoCAD) 3 cr.
Introduction to two-dimensional computer-aided drafting using Autocad. Included are drawing and editing of elementary geometric entities, dimensioning and plotting. Also, mechanical drafting problems and examples will be studied. One class hour and four laboratory hours weekly.

CAD*H200 3D CAD (Inventor) 4 cr.
Prerequisite: CAD*H150. The primary focus of this course is three dimensional geometric computer modeling using AutoCAD. Students will study the geometric construction and development of wireframe, surface, solid, and assembled models. They will also develop 2D orthographic drawings including sectional and auxiliary views from solid models. In addition, rendering to produce picture quality images of the various models will be covered. Mass property analysis and an introduction to the descriptive geometry may also be included. Two class hours and four laboratory hours weekly.

CAD*H220 Parametric Design (SolidWorks) 3 cr.
Prerequisite: CAD*H150 or approval of the instructor. Introduction to the paperless computer-based design process using modern parametric 3-D design software. The course focuses on parametric modeling, and includes topics such as the design process, design engineering, assembly modeling, mechanism analysis, rapid prototyping, team design, geometric dimensioning and tolerancing, and the analysis of tolerance stickups. Students will participate in individual and group design projects as appropriate. One class hour and four lab hours weekly.

CAD-H2240 Computer-Aided Design II 4 cr.
Prerequisite: CAD*H220 or approval of the instructor. This course is a continuation of Computer-Aided Design I using parametric design software. It focuses on modeling techniques used in advanced applications such as sweeps, lofts, sheet metal applications, along with top-down assembly modeling. Advanced tolerance analysis, beam stresses, and the design modeling of molds and dies and advance topics in rapid prototyping are also covered. The course includes a major group design project and presentation. Two class hours and four lab hours weekly.

CAD*H275 CAD Animation (3D Studio Max) 4 cr.
Prerequisite: CAD*H200 or experience in 3D computer modeling. This course will guide the student through the world of three-dimensional presentation. The student will create photo realistic still images, animated assemblies, camera fly-bys, robotic motion, and dynamic life-like animated presentations. The concepts covered in this course can be applied to a variety of engineering disciplines. 6 contact hours (2 lecture and 4 laboratory)

CAD*H285 Computer Integrated Manufacturing (CIM) I 3 cr.
Prerequisite: CAD*H200, MAT*H172. This course is an introduction to the mechanical design process used to develop intelligent product models that can be used in Computer Integrated Manufacturing (CIM). The students will gain an understanding of the basic principals of 3D solid modeling, parametric relationships, and controlling design intent and object dependencies. Students will develop complete product designs, outputting 3D solid and sheet metal parts, tolerance analysis, family tables and assembly models, related detail and assembly drawings, and prototypes. 4 contact hours (2 lecture and 2 laboratory)

CAD*H286 Advanced Modeling Techniques 3 cr.
Prerequisite: CAD*H285. This course builds on the concepts developed in CAD*H285, Introduction to Advanced Modeling. It develops advanced modeling concepts, techniques and methods used in modern product modeling—topics such as user interface customization, user-defined features, writing programs within the CAD system, sweeps, advanced rounds, and basic stress analysis. Students will work on their own and in groups to develop complete product designs, outputting 3D solid parts. 4 contact hours (2 lecture and 2 laboratory)

CAD *H294 Senior Project 4 cr.
Prerequisite: CAD*H220, Co-requisites: CAD*H275, or approval of the department chair. The course offers students a CAD engineering design activity utilizing an assigned, or approved, design project. The project will incorporate a wide range of learning activities including, but not limited to, library research, written status reports, discussions, oral presentations, time management and project planning, team work, the application of the design process, and the utilization of a variety of CAD applications. This class meets for 6 contact hours per week, 2 lecture and 4 lab.

COM*H294 Senior Project 4 cr.
Prerequisite: CAD*H220, Co-requisites: CAD*H275, or approval of the department chair. The course offers students a CAD engineering design activity utilizing an assigned, or approved, design project. The project will incorporate a wide range of learning activities including, but not limited to, library research, written status reports, discussions, oral presentations, time management and project planning, team work, the application of the design process, and the utilization of a variety of CAD applications. This class meets for 6 contact hours per week, 2 lecture and 4 lab.
COMPUTER INFORMATION SYSTEMS
Business Division

CSC*H101 Introduction to Computers 3 cr.
This is an introductory course in information technology concepts and software productivity tools intended for Computer Information Systems majors and other students interested in computers and Information Technology. Areas of instruction include computer concepts, current topics and trends in information technology, the role of computer systems in business problem solving, an introduction to the major career areas of Information Technology and Microsoft Office skills that are important to all college students.

CST*H120 Introduction to Operating Systems 3 cr.
An introduction to the personal computer, hardware, and Operating Systems software. The most popular microcomputer operating systems and graphical interfaces will be discussed in detail. After satisfactorily completing this course, the student will have a thorough understanding of the command structures of the operating systems. Students will receive a brief introduction to local area networks from a user perspective. Laboratory projects will be assigned throughout the course to reinforce course material.

CST*H130 Networking Essentials I 3 cr.
An in-depth study of communications in a networking Environment. Included is the history of networking, OSI model, data types, signaling, multi-service signal conversion, data transmission, topologies, channel access method, switching techniques, SDLC, HDLC, IEEE standards, Arncet, Ethernet, Token Ring, TCP/IP, IP, SNA, and the future of networking.

CSC*H205 VISUAL BASIC I 3 cr.
This course uses Visual Basic .NET, an object-oriented/event-driven language, to teach programming concepts. Through “hands-on” application of the concepts presented in the lectures and tutorials, the student will learn the Visual Basic .NET tools used to create applications that correspond to Windows standards. By the end of the course, the student will be able to design and code simple business applications and will be prepared for more advanced courses in programming using VB, C++, etc.

CSC*H206 VISUAL BASIC II 3 cr.
Prerequisite: CSC*H205. The course covers a wide range of advanced programming topics using Visual Basic.NET an object oriented, event-driven programming language. The goal of the course is to develop computer programming skills beyond the basics covered in the introductory course. This includes arrays and collections, object variables, database programming, web programming, web services, and extensive use of the .NET classes.

CSC*H211 VB & ASP.NET Web Programming 3 cr.
Prerequisite: CSC*H205. This course covers a wide range of topics in the area of web application development using Microsoft ASP.NET. and the Visual Basic programming language. After an introduction to basic web design techniques, students will progress to more advanced e-commerce applications. Topics include working with server controls, validation techniques, managing state, authenticating users, and the use of themes. Relational databases are a big part of e-commerce applications and are also an important topic area in this course.

CSC*H213 Object-Oriented Programming Using C++ 3 cr.
Prerequisite: CSC*H205, or any programming language equivalent. This course is designed for a more advanced programming student who wish to learn C++ with object oriented techniques. The course will contain the basic concepts of an object-oriented programming language. Topics will include classes, constructor and destructor functions, function overloading, operator overloading, class inheritance, polymorphism, stream input/output, manipulator functions, templates and exception handling.

CSC*H214 Advanced C++ Programming 3 cr.
Prerequisite: CSC*H213. Topics include methods and techniques used in software development cycles. You will learn to move beyond a simple mastery of syntax. You will learn to increase productivity by combining tools, idioms, syntax, and libraries. Numerous hands-on exercises provide real-world experience in developing high quality C++. Throughout the course, you gain extensive hands-on experience with advanced C++ programming techniques. You will be required to develop complete programs from architectural design through to refining the implementation via a series of exercises.

CSC*H217 Object-Oriented Programming Using C# 3 cr.
Prerequisite: CSC*H205. This course offers students the opportunity to extend their experience and programming skills in the area of .NET development. C# (pronounced C Sharp) is an object-oriented programming language with syntax similar to JAVA, C# is becoming increasingly popular with developers in the areas of Windows applications and web sites using relational databases. Using the Visual Studio Integrated Development Environment (IDE) the course will cover topics including arrays, methods, classes, objects, inheritance, and exception handling. File Streams and database applications will also be an important part of the course.

CSC*H220 Object-Oriented Programming Using JAVA 3 cr.
Prerequisite: CSC*H205, or any programming language equivalent. This course will be an introduction to the JAVA programming language. We will develop JAVA applications as well as introduce World Wide Web browser JAVA applets. We will cover basic control structures and introduce the Object-Oriented (OO) paradigm utilizing classes and objects. We will introduce and develop programs which are event driven. There will be a wide use of the JAVA Abstract Window Toolkit. The OO model will be used in developing object-based and object-oriented programs. Finally, we will explore the toolkit to develop GUI-based, event-driven programs. There will be several programming assignments. Two tests will be given during the semester in addition to a final exam.

CSC*H228 Mobile Device Programming 3 cr.
Prerequisite: CSC*H205. This course covers a wide range of programming topics in the fast paced and ever changing world of mobile devices. The focus of the course is on the design, development, and deployment of applications intended for business, professional, and personal use. Lectures, projects, exercises, and final project reinforce the skills as they are learned. Exact programming language will vary based on market factors.

CST*H231 Database Design I 3 cr.
An introduction to relational database design. Included will be topics on the evolution of database design, data structures, designing a database, normalizing a database design and implementation of databases utilizing one or more of the popular PC database packages available such as Microsoft SQL Server.

CST*H235 Network Systems 3 cr.
Prerequisite: CST*H130, or a basic understanding of computer networks. This course teaches the student, through lectures, demonstrations, and classroom labs, the skills and knowledge necessary to configure, manage, and troubleshoot a Windows Server 2008 network infrastructure. The focus of this course will be the installation, configuration, management and support of DHCP and DNS. The course will also address security, the management and installation of services updates, and routing and remote access. Through the use of lab assignments, there is a heavy emphasis on the “hands-on” application of the concepts presented in the lectures and assigned readings.

CST*H236 Advanced Network Systems 3 cr.
Prerequisite: CST*H235. This advanced course will cover higher level system management features of the Window Server Operating System. The focus will be planning, implementing and maintaining an Active Directory infrastructure. Through lectures and lab assignments, the student will learn about integration of Active Directory with DNS, administration of user accounts and groups, group policies, security, remote access, and performance monitoring.

CSC*H237 Database Programming with VB.NET 3 cr.
Prerequisite: CSC*H205. This course covers a wide range of relational database programming topics using Visual Basic.NET and ADO.NET objects. Students will learn programming techniques using the Microsoft SQL Server relational database, the.NET System.Data namespace and classes, and disconnected architecture. Topics include SQL queries to create typed and untyped datasets, table relationships, parameterized queries, bound and unbound controls, and data views. Crystal Reports, XML Schema Designer, and Server Explorer tools are used in a hands-on class/lab environment.

CST*H239 Servicing & Support of Local Area Networks 3 cr.
Prerequisite: CST*H130. A hands-on course allowing students to install, upgrade, maintain and troubleshoot on Microsoft server operating systems. Class discussion and laboratory exercises include Network Interface Cards (NIC’s), networking cabling, disk expansions, installations, upgrades, troubleshooting techniques, and common network problems.
from external applications, and exporting files in various formats. Combining data and graphs in various ways using paste options, importing files support the applications approach. A significant amount of lab work outside browsing. Basic computer science topics are included to the extent that they is work on word processing, spreadsheets, the operating system, and internet a tool rather than how computers work. It offers instruction and practice on Prerequisites: Successful completion of ASD-H97, ENG*H063, and project will be assigned and completed either individually or in collaboration with a student project team.

**Computer Science**

**Business Division**

CSA*H105  Introduction to Software Applications  3 cr.
Prerequisites: Successful completion of ASD-H97, ENG*H063, and MAT*H095; successful completion of placement tests. The compute plays a significant role as a productivity tool in many fields of study and in business. This course introduces the student to the basics of how to use computers as a tool rather than how computers work. It offers instruction and practice on the use of personal computers and a variety of application software. Included is work on word processing, spreadsheets, the operating system, and internet browsing. Basic computer science topics are included to the extent that they support the applications approach. A significant amount of lab work outside of class time is required.

CSA*H135  Spreadsheet Applications  3 cr.
Prerequisites: CSA *H105 with a grade of “C” or better. The course centers on the use of the current version of MS Excel at an advanced level. Other spreadsheets will be examined, including online-based versions as well as the exploration of online collaboration (in Wki fashion). The instructional methodology will consist of exploring and applying advanced spreadsheet concepts to everyday situations and problems as presented in the textbook and as created by the instructor for the class. These are selected examples: Web query (getting data from a Web site directly into Excel), Goal seek, Excel database concepts, multilevel sorts, subtotals feature, Auto Filter, templates, converting table into a range, adding calculated fields to a table, drilling entries, 3-D references, linking workbooks, advanced functions.

CSA*H205  Advanced Applications  3 cr.
Prerequisites: CSA *H105 with a grade of “C” or better. This is a hands-on course that focuses on the advanced use of commonly used Microsoft Office applications (Word, Excel, PowerPoint, Access, and the integration of these). The following are selected examples of skills and concepts learned in this class: 1) WORD: inserting “quick parts,” advanced mail merges, adding editing comments, using the “Track Changes” feature, inserting bookmarks and hyperlinks, and creating equations; 2) EXCEL: protecting worksheet in various ways, creating and modifying Excel tables, creating custom filters, and using advanced analysis tools, applying advanced functions; 3) ACCESS: creating tables using correct field types and properties, creating calculated fields, forms, reports, and sophisticated queries; 4) INTEGRATION: combining data and graphs in various ways using paste options, importing files from external applications, and exporting files in various formats.

CSA*H207  Computer Applications in Management & Marketing  3 cr.
Prerequisite: CSA *H105 with a grade of “C” or better, BMG*H201 or BMG*H202. Designed for the career track business student, this course will supply a strong background in the computer skills necessary and useful in business/management and marketing. Specific applications will be based on IBM compatible machines using the Windows Environment, and will include work on business presentations, preparation of brochures, project scheduling, workgroup computing, and business on the internet. Additional topics will be considered.

**Construction Technology**

**STEM Division**

CTC*H218  Construction Documentation  3 cr.
This course focuses on the key documents used in the construction industry. Construction drawings and specifications are explored in detail. The course also includes discussions about bidding procedures bidding documents, standard construction phase responsibilities for general contractors, subcontractors, owners and design professionals. From actual drawings, students will learn how to read and understand the graphic standards that describe buildings. Both residential and commercial standards are discussed.

CTC*H132  Sustainable Energy for Residences & Businesses  3 cr.
This course explores green building concepts and energy conservation for residences and business and can be used to prepare for the LEED (Leadership in Energy and Environmental Design) Green Associate certification exam. Energy conservation and efficiency in the use of window insulation, electrical equipment, lighting, heating and cooling will be investigated. Research and evaluation of renewable energy’s economic and social feasibilities, environmental benefits and impacts, as well as state and national energy policies, will be addressed.

**Cooperative Education**

**Student Services Unit**

CWE-H100  Portfolio Preparation  2 cr.
This course stresses analysis of prior learning and self-evaluation of this learning. Students will be expected to assess, organize, and communicate their learning experiences in portfolio form for review by a faculty panel of experts. Students must complete this course to be eligible for formal assessment. Credits do not apply toward a degree. Grade reflects success in coursework only; it does not guarantee or even suggest that portfolio credit will be granted or denied by the readers.

**Criminal Justice/Public Safety**

**Behavioral and Social Sciences Division**

CJS*H101  Introduction to Criminal Justice  3 cr.
This is an introductory course designed to acquaint the student with the fields of law enforcement. Study includes an overview of crime and police problems, as well as organization of local, state, and federal law enforcement agencies. (fall/spring)

CJS*H102  Introduction to Corrections  3 cr.
An overview of the history and philosophy of the American correctional system, organization and operation of the components of the corrections systems, including correctional centers, prisons, probation, parole and community-based programs, correctional treatment programs ranging from pre-trial diversion to post-incarceration procedures. Presentation and discussion of current issues and problems in corrections will be discussed. (fall)
CJS*H103 Introduction to Security 3 cr.
The historic, philosophical and legal basis of security, and the role of the security officer and his relationships with the public sector are studied. The functional operation of various specialized areas of security such as theft and risk control, security surveys and loss prevention, management in proprietary and government institutions, safety and fire protection and commercial and retail security is surveyed. (fall)

CJS*H105 Introduction to Law Enforcement 3 cr.
An introduction course that covers the basics of law enforcement, evolution of the police function, the police in the criminal justice system and the social and psychological stresses and their effects on police work, health and the family. The course also includes the study and analysis of the problems of law enforcement as they relate to the community. (fall)

CJS*H210 Constitutional Law 3 cr.
Prerequisite: CJS*H101 with a grade of “C” or better. This course traces the history and development of the U.S. Constitution. Topics will include the Commerce Clause, procedural due process, states’ rights and civil liberties, the concept of federal supremacy, and state constitutions. (fall)

CJS*H211 Criminal Law I 3 cr.
This course is an introduction to the history, theory, and practice of substantive criminal law. Major elements of statutory offenses are discussed. Reference to the Connecticut Penal Code is included. (spring)

CJS*H217 American Legal Systems 3 cr.
This course studies the process through which justice is administered and the history of the American legal system. Also examined are the Constitution of the United States as it applies to police forces. Rules of evidence with attention given to judicial notice, presumptions, the nature of real and circumstantial evidence, burden of proof, documentary evidence, hearsay evidence, confessions and admissions will also be studied. Particular emphasis will be given to evidence, arrest procedures, as well as search and seizure. (fall)

CJS*H218 Legal Aspects of Security Operations 3 cr.
This course traces the development of the legal aspects of private security in the United States. Material includes the law as it relates to private security, search and seizure, civil and criminal liability, and evidence. Legal requirements such as licensing, training, and education are also examined. (fall)

CJS*H220 Criminal Investigation 3 cr.
This is an introduction to criminal investigation. Study includes: the presentation of rules and procedures of preliminary investigation; art of interrogation and recording of statements and confessions; collection and preservation of physical evidence at the crime scene; methods used in scientific interpretation of evidence; and preparation of cases for trial. (spring)

CJS*H224 Computer Crimes 3 cr.
This course is designed to give the student an understanding of the various aspects of computer crimes, including hacking, computer break-ins, computer fraud, the introduction of viruses, worms, and trojan horses into computer systems, mail fraud, child pornography, pirated software, sabotage, and espionage. Study includes an overview of the various types of computer crimes likely to be encountered in today’s computer environment, as well as the methods of preventing, investigating, and prosecuting those crimes. (fall)

CJS*H225 Forensic Science 3 cr.
The purpose of this course is to familiarize the student with the recognition, preservation, and collection of physical evidence at the crime scene as well as the testing and analysis of the evidence at the forensic laboratory. The student will learn through lectures, class participation and discussion, and laboratory experiments.

CJS*H229 Crime Scene Investigation 3 cr.
This is an orientation course that covers the basics of crime scene investigation, including the crime scene, identifying and collecting evidence, and the capabilities and procedures of the crime laboratory. (fall)

CJS*H234 Computer Security and Data Protection 3 cr.
This course is designed to give the student a working knowledge of computer security and data protection. Topics that will be covered include: types of attacks on computer systems, risk analysis, strategies to counter these attacks and risks, internet security, hacking, and other criminal activity. (spring)

CJS*H235 Information Warfare and Security 3 cr.
This course traces the development of information warfare, terrorism, and espionage as they relate to the computer environment. Topics include the threats to military as well as commercial and economic security. The roles of individuals, corporations, and governments in dealing with information-related attacks will be examined. The problems and remedies associated with the topics will also be examined. (spring)

CJS*H230 Security Management 3 cr.
Prerequisite: CJS*H101 with a grade of “C” or better. This course examines the functions of an integrated security program from a management perspective. Topics to be discussed include how a security organization is managed, actual situations that may be encountered, the duties of the security director, effective management skills, and the day-to-day management of the security function. (spring)

CJS*H232 Industrial and Retail Security 3 cr.
Prerequisites: CJS*H101 with a grade of “C” or better. This course examines the responsibilities of industrial security in preventing security related compromises against the company, individuals, and information. Thefts in companies and retail establishments will also be examined. Among other topics to be discussed are: sabotage, espionage, physical security, theft prevention, internal control, and techniques of detection, apprehension and prevention. (spring)

CJS*H233 Institutional Security 3 cr.
Prerequisites: CJS*H101 with a grade of “C” or better. This course is designed to give the student an understanding of the role of security as it applies to public and private institutions, such as hospitals, airports, and government agencies. The student will learn how an institution can be compromised by breaches of security. Topics to be discussed include: physical security, internal control, processing clearances, safeguarding classified information, and visitor and area control. (fall)

CJS*H241 Correctional Counseling I 3 cr.
Prerequisite: CJS*H101 with a grade of “C” or better. This course is an introduction to various concepts, principles, and techniques of counseling as applied by trained professionals in the correctional setting. Group methods, evaluation, and therapeutic Environments will be examined as a means of promoting the understanding of the counseling process. Discussions will include the various counseling models and the history of counseling in correctional institutions and the community. (fall)

CJS*H244 Community Based Corrections 3 cr.
Prerequisite: CJS*H101 with a grade of “C” or better. This course will examine alternatives to incarceration as viable sentencing options. Topics will include: the development of community corrections, parole, diversion, halfway houses, community service, house arrest, and electronic monitoring. The role of the victim in the correctional process will also be discussed. (spring)

CJS*H246 Juvenile Corrections 3 cr.
Prerequisite: CJS*H101 with a grade of “C” or better. This course presents the correctional aspects of the history, philosophy and development of the juvenile justice system. Topics to be discussed include the rights of juveniles, alternatives to incarceration, incarceration, treatment methods, and current and future trends. (fall)

CJS*H255 Ethical Issues In Criminal Justice 3 cr.
This course is designed to give the student an understanding of the necessity for high standards of ethical and moral behavior on the part of the law enforcement officer. Material will include the consequences of unethical and immoral behavior on the part of the law enforcement officer. Topics include gratuities, favoritism, temptations, dishonesty, abuse and misuse of authority. (fall)

CJS*H261 Victim and Offender Mediation 3 cr.
Prerequisite: CJS*H101 with a grade of “C” or better. The process of victim and offender mediation and reconciliation is examined in this course. The effectiveness of the process in the offender rehabilitation will be discussed. Topics to be discussed include: conflict resolution, bringing the victim and offender together, restitution of losses, reconciliation, mediation, and conflict management. (spring)
DANCE  
Arts and Humanities Division

The Division of Arts and Humanities encourages students to register for dance courses in order to develop appreciation of, and skills in, the performance arts. Some of the courses are required in career programs; others are designed for students’ interests and personal development. Consultation with the dance advisor will help determine specific needs. Dance courses, except for DAN*H101, are studio courses with a focus on movement. The history and theories of these dance genres are included experientially in class and through reading and writing assignments outside of class. For these studio courses, students must be physically able to perform the skills required in a dance class.

DAN*H101  History & Appreciation of World Dance  3 cr.  
World Dance is designed to introduce students to dance in its creative, cultural and historical aspects. It will explore “a number of important ways in which dance functions in human societies—always keeping in mind that while dance is a universal human activity, it does not play the same role in every culture.” (Grauer) This course includes seminar, video-viewing, and movement activities.

DAN*H102  Ballet I: Renaissance to Romantic  3 cr.  
Ballet from the Renaissance to the Romantic period provides students with a basic understanding of the fundamental principles of ballet technique, encouraging students to achieve a level of self-discipline and physical control, and instills an appreciation of the historical contributions of ballet to the overall development of dance as an art form. Studio course.

