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## Bristol Community College Academic Catalog 2021-2022

This is the official Bristol Community College Catalog for the 2021-2022 academic year. All regulations, fees, and information in this document are subject to change at the discretion of the Massachusetts Board of Higher Education and Bristol Community College. This is the governing catalog for new students entering Bristol in the 2021-2022 academic year. Bristol reserves the right to make changes in the regulations and offerings announced in this catalog as circumstances require. It is expected that the only changes will be the correction of errors and the inclusion of new courses and programs approved for offering in mid-year. For more information visit BristolCC.edu.

Students can view catalogs from previous years on our archived catalog page or by using the links on the side bar.

### About

### Mission Statements

#### **Mission Statements**

The Massachusetts Department of Higher Education, which governs the 29 state-assisted public colleges and the university, coordinated an effort to develop mission statements for the system and for community colleges as a whole and charged each college with developing a statement to reflect its strengths and distinctive characteristics.

#### **Mission of the Massachusetts System of Public Higher Education**

Massachusetts Public Higher Education is a SYSTEM with a distinguished past, increasing and measurable accomplishments, and dedicated to being recognized as having one of the nation's most outstanding array of institutions. It comprises 15 community colleges, nine state colleges, and five campuses of the University of Massachusetts. The system exists to provide accessible, affordable, relevant, and rigorous programs

that adapt to meet changing individual and societal needs for education and employment. The public system is committed to continuous improvement and accountability in all aspects of teaching and learning. The Department of Higher Education, together with each respective Board of Trustees, expects all students, faculty, and staff to be held to exacting standards in the performance of their roles and responsibilities.

#### **Mission of the Community Colleges**

The 15 Massachusetts community colleges offer open access to high quality, affordable academic programs, including associate degree and certificate programs. They are committed to excellence in teaching and learning, and provide academic preparation for transfer to four-year institutions, career preparation for entry into high demand occupational fields, developmental coursework, and lifelong learning opportunities.

Community colleges have a special responsibility for workforce development and through partnerships with business and industry, provide job training, retraining, certification, and skills improvement. In addition, they assume primary responsibility in the public system for offering developmental courses, programs, and other education services for individuals who seek to develop the skills needed to pursue college-level study or enter the workforce.

Rooted in their communities, the colleges serve as community leaders, identifying opportunities and solutions to community problems and contributing to the region's intellectual, cultural and economic development. They collaborate with elementary and secondary education and work to ensure a smooth transition from secondary to post-secondary education. Through partnerships with baccalaureate institutions, they help to promote an efficient system of public higher education.

The community colleges offer an environment where the ideas and contributions of all students are expected. Academic and personal support services are provided to ensure that all students have an opportunity to achieve academic and career success. No eligible student shall be deprived of the opportunity for a community college education in Massachusetts because of an inability to pay tuition and fees.



## Bristol Community College

Bristol Community College provides an accessible, innovative and inclusive education that prepares students to navigate and succeed in our ever-changing world.

## Statement of Core Values

### Collaboration

We are dedicated to creating an atmosphere of professionalism, where all stakeholders can share their ideas, work together and support one another in our common goal of student success.

### Communication

We openly and honestly share information that impacts our work, include stakeholders in the decision-making process and ensure a collective approach to shared goals that relies on ongoing feedback from students, faculty, staff and community members.

### Inclusion

We commit to fostering a diverse college community that respectfully embraces and affirms individual perspectives and identities to create an environment that promotes inclusion and equity for all.

### Innovation

We meet the challenges of today and tomorrow by creating a culture built on creativity, ingenuity and agility, where people are empowered to continuously improve our processes and perspectives to exceed community needs and expectations.

### Respect

We treat each other with kindness, assume positive intent and genuinely listen to each

other to celebrate our individual differences and foster our collective strengths.

### Student Success

We strive to serve our students and support their growth, providing them with equitable access to all services, support and the tools necessary to achieve their personal, professional and educational goals.

## Campus Locations

Bristol Community College started in one shared Fall River space back in 1965. Today Bristol is represented all across Bristol County.

Bristol is located in Attleboro, Fall River, New Bedford, Taunton and Online. Each location shares the college's vast resources to make education available to more of the community.

Learn more about Bristol locations below.

- Attleboro Campus - 11 Field Road, Attleboro, MA 02703
- Fall River Campus - 777 Elsbree Street, Fall River, MA 02720
- New Bedford Campus - 800 Purchase Street, New Bedford, MA 02740
- Taunton Center - 2 Hamilton Street, Taunton, MA 02780
- Bristol Online

## Equal Opportunity/Non-Discrimination Notice

Bristol Community College is an Affirmative Action/ Equal Employment Opportunity Employer and does not discriminate on the basis of race, sex, gender identity, color, national origin, sexual orientation, genetic information, religion, age, veteran status or disability under state or federal law in any aspect of employment, admissions, access or treatment of its programs and activities. Applicants for admission and employment, students, employees, and referrals of applicants for admission, and employment with questions or



complaints about compliance with Title VI and Title VII of the Civil Rights Act of 1964, Title VI of the Civil Rights Act of 1968, Title I and Title II of the Civil Rights Act of 1991, the Equal Pay Act of 1963, Executive Order 11246 (1965), and Title IX of the Education Amendments of 1972, should contact Gia Sanchez, Diversity & Title IX Officer, Hudnall Administration Building, D206 at 774.357.2195, Gia.Sanchez@Bristolcc.edu. Those with questions or complaints regarding the Americans with Disabilities Act or Sections 503 and 504 of the Rehabilitation Act of 1973 should contact, Gia Sanchez, Diversity & Title IX Officer, Hudnall Administration Building, D206 at 774.357.2195, Gia.Sanchez@Bristolcc.edu.

**Inquiries regarding federal laws may be directed to:**

Office for Civil Rights

U.S. Dept. of Education

33 Arch Street, Suite 900

Boston, MA 02110-1491

Telephone: 617.289.0111

TTY: 877.521.2172

U.S Equal Employment Opportunity Commission

John F. Kennedy Federal Building

475 Government Center

Boston, MA 02203

Telephone: 617.565.3200 or 1.800.669.4000

TTY: 617.565.3204 or 1.800.669.6820

**Inquiries regarding state laws may be directed to:**

Massachusetts Commission Against Discrimination

800 Purchase Street, Room 501,

New Bedford, MA 02740.

Telephone: 508.990.2390

Fax: 508.990.4260

## Accreditation, Student Information, and Legal Statements

### Notice of College Regulations

The regulations and policies listed throughout this catalog and in other official statements of the College are binding on all students. The College reserves the right to withdraw, modify, or add to the courses offered or to change the order or content of courses in any curriculum. Any changes made shall be applicable to all students in the College, including former students who reenroll. Proper notification will be made of any changes through official channels and/or notices posted on the bulletin boards.

### College Accreditation

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

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

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

*New England Commission of Higher Education*

*3 Burlington Woods Drive, Suite 100, Burlington, MA  
01803-4514*



(781) 425 7785

### **Release of Student Information**

Bristol Community College designates the following categories of student information as public or "Directory Information." Such information may be disclosed by the institution for any purpose, at its discretion.

#### **Category I**

Name, address, telephone number, dates of attendance, class

#### **Category II**

Previous institutions attended, major field of study, awards, honors, degree(s) conferred (including dates).

#### **Category III**

Past and present participation in officially recognized sports and activities, physical factors (height, weight of athletes), date and place of birth.

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974, as amended. To withhold disclosure, students must submit written notification to the Registrar's Office prior to the tenth day in a given semester. Forms requesting the withholding of "Directory Information" are available in the Enrollment Center.

Bristol Community College assumes that failure on the part of any student to specifically request the withholding of categories on "Directory Information" indicates individual approval for disclosure.

The Department of Defense identifies the following information as student recruiting information: student names, addresses, and telephone listings; and if known, students' ages, levels of education, and majors. If a student chooses not to exercise his/her right to refuse to permit the College to disclose the student's record information, the College will release upon request to the Department of Defense, or an agency thereof, that student information which the Department

of Defense has designated as student recruiting information. When student information is released pursuant to a Department of Defense request, notice of the request and the release of student information will be posted in a conspicuous location in the Registrar's office for the period of one academic year.

### **Student Record Disclosure**

Students may consent to full disclosure of academic and financial information to another person or agency. In doing so the student authorizes the institution to release information to an individual identified by the student in writing. Students must submit a Student Record Disclosure Form to the office of the Registrar. Forms are available in the Enrollment Center located in the Commonwealth College Center, or the Attleboro and New Bedford campuses.

### **Student Right-to-Know and Campus Security Act**

Information and statistics regarding incidence of crime on campus are updated regularly in accordance with the law. Information is available upon request in the Campus Security office and published each year in the Safety, Security, and Crime Prevention Handbook.

### **Student Rights**

Refer to the Student Rights, Responsibilities, Conduct, Disciplinary Due Process, and Related Policies and Procedures section of the Student Handbook.

### **Criminal Offender Record Information and Sex Offender Registry Information Checks**

Students interested in participating in an academic program that involves working with children, the disabled, or the elderly, or includes a clinical affiliation with a private or public health care provider, may be required to undergo a Criminal Offender Record Information (CORI) check and/or a Sex Offender Registry Information (SORI) check. Depending on the contents of a student's CORI or SORI reports, participation in an academic program, or clinical affiliation related thereto, may be denied. CORI checks may be performed pursuant to Mass. General Laws, Chapter 6, Sections 167-178B, and consistent with guidelines promulgated by the Executive Office for Health and Human Services, and/or the



Commonwealth's Department of Public Health. SORI checks may be performed pursuant to Mass. General Laws, Chapter 6, Section 178C. For more information, please contact the Executive Director of Human Resources.

## College Organization

### Commonwealth of Massachusetts Board of Higher Education Members **Board Members**

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Representative

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James Peyser, *Ex Officio*

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#### *Non-Voting Student Advisors*

Jorgo Gushi (Quinsigamond Community College),  
Community College Segmental Advisor

Kush Patel, (UMass Boston), UMass Segmental Advisor

## Bristol Community College Board of Trustees

### **Bristol Community College Board of Trustees**

Mr. Frank P. Baptista - Fall River

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## Bristol Community College Foundation Board of Directors **Foundation Board of Directors**

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### **Assistant Treasurer**

Richard Terry



## Bristol Community College Alumni Steering Committee Members

### Alumni Steering Committee

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Steven Martins  
**First Vice Chair**

Philip Oliveira '83  
**Second Vice Chair**

Donna Oliveira '86  
**Secretary**

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## Presidents

### Presidents

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**Jack P. Hudnall**, Founding President; A.B., Colorado College; M.A., Columbia University; B.Ed., Washington State University

**John J. Sbrega**, President Emeritus; A.B., Union College; M.A. & Ph.D., Georgetown University

## Professors Emeriti

### Professors Emeriti

**Maria Argy**, Professor Emerita of English, A.B., M.A., Smith College

**Claudette Bachand**, R.N., Professor Emerita of Nursing, B.S.N., Boston College; M.S.N., University of Rhode Island

**Carole Berube**, R.N., Professor Emerita of Nursing, B.S.N., M.A., University of Massachusetts Dartmouth; M.S.N., University of Rhode Island

**Bernice Bowdoin**, Professor of Mathematics, B.S., Bates College; M.A., Indiana University; M.A.R., Yale University

**Raymond Butts**, Professor Emeritus of Philosophy and English, B.A.S.T.L., St. Mary's University; M.A., Fordham University; Ed.D., Nova University

**Sandra Campos**, C.L.S., Professor Emerita of Clinical Laboratory Science; B.S., M.S., University of Massachusetts Dartmouth

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**Helen Conrad**, Professor Emerita of Biology, B.S. Wayne State University; M.A.T., Rhode Island College

**James Constantine**, Professor Emeritus of Chemistry and Biology, B.S., M.S., State University of New York College at Oneonta



**Robert A. Cyr**, Professor Emeritus of Mathematics, Professor of Mathematics, B.S., Southeastern Massachusetts University; M.Ed., Bridgewater State College

**Bernice Fastoso**, R.D.H., Professor Emerita of Dental Hygiene, A.S., Junior College of Connecticut; B.S. in D.H.Ed., University of Bridgeport; M.Ed., Bridgewater State College

**Paul Fletcher**, Professor Emeritus of English, A.B., Providence College; M.A., American International College

**Nancy Fraze**, Professor Emerita of Modern Languages, A.B., Bates College; M.A.Ed., New York University in Madrid

**Robert Fruzzetti**, Professor Emeritus of Business Administration, B.A., M.A., Boston University

**Carol M. Garand**, Professor Emerita of Accounting; B.S., University of Massachusetts Dartmouth; M.B.A., Providence College

**Ara Arthur Gelenian**, Professor Emeritus of History (posthumously); B.A., Boston University; M.Div., Andover Newton Theological School; M.L.A., Harvard University

**Daniel Gilbarg**, Professor Emeritus of Psychology and Sociology; B.A., Harvard College; M.Ed., Harvard Graduate School of Education; M.A., Rhode Island College; Ph.D., Northeastern University

**Jeanne Grandchamp**, Professor Emerita of English, A.A., Rhode Island Junior College; B.A., Rhode Island College; M.A., University of Connecticut; Certificate in Developmental Education, Appalachian State University

**Fred Hanack**, P.E., R.L.S., Professor Emeritus of Engineering Technology, B.S., Berlin Polytechnical Institute; M.B.A., Northeastern University

**Marguerite Heaton**, R.N., Professor Emerita of Nursing; B.S.N., Fitchburg State College; M.S.N., Boston University

**Ruth Hurley**, R.N., Professor Emerita of Nursing, B.S., Boston College; M.S., Boston University

**Rachel Holland**, Professor Emerita of Sociology, B.A., Queen's College; Ph.D., Union of Experimenting Colleges and University

**Harold Hutcheson**, Professor Emeritus of English, B.A., Yale University; A.B., Swartmore; Ph.D., Yale University

**Stephen R. Kay**, Professor Emeritus of Business Administration, B.S., Salem State College; M.Ed., Bridgewater State College

**Raymond J. Lavertue, Sr.**, Professor Emeritus of Criminal Justice, A.S., B.S., Northeastern University; M.P.S., Clark University

**Deborah Lawton**, Professor Emerita of English; A.A., Greenfield Community College; B.A., University of Massachusetts; M.A., Western Michigan University

**Gerald LePage**, Professor Emeritus of Mathematics; A.A., Rhode Island Junior College; B.S., Southeastern Massachusetts University; M.A.T., Bridgewater State College

**Ron Lister**, Professor Emeritus of Art, B.F.A., M.F.A., Miami University at Oxford, Ohio

**Arthur Lothrop**, Professor Emeritus of English; Curator, The Dabney Collection, LusoCentro; A.B., M.A.T., Boston College

**Kathleen (Katia) Lund**, Professor Emerita of English as a Second Language, B.A., College of New Rochelle; M.Ed., Bridgewater State College

**Gerald Magnan**, Professor Emeritus of Mathematics, Ed.B., M.A.T., Rhode Island College; D.A., Idaho State University

**John J. Majkut**, Professor Emeritus of Engineering Technology; B.S., Northeastern University; M.S., Rhode Island College

**Marie Marshall**, R.N., Professor Emeritus of Nursing, B.S.N., M.S., Boston College, Ed.D., F.N.P., University of Massachusetts Amherst

**Natalie Martin**, R.N., Professor Emerita of Nursing, B.S.N., Southeastern Massachusetts University; M.S.N., University of Rhode Island; Ed.D., University of Massachusetts



**Elsie Lee Marvin**, Professor Emerita of History, A.B., Regis College; M.A., Wellesley College

**Patricia Massey**, R.D.H., Professor Emerita of Dental Hygiene, A.S., B.S., University of Rhode Island; M.Ed., Bridgewater State College

**Veronica McConnell**, Professor Emerita of Mathematics, B.S., Southeaster Massachusetts University; M.A.T., Rhode Island College

**Susan McCourt**, Associate Professor Emerita of Mathematics; B.S., Hofstra University; M.A., University of Maryland

**Edgar McGarvey**, Professor Emeritus of Social Science and Government, B.A., M.S.Ed., Alfred University

**Barry McKee**, Professor Emeritus of Criminal Justice; A.A., Cape Cod Community College; B.S., Northeastern University; M.A., John Jay College of Criminal Justice

**Betty Ann Metz**, Professor Emerita of Speech and Fine Arts, B.A., Wellesley College; M.F.A., Yale University; M.P.A., Ph.D., New York University

**Tania Nicolet**, Professor Emerita of History, B.A., Wilson College; M.A., Rhode Island College

**David Owen**, Professor Emeritus of Astronomy and Biology; B.A., M.A.T., Bridgewater State College

**Gabriel Pereira** - Professor Emeritus of History; M.A., Bridgewater State College; B.A.; University of Massachusetts Amherst; A.A., Bristol Community College

**Alan Powers**, Professor Emeritus of English; B.A., Amherst College; M.A., Ph.D., University of Minnesota

**Albert Roy**, Professor Emeritus of Mathematics; A.B., Stonehill College; M.Ed., Bridgewater State College; M.A., Louisiana State University; Ed.D., University of Northern Colorado

**Jules Ryckebusch**, Professor Emeritus of English and Communications, A.A., Holyoke Junior College; B.A., American International College; M.A., University of Massachusetts

**Margaret Ryckebusch**, Professor Emerita of Speech, A.B., Stonehill College; M.A., Boston College

**Ralph Sanford**, Professor Emeritus of Computer Information Systems, B.A., Southeastern Massachusetts University; M.S.C.I.S., Bentley College

**Morrill M. Slack**, Professor Emeritus of Sociology, B.S. Harvard University; M.Ed., Boston University

**Lois Shea**, Professor Emerita of Medical Assisting, B.A., Jersey City State Teachers College; B.S.N., University of the State of New York; M.Ed., Rhode Island College; M.S.N., University of Massachusetts Dartmouth

**Edward Sheehy**, Professor Emeritus of Business Administration, A.B., Harvard University; M.B.A., Babson College Professor Emeritus of Sociology, B.S. Harvard University; M.Ed., Boston University

**Robert Sherman**, Professor Emeritus of Chemistry, S.B., M.S., Massachusetts Institute of Technology

**Diane Silveria**, Professor Emerita of Nursing; B.S.N., Salve Regina College; M.S.N., St. John's University

**Mary Swidey**, Professor Emerita of Reading, B.A., Stonehill College; M.Ed., Bridgewater State College

**Edith R. Thomas**, R.N., Professor Emerita of Nursing, B.S., M.Ed., Boston University

**Dolores Vaz**, R.N., Professor Emerita of Nursing, B.S., Boston University; M.Ed., Rhode Island College; M.S.N., University of Rhode Island

**Eloine Vieira**, Professor Emerita of Office Administration, B.S., Salem State College; M.Ed., Boston University

**David Warr**, Professor Emeritus of Biology and Chemistry, A.B., Dartmouth College; M.A.T., University of Massachusetts; M.A., Ph.D., Boston University

**Marion Wilner**, Professor Emerita of Art, B.S., M.A., New York University

**Virginia Winstanley**, Professor Emerita of History and Social Science, B.A. Rutgers University; M.A.T., Brown University



**Lisa Wright**, CMA (AAMA) MT (ASCP), SH, Professor Emerita of Medical Assisting; A.A., A.S., Bristol Community College; B.S., University of Massachusetts Dartmouth; M.S., University of Rhode Island

**Frances Wurtz**, R.D.H., Professor Emerita of Dental Hygiene, B.A., University of Rhode Island; M.Ed., Northeastern University; Ed.D., Nova University

**Mary Zahm**, Professor Emerita of Psychology; B.A., B.S., Roger Williams University; M.A., Rhode Island College, Ph.D., University of Rhode Island

## Faculty

**Catherine Adamowicz**, Adjunct Instructor of English; B.A., University of Massachusetts Dartmouth; M.A., Northeastern University; Ph.D., University of Rhode Island

**Ethan Adler**, Adjunct Instructor of Gerontology and Sociology; B.A., University of Rhode Island; M.Ed., Rhode Island College

**Joyce Adler (Fernandes)**, Professor of Speech; B.A., M.Ed., Bridgewater State College

**Kimberly Aguiar**, Adjunct Instructor of Nursing; B.S.N., University of Massachusetts Dartmouth

**Lara Akinyemi**, Adjunct Instructor of College Success Seminar and Academic Coordinator; B.A., Bernard M. Baruch College; M.A., Long Island University; M.S., Wheelock College

**Raid Albattah**, Associate Professor of Life Sciences; B.S., Jordan University of Science and Technology; M.S., Ph.D., University of Massachusetts Lowell

**David Allen**, Adjunct Instructor of Economics; B.S., Salem State University; M.B.A., University of Massachusetts Dartmouth

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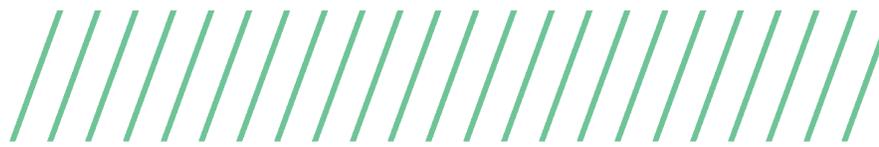
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**Victor Tavares**, Adjunct Instructor of Portuguese; B.A., University of Massachusetts; M.P.A., Clark University

**Carole Tessier**, Associate Professor of Early Childhood Education and Coordinator of the Early Childhood Licensure Program; B.S., M.S., Wheelock College

**Beth Thomas**, Adjunct Instructor of Art; B.S., University of New Haven

**Angela Tiebout**, Assistant Professor of Medical Assisting; CPT, Bristol Community College, CMA, Bristol Community College, B.S., Roger Williams University; MPH, Southern New Hampshire University

**Howard Tinberg**, Adjunct Instructor of English; B.A., M.A., UCLA; Ph.D., Brandeis University

**Michael Torregrossa**, Adjunct Instructor of English; B.A., Rhode Island College; M.A., University of Connecticut

**Eduardo Soren Triff**, Professor of Spanish; B.A., University of Havana; M.A., University of Miami

**Mary True**, Adjunct Instructor of Biology; B.A., Swarthmore College; M.S., University of Rhode Island

**Anthony Ucci**, Professor of Engineering; B.S., Rochester Institute of Technology; M.S., State University of New York at Buffalo

**Martha Ucci**, Professor of English; B.A., Skidmore College; M.A., Ph.D., Boston College

**Susan Ulmschneider**, RN, Adjunct Instructor of Clinical Nursing (Mental Health); D.N., Saint Joseph Hospital School of Nursing; B.S.N., Rhode Island College

**Deanna Upchurch**, Adjunct Instructor of Psychology; A.A., Bristol Community College; B.A., M.A., Rhode Island College

**Harvey Ussach**, Adjunct Instructor of English; B.A., Queens College; M.A., American University

**Julie Varieur**, Adjunct Instructor of Dental Hygiene; Local Anesthesia Licensure, Bristol Community College; A.S., Quinsigamond Community College; M.S., Massachusetts College of Pharmacy and Health Sciences Boston

**Leila Valoura**, Adjunct Instructor of Communications; B.A., Federal University of Rio de Janeiro; M.A., Lund University, Sweden

**John Ventura, Jr.**, Adjunct Instructor of Mathematics; A.B., Providence College; M.S., University of Connecticut

**Amie Vieira**, Adjunct Instructor of English; B.A., Simmons College; M.S., University of Oxfordshire, Oxfordshire, UK



**Lucia Vieira**, CMA(AAMA), Adjunct Instructor of Medical Assisting and Special Programs Coordinator (part-time); Medical Assisting Certificate, Bristol Community College

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**Jeffrey Wagner**, Adjunct Instructor of English; B.A., Stonehill College; M.A., University of Massachusetts Dartmouth

**David Warr**, Adjunct Instructor of Biology and Chemistry; A.B., Dartmouth College; M.A.T., University of Massachusetts; M.A., Ph.D., Boston University

**Jane Warren**, Esq., Adjunct Instructor of Criminal Justice; B.A., Rhode Island College; Juris Doctor, University of Massachusetts School of Law

**Craig Watson**, Adjunct Instructor of Computer Information Systems; B.A., University of Massachusetts Amherst

**Alison Wells**, Adjunct Instructor of Art; B.F.A., Edna Manley College of the Visual and Performing Arts; M.F.A., University of Massachusetts Dartmouth

**Kate Welsh**, Adjunct Instructor of Paralegal Studies; B.S., Syracuse University; J.D., Roger Williams School of Law

**Ronald Weisberger**, Adjunct Instructor of History and Director of Holocaust and Genocide Center; B.A., Glassboro State College; M.A., Kent State University; M.Ed., Newton College; Ed.D., University of Massachusetts Amherst

**Vance Westgate**, Adjunct Instructor of English; B.A., M.A., Brown University

**Sarah Wilhelmsen**, RDH, Assistant Professor of Dental Hygiene; A.S.D.H., Tunxis Community College; B.S.D.H., Northern Arizona University; M.P.H., Southern New Hampshire University

**Martha Williams**, Adjunct Instructor of History; A.A., Bristol Community College; B.A. University of Massachusetts Dartmouth; M.A., Brown University

**P. David Williams**, Adjunct Instructor of History; B.A., M.A., University of Massachusetts Amherst

**Gerry (Gerald) Willis**, Adjunct Instructor of Sociology; B.A., Salve Regina University; M.A., University of Massachusetts, Boston; Ed. D., University of Massachusetts, Boston

**Alice Wilson**, Associate Professor of Developmental Mathematics; B.S., B.A., M.A., State University of New York

**Suzanne Wimberly**, Adjunct Instructor of English; B.A., University of Massachusetts Dartmouth; M.A., University of Connecticut

**Paul Winsor**, Adjunct Instructor of Chemistry and Engineering; B.A., Bowdoin College; Ph.D., Brown University; Certified Greenbelt (Six Sigma), Lockheed-Martin

**Virginia Winstanley**, Adjunct Instructor of History and Social Science; B.A., Rutgers University; M.A.T., Brown University

**Ruthanne Withers**, Esq., Adjunct Instructor of Paralegal Studies; B.A., George Washington University; J.D., Northeastern University

**Kelemu Woldegiorgis**, Professor of Chemistry; B.S., M.S., Addis Ababa University; Ph.D., Lund University

**Zachary Wolfson**, Associate Professor of Physics and Chemistry; B.A., Swarthmore College; M.S., Cornell University

**Nancy Lee Wood**, Professor of Sociology and Director of the Institute for Sustainability and Post-Carbon Education, B.A., University of Massachusetts Dartmouth; M.A., New School for Social Research; Ph.D., University of Colorado

**Robyn Worthington**, Associate Professor of History; A.A., Bristol Community College; B.A., Wellesley College; M.A., University of Connecticut

**Chengyu Xiong**, Assistant Professor of Electrical Engineering; B.S., M.S., Wuhan University of Technology; Ph.D., Binghamton University



**Susan Yeomans**, Adjunct Instructor of Business Administration; B.S., Johnson & Wales University; M.Ed., University of Massachusetts Boston

**Diana Yohe**, Adjunct Instructor of Office Administration; B.A., Michigan State University; M.Ed., North Adams State College

**Christopher Yokel**, Associate Professor of English; B.A., Whitefield College; M.A., Bridgewater State University

**Jay Yoon**, Associate Professor of Business Administration; B.A., Syracuse University; M.B.A., Rutgers University

**Eileen Young**, Professor of Engineering and Department Chair; B.S., Virginia Polytechnic Institute; M.S. University of Rhode Island; Ed.D., Northeastern University

## Getting Started

### Admissions

Bristol Community College has an open enrollment policy in keeping with the Massachusetts Board of Higher Education's "Open Door" philosophy. Applicants seeking admission to an associate degree or certificate program must have a high school diploma or state-approved high school equivalency certificate or college degree.

Admission to some programs is competitive because of the limited number of openings and/or the pre-admission requirements. The open enrollment policy does not apply to students seeking admission to the following programs: Culinary Arts, Clinical Laboratory Science, Dental Hygiene, Medical Assisting, Nursing, Occupational Therapy Assistant, Paralegal Studies (Certificate Option) and Phlebotomy.

International students seeking to enroll at the College on an F-1 Student Visa must meet additional selective criteria in order to be admitted.

Admission requirements to specific programs may change in accordance with policies established by the Massachusetts Board of Higher Education and the Bristol Community College Board of Trustees.

As a state-assisted institution, Bristol Community College gives first priority to legal residents of Massachusetts and second priority to students who apply under the New England Regional Student Program (NERSP). All others are admitted as space is available. Bristol is authorized under Federal law to enroll non-immigrant alien students.

### The Application Process

The details of the application process, including links to the online application and to download a paper application, are available at [www.bristolcc.edu/apply](http://www.bristolcc.edu/apply). If you need assistance with the application or would like to request an application fee waiver due to financial hardship (only required for paper applications), please contact the Admissions Office at [admissions@bristolcc.edu](mailto:admissions@bristolcc.edu) or 774.357.2947.

In addition to submitting your application, please contact your high school or state-approved high school equivalency testing center and all regionally accredited post-secondary schools (if you attended) to send an official transcript or your grades to the Admissions Office at Bristol. In certain cases, no admission decision can be made without these transcripts. Fall semester applicants still enrolled in high school should submit an intermediate transcript at the time of application to Bristol. The final official high school transcript must be sent by the start of the term to which you have been admitted, verifying graduation.

If you provide an official college/university transcript showing proof of having completed an associate, bachelor, or graduate degree from a regionally accredited institution as part of an application to an open enrollment program, you are not required to submit a high school transcript or state-approved high school equivalency certificate.

If you graduated from high school or a secondary school outside the United States (or its territories), you must submit official evaluation that demonstrates U.S. Equivalency. A list of approved credential evaluation services is available by clicking [here](#).

Please note if you are applying to any selective admission program (Culinary Arts, Clinical Laboratory Science, Dental Hygiene, Medical Assisting, Nursing, Occupational Therapy Assistant, Paralegal Studies



(Certificate Option) or Phlebotomy) you must submit all official transcripts including high school/state-approved high school equivalency transcripts as well as all college/ university transcripts (if you attended) from regionally accredited institutions before an admission decision can be made. Please note depending upon your intended program, not all coursework may be eligible for consideration in the admission review process as some programs have specific time frame requirements for pre-admission criteria. Please review the specific program/certificate pages in this catalog for details.

## The Application Timeline

Applications to open enrollment programs are processed as they are received. Submitting your completed application well in advance of the semester in which you wish to begin your studies will give you time to complete the enrollment process (including, but not limited to, financial aid, placement testing, orientation, and course registration).

- Fall Semester: Begins in September
- Spring Semester (including Wintersession courses): Begins in January
- Summer Semester: Begins in June

If you are applying for fall admission to Nursing, please submit your completed application (including all required credentials and requested documents) by February 1 to receive priority consideration for admission to the fall semester beginning in September. Applications received or completed after February 1 will not be considered. If you are applying for admission to the LPN Bridge Nursing option (Fall semester) please submit your completed application (including all required credentials and requested documents) by April 1 to receive priority consideration. If you are applying for admission to the LPN Challenge Nursing option (Spring semester) please submit your completed application (including all required credentials and requested documents) by October 1 to receive priority consideration.