DAN*H109  Ballroom I   1 cr.
This course is designed to introduce students to the history, evolution, music, steps, and stylings of ballroom dancing. Three standard style dances, Tango or Swing, the Waltz, and the Foxtrot and three Latin style dances, the Rhumba, the Salsa, and the Cha, Cha, Cha, will be explored. Studio course.

DAN*H110  Rhythm Tap   1 cr.
This course is designed to introduce students to the rhythm tap genre—a collage of sound produced by using taps and body as an instrument. The cultural and historical perspectives of rhythm tap will be discussed. Studio course.

DAN*H111  Jazz I: Afro-Caribbean/American  3 cr.
Afro-Caribbean and American Vernacular Jazz Dance is designed to introduce students to the origins of jazz dance in America. Study emphasizes African and Caribbean, as well as “street” and “ballroom” influences. Basic skills of jazz movement, music, and rhythmic awareness are included. Studio course.

DAN*H112  Jazz II: Broadway and Film  3 cr.
No prerequisite. Musical Theater and Film Dance is designed to segue from American Vernacular Jazz Dance into concert jazz dance and Broadway dance. It continues with the historical (1930’s-2000’s) and cultural perspectives particular to this American dance genre as well as its differentiating styles and techniques. Studio course.

DAN*H113  Modern I: Pioneers of America  3 cr.
Pioneers of American Modern Dance is designed to introduce students not only to the basic techniques of modern dance, but also to the social, historical, and cultural changes of the twentieth century that made America ripe for new dance forms. Important figures in the dance world from the turn of the century to 1940 will be presented, along with their techniques, theories of movement and compositional ideas. Exposure to this study will enable the students to integrate the thought behind the movement with the action. Studio course.

DAN*H118  Dance Pedagogy for Early Childhood  (also listed as ECE*H118)  1 cr.
This course is designed to introduce students to the basic techniques and methodology for teaching dance to children, ages 2-5. Using the standards established by the State of Connecticut and the National Dance Education Organization, appropriate content for dance classes will be examined. We will view the dance class from a developmental perspective, identifying appropriate movement activities and strategies for teaching.

DAN*H119  Dance Pedagogy for Elementary Education  1 cr.
This course is designed to introduce students to the basic techniques and methodology for teaching dance to children, ages 5-10. Using the standards established by the State of CT. and the National Dance Education Organization, appropriate content for dance classes will be examined. We will view the dance class from a developmental perspective, identifying appropriate activities and strategies for teaching.

DAN*H120  Dance Pedagogy for Secondary Education  1 cr.
This course is designed to introduce students to the basic techniques and methodology for teaching dance to students in grades 7-12. Using the standards established by the State of Connecticut and the National Dance Education Organization, appropriate content for dance classes will be examined. We will view dance class from a developmental perspective, identifying appropriate techniques and strategies for teaching. There is no prerequisite for this class.

DAN*H140  Pilates/Wellness  (also listed as HPE*H140)  1 cr.
This course focuses on the quality of movement, posture and breathing by increasing strength, flexibility, and balance. The holistic perspective includes physical awareness, cognitive reflection, nutrition, and insights from feelings and focuses on mind-body centering. Pilates/Wellness is designed for the dancer, athlete, health professional or persons interested in overall well-being. This class meets the first ten weeks of the semester. Comfortable clothing is necessary.

DAN*H175  Kinesiology for Dancers  3 cr.
This course, designed especially for those involved in dance, athletics or somatics, looks at the structure and function of the human body. Anatomical and mechanical principles are analyzed. We will focus on the musculoskeletal system as a mechanism for motion. Students are expected to have a foundational understanding in dance or other body movement. This course will satisfy the science requirement for dance majors.

DAN*H202  Ballet II: Classical to Contemporary  3 cr.
Prerequisite: DAN*H102. Ballet from the Classical to Contemporary periods is designed to further the student’s study of the technique of classical ballet and its history in the twentieth century. Studio course.

DAN*H209  Ballroom Dance II   1 cr.
It is strongly advised that students take DAN*H109 Ballroom I prior to taking this course or have a foundation in ballroom dance. This course is designed to expand students’ study of the history, evolution, music, steps, and styles of ballroom dancing. Three standard style dances, Swing, the Waltz, and the Foxtrot, and three Latin style dances, the Rumba, the Salsa, and the Tango, will be covered.

DAN*H213  Modern Dance II: Second Generation America  3 cr.
Prerequisite: DAN*H113 or permission of instructor. This course encompasses the techniques, theories and philosophies of movement as presented by America’s second generation from Cunningham to Alvin Ailey. The social and cultural changes that influenced this period’s dance also will be explored. Exposure to this study will enable the student to integrate the thought behind the movement. Studio course.
Reprinted Ensemble I 3 cr.
Prerequisite: Permission of instructor. Modern, Jazz or Ballet compositions by faculty or renowned choreographers will be taught, rehearsed and presented in concert. Performance skills of projection, clarity, staging, spacing and truth to choreographers' techniques will be practiced. Works for repertory may include Charles Weidman's Brahms' Waltzes, Anna Sokolow's Rooms, Balanchine's Tarantella, and Pilobolus' Improvisational Techniques. Studio course. Additional rehearsals required.

Choreographic Principles/Ensemble I 3 cr.
Prerequisite: Permission of instructor. Choreographic Principles/Ensemble is designed for students to discover sources of movement and develop the tools for structuring movement in time and space. It includes assigned composition problems and structured movement improvisation. Students may find their own personal statement in movement and develop a solo dance, and/or they may focus on making a group work. Students develop creative decision-making in working with a group. Elements of performance—costume, decor, lighting, staging—will also be explored and executed in formal concert. The Ensemble is the performing arm of the College. Studio course. Additional rehearsals required.

Choreographic Principles/Ensemble II 3 cr.
Prerequisites: DAN*H221 and permission of instructor. This course is designed to expand students' study of dance compositions by faculty and renowned choreographers who will teach their work. Modern dance is emphasized but works may be from the jazz dance or ballet genre. The studied works will be videotaped and then rehearsed by the instructor. Students, working as an ensemble, will present these works in formal or informal concert. Performance skills of projection, clarity, staging, spacing, and truth to choreographers' intent and technique will be further practiced. Students will continue to develop and execute production skills related to production. Participation in Dance Concert is mandatory.

Choreographic Principles/Ensemble III 3 cr.
Prerequisite: DAN*H222 and permission of instructor. This course is designed for students to expand their knowledge of movement and dance and to continue to develop the tools for structuring movement in time and space. It includes assigned composition problems and structured movement improvisation. Students will continue to explore their own personal statement in movement and develop solos and/or group work. Students will continue to develop and demonstrate creative decision-making in working with an ensemble, both choreographically and in production. Tools and vocabulary continue to be offered in an environment open to creative communication. Elements of performance (costume, decor, lighting, staging) and production (publicity, press releases, stage and house management, scheduling) will be explored also. Participation in Dance Concert is mandatory.

Jazz III: Musical Theater Dance 3 cr.
Prerequisites: DAN*H112 or previous dance training. This course will focus on the three most influential directors/ choreographers of the 20th century: Jerome Robbins, Michael Bennett and Bob Fosse. It will reconstruct not only the dancing but the character intent in a signature piece from West Side Story (Jerome Robbins), A Chorus Line (Michael Bennett) and Chicago (Bob Fosse). It will also emphasize the dramatics that were infused into each piece and how the emergence of the director/choreographer reshaped the American musical to what it is today. Coursework will compare the differences and the similarities of each piece and its construction. The three works will be informed by the performances of the students at the end of the course as part of their final exam. Reading and writing components are done outside of class. Extra hours in the studio may be required. Students taking this course are expected to have a foundation in dance.

Modern Dance III: Technique/Humphrey-Limon 2 cr.
Prerequisite: DAN*H113 and/or DAN*H213. This studio course is designed to continue students' study in the Humphrey-Limon techniques of modern dance. This twentieth century technique is the foundation of the modern dance study at this college. Presented along with Doris Humphrey's and Jose Limon's techniques will be their theories of movement and compositional ideas. Exposing the student to this course will enable him/her to integrate the thought behind the movement with the action. Extra rehearsal hours in the studio are required.

Digital Arts Technology
Arts and Humanities Division

Introduction to Digital Arts 3 cr.
Prerequisite: CSA*H105 or equivalent experience. This course is an introduction and overview of the digital arts. The basic elements, components and skills required for digital art development and production will be defined and explored. Topics include: applications of digital arts, presentation software, visual design principles, digital media design, Web design, configuring a multimedia system, emerging technologies, multimedia components, and interactive multimedia development.

Multimedia Authoring I 3 cr.
Prerequisite: DAT*H101. Multimedia Authoring I is an introduction to the planning, development and management of multimedia software projects, Interaction Design, and algorithm analysis. Topics include: multimedia and instructional design, multimedia and interaction design, multimedia and the WWW, arrays, functions and methods, events and event handlers, objects, logic structures, repetition structures, programming and scripting languages, and variables.

Digital Imaging I 3 cr.
Prerequisite: DAT*H101. Digital Imaging I provides an in-depth study of digital image files and their uses in the realm of digital graphics, imaging and video. Topics include: alpha channels, composition and lighting, color theory, data compression, filters, raster graphics, vector graphics, gradients, layering, screen resolution and bit depth, and video display formats.

Digital Video Production I 3 cr.
Prerequisite: DAT*H101. Digital Video Production I is an introduction to the three phases of video production: pre-production, production, and post-production. Students will script, storyboard, shoot, and edit original short films. Topics include: alpha channels, aspect ratio, audio production, broadcast standards, computer monitors vs. video monitors, camera techniques, composition, compositing, compression, lighting, rolling credits, transitions, titles, and project management.

Interactive Media Design 3 cr.
Prerequisite: DAT*H104. Interactive Media Design is a practical and theoretical approach to the development and application of interactive digital media for desktop, portable devices, and Web-based applications. Learners will utilize the latest technologies to design, develop and present interactive digital media content. Topics include: principles of interaction design, human-computer interaction, intermediate JavaScript and XML programming, and developing interactive PDF documents.

Multimedia Authoring II 3 cr.
Prerequisite: DAT*H104. Multimedia Authoring II is an intermediate-level course in the application of advanced project development tools used in the creation of interactive multimedia for the entertainment, entertainment and Web industries. Students will learn and apply techniques used to create interactive multimedia for broadcast, electronic games, and WWW applications. Topics include: algorithm analysis, animation, Interaction Design
and interactivity, introduction to Human-Computer Interaction, keyframing and tweening, objects and events, Lingo scripting, timeline-based authoring, and Shockwave.

DAT*H212  3D Graphics & Animation I  3 cr.
Prerequisite: DAT*H108. The 3D Graphics & Animation I course is an introduction to the design and application of digital character modeling and animation. Students will learn to design 3D modeled objects and examine and apply fundamental 2D and 3D graphic algorithms. Topics include: animation, camera and rendering, extrusions, lighting, modeling, polygons and primitives, surfaces, terrain, texture maps, transforms, and vectors.

DAT*H215  Multimedea Web Authoring  3 cr.
Prerequisite: DAT*H205. Multimedea Web Authoring utilizes the latest software technologies and methodologies to develop and deliver complete interactive multimedia software systems for Web-based applications. Topics include: advanced algorithm analysis, complex problems in Human-Computer Interaction, and advanced JavaScript and Action Script programming.

DAT*H218  Electronic Music Composition/ Audio Technology I  3 cr.
Prerequisite: CSA*H105 and permission of the instructor. This course is an introduction to the art and techniques of electronic music and audio production. The history, elements, and tools of electronic music and audio will be defined and explored. Topics include: acoustic theory, analog and digital audio principles, composition, recording engineering techniques, sound sampling, electronic synthesis, MIDI, and audio for multimedia and the World Wide Web.

DAT*H219  Electronic Music Composition/ Audio Technology II  3 cr.
Prerequisite: DAT*H218/MUS*H218. This course provides intermediate instruction in digital synthesis, digital sequencing software, and electronic composition methods. Students will complete a series of directed and independent compositional projects in a variety of styles. Topics include: construction of timbres, additive and subtractive synthesis, digital sampling, signal processing, and algorithmic composition.

DAT*H220  Acoustics and Sound Design  3 cr.
Prerequisite: DAT*H101. The advanced functions of the properties of sound, human hearing, electro-acoustic instruments, digital sound reproduction systems, sound synthesis, and psychoacoustics are examined. Students will develop and participate in a number of practical sound design and audio engineering projects.

DAT*H224  Digital Video Production II  3 cr.
Prerequisite: DAT*H110. This course examines advanced project development methods and tools for video production. Students will study and apply the processes involved in transforming a concept to a finished video product. Topics include: analysis, budget, copyright, scripting, storyboarding, sequencing, pre-production, production, and post-production. The learner will design, script, produce, edit, and complete an original video project.

DAT*H226  Motion Graphics for Film & Video  3 cr.
Prerequisite: DAT*H110. The study and application of state-of-the-art special effect techniques used in film and video industries will be explored. Topics include: composing of multiple layers, masks and mattes, advanced motion controls, and advanced color keying.

DAT*H230  Digital Imaging II  3 cr.
Prerequisite: DAT*H110. The advanced study of the design and manipulation of digital graphic and image files will be realized through a series of experimental projects. Topics include: photo retouching, drawing with vector paths, creating special effects with multiple layer effects, and designing images for interactive electronic media.

DAT*H234  3D Graphics & Animation II  3 cr.
Prerequisite: DAT*H122. This course will explore advanced techniques for character modeling and the design of virtual space. Topics include: lighting and atmospheres, environmental structures, organic modeling, and character construction. The learner will design, model, and animate a complete 3-dimensional virtual world.

DAT*H240  Multimedea Authoring III  3 cr.
Prerequisite: DAT*H205. This course explores advanced multimedia systems and the theoretical and practical issues in designing interactive systems. Topics include: compression techniques, synchronization, user interface accessibility, indexing and retrieval techniques, operating system support for digital audio, video, and animation file formats, as well as network and transport protocols for multimedia. Emphasis will be placed on current design and delivery issues, software implementation and discussion of future directions.

DAT*H290  Digital Arts Project  3 cr.
Prerequisite: DAT*H224 or 230 or 240. Completion of a significant project under the guidance of an advisor in an area of mutual interest such study terminating in a deliverable software/media product with technical documentation. The project must be in an area directly related to one of the three program options.

**DRUG AND ALCOHOL RECOVERY PROGRAM (DARC)**

**Behavioral and Social Sciences Division**

DAR*H101  Issues in Drug and Alcohol Abuse  3 cr.
Prerequisites: Passed or tested out of ENG*063. This course will introduce students to the substance abuse treatment field and discuss DARC admission and certification requirements. Students will explore key topical areas such as: models of recovery; history of legislation and regulation; self-help and evidenced-based approaches to recovery, ethics and confidentiality. Public health issues related to substances will be investigated, including: trends in substance use, co-occurring disorders, advertising of tobacco and alcohol, costs to society, and continuum of care from prevention to aftercare.

DAR*H111  Addiction Counseling I  3 cr.
Prerequisite: Passed or tested out of ENG*063. Students will learn, practice and develop counseling skills such as: attending, reflecting, active listening, interviewing and mirroring as it relates to addictions counseling. Students will learn theories that are fundamental to addiction counseling and understand the relationship of theory to skills. Students will reflect on their roles as counselors and define the qualities, knowledge base, and skills essential to becoming a competent, ethical, culturally-aware counselor-in-training.

DAR*H112  Group Counseling Theory and Techniques  3 cr.
Prerequisite: Passed or tested out of ENG*063. Students will be introduced to the concepts and theories of group counseling and group dynamics in the addiction field. Types of groups, group formation, and stages of group development, transitions and termination of groups will be discussed as well as the ethical aspects of group work. Through a combination of didactic and experiential learning, students will have the opportunity to examine their own performances as group members and facilitators.

DAR*H115  Biology of Addiction  3 cr.
Prerequisite: Passed or tested out of ENG*063. Students will be introduced to the basic pharmacology of drugs of abuse, and drug classification as well as the process of neurotransmission and brain functioning when drugs are introduced to the human body. Discussion of how each class of psychoactive substances alters neurotransmission and homeostasis will occur. The course examines the consequences of short- and long-term substance use, abuse, and addiction on all major bodily systems and the fetus.

DAR*H220  Co-Occurring Disorders Counseling  3 cr.
Prerequisite: Passed or tested out of ENG*063. The purpose of this course is to educate students about the principles, assessment instruments, strategies, settings and models for treating clients with co-occurring disorders in the addiction treatment setting. This course will provide education and training on models for treating co-occurring disorders, assessment practices, development of treatment plans, and counseling strategies that may be used in inpatient and outpatient settings.

DAR*H213  Addiction Counseling II  3 cr.
Prerequisite: Passed or tested out of ENG*063, DAR*H111. This course builds upon the theoretical base presented in Addiction Counseling I and will encourage further development of encouraging, paraphrasing, summarizing and reflection of feelings as they relate to conducting intake interviews, treatment planning, counseling and the discharge process. Students will also learn about complex issues which include GLBT populations, HIV/AIDS, domestic violence, eating disorders, relapse prevention, specialized self help groups, ethical behavior and multicultural competencies.
DAR*H251 Counseling Internship I
6 cr.
Prerequisites: DAR*H101, 111, 112, 158; ENG*H63 and permission of the program coordinator. Students will spend 15 hours per week in a substance abuse treatment facility under the joint supervision of the DARC program Coordinator and a supervisor at the facility and attend a seminar once per week. Students will observe, practice and develop competency in the 12 core functions of addiction counseling. As students develop increased competence, they will progress from active observers to co-counselors and then to counselors. Students will continue academic study during a weekly seminar. Students will be expected to reflect on their field work, participate in clinical supervision and peer group interaction. (fall only)

DAR*H252 Counseling Internship II
6 cr.
Prerequisite: Passing grade of "C" or better in DAR*H251 and permission of DARC program coordinator. DAR*H251 and DAR*H252 must be completed in consecutive (Fall/Spring) semesters. A continuation of DAR*H 251, students will continue their field placements for 15 hours per week in the same substance abuse treatment facility. Students will refine their counseling skills and assume increased responsibility for implementing the transdisciplinary foundations and competencies required of addiction counselors. During the semester, students will function as a primary addiction counselor for one or more clients. The classroom component (weekly seminar) of this internship will prepare students for the certification exam and case presentation as well as provide for ongoing clinical supervision, personal reflection and growth. (spring only)

EARLY CHILDHOOD EDUCATION
Behavioral and Social Sciences Division

ECE*H101 Introduction to Early Childhood Education
3 cr.
A study of the historical, philosophical and social perspectives of early care and education. Emphasis will be on modern development and trends, along with an understanding of the organization and composition of early childhood education settings, which include curriculum materials, learning environments and the teacher's role. Four three-hour observations of various types of early childhood programs and field trips are required.

ECE*H103 Creative Experiences for Children
3 cr.
This course includes the exploration of the relationship of creative art to the total educational program of the young child. Experimentation with the use of various media techniques and methods will be included. The concept of play as it relates to creativity will also be explored. Field trips are required.

ECE*H106 Music and Movement for Children
3 cr.
Prerequisites: ECE*H104. This course is designed to have students acquire skills in order to plan and implement creative music and movement education experiences for young children. Areas of exploration will include singing, listening to music, rhythmic activities, chants, creating music, using instruments with children, multi-cultural music, creative dance and movement, musical games, music for children with special needs, and using music spontaneously in the classroom. The main goals of the course are to develop an understanding of the importance of music and movement education experiences in an early childhood environment, the role that music plays in the growth and development of young children and how these experiences can be creatively planned, implemented and integrated throughout the daily curriculum.

ECE*H109 Science and Math for Children
3 cr.
The focus of this course will be on acquiring an understanding of the materials and methods of working with young children in the areas of science, math and social studies and their integration into the curriculum. Emphasis will be placed on understanding these areas from a child development perspective. (fall)

ECE*H118 Dance Pedagogy for Early Childhood
(also listed as DAN*H118)
1 cr.
This course is designed to introduce students to the basic techniques and methodology for teaching dance to children, ages 2-5. Using the standards established by the State of Connecticut and the National Dance Education Organization, appropriate content for dance classes will be examined. We will view the dance class from a developmental perspective, identifying appropriate movement activities and strategies for teaching. There is no prerequisite for this class.

ECE*H141 Infant/Toddler Growth and Development
3 cr.
Prerequisites: ECE*H101 a physical examination is required. An introduction to the care and teaching of infants and toddlers, which emphasizes the interrelationship between social, emotional, cognitive, physical and language development. Age appropriate curriculum strategies will be based on developmental theories. Components of a high quality program will be explored. Students will be required to fulfill 8 weeks (4 hours per week) of field placement work with toddlers as well as complete three, 4-hour observations of infants child care setting. Placement is determined by the coordinator. (fall)

ECE*H176 Health, Safety and Nutrition
3 cr.
The relationship between health, safety and nutrition and child development will be explored. Emphasis will be on the strategies needed to implement a safe, healthy and nutritionally sound program. Integration of these areas into the total curriculum will be examined.

ECE*H206 Administration and Supervision of Early Childhood Programs
3 cr.
Prerequisites: ECE*H101 or permission of the Early Childhood Education Coordinator. An examination of the multi-dimensional role of the early childhood program director/administrator. Administrative styles, management tools and interpersonal skills that contribute to effective leadership will be explored. Topics such as CT State licensing regulations, NAEYC accreditation, director certification, public policies and professionalism will be discussed. (spring)

ECE*H210 Observation, Participation and Seminar
3 cr.
This course is designed to help students to observe, interpret and assess children’s behavior and developmental characteristics and to increase awareness of typical and atypical patterns of behavior, as well as to develop learning plans. Observation and participation placements are provided for the study of young children at the discretion of the coordinator. The students will observe and participate in an accredited center to gain experience in working with young children. In weekly seminars, students will focus on issues related to observing and understanding children’s development. Students will spend a total of 60 hours, (4 hours per week) observing, documenting and interacting with young children in the classroom. (fall)

ECE*H215 The Exceptional Learner
3 cr.
Prerequisites: ECE*H101, PSY 203 or permission of the Early Childhood Education Coordinator. The study of the “exceptional child” with emphasis on the history, laws, concepts, practices and terminology used by professionals in the field. Accommodations and techniques used by teachers in an inclusive classroom will be covered. An observation of a preschool special education class is required.