Applicants to Dental Hygiene and Occupational Therapy Assistant must submit a completed application (including all required credentials and requested documents) by February 1 to receive priority consideration for admission to the fall semester

beginning in September. Applications received or completed after February 1 are reviewed on a space available basis.

Those interested in Clinical Laboratory Science, Medical Assisting, or Phlebotomy must submit a completed application (including all required credentials and requested documents) by February 1 to receive priority consideration. After that date, applications are reviewed on a space-available basis.

Please carefully review the special application requirements for these programs found in each program description in this catalog. Also note that some of these programs may also offer entry dates in the spring or summer semester.

Please attend a Health Science Information Session or contact the Admissions Office for more information.

## Learn More About Bristol

Bristol offers a variety of options for interested students to learn more about Bristol. Please visit our Campus Tour and Information Session page to learn more. You can also schedule an appointment to meet with one of our Admissions Coordinators by visiting our Admissions Office Appointments page.

## International Applicants

Bristol Community College is certified by the Student and Exchange Visitor Program (SEVP) as eligible to enroll F-1 students. For more information and to review the list of admission requirements and ways to meet each, please click here.

## Transfer Admission

Transfer students from another regionally accredited college or university are encouraged to submit official transcripts to the Admissions Office for review. The awarding of transfer credit is based on the following principles:

1. Grades earned must be equivalent to a "C-" or higher;
2. There must be a match of course description and credit hours between the course completed at the prior institution and the Bristol course for which you are seeking credit;



3. A maximum of 60 transfer credits may be awarded however, students must meet the college residency requirement by earning 25% of the credits toward the associate degree or 50% of the credits toward a certificate program at Bristol;
4. Students with military experience are encouraged to submit transcripts from their branch of service for review. In accordance with the Valor Act, Bristol Community College uses the ACE Guide to the Evaluation of Educational Experiences in the Armed Services as the primary method for evaluating and awarding academic credit for military occupation, training, experience, and coursework.

### Appealing Transfer Credit Evaluation

Students admitted for an upcoming term or currently enrolled at Bristol Community College who are seeking to appeal their transfer credit evaluation have 30 calendar days from receipt of the initial evaluation to file a request for secondary review.

Requests for re-evaluation may be submitted by email to [admissions@bristolcc.edu](mailto:admissions@bristolcc.edu). In your request for a second review, please include the following information. Incomplete submissions will not be considered.

- First and Last Name
- Bristol ID number (900-xxx-xxx)
- Detailed narrative to include supporting rationale and reason for appeal.
- Documentation which supports the request. This could include course descriptions (from the year in which the course was completed), course syllabus, course objectives, learning outcomes, transcripts or other relevant information.

The Admissions Office will review requests and render a decision within 30 days of receipt of the request. Notification will be sent via email to the address on record. Please note that a request for secondary review is not a guarantee of modification to the original evaluation.

### Veterans

Veterans may use G.I. benefits at Bristol Community College. The College's Certifying Official, located in the

Joseph A. Marshall Veterans Center on the first floor of the Thomas A Rodgers, Jr. Science Bldg. (E Building) on the Fall River campus, will assist you in applying for your benefits from the U. S. Department of Veterans Affairs and accessing college services. For more information, please call 774-357-2227 or visit them on the web at [www.bristolcc.edu/studentservices/resources/veteranscenter/](http://www.bristolcc.edu/studentservices/resources/veteranscenter/).

### Other Information

Career and Vocational Education (CVTE) students from one of the area member high schools within the Bristol Career/Vocational Technical Education Consortium should complete the section on the Application for Admission designated for students enrolled in a high school technical education program. For more information contact the College Access Office at [dual.enrollment@bristolcc.edu](mailto:dual.enrollment@bristolcc.edu).

New England Regional Student Program (NERSP) allows out-of-state students from New England to enroll in Bristol programs at in-state tuition if the public colleges and universities in the student's home state do not offer the program. The Admissions Office and then NERSP website at [www.nebhe.org](http://www.nebhe.org) have additional information. Students enrolling in evening and weekend classes have no residency requirement and are charged the same cost per credit as in-state students.

### Massachusetts One-Stop Education and Career Liaison

The Education and Career Liaison is a Bristol Academic Coordinator who offers enrollment and advising assistance to students through the One-Stop Career Centers in southeastern Massachusetts. Special services include:

1. Training Opportunity Program application and Section 30 forms
2. Third-party funding contracts (Trade, Individual Training Assistance for Title I Adults & Youth programs, dislocated workers, and National Emergency Grant).
3. The Admissions Office, in addition to conventional recruitment efforts, provides outreach services both at Bristol's Fall River Campus and in the following career centers: Fall River, New Bedford, Attleboro, and Taunton.



**Do you have any questions or concerns?**

Contact the Admissions Office at admissions@BristolCC.edu or 774-357-2947 and let us work with you to come up with solutions.

**Tuition and Fees**

**Tuition and College Fees**

Bristol Community College receives some of its funding from the Commonwealth of Massachusetts and is subsidized by state tax revenues. This means that students pay only a portion of the total cost of a BCC education.

**Tuition and College Fees per credit hour**

Massachusetts and nearby Rhode Island residents

Tuition	\$24/credit
College Fee	\$193/credit
Total	\$217/credit

Many nearby eastern Rhode Island residents pay in-state tuition and fee rates under the New England Regional Student Program. See Admissions for details.

The New England Regional Student Program allows out-of-state students from New England to enroll in BCC programs at in-state tuition if the public colleges and universities in the student’s home state do not offer the program. In addition, the College accepts students for day classes from nearby eastern Rhode Island (Adamsville, Barrington, Bristol, East Providence, Little Compton, Middletown, Newport, Portsmouth, Tiverton, and Warren, RI) at in-state tuition rates. The Admissions office and the NERSP website at www.nebhe.org have additional information.

**All other students**

Tuition	\$230/credit
College Fee	\$193/credit
Total	\$423/credit

Tuition is set by the Massachusetts Department of Higher Education.

The College Fee portion of the per credit charge is collected from all students and used to pay for general

College operations not funded by the Commonwealth of Massachusetts. These include, but are not limited to, instructional computer equipment, educational supplies, audio-visual aids, library books, and laboratory supplies.

**Other required fees**

Student Support Fee (nonrefundable)	\$37/semester
Registration deposit (nonrefundable and applied to the total semester charge)	\$50/year
Registration deposit for students admitted to Nursing and Dental Hygiene Programs (nonrefundable and applied to the total semester charge)	\$200/year
Registration deposit for students admitted to Occupational Therapy Assistant, Clinical Laboratory Science, Medical Assisting, Medical Coding & Reimbursement Specialist, Central Sterile Technician and Phlebotomy (nonrefundable and applied to the total semester charge)	\$50
Student Health Insurance (nonrefundable; may be waived)	\$3,599 for fall; (subject to change) \$2,401 (subject to change)
Insurance cost for the Spring semester only is	
Application fee (nonrefundable)	
Massachusetts and nearby Rhode Island residents	\$10/one time
Out-of-state residents	\$35/one time
Additional fees as required	

**Instructional Support Fee**

This fee is charged for courses with high personnel, technology, or materials costs. Courses that carry this fee are identified in the course description with the sentence “Instructional Support Fee applies.”

1 credit	\$9	6 credits	\$54
2 credits	\$18	7 credits	\$63
3 credits	\$27	8 credits	\$72
4 credits	\$36	9 credits	\$81
5 credits	\$45		

**Nursing and Dental Hygiene courses with the NUR or DHG carry a \$50 per credit Instructional Support Fee.**

**Additional program costs (approximate)**

Clinical Laboratory Science	\$700
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CORI/SORI Immunization compliance, drug testing (Health Science majors)	\$180/ year
Culinary Arts	\$1,250
Dental Hygiene (freshmen)	\$5,000
Dental Hygiene (sophomore)	\$3,500
Medical Assisting	\$500
Nursing	\$2,000
Phlebotomy	\$700
Occupational Therapy Assistant	\$1,440

Tuition may be modified by action of the Massachusetts Department of Higher Education after publication of this catalog. Fees may be modified by the College Board of Trustees. Because of changing costs and/or state and legislative actions, adjustments may be required after publication of this catalog. Bristol Community College reserves the right to make these adjustments, and tuition and fees are subject to change without notice.

**Estimated costs for a BCC education**

The table below gives you an idea of the actual cost of a BCC education for a Massachusetts resident taking 30 undergraduate credit hours over two semesters.

Full operating costs per student	\$7,500
Less State Operating Subsidy	\$5,069
Tuition and mandatory fees	\$3,885
Less direct student aid (avg.)	\$3,510*
Average net charge to student	\$2,806
Average federal tax credit (Hope)	\$1,000
Net student cost	\$1,806

\*Includes tuition and fee waivers and directly-applied institution, state and federal financial aid.

**Policies**

Once a student registers, he/she is responsible for payment in full of all tuition and fee charges. Students must fulfill all financial obligations to the College. Overdue student accounts will be sufficient cause for administrative withdrawal from the College, and/or other administrative penalties by the College. Unpaid accounts will be referred for collection, and the student will bear all costs and charges incurred in the collection and/or litigation. The Massachusetts Health Insurance Law requires that all students enrolled in nine or more credits are required to have basic health insurance. By law, Bristol Community College automatically charges all students who are registered for nine or more credits with this health insurance fee. The annual fee may be

waived before school begins (usually when you register), by documenting comparable health insurance coverage. You must complete the waiver online at [www.gallagherstudent.com](http://www.gallagherstudent.com) (Enter Bristol Community College in the search box, then click on Student Waiver on the left menu bar). A waiver must be complete in order for this charge to be removed from the student's account and the online waiver is the only accepted method to waive coverage. Students purchase their own textbooks, materials, and supplies, all available at the College bookstore.

A financial statement of the College is available in the Administration office.

**Refund policy for students withdrawing from all credit courses in a traditional semester.**

Students must follow College withdrawal procedures to receive a refund. See Withdrawal Policy & Procedure (p. ) in the Academic Information section of this catalog for further details.

Tuition refunds for all credit courses are as follows:

If a student officially withdraws from the College prior to the beginning of classes or during the first two weeks of classes, the student will receive a 100 percent refund less the \$37 nonrefundable student support fee.

If a student officially withdraws from the College during the third week of classes, the student will receive a 50 percent refund less the \$37 nonrefundable student support fee.

If a student officially withdraws after the third week of classes, there will be no tuition or college fee refunds.

An equivalent of one week will be used for determining the refund for nontraditional semester courses, ex. Winter Session.

**Refund policy for students not completely withdrawing from all credit courses in a traditional semester.**

If a student officially withdraws from a course(s) prior to the beginning of classes or during the first two weeks of classes, the student will receive a 100 percent refund for the credits from which s/he withdraws. If a student



officially withdraws from a course(s) during the third week of classes, the student will receive a 50 percent refund for the credits from which s/he withdraws. If the student officially withdraws from a course(s) after the first three weeks of classes, there will be no refund. It takes four to six weeks for the refund to process.

An equivalent of one week will be used for determining the refund for nontraditional semester courses, ex. Winter Session.

### **Tuition exemptions**

Completed waiver applications must be submitted at the time of registration. For any waiver, the appropriate waiver forms must be presented at the time of registration. No refunds are given if eligibility forms are submitted late. Tuition waivers cannot be used for credit by examination, directed study, or contract learning. (Waiver may not be used for ed2go classes, the noncredit Paralegal course, or the credit Medical Billing and Coding program.)

### **National Guard**

Active members of the Massachusetts Army or Air National Guard are eligible for a full tuition and fee waiver. This waiver applies to all qualified students, full- and part-time, and for all credit and certificate courses up to a maximum of 130 semester credit hours per student. Eligible students must present a valid (bearing a raised seal) Certificate of Eligibility issued by the Military Division of the Commonwealth of Massachusetts.

### **State employee waiver**

At the time of registration a student must present a completed Tuition Remission Authorization form with appropriate signatures. Any additional charges must be paid at registration. Billing is unavailable.

### **Senior citizen waiver**

Massachusetts residents 60 years and older may attend Bristol Community College on a space-available basis under the Department of Higher Education's tuition waiver policy. For specific details, please visit their website at [www.mass.edu](http://www.mass.edu) or contact the Enrollment Center for current eligibility requirements.

### **Veteran waiver**

Veterans who are Massachusetts residents may be eligible for a tuition waiver. Those eligible must submit form DD-214 (long form) for review and approval prior to registering. Waiver is for credit courses only. For more information, please call the Enrollment Center.

### **Third-party payment**

Students whose courses will be paid by a third party, such as their employer, an agency, or military branch, must submit the appropriate documentation or authorizing letters prior to, or at the time of, registration. (Note: Students who will receive reimbursement contingent upon completion of their course must pay in full at the time of registration.)

### **Hope Scholarship (Education Tax Credit)**

Students enrolled in six credits or more in the first two years of an undergraduate program, day or evening, are eligible for the Hope Scholarship, a federal tax credit. Students pay for their tuition and fees, and then can claim a tax credit against their tax liability. Students may take a credit of 100 percent of the first \$1,000, and 50 percent of the next \$1,000, for a maximum in any tax year of \$1,500. Students are eligible for the credit for two years. The Financial Aid office and Student Accounts office have more information on this tax credit, but for specific information, consult a tax advisor.

## **Refund Policy**

Students must follow college withdrawal procedures to receive a refund. See Withdrawal Policy section in the college catalog.

Tuition refunds for all credit courses are as follows:

- If a student withdraws from the college prior to the beginning of classes or during the first two weeks of classes, the student will receive 100% refund for the credits for which the student withdraws, and will be reimbursed all charges less the \$37 non-refundable student support fee.
- If a student withdraws from the college during the third week of classes, the student will receive 50%



refund for the credits for which the student withdraws and will be reimbursed all charges less the \$37 refundable student support fee.

- If a student withdraws after the third week of classes, there will be no tuition or college fee refunds.

It will take approximately 4-6 weeks AFTER the Semester begins to receive a refund.

## Treatment of Title IV When a Student Withdraws

### Treatment of Title IV Aid When a Student Withdraws

The law specifies how Bristol Community College must determine the amount of Title IV program assistance that you earn if you withdraw from school. The Title IV programs that are covered by this law are Federal Pell Grants, Iraq and Afghanistan Service Grants, TEACH Grants, Direct Loans, Direct PLUS Loans, and Federal Supplemental Educational Opportunity Grants (FSEOGs).

#### How Bristol determines your withdrawal date

Students are expected to follow Bristol's official withdrawal policy. The withdrawal policy requires students to officially withdraw from the college in writing by completing the College withdrawal form. For the purposes of calculating the return to Title IV, the College will use the date the students begins the withdrawal process or the date the student otherwise provides notification as the student's withdrawal date.

Students who do not follow the official withdrawal policy may be administratively withdrawn from the College if the college determines that they stopped attending all of their scheduled courses. For the purposes of calculating the return to Title IV, the College will determine the withdrawal date for students no later than 30 days after the end of the semester and in accordance with the College's withdrawal policy.

The college will determine if a student who fails to follow the official withdrawal procedure has withdrawn from the institution.

A student who does not receive an earned grade of A, B, C, D, or F will be evaluated by the Registrar's office at the end of each semester. Students in this category may receive an I – Incomplete as a result of not completing some of their coursework in a class. Students who do not complete coursework within the designated timeframe will receive a WF unless otherwise indicated by the faculty member on the Incomplete Grade Form. A WF grade indicates the student did not officially withdraw from the class, did not complete the coursework and failed the class. Students who did not officially withdraw from the course but who, in the opinion of the instructor, failed to provide sufficient evidence for evaluation of academic performance are awarded a grade of "WF." A student whose transcript reflects a combination of all W and/or WF grades for a semester will be reviewed by the registrar's office to determine if they have totally withdrawn from the college. Students determined to have fully withdrawn will be processed as a total withdrawal effective as of either the midpoint of the semester or the last date of an academically related activity in which the student participated, as documented by a school official or faculty member. For more information, please review the college's withdrawal policy.

#### Timeframe for the return of Title IV funds

Per federal regulations, Bristol must return unearned funds for which it is responsible as soon as possible but no later than 45 days from the determination of a student's withdrawal.

#### Explanation of the calculation

Though your aid is posted to your account at the start of each period, you earn the funds as you complete the period. If you withdraw during the semester, the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula.

If you received (or Bristol or your parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

#### Funds Earned



The amount of assistance you have earned is determined on a pro rata basis. For example if you completed 30% of the semester, you earn 30% of the assistance that you were originally scheduled to receive. Once you have completed more than 60% of the semester, you earn all the assistance you were scheduled to receive for that period. If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement.

The amount of title IV grant or loan assistance that is earned by the student is calculated by determining the percentage of title IV grant or loan assistance that has been earned by the student, and applying this percentage to the total amount of title IV grant or loan assistance that was disbursed (and that could have been disbursed, to the student, or on the student's behalf, for the payment period as of the student's withdrawal date.

The percentage of title IV grant or loan assistance that has been earned by the student is equal to the percentage of the payment period that the student completed as of the student's withdrawal date, if this date occurs on or before completion of 60 percent of the payment period or 100 percent, if the student's withdrawal date occurs after completion of 60 percent of the payment period for a program that is measured in credit hours.

#### Post Withdrawal Disbursements

If your post-withdrawal disbursement includes loan funds, Bristol Community College must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt. Bristol Community College may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). The school needs your permission to use the post-withdrawal grant disbursement for all other institutional charges. If you do not give your permission (some schools ask for this when you enroll), you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you

withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any Direct Loan funds that you would have received had you remained enrolled past the 30th day.

#### Funds Returned

The percentage of title IV grant or loan assistance that has not been earned by the student is calculated by determining the complement of the percentage of title IV grant or loan assistance earned by the student. The unearned amount of title IV assistance to be returned is calculated by subtracting the amount of title IV assistance earned by the student from the amount of title IV aid that was disbursed to the student as of the date of the institution's determination that the student withdrew.

Unearned funds returned by the institution or the student, as appropriate, must be credited to outstanding balances on title IV loans made to the student or on behalf of the student for the payment period for which a return of funds is required.

Those funds must be credited to outstanding balances for the payment period or period of enrollment for which a return of funds is required in the following order:

- Unsubsidized Federal Direct Stafford loans
- Subsidized Federal Direct Stafford loans
- Federal Direct PLUS received on behalf of the student

If unearned funds remain to be returned after repayment of all outstanding loan amounts, the remaining excess must be credited to any amount awarded for the payment period for which a return of funds is required in the following order:

- Federal Pell Grants
- Iraq and Afghanistan Service Grants
- FSEOG Program aid
- TEACH Grants

If you receive (or Bristol Community College or your parent receive on your behalf) excess Title IV program



funds that must be returned, Bristol Community College must return a portion of the excess equal to the lesser of:

1. your institutional charges multiplied by the unearned percentage of your funds, or
2. the entire amount of excess funds.

The school must return this amount even if it didn't keep this amount of your Title IV program funds.

If Bristol Community College is not required to return all of the excess funds, you must return the remaining amount.

For any loan funds that you must return, you (or your parent for a Direct PLUS Loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time.

Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You do not have to repay a grant overpayment if the original amount of the overpayment is \$50 or less. You must make arrangements with Bristol Community College or the Department of Education to return the unearned grant funds.

The requirements for Title IV program funds when you withdraw are separate from Bristol's refund policy. Please refer to the refund policy for information about how your charges are handled when you withdraw. Therefore, you may still owe funds to the school to cover unpaid institutional charges.

Bristol Community College may also charge you for any Title IV program funds that the school was required to return. If you don't already know Bristol Community College's refund policy, you should ask for a copy. Bristol Community College can also provide you with the requirements and procedures for officially withdrawing from school.

For questions please contact the Bristol Community College Financial Aid Office at [financialaid@bristolcc.edu](mailto:financialaid@bristolcc.edu) or by phone at 774-357-2515.

If you have questions about your Title IV program funds, you can call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid on the Web at <https://studentaid.ed.gov/sa/>.

## Financial Aid & Foundation Scholarships

**Financial aid programs available at Bristol Community College.**

A comprehensive list of programs and guidelines is available [here](#).

### Federal and State Grants

Federal Pell Grant

Federal Supplemental Educational Opportunity Grant

Federal Teach Grant

Massachusetts Agnes Lindsay Scholarship

Massachusetts Christian Herter Scholarship

Massachusetts Early Childhood Education Grant

Massachusetts Educational Rewards Grant

Massachusetts Foster Child Grant

Massachusetts Furcolo Grant

Massachusetts Gear-Up Grant

MassGrant

Massachusetts High Demand Scholarship

Massachusetts John and Abigail Adams Scholarship

Massachusetts Need-Based Tuition Waiver



- Massachusetts Part-time Grant
- Massachusetts Paraprofessional Grant
- Massachusetts Public Service Grant
- Massachusetts Stanley Koplic Waiver
- Rhode Island Challenge Grant
- Rhode Island Promise Grant
- Rhode Island State Scholarship

**Loans**

- Federal Direct Student and Parent Loan
- Alternative (Private) Loans

**Work**

- Federal Work Study
- Student Employment Program

**Other**

- Institutional Grants
- Foundation Grant
- Presidential Scholarship

**For more information**

If you have questions about financial aid, contact the Financial Aid office at 508.678.2811, ext. 2515.

**Financial Aid**

Bristol Community College receives some of its funding from the Commonwealth of Massachusetts and is subsidized by state tax revenues. This means that students pay only a portion of the total cost of a BCC education.

**Paying your way**

The vision of the Financial Aid office is “to provide students with the most optimal financial aid packages, excellent customer service, and access to essential

tools and resources for financial literacy.” The staff is available to assist with completing applications for financial aid, determining level of need, and offering financial aid to meet educational expenses.

The Financial Aid office provides assistance and counseling regarding the financial aid application, evaluation, and determination of need. Advisors and counselors are always available via email. Walk-in hours and appointments are available weekly.

Financial aid awards may include grants, loans, and work. The Financial Aid office uses federal and state regulations to estimate a fair student and family contribution and determine financial need.

**All those forms confuse me. Where can I get help filing the right ones?**

The Financial Aid office provides students and their families with information and assistance throughout the Financial Aid application process. The FAFSA is required from all students who would like to receive federal and/or state financial aid. Additional documentation may be requested. The FAFSA can be filed online through the Federal Student Aid. Contact the Fall River, New Bedford, or Attleboro locations for information on walk-in counseling or appointments. The financial aid process can be complex and take time; stay in touch with the Financial Aid office and watch your AccessBCC account for updates.

**What can I do to speed up the process?**

Completing the FAFSA on the Web is the best option. You will get your Student Aid Report sooner than with the paper version.

**Is there a deadline for applying for financial aid?**

You may apply for aid anytime, but we give priority to students who complete their financial aid file by May 1. Some Rhode Island grant deadlines are March 1. Some Massachusetts grants have a May 1 deadline.

**Once I have received financial aid, is it guaranteed for my whole college career?**



You must apply for financial aid every year you need it, but every time you demonstrate financial need, we will work with you and your family to help meet your education-related expenses.

### **Are there any special requirements?**

Assistance is available to a student who demonstrates financial need, is a citizen, national, or permanent resident of the U.S., meets Selective Service requirements, maintains satisfactory progress towards an eligible degree or certificate program, does not owe a refund to a federal or state grant program, is not in default on a federal or state education loan, and meets criteria in specific programs. Students in the U.S. on F1, F2, J1, or J2 student visas are not eligible for assistance.

For more information visit the federal student aid website.

### **Student rights and responsibilities**

The College and the Financial Aid office reserve the right to determine the type, amount, and/or revision of financial aid. Awards are contingent upon the availability of funding, the student's course load, and regulations governing funds.

Financial aid may be denied or cancelled if a student does not continue to meet eligibility requirements at any time during the academic year. If a student fails to meet satisfactory progress standards or is in default on Title IV or state grant or loan funds, financial aid will be denied or cancelled.

### **Bristol Community College Foundation Scholarship and Loan Programs**

Scholarships funded through the Bristol Foundation and Alumni Association range in value from \$100 to \$2,000. To apply for a Bristol Foundation Scholarship visit <https://bristolcc.academicworks.com/>. The website runs from early March through the last week of June. Applicants are notified of award decisions by the start of the fall semester. If tuition and fees will be waived by the College, you are not eligible to apply for and receive a Foundation Scholarship through this scholarship process. Listed below are the endowed funds.

### **Endowed Fund Eligibility**

#### **Edward Adaskin Family Scholarship**

Student who is a resident of Fall River, Swansea, Westport, or Freetown Massachusetts, and demonstrates financial need

#### **Altrusa Club/Camilla C. Pickering Memorial Scholarship**

Student who is a resident of Bristol County, with a minimum GPA of 3.0 and demonstrates volunteer community service

#### **Argy Scholarship**

Full-time student majoring in engineering, science or health science who demonstrates financial need, scholastic merit, with a minimum GPA of 3.0

#### **Leonard and Ruth Baker Scholarship**

Full-time student enrolled in Business Administration, who has completed 24 credit hours, with a minimum GPA of 3.0, and financial need

#### **BayCoast Bank Scholarship**

Student enrolled in a business-related major, demonstrated financial need, from the Greater Fall River area, minimum 3.0 GPA; must be enrolled in at least 6 credits

#### **BFI Waste Systems Scholarship**

BFI employee, spouse, child or grandchild of employee; if no BFI applicant by 5/1, open to Fall River, Somerset, Swansea or Westport resident, environmental technology, GPA 3.0, financial need

#### **BJ Voss Memorial Scholarship**

Providing annually a scholarship to a Criminal Justice student enrolled at Bristol Community College who demonstrates financial need.

#### **H. M. Booth Theatre Scholarship**

Theatre student



**Borden-Remington Scholarship**

Student in top 30% of class who demonstrates financial need. Preference is given to child of Borden-Remington employee

**Michael K. Bosi Memorial Scholarship**

Student matriculating in journalism or communications who demonstrates scholastic merit. Preference will be given to BMC Durfee alumnus. Special application requires submission of work samples

**Zelma Braga Scholarship**

General requirements, full or part-time student

**Gerald M. Brown Scholarship**

Greater Fall River resident, financial need, GPA 3.0

**Ruth P. Brown Scholarship**

Full or part-time student in the Business Program. Preference given to female student

**Kenneth M. Candeias Scholarship**

To a graduating student who displays outstanding leadership and academic achievement.

**Prof. C. John Capone P.E. Memorial Scholarship**

Student matriculating into the engineering or environmental technology program, minimum six credits per semester, financial need and scholastic merit

**Chef John J. Caressimo Scholarship**

Second year student matriculating in culinary arts

**John A. and Eileen F. Carr and Kathryn V. Whalen Scholarship**

Nursing or elementary education student with financial need

**Donna Castro RN Nursing Scholarship**

Nursing student with preference given to a student with prior experience working in the health care field

**Judith B. Chace Memorial Scholarship**

Chace employee, spouse, child or grandchild; if no successful applicant by 5/1, open to Tiverton resident or graduate of Tiverton High

**Francis J. Colaneri Scholarship**

Student with financial need enrolled in the engineering program with preference given to students residing in Bristol County, MA or Rhode Island

**Pamela Colaneri Dental Hygiene Scholarship**

Second year Dental Hygiene student who demonstrates academic merit and financial need

**Christopher M. Cordeiro Memorial Scholarship**

Student taking credit or non-credit course who demonstrates financial need, with minimum GPA of 3.0

**James D. Crosson Scholarship**

Second year student in the Criminal Justice Program who is from the greater Fall River area, son or daughter of a policeman if possible and demonstrates scholastic merit

**Charles E. Crowshaw, Jr. Memorial Award**

This award is given annually to a returning Criminal Justice student for academic excellence and leadership ability

**Michael T. Davis Memorial Scholarship**

Second year student matriculating in Journalism communications at BCC with the intent to pursue a career in journalism who has a minimum GPA of 3.0

**Dr. and Mrs. Paul P. Dunn Scholarship**

Student matriculating in a health science program, financial need, minimum GPA 3.0

**Johanna Duponte Occupational Therapy Assistant Scholarship**



Student matriculating in OTA program, having completed first year with minimum GPA of 2.75 who demonstrates professionalism, collegiality, and commitment to OTA profession

**Fall River Country Club Scholarship**

Employee of Fall River Country Club; if no applicant, a culinary arts student

**Fall River Opportunity Fund**

Fall River resident who demonstrates financial need

**J.B. Fernandes Memorial Trust I Scholarship**

Portuguese-American student who demonstrates financial need

**Paul Fletcher Scholarship**

Student matriculating into the arts/humanities field, taking a minimum of 6 credits per semester, financial need, scholastic merit, GPA 3.0

**John G. Fonseca Memorial Scholarship**

Non-traditional student, minimum GPA of 3.5, financial need

**Sally Gabb Vision Scholarship**

Sally S. Gabb was a lifelong educator and activist, a person who had a generous, creative spirit and a vision of social justice for all. She firmly believed that justice comes through the route of education. In her fifteen years at BCC, Sally worked with many students to help them live the vision they had of their own best futures. Sally's work with students entering the college at developmental-levels was close to her heart, therefore, those eligible for this scholarship must be a student who is or has been enrolled in at least two developmental-level courses.

**Kathy Torpey Garganta Attleboro Scholarship**

Scholastic Merit and minimum GPA of 3.0. Student must have completed a minimum of 12 credits at BCC Attleboro. The scholarship will be awarded annually to a BCC Attleboro student who demonstrates financial need.

**Kevin J. Garganta Human Services Scholarship**

Student matriculating in Human Services, minimum of 30 credits who demonstrates financial need and has a minimum GPA of 2.5

**Officer Thomas J. Giunta Memorial Scholarship**

Child/grandchild of active or retired Fall River police officer, financial need; if no successful applicant, open to criminal justice student

**Globe Manufacturing Scholarship**

Greater Fall River resident, financial need and scholastic merit

**Max and Edith Gold Scholarship**

Fall River resident, GPA 3.0, financial need

**Harry Gottlieb Scholarship**

Accounting/business major, greater Fall River resident, financial need and scholastic merit

**Nick Grossi Culinary Arts Memorial Scholarship**

Student entering the 2<sup>nd</sup> year of the culinary arts program

**HarborOne Credit Union Scholarship**

Student enrolled at Bristol Community College who is studying predominantly at the Attleboro Center

**Bruce O. and Virginia I. Hawes Scholarship**

General Requirements

**Lincoln T. Hawes Scholarship**

General Requirements

**Hebrew Ladies Helping Hands Society Scholarship**

Full-time student who demonstrates academic promise and financial need with preference given to a Jewish student with second preference to a resident of greater Fall River

**Anne P. Hindle Scholarship**



Student matriculating in one of the BCC allied health programs. Based on scholastic merit and financial need

**Dr. Rachel V. Holland Memorial Scholarship**

Student enrolled at BCC from a financially or educationally disadvantaged background. Student should exhibit a dedication to utilizing his/her education in helping others in the community

**Jack P. Hudnall Memorial Scholarship**

Second year student, financial need and scholastic merit

**Ruth E. Hurley Nursing Scholarship**

The student shall be a member of the graduating class and demonstrated superior clinical competence

**Ernest Israel Scholarship**

Full-time student who graduated within last five years from Durfee High School, letter of recommendation from teacher or friend required

**Jewish Omni Services Scholarship in Honor of Richard B. Wolfson**

Nursing student demonstrates financial need and preferably an interest in entering the gerontic nursing field.