ECE*H222 Methods and Techniques in Early Childhood Education
3 cr.
Prerequisites: ECE*H101, 103, 106, 176, and 231, ENG*H101, PSY*H11, SOC*H101, should be taken concurrently with ECE*H291. The study of the knowledge and skills needed to plan, implement, and evaluate a developmentally and culturally appropriate curriculum. Experiences will focus on the design of the learning environment, the interaction between teacher, child and family, classroom management and the fostering of opportunities to enhance the development of the whole child. Guidance of children’s behavior will be explored. Written permission is required before enrollment. (spring)

ECE*H231 Early Language and Literacy Development
3 cr.
Prerequisites: ECE*H101. An introduction to language and literacy development in the young child. Exploration of the early childhood language arts curriculum which includes speaking, listening, writing and reading skills will be examined. Emphasis on the influence of a child’s cultural background and experiences on emerging literacy development will be explored. Creation of a literacy-rich environment that engages children in developmentally appropriate language arts experiences will be included. Field trips are required. (spring)

ECE*H290 Student Teaching I
3 cr.
Prerequisites: ECE*H101, 103, 106, 176, and 231, ENG*H101, PSY*H11, SOC*H101. A physical examination by a doctor and a criminal background check are required before starting ECE*H290. This course is designed to develop specific skills needed by the student in order to assume the respon-
abilities in a classroom. Through guided supervision in the classroom and seminars, the student will gain the needed experience by putting theory into practice. The coordinator will place students in the College’s Child Development Center. Written permission is required before enrollment. Topics to be explored will include classroom management, daily schedules, curriculum and developmentally appropriate planning. The student is required to fulfill 120 hours of work experience during the semester. (8 hours per week minimum) (fall)

ECE*H291 Student Teaching II 3 cr.
Prerequisites: ECE*H101, 103, 106, 176, 231, and 290, ENG*H101, PSY*H111, 204, SOC*H101. This is a continuation of ECE*H290. During this phase of the work experience, the student will concentrate on working directly with young children. The overall objectives are for the student to be able to manage a classroom independently, plan, organize, execute and evaluate classroom activities on a weekly basis, and be able to critique effectively one’s role in the classroom. The student will be under the supervision of an on-site supervisor and the College instructor. Individual placements are under the direction of the Coordinator which includes eight hours in the Child Development Center and four hours in another setting. Written permission is required before enrollment. The student is required to fulfill 192 hours of work experience for the semester. (12 hours per week minimum) (spring)

ECONOMICS
Business Division
ECN*H101 Principles of Macroeconomics 3 cr.
An introduction to the basic structure of the United States economic system is presented. Topics include: types of economic systems, characteristics of capitalism, supply and demand, inflation and unemployment, the federal reserve system, and economic policy.

ECN*H102 Principles of Microeconomics 3 cr.
Prerequisite: ECN*H101. An introduction to the problems of scarcity and resource allocation as it pertains to households and firms. The course centers on production and cost analysis in the four major types of industry models. Topics include supply and demand, elasticity, consumer choice, government in the microeconomy and price determination under various market conditions.

ECN*H130 Consumer Economics 3 cr.
Study concerns the proper management of personal income and expenditures. Topics include: a study of inflation and business cycles, commercial and savings accounts, budgets, charge accounts, installment buying use of credit, home ownership, insurance and taxes.

ECN*H250 Money and Banking 3 cr.
This course examines monetary theory and policy with special attention to the monetary system, commercial banking, the thrift industry, central banking, and capital markets.

ELECTRONIC ENGINEERING TECHNOLOGY
STEM Division
EET*H102 Electrical Applications 3 cr.
Corequisite: MAT*H137. An introduction to the fundamental concepts of electricity and electronic technology. A study of DC and AC electrical circuits with the emphasis on instrumentation, measurements, devices, and application of theory to practical systems. Topics covered include electrical circuits, applied electrical technology, transformers, motors and generators, electronic fundamentals and devices. Two class and two laboratory hours weekly.

EET*H104 Electronic CAD and Fabrication 1 cr.
Prerequisite or Corequisite: Some experience with WINDOW operating system. Introduction to the basics of double sided Printed Circuit Board construction and soldering components to these boards. ompletion of a small fabrication kit including PC Board, leading to better physical understanding of PCB’s as a prerequisite to using OrCAD Layout software. The CAD then moves into the CAD laboratory to study the concepts of schematic capture (OrCAD CAPTURE) into a NETLIST and on to PCB layout. Three laboratory hours weekly.

EET*H110 Electric Circuits I 4 cr.
Corequisite: MAT*H172. The fundamentals or direct current circuits are established. Emphasis is placed on the characteristic description of circuit behavior. Ohm’s law and Kirchhoff’s law are used to determine circuit characteristics. Circuit rules, methods and theorem are covered extensively. Resistance, capacitance and transient responses are introduced. Formal laboratory report writing is required. Four class hours and two laboratory hours weekly.

EET*H114 Electric Circuits II 4 cr.
Prerequisites: EET*H110. Corequisite: MAT*H185. The application of circuit analysis techniques acquired in Electric Circuits I are extended to circuits excited by AC sources. Emphasis is placed on solving circuit problems using complex numbers and phase diagrams. Topics include: inductance, transients, filter theory, mutual inductance, transformer theory, and an introduction to polyphase circuits. Formal report writing is required. Four class hours and two laboratory hours weekly.

EET*H126 LabVIEW 2 cr.
Co-requisite: MAT*H172. This course will introduce the student to data acquisition using the computer. Students will learn how to create “virtual instruments” using LabVIEW™, a powerful graphical programming language for data acquisition and manipulation. Emphasis is placed on standard programming structures, real-time data acquisition, mathematical manipulation and graphing. Four laboratory hours

EET*H136 Electronics I 4 cr.
Prerequisites: EET*H110. Corequisites: EET*H114, MAT*H185. Semiconductor physical concepts and P-N junction theory is established and applied to basic devices such as diodes, bipolar junction transistors, and field effect transistors. Circuit applications of these and other special devices are studied, with an emphasis on operating principles and analysis techniques. Three class and two laboratory hours weekly.

EET*H208 Applied Circuit Analysis 3 cr.
Prerequisites: EET*H126, 114, MAT*H185. The analysis of RLC circuits using classical calculus for inputs which are both sinusoidal and non-sinusoidal are examined. Resulting first and order differential equations are solved using classical methods and by use of Laplace transforms. Basic derivatives and integration are taught as they apply to RLC circuitry. Three class and three laboratory hours weekly. This course may be substituted for MAT*H232 for Electrical students only.

EET*H232 Electronics II 4 cr.
Prerequisite: EET*H136. Corequisites: MAT*H185. Characteristics of small signal amplifiers using BJT’s and FET’s are examined, and followed up with a study of linear op-amp circuits. Comparators and Schmitt Triggers using op-amps are also explored. Basic characteristics of power amplifiers and oscillators are studied, and the operation of the thyristor family of devices is introduced. Three class and three laboratory hours weekly.

EET*H242 Fiber Optics 3 cr.
Prerequisites: EET*H136, 252, PHY*H122. The course will cover the basics of fiber optics, how it is manufactured, its applications and fiber performance. The different types of construction of fiber optic cabling will be discussed and illustrated, with the advantages and disadvantages of each. Different types of connectors will be covered in both the classroom and the laboratory with the student making many of the actual connections. Measurement of the transmission characteristics of cables will be measured in the laboratory using a Time Domain Reflectometer. The use of single mode and multimode cabling relative to the type of transmission will be discussed. Three class and three lab hours weekly.

EET*H251 Electronic Instrumentation 3 cr.
Prerequisite: EET*H126, 114. Corequisites: EET*H232, 252. A study of the operating principles of electronic and electrical instruments. Both analog and digital instruments are covered. Sources of instrument errors and standards of measurement are included, along with the design of VOM circuits and basic electronic instruments. Also included is an introduction to LABVIEW (Basic Virtual Instrument Programming) and data acquisition. Three class and three laboratory hours weekly.
EET*H252  Digital Electronics  4 cr.
Corequisites: EET*H114. The study of number systems, Boolean algebra, logic gates and combinational circuits. This study provides the basis for investigating the operation of sequential circuits including flip-flop applications. Design of arithmetic circuits adders and subtractors and BCD are studied. Decoders, encoders, multiplexers and demultiplexers are included as an application of the basic gates. Use of Electronic WorkBench software to solve logic problems. Three class and three laboratory hours weekly.

EET*H253  Advanced Digital Electronics  3 cr.
Prerequisite: EET*H252. A continuation of digital circuit design. Includes counters (asynchronous, synchronous types), multi-bit shift registers, logic families A/D and D/A converters, and code converters. Static and dynamic RAM memory circuits used in computers are studied along with ROMs, masked PROMs and erasable PROMs. CPLD design is explored extensively. Schematic entry and state diagram are methods learned to program a Xilinx CPLD. VHDL is introduced. Three class and three laboratory hours weekly.

EET*H256  Microprocessors  4 cr.
Prerequisite: EET*H252. A study of the fundamentals of Microchip Corporation’s PIC™ microcontroller architecture and high level programming language using Micro Engineering Lab’s PIC BASIC PRO compiler. Programming concepts include looping, decisions, time delays, interrupts, and LCD display. Hardware is addressed via the M.E. Labs X1 experimenter board. The PBBpro compiler is run within Microchip’s MPLAB Integrated Development Environment™ allowing full simulation capability as well as use of the Microchip ICD2 In Circuit Debugger for observing hardware operation in a very controlled manner. Three class hours and three laboratory hours weekly.

EET*H268  Control Systems  3 cr.
Prerequisites: EET*H126, 114, 232, 252, MAT*H185. An introductory course which investigates primarily electro-mechanical control systems. Discrete control systems using relay logic and programmable controllers (PLC’s) are studied. Open and closed loop analog speed control systems are closely investigated. Motion, work EVSelope, axis of movement and programming lead up to a project with a working robot. Three class and three laboratory hours weekly.

EET*H294  Projects  2 cr.
Prerequisites: EET*H104, 232, 252. Provides the opportunity to construct a project of interest to the student with the approval of the instructor. The course involves research, preparation, and a written report for the project, as well as full implementation, testing, fabrication, troubleshooting, and final demonstration of the project. Schematics and PCB layouts will be prepared using OrCAD SDT and OrCAD PCB tools. Four laboratory hours weekly.

EMT-PARAMEDIC
Allied Health/Nursing/Physical Education

EMT*H100  Emergency Medical Technician-Basic (EMT-B)  6 cr.
This course includes classroom and clinical experiences and provides students the opportunity to develop the knowledge and skills required for EMT-B National Certification. Emphasis is placed on patient assessment, clinical signs and symptoms, pathophysiology and pre-hospital care of patients. Areas of instruction include CPR, airway essentials, assessment and care of trauma and medical patients including infants, children and the elderly, rescue operations, hazardous materials and pharmacological interventions. Clinical rotation in an emergency room is required.

ENGINEERING TECHNOLOGY
STEM Division

TCN*H101  Introduction to Engineering Technology  3 cr.
Students meet and interact with Engineering Technology faculty through classroom activities and hands-on laboratory projects designed to show the interest-

ENG*H053  The Paragraph and Beyond  6 cr.
Prerequisite: Appropriate score on placement tests or recommendation of Division Director and instructor. This course provides a strong basis in the mechanics of writing and promotes confidence in the expression of ideas. Emphasis is placed on practicing the writing process beginning with a focus on the paragraph and moving to the writing of the essay. Conventional use of citation, quotation, and paraphrase (using MLA style) is a necessary component of ENG*H043. This course is a prerequisite for other writing courses unless placement exams indicate a readiness otherwise. ENG*H043 may not be taken concurrently with, or after completing, ENG*H053, 063 or 101. This course requires a minimum of six (6) hours of outside work per week. This course does not fulfill any degree requirement.

ENG*H063  Writing: Introduction to Essay  3 cr.
Does not apply to degree. Prerequisite: "C" or better in ENG*H043 or appropriate score on placement tests or recommendation of Division Director and instructor. This course will enhance the student’s confidence in expressing ideas and provide practice with sound writing mechanics. Emphasis is placed on practicing the writing process with a focus on rhetorical methods; skills are taught within the context of essay writing. In addition, students will read, critically assess and write as a response to readings. Library and research techniques are

ENGLISH
Arts and Humanities Division

The English faculty is well aware that individuals enter college with different reading and writing skills. Because of this, courses have been designed to meet special needs and to help develop the skills necessary for success in college or a chosen career. Testing and consultation with counselors and instructors help in planning a program. The College’s Arts and Humanities Division is available for further assistance when choosing coursework in English.

ENG*H043  Writing: Paragraph to Essay  3 cr.
Prerequisite: Appropriate score on placement tests or recommendation of Division Director and instructor. This course provides a strong basis in the mechanics of writing and promotes confidence in the expression of ideas. Emphasis is placed on practicing the writing process beginning with a focus on the paragraph and moving to the writing of the essay. Conventional use of citation, quotation, and paraphrase (using MLA style) is a necessary component of ENG*H043. This course is a prerequisite for other writing courses unless placement exams indicate a readiness otherwise. ENG*H043 may not be taken concurrently with, or after completing, ENG*H053, 063 or 101. This course requires a minimum of six (6) hours of outside work per week. This course does not fulfill any degree requirement.

ENG*H053  The Paragraph and Beyond  6 cr.
Prerequisite: Appropriate score on placement tests or recommendation of Division Director and instructor. This course provides a strong basis in the mechanics of writing and will enhance the student’s confidence in expressing ideas by providing practice in sound writing mechanics. Emphasis is placed on practicing the writing process beginning with a focus on the paragraph and moving to the writing of the essay with a focus on rhetorical methods. Basic library and research techniques are introduced and practiced. In addition, students will read, critically assess and write as a response to readings. This course is a prerequisite for ENG*H101 and requires a minimum of twelve (12) hours of outside work per week.

ENG*H063  Writing: Introduction to Essay  3 cr.
Does not apply to degree. Prerequisite: "C" or better in ENG*H043 or appropriate score on placement tests or recommendation of Division Director and instructor. This course will enhance the student’s confidence in expressing ideas and provide practice with sound writing mechanics. Emphasis is placed on practicing the writing process with a focus on rhetorical methods; skills are taught within the context of essay writing. In addition, students will read, critically assess and write as a response to readings. Library and research techniques are
Dreiser, Fitzgerald, Hemingway, and Faulkner are included as part of this course.

ENG*H101 Composition 3 cr.
Prerequisite: “C” or better in ENG*H053, or 063 or successful completion of placement tests or recommendation of Division Director and instructor. May not be taken concurrently with ENG*H053, or ENG*H063 or ENG*H102. This course is designed to introduce students to the importance of writing and to develop their critical thinking, reading, and writing skills. The class will focus on the writing of expository essays, often in response to complex readings. This course will emphasize the necessity of revision as a means of producing college-level writing. Intensive library and research techniques are an integral part of this course.

ENG*H102 Literature and Composition 3 cr.
Prerequisite: “C” or better in ENG*H101 or recommendation of Division Director and instructor. Students develop skills in understanding and appreciating genres such as fiction, poetry, and drama. Additionally, students apply critical methodologies and investigate relationships between literature and society, thus confirming their skills of analysis and writing. Intensive library and research techniques are an integral part of this course. ENG*H102 is an academic core course.

ENG*H200 Advanced Composition 3 cr.
Prerequisite: “C” or better in ENG*H101 or recommendation of Division Director and instructor. Students will study audiences, research, and write material for those audiences. Students will be encouraged to freelance some writing during the semester.

ENG*H202 Technical Writing 3 cr.
Prerequisite: ENG*H101. This course involves the student in the study and practice of the basic skills and principles of technical writing for business and industry. The practice of writing is emphasized; graphic and design elements including designing visual formats are given secondary emphasis. The course focuses on the fundamental skills and formats of letter/memos, instructions, proposals, reports, and layperson writing (communicating difficult subjects to general audiences). Individual instructors may add other subjects.

ENG*H211 Short Story 3 cr.
Prerequisite: ENG*H102 or ENG*H200. This course is a study of the framework and the major movements, writers and works of short fiction. Emphasis is given to the various attempts to portray the response to the complexity of life and to examine the role of literature. It will, further, focus on the study of short prose fiction in order to develop the ability to read and write. The course informs understanding of how literary form suits both an author’s and an age’s aesthetic.

ENG*H214 Dramatic Literature 3 cr.
Prerequisite: ENG*H102 or ENG*H200. The study of dramatic literature, analysis and critical writings about the great plays from the canon of world drama. Works to be read include plays by Euripides, Shakespeare, Molière, Ibsen, Chekhov, Williams, and Hansberry.

ENG*H215 Studies in Children’s Literature 3 cr.
Prerequisites: ENG*H102 or ENG*H200. This course covers selection, evaluation and critical study of books and materials available for children. Included are folklore, poetry, fiction, and non-fiction, as well as discussion of outstanding writers and illustrators, past and present.

ENG*H221 American Literature I 3 cr.
Prerequisites: ENG*H102 or ENG*H200. Students read and discuss leading writers of America to the Civil War. Included are works of the Puritans, Jefferson, Franklin, Cooper, Emerson, Melville, and Whitman. Critical and historical analysis is included. The period covered by this course corresponds to the period covered by HIS*H201. U.S. History I.

ENG*H222 American Literature II 3 cr.
Prerequisites: ENG*H102 or ENG*H200. Students read and discuss leading writers of America from 1865 through World War II. Critical and historical analysis is included. The period covered by this course corresponds to HIS*H202. U.S. History II. Authors such as Twain, James, Crane, Frost, Dreiser, Fitzgerald, Hemingway, and Faulkner are included.

ENG*H231 British Literature I 3 cr.
Prerequisites: ENG*H102 or ENG*H200. Students read and discuss representative writers of British poetry and prose to the eighteenth century including the works of Chaucer, Shakespeare, Milton, Pope, Swift, and Johnson. Course offering subject to enrollment.

ENG*H232 British Literature II 3 cr.
Prerequisites: ENG*H102 or ENG*H200. Students make an intensive critical and historical study of British writers beginning with Blake and the Romantics and ending with twentieth century writers. Offered subject to enrollment.

ENG*H241 World Literature I 3 cr.
Prerequisite: ENG*H102 or ENG*H200. This course is a study of representative works of world literature to 1715. The course emphasizes the study and consideration of the literary, cultural, and human significance of selected great works of the Western and non-Western literary traditions.

ENG*H251 African-American Literature 3 cr.
Prerequisite: ENG*H102 or ENG*H200. This survey of African-American literature will analyze and discuss the Black experience through literature. It will begin with the eighteenth century and continue to the present. Because this body of work is of great social import, and because there are several “Black Experiences,” a generous selection of works will be included.

ENG*H252 African-American Drama 3 cr.
Prerequisite: ENG*H102 or ENG*H200. This course is a survey of African-American drama. It analyzes and discusses African-American and other diverse theatrical experiences through the study of dramatic presentation.

ENG*H269 Studies in Young Adult Literature 3 cr.
Prerequisite: ENG*H102 or ENG*H200. This course covers selection, evaluation, and critical study of fiction available for adolescents and young adults (ages 12-18). Students will learn about the young adult novel as a literary form with an emphasis on reading of representative fiction. The course will also include the history of the genre and interpretive approaches to texts, the exploration of common themes, as well as the opportunity to write young adult fiction.

ENG*H274 The Graphic Novel as Literature 3 cr.
Prerequisite: ENG*H102. Student explores the use of the combination of words and graphic images to create effective storytelling. Both contemporary and historic examples of graphic novels will be examined.

ENG*H277 Science Fiction & Society 3 cr.
Prerequisite: ENG*H102 or ENG*H200. In this course, students will develop skills in understanding and appreciating the genre of science fiction and its relation to other literary genres. Additionally, students will apply critical methodologies and investigate relationships between science fiction and society, thus confirming their skills of analysis and writing. Particular approaches to science fiction will involve Marxist, feminist, gender, psychoanalytical, and anthropological critical theories. Anthropological critical theory will include colonialism and social identity (i.e., ethnocentrism, folk idea about the Other).

ENG*H278 Contemporary Literature 3 cr.
Prerequisite: ENG*H102 or ENG*H200. This course critically analyzes post-WWII literature, including short fiction, poetry, and drama. This course will include discussions of literatures from around the world as well as new developments in literary studies, such as post-Colonialism and postmodernism.

ENG*H281 Creative Writing 3 cr.
Prerequisite: ENG*H101. This course gives students practical experience in writing various forms of prose and verse. The emphasis will be on individual creative methods, creative reading and listening, editorial techniques, and the production of finished work, including possible preparation of manuscripts for publication.
ENGLISH AS A SECOND LANGUAGE
Arts and Humanities Division

Note: ESL students may use up to 6 credits of intermediate and advanced levels of ESL courses to fulfill the modern language and/or arts and humanities elective requirements. However, transfer of ESL credits from NVCC to other institutions or from other institutions to NVCC are governed by the policies of the receiving institution. The ESL courses are designed for students whose native language is not English. The sequence endeavors to help students attain a level of proficiency in English that will permit them to succeed in the academic or career programs of the college. The ESL sequence has six levels. The core of the sequence is the 6-credit reading/writing courses which integrate discussion and grammar into the content. There are grammar courses from levels one through five; oral communication courses at levels one, three and five; and one pronunciation course at level three. Placement in ESL courses is determined by the ESL office and is based on the Levels of English Proficiency (LOEP) exam and a writing sample. To be promoted to the next level, students must demonstrate mastery of the respective language learning competencies, which is determined by a grade of “C” or better and completion of all coursework. Students in upper levels of ESL may concurrently take some academic courses, in accordance with course prerequisites. After successful completion of the ESL sequence, students progress to ENG*H101.

ESL*H103 Writing and Reading I 3 cr.
Prerequisite: Successful completion of ESL*H5030 (Real Life English) or specified score on ESL placement exam. In this low beginning level course, students begin to develop basic skills in reading and writing. Coursework focuses on basic grammar structures and sentence construction. Vocabulary is increased through reading and writing. This course requires a minimum of six hours of outside work per week.

ESL*H105 Grammar I 3 cr.
Prerequisite: Successful completion of ESL*H5030 Real Life English or specified score on ESL placement exam. In this low beginning level course, students will be introduced to patterns and rules of basic grammar structures. Students will practice and apply these structures through exercises, reading, writing, and discussion. This course requires a minimum of six hours of outside work per week.

ESL*H107 Oral Communications I 3 cr.
Prerequisite: Successful completion of ESL*H5030 Real Life English or specified score on ESL placement exam. In this low beginning level course, students will work toward improving their speaking and listening skills. Students will develop their oral communication skills, including pronunciation, through a variety of activities such as role playing, conversation, large and small group discussions, and oral reports. This course requires a minimum of six hours of outside work per week.

ESL*H102 Reading and Writing II 6 cr.
Prerequisites: "C" or better in ESL*H103 or specified score on ESL placement exam. In this high beginning level course, students continue to develop reading and writing skills by reading extensively and writing effective sentences and structured paragraphs. Reading and writing also provide the basis for vocabulary and grammar development. This course requires a minimum of twelve hours of outside work per week.

ESL*H025 Grammar II 3 cr.
Prerequisite: "C" or better in ESL* H103, or specified score on ESL placement exam. In this high beginning level course, students build on basic grammar structures and practice them with reading, writing, and speaking exercises. This course requires a minimum of six hours of outside work per week.

ESL*H132 Reading and Writing III 6 cr.
Prerequisite: "C" or better in ESL*H102 or specified score on ESL placement exam. In this low intermediate course, students continue to develop reading and writing skills by reading extensively and writing effective sentences and structured paragraphs. Assigned readings (including whole works) inspire individual writing assignments as well as discussions in small and large groups. In addition to learning grammatical principles, students work on effective sentence structures, paragraph development and organizational skills in writing compositions. This course requires a minimum of twelve hours of outside work per week.

ESL*H135 Grammar III 3 cr.
Prerequisite: "C" or better in ESL*H022 or specified score on ESL placement exam. In this low intermediate course, patterns and rules of grammar structures will be introduced, practiced, and applied in a meaningful context. Formal exercises, short writings, and communicative activities will be used to promote mastery of essential language structures. This course requires a minimum of six hours of outside work per week.

ESL*H137 Oral Communications III 3 cr.
Prerequisite: "C" or better in ESL*H022 or specified score on ESL placement exam. In this low intermediate course, communication skills and fluency will be developed using authentic language. Students will develop increased self-confidence and competency through a variety of activities that address oral communication, pronunciation, listening and reading comprehension, and vocabulary development. Activities will include role-playing, interviewing, class and small group discussions, oral reports, and written exercises. This course requires a minimum of six hours of outside work per week.