**Dr. Cynthia K. Karr Scholarship**

Student in liberal arts: language, literature or philosophy. Based on scholastic merit/potential and financial need

**Joseph and Jeanette Koppelman Scholarship**

Financial need, top 30% of class

**Virginia Lash Memorial Scholarship**

Full-time student who demonstrates financial need.

**Virginia and Harold Lash Scholarship**

Full-time student, financial need, scholastic merit

**Hugh Lavery Memorial Scholarship**

BCC student based on scholastic merit and financial need. Student must be a resident of Fall River.

**Raymond J. Lavertue, Sr. Criminal Justice Scholarship**

Award to be given annually to a deserving, graduating Criminal Justice student who has completed all requirements toward his/her Associates Degree in Criminal Justice. Candidates must have shown outstanding leadership qualities and have demonstrated a dedication to the enhancement of the Criminal Justice System as well as a high level of personal integrity.

**John A. & Mary V. Lima Memorial Scholarship**

BCC student based on financial need. Student must show academic merit with a grade point average of 3.0. The student must be registered for at least one Portuguese course.

**William List Scholarship**

Student who is a resident of Fall River, Somerset, Swansea, Westport, or Freetown Massachusetts who demonstrates financial need

**Luso Centro Scholarship**

The scholarship will be awarded annually to a BCC student based on financial need. The student must show academic merit with a grade point average of 3.0. The student must be registered for at least one Portuguese course.

**Marie B. Maalouf Scholarship**

Nursing student, financial need, scholastic merit

**Senator William and Marjorie MacLean Scholarship**

Full-time student who is a resident of Acushnet, Dartmouth, Fairhaven, Freetown, Marion, Mattapoisett, New Bedford or Rochester with financial need, academic achievement and interest in public service and /or leadership

**Alfred J. and Marie B. Macomber Music Scholarship**

Student with an interest in music with financial need and/or scholastic merit



**George and Doris Magnan Memorial Scholarship**

Student matriculating in the Fire Science Technology Program who has completed at least 12 general education credits and at least 12 Fire Science credits at BCC with a minimum GPA of 3.0

**Basil and Theresa Maravelas Memorial Scholarship**

Student in the natural sciences who has scholastic ability, academic potential and financial need

**Marie Marshall Nursing Scholarship**

Nursing student who demonstrates scholastic merit and financial need

**J. Robert Mello Scholarship**

Student demonstrating outstanding ability and talent in the art program

**Loree Moglia Mullen Memorial Dental Hygiene Scholarship**

First year BCC Dental Hygiene student

**Mullins Family Nursing Scholarship**

The scholarship will be awarded annually to a nursing student enrolled at Bristol Community College who demonstrates scholastic merit and financial need

**Evelyn Pacheco Nursing Scholarship**

Second year student enrolled in the nursing program who demonstrates scholastic merit and financial need

**Luis Rodrigues Pavao Scholarship**

Full-time student with demonstrated financial need and /or scholastic merit

**Pierce Foundation Scholarship**

Nursing student with minimum GPA 3.0, with financial need

**Richard and Doris Quirk Nursing Scholarship**

Second year nursing student with financial need, minimum GPA of 3.5, and a resident of Dartmouth, New Bedford, or Fairhaven, Massachusetts

**Jessica Raposa Memorial Scholarship**

The award shall be given to a Graphics Art student

**The Mary Raposa Memorial Scholarship**

Students enrolled at Bristol Community College. Preference to be given to members of ESPIRITO SANTO PARISH, located in Fall River, MA.

**Rhode Island Society of Governmental Accountants & Auditors Scholarship**

Student enrolled in business administration with accounting option who demonstrates financial need and scholastic merit. Priority to Rhode Island residents and additional preference if child or grandchild of SOGAA member

**Jessie E. Richardson Art Scholarship**

Awarded annually to an art student with a painting concentration, has completed the first year and intends to continue at the College, has exhibited ability and potential for development in painting, demonstrates financial need

**Ella A. Rodgers Memorial Scholarship**

Student from Greater Fall River who demonstrates financial need and/or scholastic merit

**Lucy Rose Memorial Nursing Scholarship**

Student entering the second year of the nursing program; demonstrated scholastic and clinical competence and has financial need. Preference to a student from Fall River, MA or Tiverton, RI

**Al and Jeannine Roy Student Elementary Education Scholarship**

A student who is majoring in Elementary Education.

**Dr. August I. Ryer Memorial Nursing Scholarship**



Second year nursing student who demonstrates academic promise and financial need

**Diane M. Roussel Memorial Scholarship**

Nursing student, scholastic merit and financial need

**Mary Lou Hallal Sabra Memorial Scholarship**

Student who is a G.E.D. recipient enrolled in either credit or non-credit courses leading to further certification or degree

**Philip and Evelyn Sacknoff Scholarship**

Student demonstrating financial need and academic promise, preferably in the health sciences or computer science programs

**Angela Rose Sbardella Memorial Scholarship**

A resident of Fall River, demonstrates scholastic merit and financial need and who will transfer to a four year college upon completion at Bristol Community College

**Jenifer E. Serpa Memorial Scholarship**

To a full-time student from the Medical Laboratory Technology Program or a graduate of said program who has transferred to a similar program who demonstrates financial need and/or scholastic merit

**Edward Terral Smith Memorial Scholarship**

Graduating, transferring student, GPA 3.5, with 75% of credits completed at BCC, must attend graduation

**Rev. Dr. Lex King Souter Memorial Scholarship**

Student enrolled in the liberal arts and humanities program who demonstrates financial need and/or scholastic merit

**Robert F. Stoico/FIRSTFED Foundation Scholarship**

Accounting/business/business transfer student GPA 3.0, financial need

**Sally Sweeney Memorial Scholarship**

Full or part-time student demonstrating financial need

**Truesdale Hospital Nurses Alumnae Association Scholarship**

Student entering the second year of the nursing program, who has demonstrated scholastic and clinical competence and has financial need

**Union Hospital School of Nursing Alumnae Scholarship**

Student entering the second year of the nursing program; that demonstrates outstanding clinical skills and has financial need

**BJ Voss Memorial Scholarship**

Providing annually a scholarship to a Criminal Justice student enrolled at Bristol Community College who demonstrates financial need.

**Elizabeth A. and Sumner James Waring, Jr. Scholarship**

Full-time student at BCC who demonstrates financial need and/or scholastic merit

**Watuppa Masonic Foundation Scholarship**

Student who is a resident of greater Fall River and demonstrates scholastic merit and financial need

**Betty M. Welch Scholarship**

Business administration/accounting major, with minimum GPA 3.0

## Academic Information & Resources

### Academic Calendar

2021-2022 Academic Calendar

**Fall 2021**

Wednesday,  
September 1

PD Day/Bristol EXP



Thursday, September 2	Faculty & Staff Opening Day
Monday, September 6	No classes - Labor Day
Tuesday, September 7	Classes begin
Tuesday, September 21	Flex start classes begin
Monday, October 11	No classes - October Holiday
October 17-23	Submit full term and flex start mid-semester evaluations
Friday, October 22	Last day of classes for first half courses (no finals week)
Monday, November 1	Classes begin for second half courses
Wednesday, November 3	No classes - Assessment Day
Thursday, November 11	No classes - Veterans Day
Monday, November 15	Last day to withdraw
November 25-26	No classes
Friday, December 17	Last day of the semester (no finals week)
<b>Wintersession 2022</b>	
Monday, December 27	Wintersession begins
Friday, December 31	No classes
Friday, January 14	Wintersession ends
<b>Spring 2022</b>	
Wednesday, January 19	Faculty & Staff Opening Day
Monday, January 24	First day of classes
Monday, February 21	No classes - President's Day
March 6-12	Submit full term and flex start mid-semester evaluations
Friday, March 11	Last day of classes for first half courses (no finals week)
March 13-19	No classes - Spring Break
Monday, March 28	Classes begin for second half courses
Friday, April 8	Last day to withdraw
Monday, April 18	No classes - Patriots Day
Friday, May 13	Last day of the semester (no finals week)
Saturday, May 21	Commencement
<b>Summer I - 6 weeks</b>	
Tuesday, May 31	Classes start
Saturday, June 25	Last day to withdraw
Monday, July 4	No classes - Independence Day
Saturday, July 9	Classes end
<b>Summer III - 6 weeks</b>	
Monday, July 11	Classes start
Saturday, August 6	Last day to withdraw
Saturday, August 20	Classes end
<b>Summer II - 12 weeks</b>	
Tuesday, May 31	Classes start
Monday, July 4	No Classes Independence Day
Saturday, July 23	Last day to withdraw
Saturday, August 20	Classes end

## Academic Policies

To view a complete list of Bristol policies please visit PolicyStat.

- Academic Forgiveness
- Attendance
- College Success Seminar
- Grading
- **Satisfactory Academic Progress (SAP)**
- **Withdrawal**

## Credit for Prior Learning

### Transferring Credits into Bristol Programs

Students who transfer into Bristol from another regionally accredited college or university usually receive credit for courses that apply to their program with a grade of "C-" or better. Students may meet up to 34 credits of degree program requirements with credits transferred from another accredited college or university and/or credits earned through Credit for Prior Learning.

To qualify for a Bristol degree, a transfer student must complete at least 25 percent of the credits required at the College and fulfill graduation requirements in the selected curriculum. Exceptions may be granted by petition. For certificate programs, half the required credits must be earned at Bristol.

To receive credit for courses taken at any other institution while enrolled at Bristol, students must obtain approval in advance. Forms are available in the Enrollment Center. Completed forms should be accompanied by the catalog from the other institution. The student must arrange to have transcripts of approved courses sent to the Registrar's office within six weeks of completing the course(s).

### Transferring from a Certificate Program

Students who complete a certificate program and who wish to enroll in a degree program must complete a change of program form available in the Enrollment Center.

### VALOR Act Academic Credit



Students may also request to receive credit for military training and experience. In accordance with the Valor Act, Bristol Community College uses the ACE Guide to the Evaluation of Educational Experiences in the Armed Services as the primary method for evaluating and awarding academic credit for military occupation, training, experience, and coursework. Any questions related to the transfer of military credits can be directed to the Registrar's Office at 774.357.2240.

### **Credit for Prior Learning (CPL)**

Students may meet up to 45 credits of degree program requirements with credits earned through Credit for Prior Learning and/or credits transferred from another accredited college or university. For more information on the Credit for Prior Learning (CPL) process, contact the Credit for Prior Learning (CPL) Coordinator at x2511. There are three CPL Options:

#### **• Credit by Examination - College Level Examination Program and Advanced Placement Program**

The College Level Examination Program (CLEP) and Advanced Placement (AP) program offer students an opportunity to receive college credit for subject matter learned through means other than formal college work. The CLEP Subject Matter, CLEP General, and AP Examinations are applicable for credit. Students may obtain information regarding CLEP and AP examinations through the CPL Coordinator. Official AP and CLEP score reports must be sent to the Office of Admission in order to be evaluated for credit.

#### **• Credit by department/program examination**

A student may receive credit for some Bristol courses by passing a comprehensive examination prepared by the department or program in which the course is being offered. Any student who has been formally accepted into a degree program at Bristol Community College and has completed the course prerequisites or received permission from the program director/department chairperson may take the examinations. Students must request these exams if they want to take them.

Credit granted for comprehensive examinations will not have a letter grade assigned. The credit earned cannot be used to raise grades or remove failures in courses already taken.

Students must meet department criteria in the taking of these exams. They are responsible to discuss these criteria and make arrangements for credit by examination with the CPL Coordinator. Additional information concerning the complete credit by examination policy and fees can be obtained by contacting the Enrollment Services office or the CPL Coordinator at x2511.

The AP program periodically conducts college score comparability studies in all AP subjects. These studies compare the performance of AP students with that of college students in the courses for which successful AP students will receive credit. In general, the AP composite score cut points are set so that the lowest composite score for an AP score of 5 is equivalent to the average score for college students earning scores of A. Similarly, the lowest composite scores for AP scores of 4, 3, and 2 are equivalent to the average scores for students with college scores of "B," "C," and "D," respectively.

Students who earn AP Exam scores of 3 or above are generally considered to be qualified to receive college credit and/or placement into advanced courses due to the fact that their AP Exam scores are equivalent to a college course score of "middle C" or above.

#### **• Credit by Credential**

Students may earn equivalent course credit for prior learning, including instruction sponsored by the military, business and industry, public and private agencies, associations and educational institutions, and licensure preparation by regulatory agencies and associations.

#### **National Guides**

Credit for noncollegiate courses and educational experiences in the armed services may be awarded



according to the recommendations in the National Guide to Credit Recommendations for Non-collegiate Courses, the Guide to the Evaluation of Educational Experiences in the Armed Services, the Directory of the National Program of Noncollegiate Sponsored Instruction (PONSI), and the National Guide to Educational Credit for Training Programs of the American Council on Education. A student who submits official documentation attesting to the completion of a course(s) listed in one of these publications will be awarded appropriate elective credit by the dean of admissions or the Registrar. If the credit award involves course equivalent credit, approval of the appropriate divisional dean and department chair is required.

Bristol students may earn course credit for Credit by Credential programs listed in the CPL Manual, available in the Enrollment Center, all division offices, and in the main office at the New Bedford Campus, Taunton Campus, and the Attleboro Campus. Equivalent course credit(s) may be granted for Credit by Credential programs in fields such as computer technology and programming, manufacturing methods and processes, electronics, public speaking, income tax preparation, healthcare, management, fire fighting, and environmental technology. Contact the CPL Coordinator at x2511 for information.

The Police Career Incentive Pay Program (PCIPP), an Amendment to section 18L of chapter 41 of the Massachusetts General Laws, delegated to the Board of Higher Education (BHE) the authority to establish guidelines for programs pursued for police career incentive pay increases.

*The BHE has subsequently adopted new standards which DO NOT allow for:*

- Academic credit to be granted for life experience or military, police academy, or other training
- Academic credit for knowledge-based testing (CLEP, DANTEs, etc.) to exceed 6 credit hours

Or

- CVTE
- **Credit by Portfolio**

In order to obtain an award of Credit by Portfolio, students present a written portfolio documenting college-level competencies acquired through educational, vocational, or personal learning experiences.

The CPL Coordinator initially evaluates the portfolio to determine comparability to required or elective courses in the student's program of study. All credit is evaluated on a course-by-course basis and must be approved by the department chair/program director in consultation with the dean of the appropriate division and Academic Affairs. Contact the CPL Coordinator at x2511 for information.

## Graduation

To be eligible for the Associate in Arts degree (A.A.), the Associate in Science degree (A.S.), or Associate in Applied Science degree (A.A.S.), students are recommended by the faculty if they:

- Complete at least 60 credits (excluding developmental courses) of passing work.
- Fulfill course requirements established in the selected program of study.
- Earn a G.P.A. of at least 2.0 in work taken at the College applicable to their program.
- Complete at least 25 percent of the semester hours applicable to their program at the College.
- Students may transfer back up to 45 credits with approval of the pertinent academic program/department in order to complete a degree, the Continuous Enrollment Policy notwithstanding.

### Valedictorian

Each year, the College confers the honor of Valedictorian for one graduating student who demonstrates academic and service excellence. S/he gives the Valedictory address at the Commencement ceremony and is a member of the Commencement Platform Party. Students who will graduate with the highest grade point averages among all graduating students will be notified and invited to apply for the



honor during the spring semester. Those who are interested in applying will be asked to submit an essay and a list of College activities and services. These submissions and the candidate's academic record at Bristol Community College are used to select finalists for consideration.

### **Graduation honors**

Associate degree students who maintain a cumulative G.P.A. of 3.2 to 3.49 will graduate "Cum Laude," a G.P.A. of 3.5 to 3.79 "Magna Cum Laude," and a G.P.A. of 3.8 or higher "Summa Cum Laude." "Cum Laude" designations at graduation are based on academic performance through the Fall semester prior to the June graduation ceremony. Final "Cum Laude" designations include all coursework and are printed on the student's official College transcript.

### **Graduation as a Commonwealth Honors Scholar**

Students who successfully complete the Commonwealth Honors Program will be designated a "Commonwealth Honors Scholar" at graduation and will be recognized by the president at Commencement. Students will be distinguished by the wearing of the gold honors cord. "Commonwealth Honors Scholar" will be printed on the student's transcript.

### **Community Service Leaders**

Students who participate in service-learning or community service, attend leadership training, plan a community service project that meets a real need in the community, and recruit, help train, mentor, and supervise peers performing service for the project are designated as Community Service Leaders. They wear a red cord and are publicly recognized at Commencement.

### **Academic Achievement Awards**

Students who maintain a cumulative G.P.A. of 4.0 will receive an Academic Achievement Award when all program requirements are met.

### **Phi Theta Kappa Honor Society**

Phi Theta Kappa is the national honor society of American community and junior colleges. Bristol's chapter is known as Beta Eta Phi. The purpose of this society is to recognize and encourage scholarship, fellowship, service and leadership among community college students. Candidates are selected in the fall and spring of each academic year. They must be currently enrolled in a degree program at the College and have accumulated 18 or more Bristol credits with a 3.5 or better cumulative average. Membership qualifies students to apply for special scholarships at many four-year institutions.

These area colleges and universities offer PTK scholarships to transfer students: Boston University, Bryant University, Clark University, Emerson College, Harvard University Extension School, Lasell University, Lesley University, Northeastern University, Regis College, Smith College, Salve Regina University, Suffolk University, University of Massachusetts Dartmouth, University of Massachusetts Lowell, Western New England University.

### **Graduation requirements for Commonwealth Honors Scholars**

To graduate with an associate degree as a Commonwealth Honors Scholar, a student must:

- Meet all requirements for an associate degree in major/program.
- Earn a minimum 3.5 cumulative G.P.A. while at Bristol.
- Earn a minimum of 30 credits completed at Bristol.
- Participate in a minimum of four honors experiences (10 honors credits), with a grade of at least "B." These honors experiences could either be honors courses or honors component courses. At least two of these honors experiences (6 honors credits) must be taken at Bristol.

*In the honors credits, a student must:*

- Take at least one interdisciplinary honors course (3 credits), for honors-level students only.



- Take a minimum of one writing-intensive honors experience (3 credits).
- Complete an honors project (or possibly a thesis), directed by a faculty member, involving independent research.
- This one-credit culminating experience could grow from one of the three honors experiences, but it does not have to follow that path. Students may be required to present their projects as part of an honors day seminar.
- Earning credit outside the classroom

## Library Learning Commons

Students who access academic support systems are more likely to succeed in college. The Library Learning Commons (LLC) at Bristol offers dynamic academic support services for all students, in every discipline, at every level. Our mission is to provide all Bristol students with the support, access to content, and know-how to learn independently, follow their own curiosity, and collaborate effectively with others.

The Library Learning Commons offers research assistance, writing and subject tutoring, entry-level support for navigating online courses, and academic mentoring. While accessing research support, students will work closely with academic librarians to locate credible sources of information and understand the importance of scholarly research. While taking advantage of the Writing Center, students will work with writing tutors to outline papers, to understand the writing process, and to enhance their critical reading skills. Both the Writing Center and the Librarians can help with developing research questions and citing sources properly. Subject specific support spans a range of formats: students can access drop-in or appointment-based tutoring across a wide array of subjects, or they may be in a course that offers an embedded tutor or peer-learning assistant. In courses with these specialized tutor types, out-of-class sessions are held to help students review material and/or direct their own learning.

In addition to these services, the Library Learning Commons also provides the materials and spaces needed for study. We support students with access to calculators, laptops, textbooks, and research material, as well as housing the Rogers Cyber Café (Fall River Campus) and other spaces for computing and printing. Students may also reserve study rooms in Attleboro, Fall River, and New Bedford.

Additional information about the Library Learning Commons and access to the resources and services is available at [https://libguides.bristolcc.edu/academic\\_support\\_services](https://libguides.bristolcc.edu/academic_support_services)

## Planning for Academic Success

### Length of Program

Full-time students with appropriate high school credits can complete the requirements for an associate degree in two years. However, some students may need to make up deficiencies in certain areas. Others change their concentration or major or withdraw from one or more courses. Students who work may take fewer courses per semester. Any of these reasons may make it necessary for a student to spend more than four semesters at Bristol. Courses may be taken in the summer for students who wish to shorten their time at Bristol.

### Placement Tests

All students entering a degree or certificate program are required by the Massachusetts Department of Higher Education to take assessment tests to ensure appropriate placement in classes. The tests assess students' skill levels in reading, writing, and mathematics. The results of the assessment, in conjunction with academic background information, are used by College advisors to help students choose courses prior to registration. Should developmental work be necessary, you'll receive help to select the courses you need.

### **-Writing**



Satisfactory performance on the English placement test or in ENG 090, Basic Writing Skills, is necessary to enroll in ENG 101, College Writing.

### **-Reading**

Students who perform below the required level on the Accuplacer Reading test must successfully complete RDG 080, Fundamentals of Reading Development; and/or RDG 090, College Reading and Learning Strategies.

### **-Mathematics**

Students who perform below the required level on the Accuplacer Quantitative Reasoning, Algebra & Statistics test, will be placed into a math support course.

*Students may be exempt from all or part of the exam using SAT, AP, CLEP, or AP scores. Please visit the Testing Center's webpage for more information.*

### **Course Load**

A full-time course load is 12 credit hours or more a semester. Students on academic probation can register for no more than 13 credits. A load of five courses (15 to 17 credit hours) is considered to be the normal load, although in some programs more credits may be required in some semesters to complete the program within two years. Honor students (3.2 or higher average) may register for six courses (18-20 credit hours). Requests for exceptions may be made via email to Academic Affairs.

Plan for at least two to three hours of study for each class hour. A student carrying 15 credits, for example, should schedule 30 to 45 hours for study each week.

### **Final Examinations**

Final examinations, including projects and other evaluation activities, are given during the final week of the semester. Final examinations can be made up only for compelling reasons, such as accidents or sickness, and with the permission of the instructor.

A physician's certificate may be required if the reason is medical. A student who misses a final examination is responsible for contacting the instructor and arranging to take the exam at another time. If the instructor is not available, the student should contact the appropriate academic dean.

### **Registering for Courses**

Students may register for classes at any time during the registration period before the registration deadline. All students are to be registered in courses by the end of the first week of classes. No course changes will be permitted after that time, except with written approval of the faculty member concerned. Course change forms may be obtained in the Advisement Center or the Enrollment Center.

### **Directed Study**

A directed study is an independent study or group study course, under the sponsorship of a faculty member, that meets the objectives of a regular course offering. Credit for a directed study course is equivalent to credit for a regular course offering and tuition is based on the number of credits approved.

To be eligible for directed study the student must be enrolled in a program of study (degree or certificate) with three or less courses remaining and have a cumulative GPA of at least 2.5. Academic Affairs may also approve other requests based on special student and/or programmatic needs with detailed documentation.

Directed study requests should be submitted utilizing the webform within accessBCC and must be submitted before the first day of the semester. If approved, and a faculty member is available to teach the directed study, students will be notified via Bristol email with details and the timeline to enroll.

For questions, please contact Academic Affairs at 774.357.2185.

### **Dropping a Course**

Students are encouraged to meet with an advisor before making any changes to their schedule. Students who need to adjust their schedules may do so during the



registration period and through the first week of classes. After the first week of classes, students cannot add a class without instructor authorization. Students may drop any course through the second week of classes without penalty. After the second week of classes, any student who drops a class will receive a "W" enrollment status. See Withdrawal Policy & Procedure (p. ) in the Academic Information section of this catalog.

To receive a "W," students must withdraw before the tenth week of classes of a 14-week semester. Students may withdraw online in accessBCC, in person at any Enrollment Center, or via their college email to [enrollmentservices@bristolcc.edu](mailto:enrollmentservices@bristolcc.edu). Students should consult with the instructor or an advisor before withdrawing from a course. **A grade of "F" will be assigned to any student who stops attending a course but does not officially withdraw.**

### Auditing a Course

A student may audit a single course for no credit with the consent of the instructor. A student may register for audit one week prior to the start of class through the Drop/Add period. No grade is given, but the notation of "L" is made on the permanent record. The cost to audit a course is one half of the total cost (tuition and fees) of the course taken for credit.

A student may repeat a course for credit the next semester after auditing a course. An audited class is not eligible for financial aid. Students may change from audit status to a credit status with approval of the instructor/department chair/divisional dean. Students would be responsible for the difference in cost from the audit status to the credit status.

### Repeating a Course

Students may repeat a course once without permission of the Registrar or designee. Students will then be required to complete a "Repeat Course" form found in their accessbcc account under "Student Services" The grade received on the most recent attempt of any repeated course replaces the previous grade(s) for grade point average calculation and graduation requirements, even if the most recent grade is lower than a previous grade. Students may use the petition process to request previous repeat grades be used for

grade point average calculation and graduation requirements, or to request repeating a passed course that was not successfully completed (e.g. prerequisite or transfer grade is not high enough). All repeated courses remain on the student transcript. Students may repeat developmental courses as many times as it takes to pass or meet a prerequisite, but the total number of attempted developmental credits may not exceed 30. Students who wish to repeat clinical courses or courses in selective admissions programs must apply for readmission to the program.

### Impact of Course Load on Financial Aid

Students with financial assistance administered by the College may have their funds reduced or recalled if they withdraw of an instructor withdraws them from a course. Before withdrawing from any course, you should discuss it with your instructor and your advisor. Students experiencing difficulty with course material should also consider assessing tutoring and other academic support services on campus. Financial Aid Counselors are available to review your award should you have any questions regarding the impact of your enrollment reduction. For more information, see "Financial Aid & Foundation Scholarships," visit our website at [www.bristolcc.edu/students/financialaid](http://www.bristolcc.edu/students/financialaid) or call 508-678-2811, Ext. 2515 or visit the Financial Aid Office on your campus.

### Planning for Transfer

In addition to your advisor, the Transfer Affairs Office provides transfer counseling to students who plan to continue their education at baccalaureate granting colleges, information, assistance with applications, and transcript reviews and consultations. Students may also attend transfer workshops designed to address the steps in the transfer process. For more information about transfer opportunities, visit our website at [www.bristolcc.edu/transfer](http://www.bristolcc.edu/transfer) or call 508-678-2811, ext. 2234, or visit the Transfer Affairs Office on the Fall River Campus, Room G211.

### Attendance

Attending every class meeting is important to your success in college. Guidelines for attendance are established by the faculty within a department or program, with the approval of the divisional dean.



Unless an announcement is made to the contrary, a class is considered dismissed if the instructor does not appear within fifteen minutes of the beginning of a class period. Students who expect to be absent for an extended period due to illness, accident, or other unavoidable problem should notify the Vice President of Student Services and Enrollment Management.

Students who attend a field trip should make arrangements with their other course instructors to make up any assignments missed on that day. Those who cannot attend classes, take an exam, study, or fulfill class assignments on a particular day because of their religious beliefs will be given an opportunity to make up their work at the convenience of the instructor. Students cannot be penalized for taking advantage of this right.

## Student Academic Rights, Responsibilities, and Policies

All Bristol students are expected to conduct themselves as mature college students seriously interested in obtaining the best possible education. This includes observing the College's academic rules and regulations, respecting the rights of others, and practicing academic integrity. In return, the College seeks to provide an environment where the freedom to learn and interact can be nurtured and encouraged. To do that, the College respects and defends the rights of free speech and assembly and will protect such rights for all its members.

### Requesting a Waiver of an Academic Requirement

Matriculated students (those enrolled in a degree or certificate program) have the right to petition for waivers to the academic requirements of their program. This right, however, does not mean automatic approval of the waiver. To appeal a requirement, complete the "Petition for Waiver of Academic Requirement" form located within accessBCC. Decisions can be expected within approximately 45 days. Petitions should be submitted by April 1 to guarantee action by the end of the academic year. For additional information, please contact Academic Advising, 774.357.3044 or Academic Affairs, 774.357.2185.

### Academic Integrity

Academic integrity is the keystone of teaching, learning, and assessment. Bristol Community College is committed to promoting and supporting this ideal. In fact, it is fundamental to our mission. All students, faculty, staff, and administrators are expected to maintain a high standard of academic honesty and integrity.

College students must assume responsibility for maintaining academic integrity in their work and in the work of others. Students, as colleagues in learning, have a responsibility to document their own work and to report other incidents of academic dishonesty or negligence.

Faculty and staff cooperation is necessary to ensure academic integrity, and they should serve as a model for their students. Syllabi should include their expectations and the college policy, course materials should be cited, and incidents of academic dishonesty should be addressed and reported in a timely fashion.

The administrators at Bristol Community College also share in demonstrating and ensuring academic honesty and integrity. While recognizing that academic freedom is a fundamental right of higher education, it must be supported by academic integrity and honesty. For that reason, the College will not tolerate academic dishonesty or negligence and has established policies and procedures to ensure academic honesty and integrity is maintained and supported.

### Academic Dishonesty

A college community must be established on a foundation of truth and academic integrity. Bristol Community College has an obligation not only to promote these high standards of academic honesty, but also to address academic dishonesty. Academic dishonesty is demonstrated by cheating, plagiarism, and facilitating academic dishonesty.

Cheating – Includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the College faculty or staff.



Cheating shall also include the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials, taking credit for work done by another person or doing work for which another person will receive credit, and copying or purchasing other's work or arranging for others to do work under a false name. (Student Handbook)

### **Plagiarism**

Includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. This would also include material that is obtained from the computer. (Student Handbook)

### **Facilitating Academic Dishonesty**

Students who allow their work to be used by other students or who otherwise aid others in academic dishonesty are violating academic integrity.

### **Evaluation and Reporting**

When faculty members have reason to believe and evidence to document that a student is being academically dishonest, the faculty members may handle the matter at the course level. You may also want to discuss the issue with your department chair and/or dean.

If the faculty member wants to document and report an incident of academic dishonesty, the faculty member is responsible to take the following steps:

- Consult with the department chair and/or dean.
- Arrange for a meeting with the student to advise the student of the allegations, to present the evidence, and to make the student aware of the consequences.

- Allow the student to present evidence of innocence, explain extenuating circumstances, and/or provide relevant information.

- Report the incident to your dean using the Academic Dishonesty Report.

- The dean will send a copy of the report to the vice president for Academic Affairs who will keep it on file until the student graduates. A copy of the report and a letter explaining the **due process** procedures will be sent to the student.