ESL*H142 Reading and Writing IV 6 cr.
Prerequisite: "C" or better in ESL*H132 or specified score on ESL placement exam. In this high intermediate course, students continue to strengthen reading and writing skills. Assigned readings (including whole works) as well as student writing form the basis for small group and class discussions. Students focus on writing and rewriting essays to develop ideas, organization, clarity and accuracy in their writing. This course requires a minimum of twelve hours of outside work per week.

ESL*H145 Grammar IV 3 cr.
Prerequisite: "C" or better in ESL*H132 or specified score on ESL placement exam. In this high intermediate course, students will further develop proficiency in the use of grammar structures through group discussions, oral practice, written exercises, and short writings. Use of grammar structures in authentic contexts will be emphasized. This course requires a minimum of six hours of outside work per week.

ESL*H152 Reading and Writing V 6 cr.
Prerequisite: "C" or better in ESL*H142 or specified score on ESL placement exam. In this low advanced course, students continue to refine reading comprehension and writing proficiency. Assigned readings (including whole works) as well as student writing provide the text for small group and class discussions. Through writing and rewriting essays, students work on organizational skills, development of ideas, clarity and the mechanics of effective writing. This course requires a minimum of twelve hours of outside work per week.

ESL*H155 Grammar V 3 cr.
Prerequisite: "C" or better in ESL*H142 or specified score on ESL placement exam. In this low advanced course, key grammar structures will be learned and practiced through group discussions, oral and written exercises, and short writings. Use of grammar structures in authentic contexts will be emphasized. This course requires a minimum of six hours of outside work per week.

ESL*H157 Oral Communications V 3 cr.
Prerequisite: "C" or better in ESL*H142 or specified score on ESL placement exam. In this low advanced course, fluency in oral communication and listening skills will be further developed. Communicative competency will be addressed in an authentic and meaningful setting. Taped lectures and conversations, oral presentations, interviewing, class and small group discussions, role playing and vocabulary development activities will enhance proficiency in English. This course requires a minimum of six hours of outside work per week.
ESL*H162  Reading and Writing V1  6 cr.
Prerequisite: "C" or better in ESL*H152 or specified score on ESL placement exam. In this high advanced course, students continue to develop fluency, clarity, organizational skills and the mechanics of effective writing with a focus on the linguistic and rhetorical requirements of second language learners. Course content and writing assignments are based on reading selections, complete works, and student texts. Students write, revise, and edit drafts, participate in group work, and confer with teachers and peers. This course requires a minimum of twelve hours of outside work per week.

ENVIRONMENTAL SCIENCE

STEM Division

ENV*H110  Environmental Regulations  3 cr.
A broad view of federal, state and municipal environmental regulations as they apply to industry, commercial establishments, local governmental facilities and the individual citizen. Provides a practical approach to regulatory understanding to enable one to plan an effective and economically sound management system. Course topics include the Clean Air Act (CAA), Clean Water Act (CWA), Toxic Substance Control Act (TSCA), SARA Title III (Community Right-to-Know), Resource Conservation and Recovery Act (RCRA) CT Transfer of Establishment Act (TASA) and federal, state and local regulations covering such topics as hazardous material transportation, in-ground tank storage and specific hazardous materials such as asbestos and PCBs. ISO 14,000 requirements will be discussed.

ENV*H120  Introduction to Hazardous Materials  3 cr.
Hazardous materials are associated with virtually all industrial activities. This course is designed for people who routinely come in contact with hazardous materials in the workplace. OSHA regulations, Material Safety Data Sheets (MSDS), toxicity, selection of protection equipment, ventilation and storage of hazardous materials will be covered. Fire, electrical, radiation and noise hazards will also be discussed. Students will use industrial supply catalogs, computers and the Internet to identify appropriate protective equipment for a range of hazardous materials.

ENV*H205  Foundations of Environmental Chemistry  3 cr.
Prerequisite: CHE*H111 or 121. The objective of the course is to study the chemical reactions in natural systems. The fate and transport of contaminants introduced into the environment by humans will be examined. Ways of analyzing for contaminants in the atmosphere, hydrosphere, and lithosphere will be identified and students will obtain practical experience with some of these techniques. Written lab reports will be required. Two class and two laboratory hours weekly.

ENV*H240  Principles of Soil and Water Resources  3 cr.
The study of soil structure and various methods to reduce soil erosion. Discussion of soil chemical structure and its relationship to nutrient availability. Depletion of soil nutrients by leaching and excessive crop harvesting, and soil restoration will also be considered. The hydrologic cycle will be studied in detail, including surface water body and ground water characteristics. Soil chemical cycles for major plant nutrients and contaminants will also be investigated. A research paper is required. Three hours weekly.

FINANCE

Refer to the Business Finance section.

FIRE TECHNOLOGY and ADMINISTRATION

Business Division

FTA*H112  Introduction to Fire Technology  3 cr.
This introductory course reviews the nature and extent of the fire problem in the U.S., the characteristics and behavior of fire, the state, regional, national and international organizations having responsibility for fire control and suppression, extinguishing agents, fire protection equipment and other basic aspects of fire protection technology. Three class hours weekly.

FTA*H116  Building Construction  3 cr.
Corequisite: FTA*H112. The study of major types of building construction and their related problems under fire conditions; fire resistance and flame spread ratings; fire walls and partitions; protection of openings; and fire test methods. Three class hours weekly.

FTA*H118  Fire Prevention and Inspection  3 cr.
Corequisite: FTA*H112. History and philosophy of fire prevention, organization for fire prevention and inspection, training inspectors, methods of inspection, reports and record keeping, fire prevention education, public relations in inspection work, coordination with government agencies, and code administration. Three class hours weekly.

FTA*H130  Fire Technology and Administration Tech-Prep Internship  3 cr.
This course is a directed study and service opportunity for those in a Tech-Prep program. It is designed to allow the participant to develop an awareness of the fire service and provide a service opportunity benefiting both the student and the community. To participate, a student, at a minimum, must be part of a Junior/Cadet/Apprenticeship/Probationary program sponsored by a fire, rescue, emergency medical service or fire marshal's office. To obtain college credit for this program, the student must participate in the Tech-Prep program as prescribed for his/her high school. Credit for this course will not be granted separately. The student will be assigned a mentor from his/her sponsor and the Fire Technology and Administration program of Naugatuck Valley Community College. The student will be required to complete a project designed by the Department and agreeable to the mentor from Naugatuck Valley Community College. In addition, the student will be required to complete at least two assignments one of which will be in support of the major project. Prior to the start of the program the student will be assisted in developing his/her program and what specifically will be required to obtain credit.

FTA*H210  Water Supply and Hydraulics  3 cr.
Corequisite: PHY*H110 or PHY*H121. Basic properties of incompressible fluids, static and velocity pressures, flow through orifices, Bernoulli's Theorem, Venturi principle, flow of water in pipes, Reynolds number, Hazen-Williams formula, head calculations, water distribution systems, and pumping problems will be discussed. Other concepts taught will be use of Pitot tubes and other flow meters, measurement of pressure losses in various pipe and hose line configurations, pumping problems, and measurement of flow in water distribution systems. Three class hours weekly.

FTA*H213  Codes and Standards  3 cr.
This course studies fire and building codes as a means for providing reasonable public safety; the code development and adoption process; code administration; major code producing organizations; national standards with particular concentration on the Life Safety Code of the NFPA and its referenced standards. Three class hours weekly.

FTA*H216  Municipal Fire Administration  3 cr.
Prerequisite: FTA*H112. Organization of municipal fire prevention and control services, analyzing needs, master planning, building the organization, distribution of a fire department's personnel requirements, hiring practices, training, records, work schedules, staff development, labor problems, physical equipment and facilities, and budget preparation will be discussed. Three class hours weekly.

FTA*H218  Sprinkler and Fixed Extinguishing Systems  3 cr.
Prerequisite: FTA*H210. This course studies wet and dry-pipe automatic sprinklers, both commercial and residential; pre-action and deluge systems; water spray and foam systems; standpipes; carbon dioxide, dry chemical, and halon extinguishing and explosion suppression systems; use of appropriate NFPA Standards. Three class hours weekly.

Course Descriptions
FTA*H219 Fire Investigation 3 cr.
Prerequisite: FTA*H116. Corequisite: CHE*H111. This course studies determination of points of origin and causes of fires, discriminating between fire of accidental and incendiary origin, managing operations at the fire scene, collecting and preserving evidence, recording information, and scientific aids to investigation. Three class hours weekly.

FTA*H272 Terrorism - First Responders 3 cr.
Many of the principles that apply to Haz Mat, EMS, and crime scene responses also apply at WMD responses. This course will provide additional information to help the First Responder understand informed, controlled, and safe responses to incidents involving weapons of mass destruction. 3 contact hours.

GEOGRAPHY
Behavioral and Social Sciences Division

GEO*H102 Introduction to Human Geography 3 cr.
This course is a study of interrelationships between the physical Environment and human activity with special emphasis on geographic factors which underlie current political, social and economic problems.

GEO*H111 World Regional Geography 3 cr.
The interaction of the physical Environment with the social, cultural, political and economic conditions in various regions of the world, and the diverse patterns of human activity which emerge from the interplay of these forces are examined. The course is organized on natural regions such as: Anglo-America, Latin America, Europe, the Middle East, Africa and the Pacific World.

GEOLOGY
Mathematics/Science Division

GLG*H121 Introduction to Physical Geology 4 cr.
This course will be devoted to the study of the processes involved in the formation of the earth’s crust. A study of earthquakes, volcanoes, mountain building, minerals, oceans, continental drift, and erosion by wind, water, and ice will be explored. Three hours lecture and three hours laboratory weekly. Some field trips may be included.

GERMAN
Refer to Languages.

GRAPHIC DESIGN
Refer to Art.

HISTORY
Behavioral and Social Sciences Division

HIS*H101 Western Civilization I 3 cr.
Prerequisite: Eligibility for ENG*H101. Students may not receive credit for HIS*H104 or 121 in addition to HIS*H101. This course is an issue-oriented course of Western Civilization from the Ancient World to 1715 from a contemporary perspective. Topics selected on the basis of significance and relevance will include oriental despotism, the origins of political democracy, concepts and codes of justice, the first federal empire, feudalism and the emergence of secular nation – states and the Renaissance and Reformation – as seen through the eyes of statesmen, philosophers, religious leaders, writers, artists, scientists, etc. of their day.

HIS*H102 Western Civilization II 3 cr.
Prerequisite: Eligibility for ENG*H101. Students may not receive credit for HIS*H104 or 122 in addition to HIS*H102. This course is an issue-oriented study of Western Civilization from 1715 to the present from a contemporary perspective. Topics, selected on the basis of significance and relevance, will include change through revolution and evolution, industrialization and class conflict, individualism and collectivism, nationalism and imperialism, war and peace, totalitarianism, and the ecumenical spirit – as seen through the eyes of statesmen, philosophers, religious leaders, writers, artists, scientists, etc. of their day.

HIS*H104 Milestones in Western Civilization 3 cr.
Students may not receive credit for HIS*H101, 102, 105, or HIS*H122 in addition to HIS*H104. A one-semester course in Western Civilization. The course is issue-oriented and focuses on such topics as order and justice under law, the distribution of wealth and power, class structures and social mobility, church and state, the impact of inventions and technology, industrialization and urbanization, nationalism and imperialism, reform and/or revolution, the state and the individual, and war and peace.

HIS*H121 World Civilization I 3 cr.
Students may not receive credit for HIS*H101 or 104 in addition to HIS*H121. A study and appreciation of African, European, and American civilizations, and their interaction with each other up to 1600.

HIS*H122 World Civilization II 3 cr.
Students may not receive credit for HIS*H102 or 104 in addition to HIS*H122. A study and appreciation of African, European, and American civilizations, and the increasing interdependence from 1600 to the present.

HIS*H123 Contemporary Issues in World Civilization 3 cr.
In-depth studies of some of the major problems that confront the world today are presented. Course content is likely to vary from one semester to another in order to keep up with the changing complexion of the world’s problems.

HIS*H124 Women of the World 3 cr.
This course is a study of women as driving forces in history and women driven by historical forces. Portraits of outstanding historical and contemporary female personalities – pagan priestesses and goddesses, women poets, scientists, educators, healers and reformers are presented.

HIS*H201 U.S. History I 3 cr.
Prerequisite: Eligibility for ENG*H101. This course is essentially a chronological treatment of the social, economic, political and cultural development of the American people to 1865. Certain topics such as colonial life, the Revolution, the political thought of Hamilton and Jefferson, reform, slavery, abolition, and the Civil War are studied in depth.

HIS*H202 U.S. History II 3 cr.
Prerequisite: Eligibility for ENG*H101. The course is essentially chronological in its treatment of the period from 1865 to the present. Certain topics in the social, economic, political, and cultural development of the American nation, such as the Age of Industrialization, International Relations and World War I, the Depression and New Deal, World War II and postwar period including the Cold War, the Eisenhower Era, the Sixties and Vietnam are studied in depth.

HIS*H210 History of Colonial America 3 cr.
This course addresses the social, economic, political and cultural development of the people of the British North American Colonies to 1783. Topics covered in this course will include the Americas prior to European colonization, early European exploration and settlement in the Americas, relations between Great Britain and the American colonies, the background and causes for the American Revolution, the development and operation of the American national government, and development of an American society/culture.

HIS*H213 The United States Since World War II 3 cr.
This course addresses the social, economic, political and cultural development of the United States between 1920 and the present. Topics covered in this course will include the culture and economy of the 1920s, the Great Depression and the New Deal, World War II, the Cold War, the Korean War, American society in the 1950s, the Civil Rights Movement, the Women’s Rights Movement, the war in Vietnam, the Counterculture of the 1960s and ’70s, the Reagan and Bush eras, the end of the Cold War, and the Clinton era.
HIS*H215 History of Women in the US  3 cr.
This course will examine the position of women in the United States from the late nineteenth century to the present. Topics of study will include the origins and issues of the women’s movement in the nineteenth century, women’s suffrage, the women’s movement in the 1960’s and 1970’s, women and the law, women and patterns of work, women and business, women and religion, women and athletics, women and homemaking, women and assertiveness, women and sexuality, women and aging, women and divorce, and women and affirmative action.

HIS*H218 African-American History  3 cr.
This course will utilize historical, sociological, and cultural perspectives in the analysis of the current status of African-Americans in the United States. The quest for equality, problems and prospects, and the role of African-Americans in the development of American and world cultures will be explored.

HORTICULTURE

STEM Division

HRT*H101 Landscape Mechanics  4 cr.
This course provides applied experiences in assorted construction techniques necessary in the development of landscapes and the selection and maintenance of small engines. Included are a survey of construction materials, deck design and construction, patio and walkway installation, stone wall construction, fencing, retaining wall design and construction. Earthwork calculations, measuring and materials estimating are included. Actual field exercises will be provided.

HRT*H102 Woody Plants  3 cr.
This is a basic introduction to common desirable, deciduous and evergreen trees, shrubs and vines for the natural and cultivated landscape. The course emphasizes identification as well as learning the attributes, growth habits and cultural needs of the plants. Nomenclature and fundamental tree biology are discussed.

HRT*H103 Herbaceous Plants  3 cr.
This course provides instruction in the identification and selection of annual and perennial herbaceous plants for various habitats. Students will develop an understanding of the plants’ ornamental value in garden and landscape design, based on flowers, foliage, form and adaptability to the environment.

HRT*H105 Fruit and Vegetable Production  3 cr.
Primarily a course for residential vegetable and fruit cultivation, the course provides basic knowledge and methods that can be applied on the commercial level as well. Included are topics on site selection and soil preparation, planting, pruning, fertilization and general cultivation of vegetables, small bush and large tree fruits.

HRT*H115 Turf Management  3 cr.
The establishment and maintenance of turf grass are studied in the course. Lawn, golf course, and athletic field care are emphasized. Students will also learn to identify the turf grasses, identify and control weeds, insects, pests and diseases.

HRT*H124 Floral Design I  3 cr.
The basic principles of design as applied to the art of floral arranging are examined and flower shop management operation.

HRT*H202 Landscape Design I  3 cr.
Pre-requisite: HRT*H102. This course provides students with the basic knowledge and skills to create a successful landscape plan. Starting with the proper placement and design of driveways and walkways, it guides the student through the stages of developing an entire residential property. Appropriate plant selection is based on site characteristics and design principles and elements.

HRT*H203 Landscape Design II  3 cr.
Pre-requisite: HRT*H202 or permission of instructor. This course is designed as a continuation of HRT*H202. This course will aid students in developing skills in perceptual design, job bidding, as well as give an introduction to computer aided drafting, as related to horticulture landscaping.

HRT*H204 Landscape Design III  3 cr.
Pre-requisite: HRT*H203. This course is designed as a continuation of HRT*H203. It prepares students for portfolio assessment and capstone projects using hand sketching skills and Pro- Landscape, CAD design software. Within this CAD program students will learn 2 dimensional landscape design, overhead design, (Planner Drawing), and development of pricing quotes. This course is designed for students interested in preparation for certification as Professional Landscape Designers.

HRT*H206 Landscaping Small Properties  3 cr.
This course complements and enhances HRT*H202, Landscape Design. It covers the evolution of garden design, an analysis of color relationships in design, and how to plan different kinds of gardens.

HRT*H207 Landscape Maintenance  3 cr.
This course is designed to assist the professional and amateur landscape gardener to maintain their gardens through an understanding of plant growth, pruning, nutrition, propagation, etc. The course also includes landscape estimating.

HRT*H215 Pest Control in Ornamentals and Turf  3 cr.
This course teaches students how to control pests in trees, shrubs, gardens and greenhouses. Detailed studies of the life histories of the pests are a background to learning some of the techniques of integrated pest management. However, the responsible and safe use of pesticides is emphasized throughout the course. This is a useful preparation for the certification of commercial pesticide applicators and arborists.

HRT*H219 Arboriculture  3 cr.
This course is designed to prepare landscapers for the State Arborist Exam. Topics include the biology, identification, selection, planting, management, preservation of trees and diagnosis of tree problems. It is recommended that if students lack extensive work experience they should have taken HRT*H102 (Woody Plants) and HRT*H215 (Pest Control) before taking the State Arborist Exam.

HRT*H222 Greenhouse Management I  4 cr.
This course focuses on the selection, production and management of greenhouse and bedding plants, interior plantscape management and design, management of annuals and perennials. Plant physiology is related to the Environmental effects on plant growth.

HRT*H223 Greenhouse Management II  4 cr.
Pre-requisite: HRT*H222 or permission of instructor. This course is a continued in-depth study of the commercial greenhouse industry. It is a complement to HRT*H222. Included in the course is an in-depth look at the production of greenhouse crops, disease, and insect control. Interior plant maintenance, soils testing, and development of production programs with the use of computer aided programs will be used to better understand plant growth.

HRT*H224 Plant Propagation & Hybridization  4 cr.
This course is an in-depth study of the world of plant reproduction and genetics. This course is a complement to other courses offered in the Horticulture degree and certificate program. This course will give students the theoretical and practical skills needed to reproduce plants asexually, and through micropropagation. Included will be the use of the college propagation facilities to facilitate learning.

HRT*H240 Nursery Management  3 cr.
Pre-requisites: HRT*H102 Woody Plants and HRT*H103 Herbaceous Plants or permission of program coordinator. This course provides a basic understanding of how to start and manage a commercial plant nursery. Site and Crop selection, irrigation and nutrition management will be addressed. Students will study the principles and practices of nursery crop production as well as fundamental business organization and marketing. Course activities include field trips to nursery sites.

HRT*H290 CWE/Horticulture Co-Op  3 cr.
Pre-requisite 12 credits in Horticulture, "C" or better, and permission of Horticulture Coordinator, or Division Director. This course involves a work experience, special project, independent study or course substitution which will vary according to the student’s needs and interests. A written report and weekly journal will be required and evaluated at the end of the course. Conferences among students, work study supervisory agency, and faculty facilitator will be held during the semester. A two hour orientation/planning workshop at the beginning of the Co-Op is required.
HOSPITALITY MANAGEMENT:
FOODSERVICE MANAGEMENT
HOTEL MANAGEMENT
Business Division

HSP*H100 Introduction to the Hospitality Industry 3 cr.
An orientation to the business of hospitality and its various systems including
restaurants, hotels, and institutions. The course surveys the hospitality industry’s
history, current business and career trends, operations management and organiza-
tion, and forces shaping the future of the industry and its place in the economy.

HSP*H101 Principles of Food Preparation 3 cr.
A laboratory course which teaches the theory and develops skills in basic
cooking methods and culinary techniques in the production of soups, salads,
vegetables, stocks, and sauces. Meats, poultry, and seafood are prepared
employing standard techniques with special attention to commercial and
quality production. Tool and equipment use, weights, measures, and recipe
conversion are discussed and practiced.

HSP*H102 Food Production and Purchasing 3 cr.
Prerequisite: HSP*H101. A continuation and application of the culinary
techniques and knowledge acquired in HSP*H101 through the planning
and preparation and group service of advanced menus. Discussion of meat,
poultry, and fish identification, fabrication, and purchasing specifications, as
well as food costing and menu pricing.

HSP*H103 Principles of Baking I 3 cr.
This course takes an expansive view of baking and pastry. Students will learn the basic principles of baking through lecture, demonstra-
tions, assignments, and hands-on participation. Techniques will be
emphasized. Kitchen math, weights and measurements, quality and
cost control, and sanitation will be incorporated into each lesson. Students will explore basic baking ingredients and their important
characteristics in relation to baked goods. Recipes, both sweet and
savory, will include various doughs and their accompanying fillings;
pies and tarts; cakes, icings, and fillings; cookies and petit fours; pâte à choux; creams, custards, and mousse; and chocolate desserts.

HSP*H108 Sanitation and Safety 3 cr.
An in-depth coverage of commercial foodservice sanitation resulting in
SERVSAFE® Qualified Food Operator certification as required by
Connecticut law. Included are proper food handling procedures in receiv-
ing, storage, preparation, purchasing and service, as well as staff training and
quality control SERVSAFE® Alcohol Certification also provided.

HSP*H109 Food Safety Certification (8 weeks) 1 cr.
Not open for credit for students who have successfully completed
HSP*H108. Designed for the non-degree students employed in the
foodservice industry. Aspects of applied commercial foodservice
sanitation resulting in nationally recognized SERVSAFE®
Qualified Food Operator certification as required by Con-
necticut law. Prevention of food-borne illness, sanitary proce-
dures in the protection and service of food to the public, laws and
regulations, sanitary design and employee training will be discussed.
Eight weeks.

HSP*H125 Wine and Viticulture I 3 cr.
Botanical study of the grape (vitis) and principles of enology (wine making)
are studied and practiced. Students also explore viticultural (grape grow-
ing) techniques used throughout the world. Wine tasting sessions included.
Per Connecticut State Law, persons under the age of 21 are not allowed to
consume alcoholic beverages.

HSP*H126 Wine and Viticulture II 3 cr.
An in-depth coverage of the science and art of growing grapes,
including all aspects of the physical vine life cycle and cultural
considerations throughout human history. Other topics include biol-
ogy, anatomy, climatic influences, and varietal and hybrid growing
characteristics. Further instruction and practice in winemaking is
offered. Per Connecticut State Law, persons under the age of 21 are
not allowed to consume alcoholic beverages.