### **Academic Penalties**

If the faculty member determines that the student did commit an act of academic dishonesty, the faculty member has the authority to impose any of the following:

- Warning
- Failing grade in the exam, paper, or other assessment. A grade of zero is recommend.
- Revision of work
- Reduction in grade
- Withdrawal from course
- Failing grade in course

### **Due Process**

The above action does not negate the student's right to due process in accordance with the Grade Appeals section of the Student Grievance Procedure as outlined in the Student Handbook and academic calendar. A withdrawal from class is subject to the terms of the Student Code of Conduct.

### **Academic Negligence**

Academic Negligence is demonstrated by failure to do assigned work or by not adhering to a stated attendance policy. A student guilty of academic negligence may be assigned a failing grade by the faculty member.

### **Classroom Conduct**



Disruptive or distracting classroom behavior is a violation of the College's student Code of Conduct. A faculty member has the right to remove a disruptive student from class, pending a review of the situation by the Vice President of Student Services and Enrollment Management. Any faculty member may, at any time, refer a student to the Vice President of Student Service and Enrollment Management if the student is in violation of the Code of Conduct. The Vice President of Student Services and Enrollment Management may impose disciplinary sanctions against the offending student consistent with the rules and regulations of the Code of Conduct. Please refer to the Code of Conduct section in the Student Handbook for additional information.

### **Disciplinary Action**

The College may take disciplinary action ranging from a warning to suspension or expulsion from the College if a student is determined to have violated College rules and regulations. Refer to the "Disciplinary Sanctions" section of the Student Handbook.

### **Underage Student Policy**

#### *Academic Policy on Underage Students Without a High School Diploma*

Students under 16 years of age at the time of registration may take credit courses at Bristol Community College. The purpose of this policy is to support underage students and ensure their success.

### **Requirements**

*An underage prospective student must:*

- Complete the Underage Request to Enroll Application, available through the Enrollment Center, attach all necessary documentation, and obtain the signature of a parent/guardian.
- Submit the completed application to the Vice President of Academic Affairs or his/her designee.
- Meet each semester with the designated Advisor of Underage Students who will interview, advise, and monitor the academic progress of students.

### **Additional Recommendations**

The College strongly recommends the following guidelines. To ensure the most positive and successful experience at Bristol, students should:

- Be 12 years of age or older.
- Complete placement testing to ensure appropriate placement in courses.
- Contact the Learning Commons for assistance if enrolled in developmental classes as a result of placement testing.

### **Ordinarily, attend class by him/herself.**

Faculty members (or the department chair in a faculty member's absence) will be notified of any underage student who has registered for their class and have the right to express concern if they feel course content may not be appropriate for the student. This concern must be communicated in writing to the Vice President of Academic Affairs. If the vice president determines that the reasons given constitute a compelling factor to limit (with specific parameters) or deny enrollment of the student in the course by the College, that decision will be communicated to the faculty member and the student. Faculty will also be requested to complete and submit a mid-semester and end-of-semester grade check to the designated Advisor of Underage Students.

The College reserves the right to limit or deny enrollment of a student in a course or program based on its case-by-case consideration of a variety of factors, including but not limited to the student's maturity, life experience, placement test scores, and prior education, or the course content, instructional methodology, and risks associated with a particular course or program. Appeals of the College's decisions should be submitted to the Vice President of Academic Affairs.

Students with disabilities are encouraged to contact the Office of Disability Services (ODS) early in the registration process. The ODS will clarify the rights and responsibilities of the student, his/her parent or guardian, and the College. (See "Office of Disability Services" in the college catalog.)

Note: For more information, students should contact the Office of Admissions, by accessing the College's



website BristolCC.edu, sending an email to admissions@BristolCC.edu, or calling 508.678.2811, ext. 2516.

### **Home Schooling Policy**

All home-schooled students without a high school diploma or state-approved high school equivalency credential are eligible to apply for admission to a degree or certificate program provided they have successfully completed an **approved** home-school program in accordance with Massachusetts General Laws or the laws of their home state. If a home-schooled student has not completed an approved home-school program, the student will not be eligible to enroll in a degree or certificate program until he/she has earned a state-approved high school equivalency credential.

So that the College may determine whether a student has participated in an approved home-school program, the student shall submit, with the application for admission, evidence that the home-school program was approved by the student's school district's superintendent or school committee. Additionally, if the home-schooled student is under the age of compulsory attendance, which is sixteen (16) years old in Massachusetts, a letter from the student's school district's superintendent or school committee is required stating that the student is not considered truant and would not be required to attend further schooling or continue to be home-schooled if the student has completed his/her home school program before the age of sixteen (16).

The College reserves the right to limit or deny enrollment of a student under the age of sixteen (16) in a course or program based on its case-by-case consideration of a variety of factors, including but not limited to the student's maturity, life experience, placement test scores, prior education, course content, instructional methodology, and risks associated with a particular course or program.

### **Catalog of Record & Continuous Enrollment Policy**

The catalog year for a student's program (General Education and major curriculum) is the catalog year in effect at the time of matriculation to a degree program or certificate. Matriculation is when a student

has been admitted and begins taking classes. Students normally are entitled to graduate under the degree or certificate provisions of the catalog in effect at the time of their enrollment or the catalog in effect at the time of graduation.

Students who change their majors after their initial enrollment have the option of following the major degree program outlined in the catalog in effect at the time of the change of major or the catalog in effect at the time of graduation.

Except for competitive admissions programs, matriculated and registered students in good standing will be allowed to retain their program of study throughout three consecutive semesters (including fall, spring, and summer semesters) with no academic progress. Subsequently, the students will be moved to non-degree status unless they make academic progress by registering and completing at least one course with a grade of D- or higher. Students in competitive admissions programs Complementary Healthcare, Dental Hygiene, Clinical Laboratory Science, Culinary Arts, Medical Assisting, Nursing, Occupational Therapy Assistant, and Phlebotomy must reapply after a break in fall or spring semester attendance. Readmission to these programs will be subject to space availability and the specific readmission policies of the individual programs.

International students are cautioned that USCIS (U.S. Customs and Immigration Services) policies regarding nonenrollment supersede College policies. For information about this policy, contact the Registrar.

### **Active Duty Military Leave Policy**

Bristol Community College will allow military personnel called to active duty (not to include National Guard or Reservist training) to withdraw from their courses without academic or financial penalty. Written or verbal notice of departure must be given to the Office of the Registrar or the Office of the Vice President of Student Services and Enrollment Management; however, a copy of the order to active service must be provided to either office noted above within three months of release from active service. Readmission to the matriculated program of study at the point of departure is guaranteed, provided the student returns within two



semester of discharge from active duty. To maintain eligibility for all other benefits, the cumulative length of absences cannot exceed five years.

## Degree & Certificate Types and Requirements

### Associate Degrees

Transfer programs listed in this catalog generally lead to the Associate in Arts (A.A.) degree and prepare students for transfer to a four-year college or university. These programs are designed to meet most senior institution requirements. However, students are responsible to make sure that their program will transfer to the institution of their choice.

Courses of study leading to an Associate in Science (A.S.) degree are generally described in this catalog as career programs. Successfully completing one of these programs prepares students for technical or professional entry-level positions. Many A.S. programs also allow students to transfer to four-year institutions.

Courses of study leading to the Associate in Applied Science (A.A.S.) degree are designed to lead directly to employment in a specific occupational area. The career courses in these programs are linked to current practices in the work world.

### Certificates

Bristol offers a number of certificate programs that can be completed in one year if the prerequisites are met. Three levels of certificates are offered:

- *Certificate of Achievement 24-29 credits*
- *Certificate of Accomplishment 15-23 credits*
- *Certificate of Recognition less than 15 credits*

Graduates earning the Certificate of Achievement will be recognized at Commencement.

### General Education Requirements

At Bristol, General Education is a core of courses that helps students strengthen their skills in reading, writing, and mathematics while increasing their

awareness and appreciation of historical thinking, important social issues, and the role of languages, literature, science, and the arts in our society.

- Critical Thinking
- Ethical Dimensions
- Global and Historic Awareness
- Human Expression
- Information Literacy
- Multicultural and Social Perspectives
- Oral Communication
- Quantitative and Symbolic Reasoning
- Scientific Reasoning and Discovery
- Written Communication

### World Language Requirement

In those programs that require world language, students may elect to enroll in any world language offered at Bristol Community College, including American Sign Language. Under Massachusetts law, ASL is recognized as the equivalent of a spoken language for the purpose of world language study and course credit. Students may also receive transfer credit for world languages not offered at Bristol.

### Changes of Program

Students may change their program or areas of concentration by completing a Change of Program Form through one of The College's Enrollment Centers. A change of program will result in an update of academic requirements to the current academic catalog. Students changing their concentration within a program may retain the academic requirements of their original catalog year. International students attending Bristol on an F-1 visa must receive approval for program changes from the Registrar's Office. Changes of program are processed for the current semester through the add/drop period. After the add/drop period they will be processed effective for the following semester. Grades already received in courses not applicable to the new program remain when computing the student's G.P.A. on their permanent record.

Transferring into certain programs, such as Culinary Arts, Clinical Laboratory Science, Dental Hygiene, Medical Assisting, Nursing, Occupational Therapy



Assistant, Phlebotomy, Pharmacy Technician, and Central Sterile Processing Technician may be limited by space availability as well as by the competitive nature of these programs. Please refer to the description of the program of interest for additional information on admission requirements and the academic background of competitive applicants. Please contact the Admissions Office, on the Fall River Campus in G Bldg., 774.357.2947, to learn more, including how to apply, schedule an appointment with a counselor or register for the appropriate information session based on your intended program of study.

## Earning a Second Degree from Bristol

To qualify for a second associate degree, a student must complete a minimum of 15 credit hours beyond the first degree and meet all specific degree requirements of the second program. Students may earn one degree in an academic program of study. Students that have earned a degree in a program concentration cannot be awarded a second degree in the same program with a different concentration. In order to earn a degree students must be matriculated in an active program.

## Enhanced Academic Opportunities

### Commonwealth Honors Program

The Commonwealth Honors Program at Bristol offers intellectually challenging experiences to highly motivated students in every discipline, with a variety of 100-level courses and 200-level seminars offered. Through a structured process, individualized components are also offered, allowing students to customize their experience in the Honors Program to their own individual needs and interests. The Honors student has the advantage of working one-on-one with dedicated faculty members crafting intellectually stimulating experiences appropriate for the individual student. This independent work and the experience of one-on-one work with a faculty member prepares the Honors student to continue his or her education at a four-year institution and engages students in activities that encourage independent thinking and lifelong learning.

## Internship Program

The Internship Program at Bristol allows students the opportunity to apply classroom learning in a structured and supervised work-based setting. Students work 8-12 hours per week in their internship position for a minimum total of 120 hours and must participate in a weekly seminar. Internships are a great way to learn new skills, confirm academic and career goals, explore potential careers, develop a strong resume, and build a network of professional contacts.

The Experiential Education Center staff work with students to design an individualized plan that helps students find the right match with one of our many community partners. Students already employed in a related field can work with Experiential Education Center staff and their supervisor to earn credits for the experience. Students receive personal assistance with resume writing, interviewing skills, career and academic counseling, and developing professional communication skills.

In order to participate in the Internship Program, students must be in good academic standing and receive permission from the Experiential Education Center. Students earn 3 credits for this experience.

For more information, please visit the Internship Program webpage.

## Service-Learning

The Civic Engagement Program at Bristol offers students a unique opportunity to participate in Service-Learning courses that combine classroom theory in any discipline with community practice in a non-profit agency. Students engaged in Service-Learning are asked to explore course concepts in a hands-on way that address a need within our local communities. Along with performing the service, students complete one or more reflective exercises chosen by their instructor to enhance understanding of course content, appreciation of the discipline, and sense of civic responsibility.

For students looking to continue their education, many four-year colleges and universities value and strongly encourage Service-Learning. Prospective employers also look favorably on Service-Learning and other forms of Experiential Education (such as internships).



Students who successfully complete a Service-Learning course will receive a notation on their academic transcript and Experiential Education Center staff are available to assist students with adding the Service-Learning project to their professional resume.

For more information, please visit the Civic Engagement Program webpage.

## Contract Learning

For students who want to investigate personal academic interests or pursue more experimental methods of learning, the College offers a flexible credit format where students can create part of their own study program. Advisors work with the student to determine plans, identify appropriate resource people, and write a learning contract. The contract includes the student's goals, how and when s/he intends to accomplish them, and how that work will be evaluated. The credits earned are determined by the work proposed and may not total more than one-eighth of total credit hours required for graduation.

Students register with the Enrollment Center. Tuition is based on the number of credits determined through the learning contract. Proposals must be signed by the student, the advisor, the appropriate divisional dean, and the vice president of Academic Affairs. Credit will be awarded only if approval is granted before the student starts the project.

## Transferring

### Transfer Program

By enrolling in a transfer program, you can earn the first two years of your four-year degree at Bristol and take advantage of the affordable tuition and fees while getting a great education. Some career programs can transfer as well. Our Transfer Services office helps you get credit where credit is due, so you can transfer the maximum number of your Bristol credits into the college of your choice.

Students planning to transfer, and those unsure of their plans, should contact the Transfer Services office as

early in their Bristol career as possible. Transfer counselors will help you plan a program of study for transfer.

Most senior institutions expect a 2.5 grade point average for transfer students. Students with less than 2.5 may transfer, but they may have difficulty getting into the college of their choice. Most colleges do not accept "D" grades.

## Where do Bristol students transfer?

Bristol Community College students find that their time at Bristol makes them very desirable transfer students at four-year colleges. Often, senior institutions design special scholarship and financial aid programs especially for community college transfer students. More and more students are finding that starting at Bristol makes great sense.

## Transfer agreements

Bristol's Transfer Services office has agreements with a variety of four-year colleges for transfer students who have completed their associate's degree. Some of these agreements guarantee admission and ensure full junior standing to the Bristol degree holders who achieve a certain G.P.A. and meet specific requirements. Most of these agreements indicate course equivalents and prerequisites so that students know well in advance the courses that will transfer to the four-year college. Some agreements cover specific programs; others are more generic.

However, even if you choose to transfer to a college not listed, Bristol credits are likely accepted at the college of your choice. Check the Transfer Services Web site for more information.

## MassTransfer

MassTransfer, a statewide policy benefiting Bristol's transfer students, will guarantee admission to Massachusetts state colleges and universities, full transfer of credit, and a tuition credit for students in eligible programs. For up-to-date information on



MassTransfer, go to [Bristolcc.edu/transfer](http://Bristolcc.edu/transfer), or visit MassTransfer / Massachusetts Department of Higher Education

## Bachelor's Degree Completion Programs

These programs allow Bristol students to complete a bachelor's degree by applying their completed associate's degree toward the first two years of a B.A. or a B.S. degree. Some of the programs allow Bristol credits beyond an associate's degree to count toward the bachelor's degree.

While each program is unique, they all share a common goal: to provide an affordable and convenient way for students to complete a bachelor's degree in two years or less, often without having to travel further than their own home or the Bristol campus in Fall River.

For a complete list of Bachelor's Degree Completion Programs go to [Bristolcc.edu/transfer](http://Bristolcc.edu/transfer).