HSP*H135 Service Management 3 cr.
An exploration of “front of the house” hospitality operations, including
styles and standards of dining room, lounge, and concierge services as well
as dining room organization, customer relations, merchandising and sales
promotion. Special emphasis is placed on manager/supervisor functions such as
training, motivation, cashing, revenue control and wine stewardship.
Students will serve guests as the schedule dictates. Schedule adjustments
may be requested to accommodate guest service.

HSP*H202 Catering and Event Management 3 cr.
Prerequisites: HSP*H101, 102. A lecture/laboratory practicum emphasizing the
management and planning of catering, banquet and conference service
with in-depth discussion of the meetings market and technology. Advanced
culinary preparations will be practiced, stressing group service.

HSP*H211 Food and Beverage Cost Control 3 cr.
Prerequisites: CSC*H101. CSA*H105, HSP*H100, 101, MAT*H095 or
equivalent, or consent of Program Coordinator. An in-depth study of the
control function of the hospitality manager and its various applications in
the purchasing, receiving, storing, issuing, production and sale of food and
beverage. Operational planning and analysis, labor and labor cost control,
and cost/volume/profit relationships are explored. This course may result in
nationally recognized certification upon successful performance on certifica-
tion examination.

HSP*H215 Principles of Baking II 3 cr.
This course expands on the basic techniques and principles of Baking 1, though it is not a prerequisite. Students will learn the more advanced baking
procedures and their applications through lecture, demonstrations, as-
signments, and hands-on execution of recipes. Participation and proper
technique and method are emphasized. Kitchen math, particularly baker’s
percentages, weights and measurements, quality control, and sanitation
will be incorporated into each lesson. Baking as science will also be ex-
plored including the chemistry of the ingredients, techniques, and methods
and their interactions. Students will learn to understand the structure of recipes.Recipes, will included classic and modern preparations of ad-
vanced pastries such as petit fours, choux paste, laminated doughs, and
chocolate work. Sugar techniques will be included. Students will learn
finishing and plating and dessert artistry.

HSP*H216 Artisan Bread 3 cr.
This course will serve as an introduction to hand crafted bread, using fer-
ment & fresh yeast methods, with emphasis on understanding the chemical
reactions among ingredients. Creativity and presentation of finished product
will be highlighted. Students will be taught through lecture, demonstrations,
assignments and active participation. Kitchen math, weights and measure-
ments will be discussed throughout the course.

HSP*H231 Hospitality Law 3 cr.
Prerequisites: HSP*H100. A treatment of the basic laws relating to mer-
chants in general, including a study of the Uniform Commercial Code,
contracts and negotiable instruments, liability, and property rights. Special
laws of the hotel and foodservice industry are explored as well as case stud-
ies of the legal and moral responsibilities of the restauranteur/hotelier to his
employees and guests.

HSP*H237 Hospitality Marketing 3 cr.
Prerequisites: HSP*H100. An analysis of the services market with regard to
hotel and restaurant marketing and methods of advertising, promotion,
public relations, pricing, and discussion of strategic planning and positioning.

HSP*H241 Principles of Travel and Tourism 3 cr.
A survey of today’s travel industry and its primary segments, including recre-
ation and leisure systems, the transportation and accommodation industries,
destination development and characteristics of the travel market. The role
and function of the travel agency and career opportunities will be explored.

HSP*H242 Hotel Management 3 cr.
A study of hotel and motel front office systems and procedures, including
organization, business flow, reservations and rooming, guest accounting,
and security. Management functions and operating statistics are discussed
and practiced.
HUMAN SERVICES
Behavioral and Social Sciences Division

HSE*H101 Introduction to Human Services 3 cr.
This course offers an introduction to the Human Services field, including the history of the various service professions, an overview of the primary populations that receive services, information about a variety of mental health and social service agencies, and a discussion of successful treatment methods. This is the foundation course of the three core program courses. (fall/spring)

HSE*H115 Child Advocacy in Human Services 3 cr.
The course presents concepts, policies and practice in the broad field of child and family services and advocacy. Among the topics to be examined are the needs of children and families, the major policies and programs of social services designed for children and families, and the policy issues that emerge for planning for children and families. The intent of the course is to provide the student with a substantive base of knowledge about policies and practice in family and child services. Students will be helped to develop an overall orientation to family - as a unit of attention, as well as to the emerging service concerns of family support, family preservation, the need for continuity of family relationships, and to the various culturally competent approaches. (spring)

HSE*H133 Disabilities and Mental Health 3 cr.
This is a required course for all Human Services students wishing to pursue the Disabilities Specialist/Mental Health Option. This is an introductory course in disabilities and mental health. Its primary purpose is to familiarize students with both developmental and mental disabilities from childhood to adulthood. It examines the impact of physical and mental disabilities, major legislation, ethics, advocacy, medical and psychological concerns, rehabilitation, employment, social planning, and living and working in society for children and adults with disabilities and mental illness. The physical and psychosocial aspects of developmental disability and mental health also are studied through a focus on education, family life, community and values. (fall/spring)

HSE*H170 Introduction to Gerontology 3 cr.
The course examines the biological, social and psychological aspects of aging and the problems that are experienced by the aged in America. It explores the local, state and federal programs and services available to the elderly and the caregiver. Topics covered include Alzheimer’s Disease, Medicare, Social Security, living wills, and Hospice vs. home care issues. (fall)

HSE*H171 Death and Dying 3 cr.
An exploration of the stages of death and dying. Special emphasis will be placed on understanding grief and loss. The course will focus on the following: the dying person, sudden death and the effect on the family, cultural and economic issues, the broad moral aspects of death, and other related problems. (spring)

HSE*H202 Introduction to Counseling and Interviewing 3 cr.
Prerequisite: HSE*H101 with a grade of “C" or better. This is a systematic study of the basic principles, methods, and current techniques employed in assessment, planning, interviewing, counseling, contracting, and interventions. The course develops student self-awareness of personal values and professional ethics. Students are expected to learn through theory, examination of their own values, and classroom application of interactional skills. (fall/spring)

HSE*H281 Human Services Field Work I 3 cr.
Prerequisites: HSE*H101, 202, with a grade of “C" or better. Successful completion of 6 credit hours in Behavioral Sciences, ENG*H101, or permission of the Human Services Coordinator or Division Director. Work experience in a human service agency is a major component of this required course. The student will have the opportunity to apply the values, concepts and skills acquired in the introductory and other HS courses. This activity will be conducted under the supervision of the faculty coordinator and the professionals in the agencies in which the students are placed. (fall/spring) The course consists of: 1. 160-hour Field Work Experience 2. Weekly Field Work Seminar that links field practice to issues related to working within a wide variety of community agencies.

INTERDISCIPLINARY STUDIES

IDS–H101 First Year Experience 1.5 cr.
The First Year Experience introduces students to diverse academic content, emphasizing the acquisition of learning strategies in preparation for rigorous college study. The content is designed to help students make a smooth transition to college. This course focuses on developing creative and critical thinking skills, developing information literacy and technology skills, improving written and oral communication, setting personal and academic goals, developing structured and consistent study habits, practicing effective time management, and becoming contributing members of the NVCC community. In addition, students will develop a comprehensive academic and career development plan leading to graduation. The course is required of all matriculating first-time, full-time students. There are no prerequisites.

ITALIAN
Refer to Languages.

LANDSCAPING
Refer to Horticulture.

LANGUAGES
Arts and Humanities Division

CHI*H101 Elementary Chinese I 3 cr.
The emphasis of this course is on building the Pinyin system of basic Chinese vocabulary and sentence patterns. Students who complete the course will have mastered the Pinyin system, are able to communicate with native Chinese speakers of Chinese on simple daily subjects, and have basic reading and writing knowledge.

CHI*H102 Elementary Chinese II 3 cr.
This course builds proficiency in use of the Pinyin system of Chinese vocabulary and sentence patterns and instruction is focused on building conversational skills. Knowledge of the structural forms of the language and their appropriate use in different cultural contexts is emphasized.

FRE*H101 Elementary French I 3 cr.
This course focuses on the basic acquisition of the four skill areas (speaking, listening, reading, writing) for survival communication. There is constant exposure to the cultural diversity of the French world using audio and video tapes. Knowledge of the language and culture is further enhanced by the technological component which requires students to use the Internet for various class activities. Note: FRE*H101 is not open to students who have successfully completed three years of French courses in high school or who are native speakers except by consent of the Division Director.

FRE*H102 Elementary French II 3 cr.
Prerequisite: FRE*H101 or permission of instructor. FRE*H102 is a continuation of the skills taught in FRE*H101. Emphasis is placed on a more fluid style of communication at all skill levels.

ITA*H101 Elementary Italian I 3 cr.
This course focuses on the basic acquisition of the four skill areas (speaking, listening, reading, writing) for survival communication. There is constant exposure to the cultural diversity of the Italian world using audio and video tapes. Knowledge of the language and culture is further enhanced by the technological component which requires students to use the Internet for various class activities. Note: ITA*H101 is not open to students who have successfully completed three years of Italian courses in high school or who are native speakers except by consent of the Division Director.
ITAH102 Elementary Italian II 3 cr.
Prerequisite: ITAH101 or permission of the Division Director. ITAH102 is a continuation of the skills taught in ITAH101. Emphasis is placed on a more fluid style of communication at all skill levels.

PORTH101 Elementary Portuguese I 3 cr.
This course focuses on the basic acquisition of the four skill areas (speaking, listening, reading, writing) for survival communication. There is constant exposure to the cultural diversity of the Portuguese world using audio and video tapes. Knowledge of the language and culture is further enhanced by the technological component which requires students to use the Internet for various class activities. Note: PORTH101 is not open to students who have successfully completed three years of Portuguese courses in high school or who are native speakers except by consent of the Division Director.

PORTH102 Elementary Portuguese II 3 cr.
Prerequisite: PORTH101 or permission of the Division Director. PORTH102 is a continuation of the skills taught in PORTH101. Emphasis is placed on a more fluid style of communication at all skill levels.

SGNH101 Sign Language I 3 cr.
This course covers the fundamentals of the basic structure of ASL grammar, introduces basic information about the deaf community and the deaf culture. Students will learn basic sign language and the finger-spelled alphabet. The course also presents information about the use of sign language by the deaf, as well as specialized uses with the deaf/blind, mentally retarded, autistic, and mentally ill.

SGNH102 Sign Language II 3 cr.
Prerequisite: SGNH101 (formerly ASL-H101). Sign Language is a visual/manual language developed for communication by and with the deaf. This course continues the presentation of Sign Language as the best and most accepted method of communication with hearing-impaired people. Students learn more advanced sign language and uses of the finger-spelled alphabet. The course will present the uses of nuance, metaphor, connotative distinctions and syntactic structure.

SPAH101 Elementary Spanish I 3 cr.
This course focuses on the basic acquisition of the four skill areas (speaking, listening, reading, writing) for survival communication. There is constant exposure to the cultural diversity of the Hispanic world using audio and video tapes. Knowledge of the language and culture is further enhanced by the technological component which requires students to use the Internet for various class activities. Note: SPAH101 is not open to students who have successfully completed three years of Spanish courses in high school or who are native speakers except by consent of the Division Director.

SPAH102 Elementary Spanish II 3 cr.
Prerequisite: SPAH101 or permission of the Division Director. SPAH102 is a continuation of the skills taught in SPAH101. Emphasis is placed on a more fluid style of communication at all skill levels.

SPAH201 Intermediate Spanish I 3 cr.
Prerequisite: SPAH102 or permission of the Division Director. This course is an intermediate Spanish course on the college level. Non-native and native speakers may enroll for credit in this course. The natural approach will be used in developing the four communication skills (listening, speaking, reading and writing). Students will study structure and grammar, read, converse, discuss and write in Spanish. A broad survey of Hispanic culture and custom will be presented.

SPAH202 Intermediate Spanish II 3 cr.
Prerequisite: SPAH201. This course is a continuation of the skills taught in SPAH201. The natural approach will be used. Grammar and structural studies will continue, but emphasis will be placed on reading, writing, speaking and listening with content based on civilization and cultural topics. Practice on oral tapes is required.

LEGAL ASSISTANT/PARALEGAL
Business Division

LGLH101 Introduction to Paralegalism 3 cr.
This course is an introduction to various aspects of the law, including but not limited to torts, contracts, criminal law and procedure and constitutional law. The course also surveys the structure and procedure of a number of court systems in the United States, and includes discussions of some topics of concern to the paralegal, including legal ethics, the rights of the elderly, the poor, the young and other disadvantaged minorities.

LGLH102 Legal Research and Writing 3 cr.
Selected topics to develop skills in the use of legal encyclopedias, digests, reports, statutes, restatements, law reviews, and other research materials used by the legal profession are presented as an introduction to the uses of the law library. It is necessary that students do much of their legal research assignments in one of the many state or university law libraries located at various places throughout Connecticut. Students who are unable to devote several hours of research per week in one of the law libraries are advised not to enroll in LGLH102.

LGLH104 Real Estate Practice 3 cr.
This course is an introduction to the law of real property, and includes the preparation and recording of deeds, easements, leases and other public documents, in addition to a large variety of other documents, forms and procedures that a paralegal will encounter in real estate practice.

LGLH202 Advanced Legal Research and Writing 3 cr.
Prerequisites: LGLH102. This course further solidifies the student’s ability to master the functions of the law library and provides a theoretical and practical forum in the use of traditional legal research and writing.

LGLH204 Criminal Procedure 3 cr.
This course enables the student to utilize the classroom as a learning laboratory since it will explore the Bill of Rights and the Fourteenth Amendment in detail as well as the entire United States Constitution. Constitutional law cases will be studied in the context of criminal procedure issues evolving from the precedents set by the United States Supreme Court.

LGLH206 Bankruptcy Law 3 cr.
This course will provide students with a thorough review of the United States Bankruptcy Code. The course is tailored to explore the general functions of the Bankruptcy Court. The applicable rules and proceedings for various types of bankruptcy cases will be thoroughly discussed.

LGLH208 Litigation 3 cr.
As an introduction to civil and criminal procedures, this course includes a survey of the functions of the federal and state court systems. The preparation of documents relative to the trial and appellate process is examined.

LGLH209 Probate Practice and Estate Administration 3 cr.
This course is an introduction to the law of wills, trusts and estates, and includes the law of intestate succession as well as a survey of the probate system. This course will help to prepare the paralegal to become familiar with the various forms and documents associated with probate and estate practice.

LGLH210 Family Law 3 cr.
This course will provide a strong background in the area of family law, with special emphasis on family law practice, including litigation. Other family law topics such as adoption, custody, community property, and child support are thoroughly investigated.

LGLH230 Advanced Legal Issues Seminar 3 cr.
This course will be taught as a seminar and through a series of lectures. A guest speaker is also likely to participate. The problem-solving method will be used to examine critical issues in the wake of current legal events and new trends in the law.

MANAGEMENT
Refer to the Business section.
MANUFACTURING ENGINEERING TECHNOLOGY

STEM Division

MFG*H104  Manufacturing Processes  4 cr.
Students study the theoretical concepts involved in the process of manufacturing parts as well as the development of the knowledge and skills required in the manufacturing process. Laboratory study emphasizes Milling, Drilling, Turning, Grinding & other manufacturing processes. Laboratories will involve setup and procedures for various manufacturing processes. Three class and two laboratory hours weekly.

MFG*H105  Manufacturing Math II  3 cr.
Prerequisite: Completion of Machine Technology Level I Certificate or with consent of instructor. MFG*H051: Manufacturing Math I (non-credit). Second course in manufacturing mathematics. A further study of arithmetic and trigonometric operations applied to manufacturing circumstances. The following geometric entities are studied in detail: the circle, regular and irregular polygons, the right triangle and oblique triangles. The application of angular arithmetic including the study of: angle decimal conversion, the Pythagorean theorem, Sin, Cos, and Tan functions, and the Law of Sines and Law of Cosines.

MFG*H106  Computer-Aided Manufacturing I  3 cr.
Prerequisites: MFG*H104. Basic CNC setup and operations with an introduction to automation programming, and tooling for CNC applications will be discussed. Basic functions using industry standard PLC controls will also be covered. Laboratory will include practice in setup and operation of CNC lathes and milling machines. Two class hours and two laboratory hours weekly.

MFG*H124  Blueprint Reading I  2 cr.
First course in blueprint reading. The study of orthographic projection. Topics include lines and their uses, auxiliary views, sectional views, basic and special dimensioning, dimensioning practices for holes, chamfers, angle, tapers, keyways diameters and radii. Also, geometric tolerancing and dimensioning is covered.

MFG*H125  Blueprint Reading II  3 cr.
Prerequisite: Completion of Machine Technology Level I Certificate or with consent of instructor, MFG*H124: Blueprint Reading I. Second course in blueprint reading. A further study of simple and complex drawings for machining or assembly purposes. Topics include the application and meaning of geometric characteristics and controls, the metric system, weldment, forging and casting drawings and procedures, communication with freehand sketches, blueprint terms and abbreviations.

MFG*H151  Manufacturing Machining: Drill Press and Saw 1 cr.
Course on sawing and drilling machines. Topics covered include use of cutoff saws, use of drill presses, using the vertical band saw, drilling tools, countersinking, reaming and counter boring.

MFG*H152  Manufacturing Machining: Grinding  2 cr.
Course on the use of various grinding machines. Topics covered include selection and identification of grinding wheels, truing, dressing and balancing wheels, grinding fluids, using the horizontal spindle reciprocating table surface grinder, using the cylindrical grinder, and using the tool and cutter grinder.

MFG*H153  Manufacturing Machining: Bench Work  2 cr.
A basic course in the fundamentals, principles, practices and tools used in semi-precision and precision layout and in the various tools used in semi-precision and precision layout and in the various tools, methods, and procedures for common machine shop bench work. Topics include measurement systems, layout principles, hand tools, and power tools.

MFG*H154  Manufacturing Machining: Lathe I  2 cr.
First course in the use of the lathe. Topics include identification of major components of the lathe, tool holders and tool holding, cutting tools, operating the controls, facing and center drilling.

MFG*H155: Manufacturing Machining - Milling I  2 cr.
First course on the vertical and horizontal milling machines. Topics include cutting tools and holders, setups, spindles and arbors, work holding methods.

MFG*H156: Manufacturing Machinery - CNC I  2 cr.
First course in CNC machinery and programming. Topics include Cartesian coordinates, safe use of CNC equipment, setup and operate a two axis CNC lathe and a three axis CNC machining center, programming and runoff of parts.

MFG*H171  Introduction to Lean Manufacturing  3 cr.
The purpose of this course is to provide the student with the fundamental knowledge of current continuous process improvement methodologies in use today within competitive manufacturing environments. This introductory course will expose the student to the basic concepts of Lean Manufacturing theory and the various tools and techniques involved with a lean implementation. This course will be presented following the lean-six sigma process methodology of DMAIC (Define, Measure, Analyze, Improve, and Control) to ensure that at the completion of the course, the student will be competent to participate effectively as a team member in lean implementation projects.

MFG* H172  Introduction to Lean Supply Chain Management  3 cr.
This course is an introduction to the basic principles and methodologies of Supply Chain Management. The course reviews the lean principles needed to understand and maintain the supply chain. Key concepts are covered such as Value Stream Mapping, customer/supplier roles, supplier types, metrics, quality systems, quality audits, communication, and information flow. Class activities, group assignments, and case studies are emphasized for real-world learning experiences.

MFG*H200  Manufacturing Management  3 cr.
This course introduces the student to the structure and organization of manufacturing management in an industrial society. The role of various management functions including strategic planning, industrial cost accounting, inventory management, and quality control will be studied. Three class hours weekly.

MFG*H201  Computer-Aided Manufacturing II  3 cr.
Prerequisites: MFG*H106. This course discusses CNC programming, analog programmable logic control programming, and interfacing controllers, and machine tools. Laboratory practice in writing CNC programs, robotics programming and interfacing, and analog programmable logic controller programming will be studied. Two class and two laboratory hours weekly.

MFG*H210  Materials of Engineering  4 cr.
Prerequisites: MFG*H104, CHE*H111. Study of the structure and properties of engineering materials. Materials selection, processing and heat treatment are studied. The changes in structure and properties during forming, machining, and heat treating operations are discussed. Selected experiments to demonstrate the effects of processing, including heat treatment on the properties of engineering materials. Standard materials tests are also performed. Three class and two laboratory hours weekly.

MFG*H217  Tool Design  5 cr.
Prerequisites: CAD*H150, MFG*H104, 210, MAT*H185. The course is designed to teach the theoretical principles, commercial standards and techniques for the design of metal cutting tools, jigs, fixtures, gages and dies. Application of the theory and principles learned in the classroom to design problems. The design problems will include metal cutting tools, jigs, fixtures, gages and dies. Three class and four laboratory hours weekly.

MFG*H230  Statistical Process Control  3 cr.
Prerequisites: MAT*H172. Presents a modern approach to quality adapted from the science of statistics. The scope of study ranges from basic statistical concepts, through the history of statistical quality control and the contributions of pioneers like Deming, Juran and Taguchi. Traditional methods of control charts for both variables and attributes and acceptance sampling are presented, as well as the more modern methods. Simple, effective graphical problem-solving tools, histograms, run charts, stem and leaf displays, Pareto charts, cause and effect diagrams and capability ratios (CP & CPK) are covered. The computer is utilized as an aid in calculation and control chart preparation. Two class and two laboratory hours weekly.
MFG*H239 Geometric Dimensioning and Tolerancing 3 cr.
A study of the industrial accepted ANSI Specification Y14.5-1973 and ANSI Y14.5M-1982. The ANSI Y14.5 specification creates a unified language through which engineering requirements are specified with respect to actual function and relationship of parts features. Subject matter includes the application of form, profile, orientation, runout, and location types of geometric characteristics, including the application of the feature control frame and tolerance and datum modifiers. Three class hours weekly.

MFG-H248 Computer-Integrated Manufacturing (CIM) 3 cr.
Prerequisites: MFG*H201. This course discusses computer generated CNC programming and computer based additive manufacturing techniques. In addition students will gain an understanding of how to use Mastercam to generate programs for both milling and turning applications. Laboratory includes hands on application of course theory. Two class and two laboratory hours weekly.

MFG*H254: Manufacturing Machinery - Lathe II 3 cr.
Prerequisite: Completion of Machine Technology Level I Certificate or with consent of instructor, MFG*H154; Manufacturing Machinery - Lathe I. Second course on lathe setup, operation and practices. Topics covered include alignment, turning between centers, and other operations. The student will cut 60 degree external threads, internal threads, tapers, and other thread forms. Use of steady rests and follower rests.

MFG*H255: Manufacturing Machinery - Milling II 3 cr.
Second course on milling setup, operation, and practices. Topics covered include use of Offset Boring Head, side milling cutters, face milling cutters on the horizontal mill, setup and operation of index heads, simple and direct angular indexing, and inspection of gears. Prerequisite: Completion of Machine Technology Level I Certificate or with consent of instructor, MFG*H155: Manufacturing Machinery - Milling I

MFG*H256: Manufacturing Machinery - CNC II 3 cr.
Second course in Computer Numerical Controlled programming. A further study of CNC programming for the Lathe and Vertical Machining Center. Topics include setup and tooling, programming simple parts, canned drilling cycles, circular interpolation, special milling cycles, cutter compensation, loop merging, and special features. Prerequisite: Completion of Machine Technology Level I Certificate or with consent of instructor, MFG*H156: Manufacturing Machinery - CNC I

MFG H271 Advanced Lean Manufacturing 3 cr.
Prerequisite: MFG*H171. The purpose of this course is to provide the student with the knowledge to implement lean improvements within the production environment using a systematic approach. This course will follow an improvement project (from the student’s current employer or case study) through the five stages of the DMAIC problem solving methodology. At the completion of the course, the student will be competent to effectively lead a lean implementation project within a company.

MFG*H275 Mechanics of Materials 3 cr.
Prerequisite: MEC*H108, MAT*H185. The study and explanation of the relationships existing between externally applied forces in resulting stresses in deformations. From our study of mechanics of material, we will be able to determine if a body is capable of fulfilling its intended purpose. Limited computer applications of beam theory and a computer demonstration of FEA. Three (3) class hours weekly.

MARKETING
Refer to the Business section.

MATHEMATICS
STEM Division

MAT*H073 Pre-Algebra—Number Sense 4 cr.
Prerequisite: Placement in this course is determined by a college placement exam. Material is chosen to provide the student with current mathematical concepts and topics needed to continue work in algebra, the mathematics of business, science and basic technology. Topics covered include computation with whole numbers, fractions, decimals, ratios, proportions, percents, and measures. Geometry topics are integrated throughout. Signed number computation, algebraic expressions, and equation solving appear regularly, thus familiarizing the student with algebraic concepts. Emphasis is on understanding of mathematical concepts and problem solving techniques. Instruction in calculator use is emphasized along with related applications. This will not fulfill a mathematics requirement in any degree program.

MAT*H075 Pre-Algebra—Number Sense, Geometry 3 cr.
Prerequisite: Placement in this course is determined by a college placement exam. Material is chosen to provide the student with current mathematical concepts and topics needed to continue work in algebra, the mathematics of business, science and basic technology. Topics covered include computation with whole numbers, fractions, decimals, ratios, proportions, percents, and measures. Geometry topics are integrated throughout. Signed number computation, algebraic expressions, and equation solving appear regularly, thus familiarizing the student with algebraic concepts. Emphasis is on understanding of mathematical concepts and problem solving techniques. Instruction in calculator use is emphasized along with related applications. This will not fulfill a mathematics requirement in any degree program.

MAT*H092 Statway I (developmental – no credit toward degree or transfer) 4 cr.
Prerequisite: Grade of B or better in MAT *H073 or MAT *H075 (Pre-algebra) or qualifying score on Placement exam. Co-requisite of ENG *H063 or qualifying score on placement exam, or permission of Chair of Mathematics Department. Statway I is the first of two courses offering an alternative pathway for students in non-STEM (Science, Technology, Engineering, Mathematics) majors. These courses will combine elements of algebra and statistics into one curriculum. Students will take these courses instead of MAT *H095 (Elementary Algebra), MAT *H137 (Intermediate Algebra), and MAT *H167 (Principles of Statistics). The goal is to significantly improve the retention rate in developmental mathematics.

MAT*H095 Elementary Algebra Foundations 3 cr.
Prerequisite: Grade of “C” or better in MAT*H073 or MAT*H075 (Pre-algebra) or an appropriate score on a college placement exam. The course begins with a brief review of basic computational skills and operations with signed numbers. Algebraic order of operations and evaluation and simplification of algebraic expressions are followed by techniques for solving first degree equations and inequalities in one unknown. Also included in this course are algebraic methods for solving applications involving one and two unknowns. Basic rules of exponents are presented and scientific notation is discussed. This is followed by the basic polynomial operations and graphing linear equations in two unknowns, finding slopes of lines, x- and y- intercepts, and writing the equations of lines. This will not fulfill a mathematics requirement in any degree program.

MAT*H121 Applications for Business and Other Careers 3 cr.
Prerequisite: Grade of “C” or better in MAT*H095 (Elementary Algebra) or an appropriate score on a college placement exam. Enrollment in MAT*H121 is restricted to students in Automotive Technician, Office Administrative Careers, Early Childhood Education, Hospitality Management, Landscaping and Horticulture programs. Topics covered include arithmetic and algebraic operations, statistics, graphs, and tables. This course emphasizes specific mathematical applications for each discipline.

MAT*H122 Statway II 4 cr.
Prerequisite: C or better in MAT *H092 (Statway I). Statway II is the second course in the two semester Statway course sequence. The Statway course sequence is recommended for students enrolled in degree programs that require no mathematics beyond freshman-level statistics. Both courses in the course sequence (Statway I and Statway II) must be taken to receive credit for college level statistics. Students will use mathematical and statistical tools to explore real life data in a participatory learning environment. Statway II topics include modeling data with functions, quadratic functions, discrete and continuous probability distributions, Central Limit Theorem, sampling distributions, confidence intervals, one-sample and two-sample hypothesis tests, Chi-Square Tests, and ANOVA. This course requires the use of statistical technology.

MAT*H135 Topics in Contemporary Mathematics 3 cr.
Prerequisite: Grade of “C” or better in MAT*H095 (Elementary Algebra) or an appropriate score on a college placement exam. A practical course offering an exposure to a wide range of topics with an emphasis on critical
thinking, problem solving and the real number system. Topics include number theory, financial management, set theory, metric system and statistics. This course will not satisfy the General Education mathematics requirement at CT State Universities.

MAT*H137 Intermediate Algebra
3 cr.
Prerequisite: Grade of “C” or better in MAT*H095 (Elementary Algebra) or an appropriate score on a college placement exam. The main themes of Intermediate Algebra are functions, represented by tables, graphs, and rules, and problem solving. The study of polynomial functions is extended via applications involving linear functions, linear systems, and quadratic functions. Students also study exponential functions, rational functions, radical functions, and absolute value functions. Computer component required; TI-83 (Plus) or TI-84 (Plus) or online graphing utility required. This may be used as a general elective; this will not fulfill a mathematics requirement in any degree program.

MAT*H143 Math for Elementary Ed: Algebra, Number Systems
3 cr.
Prerequisite: Grade of “C” or better in MAT*H137 or an appropriate score on a college placement exam. This course is designed for students planning to become certified in early childhood, elementary or middle school level education. Problem solving strategies will be developed and integrated throughout, in accordance with the NCTM Principles and Standards for School Mathematics. Topics include conceptual and relational understanding of the real numbers, including the subsets of whole numbers, integers, rational and irrational numbers, with an emphasis on place value and the associated operations. Topics from numeration systems, number theory, and set theory will be developed as needed, with regular use of manipulatives and technology.

MAT*H144 Math for Elementary Ed: Geometry, Data
3 cr.
Prerequisite: Grade of “C” or better in MAT*H137 or an appropriate score on a college placement exam. This course is designed for students planning to become certified in early childhood, elementary or middle school level education. Problem solving strategies will be developed and integrated throughout, in accordance with the NCTM Principles and Standards for School Mathematics. Topics include probability, statistics, and geometry concepts presented through a problem-solving approach, and incorporating an extensive use of manipulatives and geometric software. Mathematical discourse is encouraged through cooperative learning and written communication.

MAT*H146 Math for the Liberal Arts
3 cr.
Prerequisite: Grade of “C” or better in MAT*H137 (Intermediate Algebra) or an appropriate score on a college placement exam. This is a survey course designed to acquaint the liberal arts student with a broad spectrum of mathematical ideas not emphasized in traditional algebra courses. As a terminal mathematics course, it conveys the nature and diversity of mathematics, its methods, applications, and roles in society. Topics are selected from problem solving and critical thinking skills, graph theory, voting and apportionment, introduction to probability, linear programming, patterns and symmetry, linear and exponential applications; others may include fractal geometry, financial management, fair division schemes, game theory, or codes.

MAT*H167 Principles of Statistics
3 cr.
Prerequisite: Grade of “C” or better in MAT*H137 (Intermediate Algebra) or an appropriate score on a college placement exam. This technology-based course begins with an introduction to data analysis including techniques in the presentation of data and in the determination of statistical measures for central tendency and variation. The topics of linear correlation and regression are explored in the analysis of bivariate data. The basics of probability and statistics will be developed and integrated throughout, in accordance with the NCTM Principles and Standards for School Mathematics. Topics include probability, statistics, and geometry concepts presented through a problem-solving approach, and incorporating an extensive use of manipulatives and geometric software. Mathematical discourse is encouraged through cooperative learning and written communication.

MAT*H170 Math Education in Practice
1 cr.
Prerequisite: Grade of “B” or better in MAT*H172 with two letters of recommendation from instructors at NVCC and permission of the Division Director, Math Department Chair, or Math Lab Supervisor. This course provides students the opportunity to develop their communication skills in mathematics. Students will assist and tutor peers in mathematics using appropriate technology for a minimum of three hours per week for 14 weeks in the Academic Center for Excellence at Naugatuck Valley Community College under the supervision of a math instructor. The course may be taken up to three times for a maximum of 3 credit hours.

MAT*H172 College Algebra
3 cr.
Prerequisite: Grade of “C” or better in MAT*H137 (Intermediate Algebra) or an appropriate score on a college placement exam. This course offers the student the development of numeric, algebraic, and graphic problem solving techniques beyond the intermediate level. Techniques are developed to solve equations and inequalities involving polynomials, radicals and rational expressions. Polynomial, inverse, rational, exponential, and logarithmic functions are studied and their applications are explored both algebraically and graphically.

MAT*H185 Trigonometric Functions
3 cr.
Prerequisite: Grade of “C” or better in MAT*H172 (College Algebra) or an appropriate score on a college placement exam. This course offers the student a development of trigonometry through a functional approach. The trigonometric functions are considered as circular functions with applications of these to the solution of triangulation problems. Topics include trigonometric identities, inverse trigonometric functions, oblique triangle trigonometry and the graphs of the trigonometric functions. Vectors will be introduced and the polar coordinate system will also be considered.

MAT*H232 Applied Calculus
3 cr.
Prerequisite: Grade of “C” or better in MAT*H172 (College Algebra) or an appropriate score on a college placement exam. The purpose of this course is to acquaint students not majoring in mathematics or science with a body of mathematical knowledge that may well demand investigation in view of their various academic goals. Topics covered include function theory, inequalities, tangent problems, continuity, limits, derivatives, and integrals.

MAT*H254 Calculus I
4 cr.
Prerequisite: Grade of “C” or better in MAT*H185 (Trigonometric Functions) or an appropriate score on a college placement exam. A four semester hour course intended to provide the necessary preparation for advanced mathematics and science courses as requirements for all mathematics/science majors. The course begins with a review of the properties of absolute value and inequalities and other algebraic topics. Functions, limits, and continuity are thoroughly covered along with the derivatives. Formulas for calculating derivatives are presented, along with geometrical and physical applications. The antiderivative is introduced along with the definition of the differential and some applications. The course concludes with an introduction to the definite integral and its geometric meaning.

MAT*H256 Calculus II
4 cr.
Prerequisite: Grade of “C” or better in MAT*H254 (Calculus I). A second course in calculus for mathematics or science majors. Topics include the definite integral and applications of the definite integral to areas, volumes, and length of arc of a plane curve. Also considered are logarithmic and exponential functions, trigonometric functions, inverse trigonometric functions and various techniques of integration. Limits involving indeterminate forms and improper integrals are also discussed. The course concludes with an introduction to infinite series.

MAT*H268 Calculus III: Multivariable
4 cr.
Prerequisite: Grade of “C” or better in MAT*H256 (Calculus II). A course in multivariable calculus for mathematics or science majors. Topics include conic sections, plane curves, parametric equations and polar coordinates, vectors and solid analytic geometry, vector-valued functions, functions of several variables, partial differentiation, and multiple integration.

MAT*H285 Differential Equations
3 cr.
Prerequisite: Grade of “C” or better in MAT*H268 (Calculus III: Multivariable) Study of ordinary differential equations. Equations studied include the following: first-order linear, separable equations; exact equations; homogeneous linear equations of first or higher order with constant coefficients; auxiliary equations with complex roots; and non-homogeneous equations. Solutions of initial value problems with associated applications are studied. Techniques used include linear differential operators, the method of undetermined coefficients, variation of parameters, and Laplace transforms.

Course Descriptions
MECHANICAL ENGINEERING TECHNOLOGY

STEM Division

MEC*H108 Statics 5 cr.
Prerequisites: PHY*H121, Corequisite: MAT*H185. Analysis of the forces which act upon rigid bodies at rest is the subject of this course. Balances of forces and moments on an object provide the basis for equilibrium calculations involving points, rigid bodies, frames and machines with a variety of supports (including frictional). The use of free-body diagrams and neat, professional level presentation of work is stressed. Five class hours weekly.

MEC*H238 Dynamics 4 cr.
Prerequisites: MEC*H108, MAT*H232. This course covers the fundamental techniques used for analyzing the motion of particles and rigid bodies and the forces which cause that motion. Translation and rotation as fundamental components of rectilinear, curvilinear and constrained plane motion are explained. Relative and absolute velocities and accelerations are treated with both graphical and computational techniques. Laboratory practice is used to verify and reinforce the theoretical concepts. Three class and two laboratory hours weekly.

MEC*H240 Fundamentals of Thermodynamics 4 cr.
Prerequisite: CHE*H111. This course covers the fundamental concepts of heat transfer. Major topics included are conduction, convection and radiation. The emphasis is on the practical applications of each type of heat transfer through example problems. The design and analysis of different types of heat exchangers are also explained in detail. Laboratory experiments involve heat transfer apparatus which supplement the theoretical class work. Three class and two laboratory hours weekly.

MEC*H251 Materials Strength 4 cr.
Prerequisite: MEC*H108. Covers the principles involved in the analysis of stresses which occur within machine and structural elements subjected to various types of loads. Analysis of these stresses are made as applied to thin-walled cylinders and spheres, riveted and welded joints, beams, columns, couplings and shafts. Mechanical properties of common materials are determined using equipment such as the Universal Testing Machine, Torsion Testing Machine, and Impact Testing Machine. Experiments involving stress and strain analysis are included. Microcomputers are used in the analysis of experimental data and preparation of laboratory reports. Three class and two laboratory hours weekly.

MEC*H271 Fluid Mechanics 4 cr.
Prerequisite: MEC*H108. An introductory survey of the principles and methods involved in the analysis of fluid systems. Included are common fluid properties, hydrostatics, the kinematics of fluid flow and energy relationships. The use of standard empirical information to reflect the departure of actual hardware performance from the theoretical is reflected in many of the applications considered. This course also provides laboratory experience with the common instruments used in experiments involving properties of fluids. To verify the general analytical methods studied in class, wind tunnel testing, hydraulics, pneumatics and pressure loss measurements may be included. Three class and two laboratory hours weekly.

MEC*H284 Machine Design 5 cr.
Prerequisites: CAD*H150, MEC*H251, MFG*H210. Deals with the concept of mechanical design from concept to specifications. Covers the procedures, data, and techniques necessary to design/select mechanical components such as gears, springs, bearings, belt and chain drives, clutches, brakes, fasteners, shafts and screws. The use of microcomputers in the design process is emphasized. A design project is also included. Three class and four laboratory hours weekly.

MET*H101 Meteorology 3 cr.
An introductory course on weather and climate. Through lecture, Internet access and other media, this course will cover atmospheric motion, severe weather, global and local climate, and forecasting.

MULTIMEDIA TECHNOLOGY

Arts and Humanities Division

Multimedia Technology courses are now listed under a new designation. Please refer to the Digital Arts Technology section for a list of these courses.

MUSIC

Arts and Humanities Division

The Division of Arts and Humanities encourages students to register for music courses in order to develop appreciation of, and skills in, the musical arts. Some of the courses are required in career programs; others are designed for students’ interests and personal development. Consultation with counselors will help determine specific needs.

MUS*H101 Music History & Appreciation I 3 cr.
The course surveys historically significant music from the medieval period to the 20th century, emphasizing stylistic characteristics found in great music, art, and architecture.

MUS*H111 Fundamentals of Music I 3 cr.
This course begins the study of notation and forms that musicians use to arrange, compose and perform music. Topics include musical instruments, clefs, key signatures, time signatures, scales, musical styles and forms.

MUS*H115 Music Theory I 3 cr.
Music Theory I is a study of melodic writing leading to four-part diatonic harmony. Topics include four-part writing, non-chord tones, cadences, and seventh chords. Music analysis, reading, and aural skills are reinforced together with the Theoretical material presented.

MUS*H116 Music Theory II 3 cr.
Prerequisite: Grade of "C" or better in MUS*H115 or Permission of Instructor. This is a continuation of MUS*H115 with a study of secondary functions, modulation, form and counterpoint. Music analysis, reading, and aural skills are developed together with the theoretical material presented.

MUS*H156 Guitar Ensemble 1 cr.
This is an opportunity for guitarists and bassists to experience reading and improvising in the context of a section, rather than the traditional rock or jazz band format. The goal is to raise sight reading levels while learning the art of ensemble playing. Special attention is paid to dynamics, phrasing, intonation, ensemble playing, and general musicianship. This course may be repeated for credit.

MUS*H157 Jazz Ensemble 1 cr.
Students and community members will perform in a small instrumental group jazz and contemporary charts from the Big Band Era to Fusion Rock. Instruments featured are percussion, bass, key board, guitar, saxophone, trumpet, and trombone. The course is open to all students with the consent of the instructor, and may be repeated for credit.

MUS*H161 Chorale I 2 cr.
Performance of choral repertoire from all stylistic periods is studied. Performances occur at the College and in the community. The course is open to all students as well as members of the community, with the consent of the instructor and may be repeated for credit.

MUS*H163 Ear Training I 1 cr.
The goal of Ear Training I is to acquire the skills necessary to make intelligent and competent musicians. This course will focus on three major areas: sight singing, rhythmic reading, and dictation. This course is considered to be an aural lab component of Theory I and is an important course for those wishing to improve their pitch accuracy for Chorus audition or Voice Lessons.

MUS*H164 Ear Training II 1 cr.
Prerequisite: MUS*H215 or permission of instructor. The goal of Ear Training II is to continue the work done in Ear Training I providing students with advanced training in pitch and rhythm, perception and sightreading. It is considered to be an aural lab component of Theory II courses and is an important course for those wishing to improve their pitch accuracy for Chorus or Voice lessons.
MUS*H173 Class Voice 1 cr.
Principles of voice placement and development, breathing, diction and pronunciation are practiced. Solo and duet repertoire are explored. This is designed as a beginner class for students with little or no experience. The course may be repeated for credit.

MUS*H183 Applied Private Music Lessons I 1 cr.
MUS*H184 Applied Private Music Lessons II 2 cr.
These courses provide for private vocal or instrumental lessons. Fees for lessons are in addition to regular tuition and arranged between student and the teacher, who must be approved by the Music Director. Applied lessons are intended for students with some musical experience or background.

MUS*H208 Introduction to Music Therapy 3 cr.
Prerequisites: MUS*H111 Fundamentals of Music with a grade of “C” or better, or permission of instructor. Introduction to Music Therapy provides a historical, theoretical, and clinical basis for defining and understanding music therapy and/or continuing its study. It is designed as a survey course to give historical background to the development of the profession, as well as basic understanding of techniques and populations now served by music therapists. Basic music proficiencies are helpful but not required for enrollment in this course.

MUS*H213 Music Theory III 3 cr.
Prerequisites: MUS*H116 with a grade of “C” or better, or permission of instructor. Music Theory III provides training and supervised practice of analyzing, performing, and composing music. Music Theory III is a continuation of Music Theory II and should be taken concurrently with Ear Training III. Secondary chords, altered 6th chords, chromatic harmony, and modulation are mastered. Song writing is pursued as a means of understanding harmonic rhythm, progressions, accompaniment patterns, and small form structure. Keyboard proficiency is included.

MUS*H214 Music Theory IV 3 cr.
Prerequisites: MUS*H213 with a grade of “C” or better, or permission of instructor. Music Theory IV provides training and supervised practice of analyzing, performing, and composing music. Music Theory IV is a continuation of Music Theory III and should be taken concurrently with Ear Training IV. Enharmonic modulation is introduced along with extended and chromatic harmony. Larger formal patterns are discussed (sonata form, rondo, and variation). 20th-century harmony is introduced, including non-functional harmony, dodecaphony, and set theory. Keyboard proficiency is included.

MUS*H218 Electronic Music Composition/Audio Technology I 3 cr.
Prerequisite: CSA*H105 and permission of instructor. This course is an introduction to the art and techniques of electronic music and audio production. The history, elements, and tools of electronic music and audio will be defined and explored. Topics will include: acoustics theory, analog and digital audio principles, recording engineering techniques, sound sampling, electronic synthesis, MIDI, and audio for multimedia and the World Wide Web.

MUS*H219 Electronic Music Composition/Audio Technology II 3 cr.
Prerequisite: DAT*H218 or MUS*H218. An in-depth study of the techniques and methodologies used in studio and live recording. In addition to classroom assignments and exercises, students will be expected to complete a minimum of fifteen hours of practicum field work resulting in the recording, editing and mastering of a live or studio project. Topics will include two-track and multi-track recording, studio acoustics and design, analog and digital mixing consoles, microphone placement techniques, signal processors, and studio session procedures.

MUS*H237 Principles of Sound Recording 3 cr.
Corequisite: DAT*H218 or MUS*H218. This course presents an in-depth study of the techniques and methodologies used in studio and live recording. In addition to classroom assignments and exercises, students will be expected to complete field work resulting in the recording, editing, and mastering of a live or studio project. Topics will include two-track and multi-track recording, studio acoustics and design, analog and digital mixing consoles, microphone placement techniques, signal processors, and studio session procedures.

MUS*H254 Concert Band 2 cr.
This is a modern, symphonic concert band featuring woodwind, brass, and percussion instruments. The band performs for college functions (such as commencement) and for the benefit of the college. The band may perform at other off-campus venues and for non-campus organizations. The instructor selects repertoire each semester based on the available instruments and skill level of players, as well as picking repertoire suitable for college activities. The repertoire represents the work of both serious “classical” composers as well as contemporary popular composers. The course is open to all students with the consent of the instructor and may be repeated for credit.

MUS*H263 Ear Training III 1 cr.
Prerequisites: MUS*H164 with a grade of “C” or better, or permission of instructor. Ear Training III provides classroom training and supervised practice of connecting musical sounds to musical notation and harmonic systems. Ear Training III is a continuation of Ear Training II and should be taken concurrently with Music Theory III. Intervals, scales, and chords in all inversions are sung and identified. Melodies for singing and dictation gradually incorporate chromatic alterations and modulation. Keyboard harmony is reinforced.

MUS*H264 Ear Training IV 1 cr.
Prerequisites: MUS*H263 with a grade of “C” or better, or permission of instructor. Ear Training IV provides classroom training and supervised practice of connecting musical sounds to musical notation and harmonic systems. Ear Training IV is a continuation of Ear Training III and should be taken concurrently with Music Theory IV. Sight singing, melodic dictation, keyboard harmony, and harmonic dictation incorporating chromaticism (secondary functions, mode mixture, N6, and augmented sixth chords), modulation to both closely and distantly related keys, and advanced rhythmic practices (syncopation, shifting meters, and hemiola).

MUS*H274 Conductor’s Lab Ensemble 2 cr.
Prerequisites: MUS*H115 Music Theory I or permission of the instructor. The course must be taken concurrently with MUS*H183 or MUS*H184 Applied Music – Conducting. Learners are members of the College Choir. In addition to singing their particular voice part they also act as assistant conductors and are listed as such in concert programs. During the course of the semester assistant conductors utilize the baton and rehearsal techniques taught in the tutorials with the full choral group, either in the setting of a small group, voice section, or the entire chorus.

NURSING
Allied Health/Nursing/Physical Education Division

HLT*H103 Investigations in Health Careers 3 cr.
This course is designed to assist students in meeting the expectations of a health care curriculum and career. The students will become familiar with the rigors of higher education and the specific skills needed to maximize their opportunity for academic and clinical success. The course will include a comprehensive overview of the duties and responsibilities associated with clinical competency. Interdisciplinary learning strategies, correlating clinical and didactic education, life management skills, work ethics, and critical thinking skills necessary for all health providers will be emphasized.

NUR*H101 Introduction To Nursing Practice 8 cr.
Prerequisite: Admission to the College and the Nursing Program. The student will focus on concepts basic to nursing practice. Emphasis is placed on application of the nursing process, communication skills, and nursing practice procedure acquisition. Clinical and laboratory experiences offer opportunities to integrate theoretical principles and demonstrate caring and competence in beginning professional role development.

NUR*H102 Family Health Nursing 8 cr.
Prerequisites: NUR*H101, PST*H111, BIO*H235. Co-requisite: NUR*H103. The student will focus on issues affecting the family, including childbearing, childbearing, geriatric care and intermediate health care needs of limited duration. The medical surgical health problems include care for the client in the peri-operative period and the client experiencing orthopedic and simple genitourinary conditions. The course addresses several psychiatric disorders: anxiety and cognitive disorders, common child and adolescent psychiatric disorders. The student will have clinical rotations that provide experience caring for the childbearing family as well as caring for medical-surgical clients across the lifespan.
NUR*H103  Pharmacology for Families Across the Lifespan  1 cr.
Prerequisite: NUR*H101. Co-requisite: NUR*H102. The student will focus on the safe use, pharmacological principles, indications and nursing implications related to drug therapy when caring for individuals and families. Emphasis will be on medications used with perinatal, neonatal, pediatric, geriatric and peri-operative clients. The course will stress the general characteristics of selected medications and will include indications, pharmacokinetics, side effects, adverse effects, contraindications, administration, nursing implications across the lifespan, client education and relationship to prior learning.

NUR*H201  Nursing Care of Individuals and Families I  9 cr.
Prerequisites: NUR*H102, NUR*H103, PSY*H201, SOC*H101. Co-requisite: NUR*H202. The student will focus on holistic care of individuals and families across the lifespan with a variety of health care needs. The needs of clients experiencing endocrine, respiratory, gastrointestinal, cardiovascular conditions and selected mental health disorders are examined. Bioterrorism as a health care issue will be addressed. Clinical laboratory experience provides the student an opportunity to administer care to a diverse population of clients in a variety of acute care and community health care settings. The student will utilize critical thinking, caring, professionalism and communication skills in the care of the client. Emphasis is placed on provision of safe and competent care and development of the professional role as a member of a multidisciplinary health care team. Over the semester, the student is increasingly challenged in the clinical area with more complex client assignments.

NUR*H202  Pharmacology for Individuals and Families with Intermediate Health Care Needs  1 cr.
Prerequisite: NUR*H102, NUR*H103. Co-requisite: NUR*H201. The student will focus on pharmacologic principles related to the care of individuals and families across the lifespan with intermediate health care needs. Emphasis will be placed on medications used for clients who have endocrine, gastrointestinal, respiratory, cardiovascular, autoimmune, and psychiatric conditions and clients who are survivors of bioterrorism.

NUR*H203  Nursing Care of Individuals and Families II  8 cr.
Prerequisite: NUR*H201, NUR*H202, ENG*H102. Co-requisite: NUR*H204, NUR*H205. The student will focus on the holistic care of individuals, families, and groups with complex health care needs. The student will incorporate critical thinking, caring behaviors, professionalism, and communication skills when providing nursing care in a variety of acute, long-term and/or community settings. Students will have an opportunity to manage a multi client assignment with an emphasis on safe and competent practice. An observational experience with a visiting nurse agency, a dialysis unit and/or a cancer center will be provided.

NUR*H204  Pharmacology for Individuals, Families and Groups with Complex Health Care Needs  1 cr.
Prerequisite: NUR*H201, NUR*H202. Co-requisite: NUR*H203. The student will focus on safe use, pharmacologic principles, indications and nursing implications related to drug therapy in the care of individuals, families, and groups with complex health care needs. Emphasis will be placed on medications used for clients who have acute and chronic renal failure, oncology and neurological conditions, and multi-system dysfunction and who choose an alternative therapy.

NUR*H205  Nursing Management and Trends  2 cr.
Prerequisite: NUR*H201, NUR*H202. Co-requisite: NUR*H203, NUR*H204. The student will explore the basic principles of management, leadership and collaborative relationships as they relate to providing safe and competent care. The focus is on the utilization of critical thinking skills to make decisions on priority setting, delegation, legal parameters of nursing practice and ethical issues. Students will expand the concept of caring to the profession of nursing through collegial and interdisciplinary communication. This course facilitates the transition for students into the profession and their role in contemporary nursing practice.

PHILOSOPHY
Arts and Humanities Division

PHL*H101  Introduction to Philosophy  3 cr.
Prerequisite: ENG*H101. Various philosophical views and philosophical figures will be studied. Students will begin to think in a philosophical way about reality, truth and values. They will use logical reasoning to apply the various philosophies to current times and to their own lives.

PHL*H111  Ethics  3 cr.
Prerequisite: ENG*H101. This course studies the approaches to ethics, ethical language, and interpretations of “Who am I?” and “What am I to do?” Morality as it relates to freedom, religion, medicine, business, mass media, technology, Environment and personal commitment are among the topics covered. Using logical reasoning, students demonstrate an understanding of ethical behavior in both oral and written form.

PHL*H112  Medical Ethics  3 cr.
Prerequisite: ENG*H101. This course is an introduction to moral issues and options in medicine, with particular attention to those most directly affecting the public and general medical personnel. Topics include the meaning of “life,” birth control, artificial insemination, genetic engineering, abortion, human experimentation, behavior control, organ transplantation, truth and the physician, care of the dying, and public health care.

PHL*H151  World Religions  3 cr.
Prerequisite: ENG*H101. This course studies various living Eastern and Western religions and their beliefs about the meaning of life, God, reality, truth, morality and worship.

PHILOSOPHY
Arts and Humanities Division

PHL*H150  Philosophy of Religion  3 cr.
Prerequisite: ENG*H101. The nature of religion, the reality and existence of God, religious knowledge and values, the soul, life after death, the problem of evil, mysticism, miracles, and the relationship of religion to science and history are explored.

PHYSICAL EDUCATION
Allied Health/Nursing/Physical Education Division

The Physical Education and Health Fitness courses at Naugatuck Valley Community College are designed to meet the life-time needs of the individual as teacher and person. Courses develop the basic skills and methodologies required for good physical and mental health. Courses have been recognized for transfer credit by four-year institutions. Activity course descriptions appear at the end of this section.

HPE*H101  Weight Control and Exercise  2 cr.
Designed to help students realize the importance of healthy diet and exercise behaviors in permanent weight control. Behavior modification techniques are used to help students achieve a healthy lifestyle that will result in either a gradual reduction in body weight, and/or the maintenance of a healthy body weight.

HPE*H103  Concepts in Fitness  2 cr.
Physical fitness and exercise is designed to provide the background information concerning exercise prescription development and follow through. Participants will be trained in exercise testing theory and ethics, and practical exercise prescription. Students will participate in lecture and laboratories to develop their own exercise prescription.

HPE*H114  Aerobics  2 cr.
Modern methodologies skills and systems of exercising through dance are introduced and practiced. The physical condition of the body, the levels of cardiovascular fitness and individual physical differences are stressed.

HPE*H117  Weight Training  2 cr.
Emphasis of this course is on the development of a high degree of individual skills and methods necessary to understand the body mechanics involved
in activity exercise. Programs discussed will include training for leisure sports, rehabilitation, muscular tone, endurance, cardiovascular endurance, flexibility, and weight loss.

HPE*H118 Power Walking 2 cr.
This course is designed to introduce students to the values and purposes of power walking through brief lecture and practical experience. The course will also introduce aerobics as an alternative program.

HPE*H140 Pilates/Wellness (also listed as DAN*H140) 1 cr.
This course focuses on the quality of movement, posture and breathing by increasing strength, flexibility, and balance. The holistic perspective includes physical awareness, cognitive reflection, and insights from feelings and focuses on mind-body centering. Pilates/Wellness is designed for the dancer, athlete, health professional or persons interested in overall well-being. This class meets the first ten weeks of the semester. Comfortable clothing is necessary.

HPE*H147 Self-Defense I 1 cr.
This course is designed to promote the methods and skills to understand and perform the art of karate for self-defense and discipline. It includes the study of history, philosophy and culture of the martial art of karate.

HPE*H148 Self-Defense II 1 cr.
Prerequisite: HPE*H147. This course is advanced study in the art and methods of self-defense including elements of physical fitness. Students who enroll in this course will be given a promotion test for belt certification.

HPE*H176 First Aid 3 cr.
This course prepares the student, through development of skill and knowledge, to give proper care to the injured and seriously ill. This practical course stresses prevention of accidents and early medical care in sudden illness. Better personal health habits, family health habits, and an interest in community-wide health problems are developed. Red Cross First Aid Certification is included in the completion of courses and meets the State of Connecticut requirements leading to a coaching permit.

HPE*H220 Coaching Adolescents 3 cr.
This course consists of three modules: sports management, biomechanics studies, and principles of coaching. It is intended for those who do not hold a teaching degree and need to meet the State of Connecticut requirements for a coaching permit.

HPE*H255 Physical Fitness Through Physical Education 2 cr.
This course will allow the student to explore several types of life-time and recreational sports. Students will rotate activities every three weeks throughout the semester. The physical education activities will be selected by the instructor.

HPE*H261 Yoga 1 cr.
This course is designed to introduce students to the methods and skills necessary to understand and perform Yoga. Relaxation techniques and flexibility training are stressed.

HPE*H264 Yoga 2 cr.
This course is designed to introduce students to the methods and skills necessary to understand and perform Yoga. Relaxation techniques and flexibility training are stressed.

PHYSICAL THERAPIST ASSISTANT
Allied Health/Nursing/Physical Education Division

PTA*H120 Introduction to Physical Therapy 3 cr.
Prerequisite: Admission to the PTA Program. Learning opportunities in this course assist the student to recognize the roles of physical therapy within various practice settings. Students differentiate functions of physical therapists and physical therapist assistants as members of the health care team through study of documentation principles, ethics, laws and organizations important to the provision of services. Learning also includes development of knowledge and abilities within the domains of conduct, communication and sensitivity to individual and cultural differences.

PTA*H125 PT for Function 4 cr.
Prerequisite: Admission to the PTA Program. This course provides the student with introductory concepts and techniques for effective patient teaching and physical therapy intervention for function and mobility. Emphasis is placed on competence in problem-solving and the physical therapist assistant’s role in modification of physical therapy interventions.

PTA*H220 Introduction to the PT Clinic 1 cr.
Prerequisites: PTA*H210 and PTA*H225 with a grade of “C” or higher. This course provides an orientation to the physical therapy clinic and to the provision of physical therapy interventions. Students develop communication, intervention, and problem-solving techniques within the physical therapy clinic.

PTA*H230 Physical Agents in PT 4 cr.
Prerequisites: PTA*H210 and PTA*H215 with a grade of “C” or higher, PTA*H220 with a grade of “P”. This course develops the student’s competence with problem-solving and application of physical therapy interventions using physical agents, including therapeutic applications of heat, cold, water, electricity, light and mechanical forces or devices.

PTA*H235 Kinesiology for Rehabilitation 4 cr.
Prerequisites: PTA*H210 and PTA*H215 with a grade of “C” or higher, PTA*H220 with a grade of “P”. This course fosters learning of the anatomical and biomechanical principles of human movement through the study of the musculoskeletal and nervous systems. Competencies attained include accurate data collection by goniometry, manual muscle testing, posture and gait analysis including the effects of biomechanical forces on the human body.

PTA*H250 Therapeutic Exercise 5 cr.
Prerequisites: PTA*H230 and PTA*H235 with a grade of “C” or higher. Learning includes the theory and techniques to safely and effectively implement therapeutic exercise interventions based on a plan of care established by a physical therapist. Students also develop competence to measure a patient’s response to interventions and respond accordingly and to provide effective instruction to patients and caregivers.

PTA*H253 Pathophysiology for Rehabilitation 3 cr.
Prerequisites: PTA*H230 and PTA*H235 with a grade of “C” or higher. This course develops comprehension about abnormalities and the physical, physiological and psychological changes that occur throughout the human lifespan. The student learns the effects of pathology on the rehabilitation of patients with orthopedic, neurological, and general medical conditions.

PTA*H258 PTA in the Healthcare Arena 2 cr.
Prerequisites: PTA*H230 and 235 with a grade of “C” or higher. This course develops the student’s ability to apply physical therapy interventions and data collection techniques within the clinic Environment and advances the student’s abilities with communication, conduct and problem-solving within the structure of the health care system.

PTA*H260 Physical Therapy Seminar 2 cr.
Prerequisites: PTA*H250, 253 and 258 with a grade of “C” or higher. In this course students demonstrate the ability to apply principles of problem solving to selected professional issues, industry trends, and special populations that may be encountered as a physical therapist assistant. Learning opportunities assist in the transition from student to clinician and identification of interest areas for lifelong learning.

PTA*H262 PTA Internship II 5 cr.
Prerequisites: PTA*H250, 253 and 258 with a grade of “C” or higher. Within this clinic-based course students learn to integrate and apply physical therapy concepts and to effectively perform physical therapy interventions as a physical therapist assistant. Students develop their abilities for daily organization and management of a patient caseload and effectively contribute to the health care team.
PTA*H265  PTA Internship III  5 cr.
Prerequisites: PTA*H250, 253 and 258 with a grade of "C" or higher. Within this clinic-based course students learn to problem-solve and competently function in the clinic environment as a physical therapist assistant. Students develop competence with time management, clinical prioritization and the entry-level abilities of the physical therapist assistant prior to course completion.

PHYSICS
STEM Division

PHY*H110  Introduction to Physics  4 cr.
Prerequisite: MAT*H095 or equivalent. MAT*H137 is recommended. The course is designed for the student seeking basic introduction to the principles of physics, and offers firsthand experience on learning in a laboratory. Specific topics covered include: a review of essential arithmetic operations and systems of measurements, linear motion, conservation of energy and linear momentum, Newton’s three laws of motion, gas laws, heat, light, electricity, magnetism and atomic theory, as time permits. Three hours of lecture and three hours of laboratory weekly.

PHY*H112  General Physics II  4 cr.
Prerequisite: PHY*H121. This course is a continuation of PHY*H121. An overview of thermodynamics is given. Topics include waves, harmonic motion and Coulomb’s Law. The laws describing electric and magnetic fields are studied and how these laws apply to DC and AC circuits, and the properties of light are presented. The properties of light discussed include reflection, refraction, interference and diffraction. Three hours of lecture and three hours of laboratory weekly.

POLITICAL SCIENCE
Behavioral and Social Sciences Division

POL*H102  Introduction to Comparative Politics  3 cr.
Prerequisite: 3 credit hours in any history or political science course. A survey of the structure and functioning of the governments is presented. Such contemporary nation states as Russia, Great Britain, France, and Germany are analyzed. A brief history of each government is included.

POL*H103  Introduction to International Relations  3 cr.
Prerequisite: 3 credit hours in any history or political science course. This course is an introduction to the present nation state system with an analysis of the political, social and economic pressures that produce international tensions and crises. Consideration of the traditional balance of power approach to world peace will be contrasted to the regional and global organizations that have appeared since World War II.

POL*H105  Public Administration  3 cr.
The field of public administration with emphasis on careers is surveyed. Study topics will include major theoretical concepts in public administration and case studies from both the national and sub-national levels of government.

POL*H111  American Government  3 cr.
Students are acquainted with the organization, structure, and functions of the American national government and of the American political parties. Attention is paid to the Constitution, the congress, the courts and the presidency and administration.

POL*H112  State and Local Government  3 cr.
The structure and functions of the various state and local governments in the United States are studied. Special emphasis is placed on the state government in Connecticut and on the various types of local government in the state.

POL*H291-292  Practicum in Government I & II  6 cr.
Prerequisite: At least 15 credit hours of college work and a 2.6 average, plus a "B" grade in either ENG*H101 or BBG*H210. Practical experience as a staff assistant to a member or committee of the Connecticut General Assembly or to a municipal government executive or agency is provided. At least 200 hours of practical work plus a biweekly seminar meeting of all student interns of NVCC are required. A 10-15 page term paper report will also be required at the end of the semester.

PORTUGUESE
Refer to Languages.

PSYCHOLOGY
Behavioral and Social Sciences Division

PSY*H111  General Psychology I  3 cr.
Prerequisite: eligibility for ENG*H101. A general study of psychology in which the important basic principles of scientific methodology, theories of psychology, biological foundations of behavior, human development, states of consciousness, learning, memory, intelligence, and social psychology are presented.

PSY*H112  General Psychology II  3 cr.
Prerequisite: PSY*H111. This course is a continuation of PSY*H111 with emphasis on the study of evolutionary psychology, sensation, perception, motivation, emotion, human sexuality, theories of personality, psychological disorders, and psychological treatment.

PSY*H201  Lifespan Development  3 cr.
Prerequisite: PSY*H111. A study of the changes in the individual from infancy through late adulthood will be examined. Methodology and the physical, cognitive, and social development of the individual will be studied.

PSY*H203  Child Psychology  3 cr.
Prerequisite: PSY*H111. This course examines the changes that occur in the individual from birth to the beginning of adolescence. Physical, cognitive, and social changes will be studied in the context of socio-cultural and other environmental influences that shape individual development.

PSY*H204  Child & Adolescent Development  3 cr.
Prerequisite: PSY*H111. A study of the changes in the individual from infancy through adolescence will be examined. Methodology and the physical, cognitive, and social development of the individual will be studied.

PSY*H206  Adolescence & Adulthood Development  3 cr.
Prerequisite: PSY*H204. This is a continuation of PSY*H204 with the emphasis on the period from adolescence through aging. Effective and intellectual functions from both the physiological and environmental view are examined.

PSY*H217  Psychology of Criminal Behavior  3 cr.
Prerequisite: PSY*H111. This course presents a study of the psychological aspects and correlates of criminal behavior. Models are presented for predicting, understanding and responding to criminal behavior.

PSY*H240  Social Psychology  3 cr.
Prerequisite: PSY*H111. Dynamics of individual motivation in social situations, the theoretical bases for social behavior, applications of principles of behavior to attitude change, prejudice, public opinion, and individual reactions in mass behavior are examined.

PSY*H243  Theories of Personality  3 cr.
Prerequisite: PSY*H111. This course presents a study of the underlying causes of individual behavior and experience. A wide range of theories is considered, including those from the psychoanalytic perspective,
the trait perspective, the learning perspective and the humanistic perspective.

PSY*H245 Abnormal Psychology 3 cr.
Prerequisite: PSY*H111. The varieties of abnormal behavior found in man are studied. Such disorders as depression, anxiety disorders, psychotic conditions, alcoholism, drug addiction, the personality disorders, and sexual deviations are considered.

PSY*H247 Industrial & Organizational Psychology 3 cr.
Prerequisite: PSY*H111. This course surveys the scientific methodology of work behavior as applied to selection, training, evaluation, and organizational factors such as leadership, communication, social environment, group dynamics, and norms, stress, motivation, job design and satisfaction, supervision, conflict resolution and technological change.

PSY*H250 Psychological Aspects of Human Sexuality 3 cr.
Prerequisite: PSY*H111. This course will emphasize the intrapersonal, interpersonal, and psychological aspects of human sexual behavior. Subject matter will include, but will not be limited to, sex roles, sexuality across the life span, sexual attitudes, sexual arousal and dysfunction, sexual orientation, love and intimacy, the historical and cultural aspects of sexuality, legal issues, evolutionary psychology, and research methods.

PSY*H258 Behavior Modification 3 cr.
Prerequisite: PSY*H111. A study of learning theories in which operant and classical conditioning are presented. The focus is on the use of the concepts and principles of applied behavior analysis in teaching functional skills and decreasing maladaptive behaviors in such situations as the home, school, group homes, and mental health settings. Research methods, history, and ethical issues of behavior modification are also reviewed.

PSY*H259 Laboratory in Behavior Modification 3 cr.
Co-requisite: PSY*H258 or permission of the instructor. A study of learning in which the principles of operand conditioning are presented using live animals. The focus is on the experimental analysis of behavior in the lab and the extension of these concepts and principles of applied behavior analysis in everyday life. Positive reinforcement, extinction, differential reinforcement, shaping, behavioral chaining, discrimination, stimulus control, establishing operations are discussed and demonstrated during lab sessions. Research methods, history, and ethical issues of using animals in psychology are also reviewed.

PSY*H260 Psychology of the Exceptional Child 3 cr.
Prerequisites: PSY*H111. The psychology of children with disabilities including mental retardation, learning disabled, physically challenged, autism, communication, health disabilities and emotional/behavioral disorders is presented.

PSY*H261 Introduction to the Autism Spectrum 3 cr.
Prerequisites: PSY*H111 or permission of the instructor. A study of autism spectrum disorders in which students learn the principles and techniques currently employed to help children with autism spectrum disorders acquire functional language, appropriate social behavior, and general academic and living skills. The course will emphasize assessment, empirically supported best practices, Applied Behavior Analysis (ABA), functional behavior assessments, social skills development, communication, parent involvement, and understanding the individual.

PSY*H262 Applied Behavior Analysis 3 cr.
Prerequisites: PSY*H111 or permission of the instructor. This course covers the purpose, rationale and methods used in conducting and interpreting functional analyses of challenging; advanced coverage of measurement methods used in behavioral intervention, and the application of specific behavioral teaching procedures, including prompting, reinforcement, shaping, chaining, error correction and generalization methods, and the development of behavior plans.

PSY*H295 Teaching Assistant in Behavior Modification Lab 3 cr.
Prerequisite: Permission of the instructor. This course will give students the opportunity to work with a faculty member and receive feedback and supervision while developing critical teaching and organizational skills. Students will prepare lab materials, provide direction to other students during laboratory sessions, and assist with the care of the rats used in the behavior modification lab.

QUALITY ASSURANCE

STEM Division

QUA*H114 Principles of Quality Control 3 cr.
Prerequisite: Completion of Machine Technology Level I Certificate or with consent of instructor. This first course in statistical quality control provides an overview of the tools and techniques required in contemporary quality systems. Topics covered include determination of process capabilities, estimation of process standard deviation from sample data, use of control charts, and calculation of probability of simple events. Students will develop SPC and TQM Manufacturing plans.

RADIOLOGIC TECHNOLOGY

Allied Health/Nursing/Physical Education Division

RAD*H112 Orientation to Radiology 3 cr.
Prerequisite: Admission into the program. This course provides an orientation to radiology, basic radiation protection, ethics, medical terminology, communication, and patient care.

RAD*H113 Rad. Physics / Radiographic Quality I 3 cr.
Prerequisite RAD*H112 & H197. The course content includes the production of x-rays, the x-ray circuit, radiographic equipment, and the interaction of x-rays with matter. Once learned, the student will utilize the preceding content, applying it to how the x-ray produces the image. The subject material includes introductory principles of radiographic quality, radiographic film, intensifying screens, film processing, setting technical factors, and performing technical conversions.

RAD*H114 Contrast Media Procedures & Radiographic Quality II 3 cr.
Prerequisite RAD*H113 & H198. The course content is divided between two main topics. The first half of the summer session will cover radiologic procedures involving the use of contrast media. Also discussed will be the hazards, complications, and risk factors of contrast media. The second half of the session is a continuation of Radiographic Quality I. Topics include image formation, technical conversions and critiquing the radiograph.

RAD*H200 Radiologic Physics & Diagnostic Imaging Modalities 3 cr.
Prerequisite: RAD*H114 & H199. This course provides the student with advanced study of fluoroscopy, physics, computed radiography, digital radiography, digital fluoroscopy, and quality assurance/quality control techniques used to evaluate radiographic imaging equipment.

RAD*H215 Radiographic Pathology 3 cr.
Prerequisite: RAD*H200, H222, & H297. This course provides an overview of pathological conditions that are demonstrated with diagnostic imaging. Lecture material will include the cause and treatment of the disease. Pediatric radiology is also presented.

RAD*H217 Seminar in Radiology 3 cr.
Prerequisite: RAD*H215 & H298. A case study approach provides a comprehensive investigation of patient care, emphasizing radiologic procedures.

RAD*H222 Radiobiology & Protection 3 cr.
Prerequisite: RAD*H114 & H199. This course covers the purpose, rationale and methods used in conducting and interpreting functional analyses of challenging; advanced coverage of measurement methods used in behavioral intervention, and the application of specific behavioral teaching procedures, including prompting, reinforcement, shaping, chaining, error correction and generalization methods, and the development of behavior plans.

RADIOLOGIC TECHNOLOGY CLINICAL COURSES

Practicum (clinical practice) in the Radiologic Technology Program involves a series of learning experiences and developed skills in hospitals, offices and imaging centers. Students are periodically assigned to all sections within the department. (These experiences are offered in RAD*H197 through RAD*H299 in sequence.)
RESPIRATORY CARE
Allied Health/Nursing/Physical Education Division

RSP*H112 Fundamentals of Respiratory Care 4 cr.
Prerequisite: Admission to the Program. A lecture-laboratory course that provides an introduction to basic principles of clinical respiratory care integrating physical principles of respiratory care throughout the course. Topics covered include: principles of infection control, medical gas therapy, aerosol and humidity therapy and basic patient assessment. Three hours of lecture and two hours of laboratory exercises weekly. Co-requisite: RSP*H121.

RSP*H121 Cardiopulmonary Anatomy and Physiology 3 cr.
Prerequisite: Admission to the Program. This course includes an in-depth study of the anatomy and physiology of the pulmonary and cardiac system. Topics will include but are not limited to: the circulatory system, applied physiology and physical principles of the respiratory system and gas exchange. Emphasis will be placed on structure and function. Co-requisite: RSP*H112.

RSP*H131 Applied Pharmacology 3 cr.
Prerequisites: RSP*H112, RSP*H121 with grades of “C” or better. This course includes the study of the composition, indications 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. Co-requisite: RSP*H112.

RSP*H141 Principles of Respiratory Care 4 cr.
Prerequisites: RSP*H112, RSP*H121 with grades of “C” or better. This course introduces the student 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, bronchial hygiene therapy, hyperinflation therapy, ethics and professionalism, medical documentation. An integrated laboratory experience is included. Co-requisites: RSP*H180 and RSP*H131.

RSP*H151 Cardiopulmonary Pathophysiology and Diagnostics 3 cr.
Prerequisites: RSP*H131, RSP*H141 with grades of “C” or better. This course focuses on the etiology, pathophysiology, clinical manifestations and treatment of various cardiopulmonary diseases and diseases that directly affect the cardiopulmonary system. Case application will be included. Co-requisite: RSP*H181.

RSP*H180 Clinical Practicum 1 cr.
Prerequisite: Admission to the Program. This course provides supervised clinical experience in providing basic respiratory care to patients. Clinical experiences will focus on the areas of chart review, documentation and reporting, bedside assessment, breathing exercises, infection control techniques, medical gas therapy, and aerosol drug delivery. Co-requisites: RSP*H141 and RSP*H131.

RSP*H181 Clinical Practicum II 2 cr.
Prerequisites: RSP*H180, RSP*H141, RSP*H131 with grades of “C” or better. This course provides supervised clinical experience in providing respiratory therapy to medical floor patients. Clinical experiences will focus on bronchial hygiene therapy, hyperinflation therapy, bi-level ventilation, airway management, and arterial blood gas sampling. Students will also rotate to ancillary clinical sites focusing on respiratory therapy provided at extended care and rehabilitation facilities. Co-requisite: RSP*H151.

RSP*H201 Future Trends 2 cr.
Prerequisites: RSP*H262, RSP*H270, RSP*H281 with grades of “C” or better. This seminar course focuses on the various current issues affecting respiratory care. Topics include but are not limited to: smoking cessation, pulmonary rehabilitation, communication styles for various age ranges, research methods and statistics. Co-requisites: RSP*H282 and RSP*H291.

RSP*H262 Advanced Principles of Respiratory Care 4 cr.
Prerequisites: RSP*H151, RSP*H181 with grades of “C” or better. This course focuses on conventional and alternative forms of mechanical ventilation. Indications, application, discontinuation and physical effects of mechanical ventilation will be covered. In addition, non-invasive, home and pediatric mechanical ventilation strategies will be covered. This course includes an integrated laboratory that includes demonstrated competency with equipment prior to clinical application. Co-requisites: RSP*H270 and RSP*H281.

RSP*H270 Hemodynamic and Critical Care Monitoring 3 cr.
Prerequisites: RSP*H151, RSP*H181 with grades of “C” or better. This course focuses on hemodynamic monitoring and assessment on the adult critical care unit. Topics include: EKG rhythm interpretation, central venous pressure monitoring, pulmonary artery pressure monitoring, ACLS overview and intracranial pressure monitoring. Co-requisites: RSP*H262 and RSP*H281.

RSP*H271 Pulmonary and Cardiovascular Diagnostics 2 cr.
Prerequisite: RSP*H151 with grade of “C” or better. This course provides the student instruction on assessment of pulmonary function studies and other diagnostic procedures used within a pulmonary/cardiovascular laboratory setting. Topics include: stress testing, metabolic testing, rehabilitation techniques, sleep studies and research techniques.

RSP*H281 Advanced Clinical Practicum 2 cr.
Prerequisites: BIO*H212, RSP*H151, RSP*H181 with grades of “C” or better. This course provides supervised clinical experience in providing respiratory therapy to intensive care patients. Clinical experiences will focus on mechanical ventilation of the adult patient. Co-requisites: RSP*H262 and RSP*H270.

RSP*H282 Advanced Clinical Practicum II 2 cr.
Prerequisites: RSP*H262, RSP*H270, RSP*H281 with grades of “C” or better. This course provides supervised clinical experiences in the adult, neonatal, and pediatric intensive care units. Clinical experiences will focus on hemodynamic monitoring and assessment, respiratory care in the emergency setting, and continuous mechanical ventilation of the adult, neonate, and pediatric patient. Students will also complete an Advanced Cardiac Life Support (ACLS) course during this clinical practicum. Co-requisites: RSP*H201 and RSP*H292.

RSP*H291 Perinatal and Pediatric Respiratory Care 2 cr.
Prerequisites: RSP*H270, RSP*H262, RSP*H281 with grades of “C” or better. This course provides the student with a comprehensive study of pediatric and neonatal respiratory care. Topics include but are not limited to: diagnostic and therapeutic procedures, cardiopulmonary pathophysiology, ventilator management, critical care techniques, PALS and NRP techniques and embryology. Co-requisite: RSP*H282.

SIGN LANGUAGE
Refer to Languages.
SOCILOGY
Behavioral and Social Sciences Division

SOC*H101 Principles of Sociology 3 cr.
Prerequisite: Eligibility for ENG*H101. A general introduction to the science of sociology, including the sociological imagination, theory, and methods. Students are taught what is unique about the way in which sociologists view and analyze human behavior. The role of the social structure and how it affects our lives will be emphasized. There will also be an emphasis on how sociologists develop and test their hypotheses, as well as on various aspects of social life such as culture, groups, and institutions, deviance and social control, inequality, ethnicity, and family.

SOC*H105 Family Dysfunction 3 cr.
Prerequisite: SOC*H101. This course is a comprehensive look at family dysfunction, including but not limited to family violence. We will explore the historical context, theoretical explanations, social character, causes, consequences of and possible solutions to family dysfunction, including intimate partner violence, substance abuse, and child abuse. We also will consider methodological and ethical issues in family dysfunction research and treatment.

SOC*H210 Sociology of the Family 3 cr.
Prerequisite: SOC*H101 or equivalent. Students will examine marriage and family relationships from a sociological perspective, concentrating on first meetings through marriage, having and rearing a family, divorce, and remarriage. Topics considered include: gender roles, love relationships, sexual fulfillment, communication, dual-income marriages, and step-families.

SOC*H221 Social Inequality 3 cr.
Prerequisite: SOC*H101. This course addresses the causes and consequences of inequality based on race, gender, ethnicity, age, religion, and disability through an examination of the social structure, culture, history, and social institutions of American society.

SOC*H240 Criminology 3 cr.
Prerequisite: SOC*H101 or by permission of instructor. Students will examine problems of law and order from a sociological perspective. The formation of laws, the causes of crime, and societal responses to crime will be considered. Topics to be considered include law-making as a social process, social and psychological explanations of criminal behavior, courts, punishment, imprisonment, and rehabilitation. (fall)

SOC*H241 Juvenile Delinquency 3 cr.
Prerequisite: SOC*H101 or permission of the instructor. Students will examine the issue of juvenile delinquency. Consideration will be given to major theories attempting to explain delinquent behavior. The history, philosophy, and current practices of the juvenile justice system in America will be presented.

SPANISH
Refer to Languages.

THEATER ARTS
Arts and Humanities Division

The Division of Arts and Humanities encourages students to register for theater courses in order to develop appreciation of, and skills in, the theater arts. Some of the courses are required in career programs; others are designed for students’ interests and personal development. Theater students are required to engage in both performance and technical theater course work. Consultation with counselors will help determine specific needs.

THR*H101 Introduction to Theater 3 cr.
A survey of the historical development of Western dramatic literature from the Greeks to the present. This course also explores the essential hands-on components of the theater, including playwriting, acting, design, and crew, utilizing both creative and analytical projects.

THR*H110 Acting I 3 cr.
A practical approach to the art of acting, with special attention to the development of the actor’s instrument, including voice, body, the senses, creativity, and interpretation. The course combines individual and group exercises and assignments.

THR*H120 Stagecraft 3 cr.
This course will examine the basic components of stagecraft and production techniques, with a focus on set construction and painting, lighting, properties, costumes, and production management. The course involves classroom study but includes hands-on application on stage productions. Three laboratory hours required.

THR*H190 Theater Practicum I 3 cr.
This course involves students in play production. Such areas as set construction, lighting, costuming, box office, running crew and stage managing will be explored through the process of rehearsing and mounting a play for performance. Three lab hours required.

THR*H210 Acting II 3 cr.
Prerequisite: THR*H110. A continuation of the practical approach to the art of acting as outlined in Acting Techniques I. Emphasis on scene study and character development. Three additional rehearsal hours required.

THR*H225 Directing 3 cr.
Prerequisite: THR*H110 and THR*H110. Basic methods and techniques in directing a play, with special emphasis on script analysis, methods of rehearsing, and working with actors. Assignment directing short scenes. Three rehearsal/laboratory hours required.

THR*H226 Musical Theater Production 3 cr.
Prerequisite: by audition for performers. The practical application and collaboration of several performance areas and/ or technical skills as they relate directly to a musical theater production. Areas include: acting, singing, dancing; set construction, lighting crew, sound crew, costume crew and stage management.

THR*H231 Drama 3 cr.
Prerequisite: ENG *H102. The study of dramatic literature, analysis and critical writings about the great plays from the canon of world drama. Works to be read include plays by Euripides, Shakespeare, Molière, Isben, Chekov, Williams, and Hansberry.

THR*H290 Theater Practicum II 3 cr.
Prerequisite: THR*H190 or permission of instructor. This course provides a continuation of the activities as described in THR*H190, with an emphasis on either selected techniques and methods, or playwriting and performance. Three lab hours required.

THR*H295 Theater Practicum III 3 cr.
Prerequisite: THR*H290. This course provides a further continuation of the activities as described in THR*H290, with an emphasis on either selected techniques and methods, or playwriting and performance as determined by the instructor. Three lab hours required.

WASTEWATER
STEM Division

WWT*H110 Wastewater I 3 cr.
Prerequisite: MAT*H137 or the successful completion of a college placement test. This course will introduce students to the safe and effective operation and maintenance of wastewater treatment plants. Basic operational
aspects will be covered including grit removal, sedimentation, flotation, trickling filters, biological contactors, activated sludge, waste treatment ponds, and disinfection and chlorination. Upon successful completion, students will be prepared for the State of Connecticut Wastewater Operator Class I examination.

**WWT*H112  Wastewater II** 3 cr.
Prerequisite: MAT*H137 or the successful completion of a college placement test. Corequisite: WWT*H110. Applications of the theoretical principles of wastewater treatment processes will be investigated and reinforced using specific examples from wastewater treatment laboratories. Students will participate in site visits to municipal wastewater treatment facilities and prepare a comprehensive study of a wastewater treatment plant.

**WWT*H114  Wastewater III** 3 cr.
Prerequisites: MAT*H172, WWT*H110, 112. Corequisite: WWT*H116. The safe and effective operation and maintenance of wastewater treatment facilities will be further investigated, with an emphasis on larger, conventional treatment plants. Topics include activated sludge, sludge digestion and handling, effluent disposal, plant maintenance safety and housekeeping, and laboratory procedures. Computer use and application in the laboratory for data acquisition will also be introduced and used for studying report writing. Upon completion, students will be prepared for the State of Connecticut Wastewater Operator Class II examination.

**WWT*H116  Wastewater IV** 3 cr.
Prerequisites: MAT*H172, WWT*H110, 112. Corequisite: WWT*H114. Students will participate in an internship at an operating wastewater treatment facility. A comprehensive report of the project will be required for successful completion of the course.

**WWT*H210  Advanced Wastewater I** 3 cr.
Prerequisites: WWT*H110, 112, 114, 116 or State of Connecticut Wastewater Certification, Level I and II. This course will address advanced wastewater topics including odor control using chemical and biological treatments, scrubbers, and activated carbon adsorption. The treatment of activated sludge in municipal and industrial waste will also be investigated as well as the processes used for the management of residual solids. The use of chemicals and filtration systems for the removal of solids from effluents will be addressed.

**WWT*H212  Advanced Wastewater II** 3 cr.
Prerequisite: WWT*H210. A continuation of WWT*H210, this course will cover phosphorus removal using biological systems, lime precipitation, and alum flocculation. The use of biological systems, ammonia stripping, chlorination and water hyacinth cultures for nitrogen removal will be investigated. Additional topics will include enhanced biological-nutrient control, wastewater reclamation and wastewater instrumentation.


PROFESSIONAL STAFF

A

Adams, Wayne, Information Technology Technician II; A.S., Teikyo Post University.

Altman, Lawrence G., Professor of Biology; B.A., M.S., Ph.D., Fordham University.

Anderson, Lisa M., Assistant Professor of Nursing; A.S., Mattatuck Community College; B.S.N., Central Connecticut State University; M.S.N., University of Hartford.

Anderson, Susan, Professor/Director of Respiratory Care; A.S., University of Albuquerque; B.S., University of New Mexico; M.S., University of Texas at Dallas.

Antonicka, Barbara E., Professor of Humanities; M.A., Jagellonian University, Cracow, Poland.

Arbusto, Joan, Registrar; A.S., Naugatuck Valley Community-Technical College; B.G.S., University of Connecticut; M.B.A., Western Connecticut State University.

Arsenault, Bruce, Network Manager; A.S., Naugatuck Valley Community-Technical College.

B

Bage, Robyn-Jay, Assistant Professor of Management; B.A., National University; M.P.A., State University of NY at Albany.

Beaupre, Patricia, Associate Professor/Academic Coordinator of Clinical Education/PTA; B.S., Springfield College; M.S., Springfield College.

Belcourt, Heather, Assistant Professor of Nursing; A.S., Middlesex Community College; B.S.N., Southern Connecticut State University; M.S.N., Walden University.

Benzi, Peter, Assistant Professor of Physics; B.S., Eastern Connecticut State University; M.S., University of Connecticut.

Biello, Antonio D., Professor, Program Coordinator/Digital Arts Technology; A.S., Mattatuck Community College; B.S., Western Connecticut State University; M.S., University of New Haven; Ph.D., Nova Southeastern University.

Blake, Karen, Director of Student Activities; B.A., Central Connecticut State University; M.B.A., University of New Haven.

Boyce, Lewis S., Jr., Education Technology Specialist; B.S., University of New Haven; M.S., University of South Carolina.

Branchforte, James, Professor of Computer-Aided Drafting/Design Engineering Technology; B.S., M.S., Central Connecticut State University.

Brown, Samuel R., Director of Library Services; B.A., M.L.S., Rutgers University; M.A., University of Southern Alabama; M.A., Ph.D., University of Pennsylvania.

Brown, William T., Academic Division Director, Behavioral & Social Sciences; B.S., University of Florida; M.A., University of Delaware; Ph.D., University of Delaware.

Brown-Yaworsky, Laura A., Professor of Nursing; B.S.N., M.S.N., University of Hartford.

Burt, Harold, Associate Professor of Mathematics; B.A., University of New Haven; M.S., Polytechnic Institute of New York.

C

Calabrese, Lisa, Assistant Director of Admissions; A.S., Mattatuck Community College; B.G.S., University of Connecticut.

Calo-Rigazio, Deborah, Child Development Assistant Teacher; A.S., Mattatuck Community College.

Cerruto, Noreen D., Associate Director of Admissions; B.A., Regis College.

Charris, Martha, Continuing Education Aide, A.S., Naugatuck Valley Community College; B.A., Western Connecticut State University.

Cisek, Peter J., Professor of Business Computer Applications; B.S., M.S., Johnson and Wales University.

Clancy, Edward, Associate Registrar; A.A., Mattatuck Community College; B.A., Quinnipiac University.

Clough, David, Professor/Coordinator of the Legal Assistant Program; B.A., Lehigh University; J.D., Gonzaga Law School.

Cocchiola-Meyer, Christine, Professor of Human Services; B.S., Western Connecticut State University; M.S.W., University of Connecticut.

Coleman, Althea, Assistant Professor of English; B.A., Marquette University; M.A., Marquette University; Ph.D., Fordham University.

Colvin, Scott, Professor of Accounting; B.A., Westminster College; M.B.A., Case Western Reserve University; C.P.A., State of Connecticut, C.M.A.

Cummings, Delwyn, Professor of Environmental Science; B.S., Alfred University; M.S., Rensselaer Polytechnic Institute; M.S., University of Connecticut.

Curns, Jonathan, Technical Coordinator, Fine Arts Center Theater; B.F.A., University of Connecticut.

Cyr, Charlotte, Placement Testing Specialist; A.S., Naugatuck Valley Community College; B.G.S., University of Connecticut.

D

Dagan, Kristen, Associate Professor, Electrical Engineering Technology; A.S., Mattatuck Community College; B.S. & M.S. University of New Haven.

De Filippis, Daisy, President; B.A., summa cum laude, Queens College, CUNY; M.A., Queens College, CUNY; M.Phil, The Graduate School and University Center, The City University of NY; Ph.D., The Graduate School and University Center, The City University of N.Y.

deHertogh, Anne, Clinical Coordinator; B.S.N., University of Rhode Island; M.S.N., University of Connecticut.

DiCicco, Deborah, Financial Aid Assistant, A.S., Naugatuck Valley Community College; B.G.S., University of Connecticut; M.S., Southern Connecticut State University.

Divjak, Robert, Director of Facilities; B.S., M.E., Fairfield University School of Engineering.

Donaldson, Cynthia D., Professor of Environmental Science; B.S., Hofstra University; M.S., Virginia Polytechnic Institute and State University; M.S., Central Connecticut State University.

DuBois, Arthur J. Jr., Director of Human Resources; B.A., University of Connecticut; J.D., University of Connecticut School of Law.

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Zinych, Ulana,
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Directions to NVCC
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Route 8
Take the Danbury exit onto Rt. I-84 West, then first exit off I-84 (exit 18). Bear left to light and turn left. Drive to second light for East Entrance and third light for West Entrance.

Route I-84 West
Take exit 18, bear left to light and turn left. Drive to second light for East Entrance and third light for West Entrance.

Route I-84 East
Take exit 18. At light, turn right and at next light turn right. Drive over bridge and at light, turn left onto Chase Parkway. Drive to first light for East Entrance and second light for West Entrance. The first entrance (East Entrance) on the right will take you to Founders Hall, Ekstrom Hall and Technology Hall. The second entrance on the right (West Entrance) will take you to garage parking, Kinney Hall, Fine Arts Center, Student Center, Library and Ekstrom Hall.

Directions to the College Bookstore
The College Bookstore is located in the Cistulli Student Center. Once you are on campus, take the Student Center elevator (located near the cafeteria) from level 5 down to level 3. The Bookstore is located across from the elevator doors. From the parking garage, take the center most elevator up to level 3.

Directions to Danbury Center
2 and 12 Crosby Street, Danbury

I-84 West to Exit 5. Turn right at the light onto Main St. Drive to 5th light. Turn left onto White St. Take 1st left onto Lee Hartell Dr. which becomes Crosby St. Number 2 and 12 Crosby St are on the right. (Total distance from Exit 5 is 1.1 miles). Parking in rear of building.

I-84 East to Exit 5. At the stop sign, proceed straight to the light. Turn right onto Main St. Drive to 4th light. Turn left onto White St. Turn at 1st left onto Lee Hartell Dr, which becomes Crosby Street. Number 2 and 12 Crosby St are on the right. Parking in rear of building.

Legend

K • Kinney Hall (Admissions, Registration, Placement Testing Center, Financial Aid)
A • Fine Arts Center/Theaters/Leever Atrium
S • Cistulli Student Center/Cafeteria
L • Trauring Learning Resources Center/Library
E • Ekstrom Hall
T • Technology Hall
F • Founders Hall
P • Parking Lots and Garages
Underground Parking Garages are located under buildings A, S, L & E and can be entered at designated areas. Watch For Signs.
G • Smoking Gazebos
Core Services: Public Safety C122, Maintenance, Receiving
Alumni of Community Colleges

James Sinegal, CEO of Costco
Pete Rozelle, former commissioner of the NFL
Tom Hanks, Oscar-winning actor
H. Ross Perot, corporate executive and 1992 presidential candidate
Calvin Klein, fashion designer
Melvin Salveson, creator of MasterCard
Walt Disney, founder of Disney World and Disneyland
Francine Neff, former United States Treasurer
Arthur Goldberg, former United States Supreme Court Justice
Fred Haise, Apollo 13 Astronaut
Clint Eastwood, actor and Oscar-winning director
John Walsh, "America's Most Wanted" host
Rita Mae Brown, author
Gwendolyn Brooks, Pulitzer Prize-winning poet
Eileen Collins, National Aeronautics and Space Administration (NASA) astronaut
Oscar J. Hijuelos, Pulitzer Prize winner for fiction
George Lucas, filmmaker
Frank Gehry, architect
Sam Shepard, Pulitzer Prize-winning playwright
Jeanne Kirkpatrick, former United Nations ambassador
General Maxwell Taylor, former chairman of the Joint Chiefs of Staff
Dennis Farina, television actor
Leland Hartwell, president and director, Fred Hutchinson Cancer Research Center, Nobel Prize in Medicine
Sharon Rohrbach, founder of Nurses for Newborns Foundation