## Some of the colleges where Bristol students have transferred include:

American International College • Amherst College • Atlantic Union College • Bentley College • Boston College • Bridgewater State University • Brigham Young University • Brown University • Bryant University • California State University • Central Connecticut State University • Curry College • Eastern Connecticut State University • Emerson College • Fairleigh Dickinson University • Fitchburg State University • Framingham State University • Georgia State University • Goddard College • Gordon College • Hofstra University • Johnson and Wales University • Johnson State College • LaBoure College • Lesley College • Manhattan College • Massachusetts College of Art • Massachusetts College of Pharmacy • Massachusetts College of Liberal Arts • Massachusetts Maritime Academy • Merrimack College • Montserrat School of Visual Art • Mount Ida College • New York University • Northeastern University • Providence College • Purdue University • Rhode Island College • Rochester Institute of Technology • Roger Williams University • Rutgers State University • Salem State University • Salve Regina University • Southeastern Technical Institute • Smith College • Springfield College • Stonehill College

• Suffolk University • Syracuse University • Unity College • University of Colorado • University of Maine • UMass Amherst • UMass Boston • UMass Dartmouth • UMass Lowell • University of Nevada • University of Rhode Island • Ventura College • West Virginia State College • Western New England College • Westfield State University • Wheelock College • Worcester Polytechnic Institute

## Student Services

### Starting your journey

Right from the beginning, Bristol is here to help you adjust to life as a college student. You can find all these services in the Enrollment Center in the Commonwealth College Center, Fall River Campus. The Enrollment Center provides registration and enrollment-related services for credit and noncredit enrollment. The Enrollment Center processes all registrations, course change forms, program changes, enrollment verifications, transcript requests, college withdrawals, and tuition waiver requests. Applications for admission to the College and financial aid may also be obtained through the Enrollment Center. Enrollment Services are also available at the Attleboro Campus, New Bedford Campus and Taunton Center.

### Admissions

You start with Admissions, where you can get help in selecting an appropriate program. Our Admissions team works with you to evaluate your interests and educational experience. If you need preliminary courses before enrolling in a program, we will make recommendations for taking them. (Contact Admissions for detailed information.)

### Financial Aid

The Financial Aid office provides assistance for all students in covering the cost of college. Staff members will help you file appropriate forms and direct you to alternative funding sources, including scholarships and loans. (You will find more details in the Financial Aid section.)

### Testing Center



The Testing Center oversees placement testing, Test of Essential Academic Skills (TEAS), College-Level Examination Program® (CLEP), and the Massachusetts high school equivalency tests. All students entering a degree or certificate program are required by the Department of Higher Education to take placement tests to ensure appropriate placement in classes. The tests assess students' skill levels in reading, writing, and mathematics. The results of the assessment, in conjunction with academic background information, are used by Advising to assist you with course selection. Bristol is an approved testing site for the Massachusetts high school equivalency test.

### **Student Health Insurance**

By Massachusetts law, all residents are required to have health insurance. Only students enrolled in nine or more credits purchase the student health insurance through the College. The coverage may be waived only if comparable health insurance coverage can be demonstrated and a student health insurance waiver form is on file in the Student Accounts office before school begins. All students enrolled in any health science or early childhood education must carry health insurance. Brochures and ID cards may be obtained in the Student Accounts office, Health Services (G200), or by accessing [www.universityhealthplans.com/intro/BCC.html](http://www.universityhealthplans.com/intro/BCC.html)

### **The Commonwealth of Massachusetts requires**

- All full-time (12 credits), some part-time and all students on a visa or exchange program to present proof of vaccinations.
- All students with 9 or more credits to show proof of health insurance or participate in the student health insurance program.
- Parental consent for medical treatment if under 18 years of age. For information, call ext. 2232 or visit Health Services in G200.

### **Tobacco Free**

As of Summer 2010, tobacco use is not permitted on any Bristol Community College campus or site.

### **New Student Orientation**

New Student Orientation is offered before the semester begins and gives new and transfer students an opportunity to learn about all the support services available to them as a new Bayhawk. Visit [bristolcc.edu/orientation](http://bristolcc.edu/orientation) to get started.

### **Academic Advising**

Before you start your first semester, you will meet with an advisor to plan your first semester's schedule. The advisor will ask questions about your future plans, interpret your Accuplacer placement test scores, or credits transferred from another accredited college to create your class schedule.

If you are in a degree program and taking more credits in the daytime, you will be assigned an advisor to advise you before registration each semester. Students are assigned advisors based on academic program and the advisor's specialty. In some instances, students are assigned to a staff member in the Advisement Center.

At most times of the year, walk-in advisement is available. For more information, contact ext. 2777. For Attleboro, call ext. 3527, for New Bedford, call ext. 4000, for Taunton satellite, call ext. 3767.

Advisors assist students with short-term academic planning (course selection) as well as long term plans most often related to a student's career and/or transfer goal. Additionally, advisors assist students in learning about the numerous student services on campus such as academic tutoring, co-op experiences, career planning, transfer advising, and job placement.

### **Veterans Educational Services**

The Joseph A. Marshall Veterans Center is dedicated to providing assistance, support, and resources to military service members, Veterans, and their families. The Center welcomes Bristol's Veteran and military-support community to meet, connect, and share experiences. The Center offers advising, tutoring, professional development, and networking opportunities, and serves as home to Bristol's Student Veterans Association, the College's military-affiliated student club.



Bristol Community College is approved by the U.S. Department of Veterans Affairs (VA) to offer the following VA educational programs:

- Chapter 30, Montgomery GI Bill®
- Chapter 31, Vocational Rehabilitation & Employment (VR&E/ Voc Rehab)
- Chapter 33, Post 9/11 GI Bill®
- Chapter 35, Dependents Educational Assistance (DEA)
- Chapter 1606, Selected Reserve GI Bill® (Reserve & National Guard)

Additional educational benefits offered at Bristol:

- Massachusetts National Guard (NG) State Tuition & Fee Waiver (NG Certificate of Eligibility must be submitted to Student Accounts office)
- Massachusetts Veterans Tuition Waiver (Copy of DD214 (#4) must be submitted to Financial Aid office)

Bristol's VA School Certifying Official (SCO) and Veterans Center staff are here to assist in applying for, and processing VA benefits. For more info please call 774-357-2227, email [veterans@bristolcc.edu](mailto:veterans@bristolcc.edu), or stop by the Joseph A. Marshall Veterans Center, located at Building E, Room 103, Fall River campus.

In compliance with S2248 PL 115-407 Section 103, Bristol Community College allows individuals who provide proof of eligibility for Veterans Educational Benefits, under Chapters 31 (VR & E) or Chapter 33 (Post 9/11 GI Bill®) to begin courses at any time after the effective date, stated on their certificate of eligibility or VA 22-1905 form. Bristol Community College allows eligible students to remain in their course(s) until the Secretary submits payment to the college, and will not impose academic or financial penalties (denial of access to classes, libraries or other resources and/or late fees) on the student for delayed payment. The covered individual will not be required to pay/borrow additional funds, in order to satisfy their balance, as long as eligibility for Chapter 31 or Chapter 33 remains in place.

In accordance with The Veterans Choice Act, section 702, the college will charge in-state tuition and fee amounts to "covered individuals." A covered individual is defined as:

- A Veteran who lives in the state where the institute of higher learning (IHL) is located (regardless of his/her formal state of residence) and enrolls in the school within three years of discharge from a period of active duty service of 90 days or more.
- An individual using transferred benefits who lives in the state where the IHL is located (regardless of his/her formal state of residence) and enrolls in the school within three years of the transferor's discharge from a period of active duty service of 90 days or more.
- Anyone described above while he or she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same school. The person so described must have enrolled in the school prior to the expiration of the three-year period following discharge or release as described above and must be using educational benefits under either chapter 30 or chapter 33, of title 38, United States Code.
- Anyone using transferred Post-9/11 GI Bill® benefits who lives in the state where the IHL is located and the transferor is a member of the uniformed service who is serving on active duty.
- Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship who lives in the state where the IHL is located (regardless of his/her formal state of residence).

*The in-state tuition provisions do not apply to those individuals on active duty using benefits under the Post-9/11 GI Bill® and Montgomery GI Bill®-Active Duty.*

*GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Website at <https://www.benefits.va.gov/gibill>.*



Once you are on your way

Throughout your time at Bristol, you can receive assistance and support for your educational and career goals as you need it. Here is a sample of what we offer.

## Office of Disability Services (ODS)

Director: Julie Jodoin-Krauzyk, 774.357.2955, Fall River campus, Room L109 Email: ODSAccess@bristolcc.edu

### Disability Services

**Vision:** The Office of Disability Services (ODS) empowers all stakeholders through collaboration with the College community to sustain a universally accessible college experience, allowing all students the opportunity to achieve personal and academic goals.

**Mission:** The Office of Disability Services provides support services that enable qualified students with disabilities to participate in the life of the academic community.

Services for students with documented disabilities include the following: academic and access accommodations; assistive technology and training; self-advocacy and leadership training; and coordination of services with partnering community agencies across Massachusetts and Rhode Island that support the access and success of students with disabilities. ODS can assess student needs for academic support based on faculty/staff referral or student self-report and can offer guidance on how students may pursue disability evaluations off-campus.

Given that arranging accommodations includes an interactive process between students and ODS Learning Specialists, students with disabilities are encouraged to contact ODS as soon as possible after acceptance to the College to allow adequate time to develop accommodation letters prior to the start of classes. Learn more about ODS at [www.BristolCC.edu](http://www.BristolCC.edu). Go to the "Student Services" quick link and then click directly on "Disability Services."

ODS supports students at all Bristol locations: Attleboro, Fall River, New Bedford, Taunton, as well as Online Learning.

## Multicultural Student Center

The Multicultural Student Center (MSC) provides opportunities for students and other college community members to come together and promote greater awareness, appreciation, and understanding of Bristol's diverse community. The goal is to serve as a catalyst to build a more welcoming and inclusive environment for all students, faculty and staff. The Multicultural Student Center is here to support and assist all students but is intent on focusing on students of color from diverse cultural backgrounds and various identities i.e. LGBTQIA+ groups. The MSC is a place for all students to gather and share their diverse perspectives and provide mutual aid and support. Through co-curricular programming and collaboration with other college departments, the MSC provides a broad range of activities and services to support student success and engage the College community.

The Multicultural Student Center is located on the second floor of the Commonwealth College Center (G building) in room G220.

## Student Engagement

At Bristol Community College, education extends beyond the classroom. You can develop new skills by participating in cocurricular activities. No matter what your interests, you can find a group of like-minded students who get together at Bristol. Many of the degree programs sponsor clubs where you can gather with your fellow future professionals to learn more about the field. We have clubs that focus on the celebration of the many cultures represented on Campus.

If you have an eye for politics, you can represent the interests of fellow students on Bristol's Student Senate. The Senate offers a great opportunity for the development of leadership, interpersonal, and public relations skills. You may also represent students by participating on a College-wide Council. Along with faculty, staff, and administrators, you can make recommendations on such issues as academic standards, the College budget, bookstore, or cafeteria concerns.

The Office of Student & Family Engagement is invested in helping students overcome the barriers that make



attending school difficult. One major thing is hunger and food insecurity. In conjunction with Greater Boston Food Bank, the Office hosts a monthly Mobile Food Market. This market offers fresh and frozen perishable food to students, faculty, staff and community members in need. The Office also oversees a Grab and Go Food Pantry to assist students who do not have enough to eat on a daily basis. The Pantry offers single serving non-perishable items to be eaten that day. The pantry operates out of the Office of Student & Family Engagement Mondays-Fridays, 8:30 AM – 4:30 PM in Fall River and out of our Enrollment Centers in Attleboro, New Bedford and Taunton.

This team also oversees New Student Orientation. Before classes start, it's important that you complete your Orientation. This online program has been designed to introduce you to all the services that are available to you as a Bristol Bayhawk, visit [bristolcc.edu/orientation](http://bristolcc.edu/orientation) to get started.

In addition to the opportunity to develop valuable skills that employers will find attractive, the Student & Family Engagement Office works to provide opportunities to meet others and have fun. During the year, they sponsor many events such as lectures, comedy shows, bands, karaoke, film series, and multicultural activities.

Be sure to add all of your Bristol experiences to your resume and portfolio, our Career Coordinators can help you with this. Visit [bristolcc.edu/careerservices](http://bristolcc.edu/careerservices) to learn more about individual career coaching, job opportunities and our Life Skills event series.

Visit the Student & Family Engagement Office at the Fall River Campus Commonwealth College Center (G Building), connect on Facebook or Instagram using @BristolSFE or email [studentengagement@bristolcc.edu](mailto:studentengagement@bristolcc.edu).

## Fitness Center and recreation

### Fitness Center

#### Fall River Campus

#### Commonwealth College Center

#### Lower Level, ext. 2296

With a focus on wellness and healthy living, the newly-renovated Fitness Center on the Fall River campus offers free access to its state of the art equipment and services for all BCC students, employees and alumni. To use the Fitness Center you need a valid accessBCC OneCard.

Take advantage of 16 individual strength training stations, a cable motion station, elliptical trainers, treadmills, lifecycles, rowers and dumbbells. Locker rooms and showers are available. Fitness instructors are on staff to demonstrate proper use of the equipment. A number of group exercise classes are held regularly and include: Zumba, yoga and core conditioning.

### Outdoor Recreational Facilities

There are five tennis courts, a basketball court and a ½ mile walking path. Basketballs, soccer and footballs and well as tennis equipment are available for use on campus with an accessBCC OneCard.

**The New Bedford and campus** provide several free passes to their local YMCAs which may be borrowed on a daily basis.

## Women's Center

The mission of the Women's Center at Bristol Community College is to provide a safe and supportive space of empowerment through advocacy and education. The Women's center promotes the concept of intersectionality—that gender intersects with all other markers of identity—and thus works to help students understand the complexity of their lives and the lives of others.

This work is done by making the connections between the classroom and the outside world by organizing and facilitating student center programs, workshops, lectures, and seminars aimed at improving self-esteem, developing leadership skills, promoting diversity and raising awareness about women's and gender issues. The center commits itself to the support and progress of all students in their personal, academic, and career needs.



For more information please visit: <http://www.bristolcc.edu/studentservices/resources/womenscenter/>

## Athletics

Bristol Community College is a member of the National Junior College Athletic Association (NJCAA) at the intercollegiate level in men's and women's soccer, basketball, and co-ed tennis.

Those interested in competing as student athletes must enroll in a minimum of 12 credits and maintain a 2.0 GPA.

All information regarding tryout dates, eligibility, medical forms, etc. can be found by visiting the school's Web site and clicking on Athletics. The Athletic Director and coaching staff are located in the Commonwealth College Center (G building), room G 212B. You may contact the Athletic Director by calling ext. 2818.

## Advising Services

Advisors can help students achieve their academic and personal goals by guiding them through the college environment. Advisors assist students with course selection, review general education and degree requirements, discuss how many courses to take, and assist with long-range academic planning most often related to a student's career and/or transfer goal. Additionally, advisors assist students in learning about the numerous student services on campus such as academic tutoring and the Writing Center, Co-op experiences, career planning, Veterans Services, Counseling, and transfer advising.

All students are strongly encouraged to meet with an advisor prior to registration. Advising appointments are available throughout each semester. Convenient walk-in advising is also available each semester during registration periods. Students should refer to the course brochure or the BCC Advising Web site each semester for dates and times. Fall River Campus: Building G, Room 200, ext. 3044. New Bedford Campus: Room 156, ext. 4000. Attleboro Campus: Enrollment Center, Room 100, Phone: 508-226-2484 or 508-678-2811, ext 3525 or 3527.

## Health Services

Bristol's Health Services provides a range of services to promote Student Wellness at all college locations. The Student Health Center is located on the first floor of E Building (E104), adjacent to the Women's Center and the Veteran's Center. The Student Health Center is operated by the Coordinator of Health Services, who is a Registered Nurse and a member of Bristol's Student Wellness team. Services offered include immunization record management, health education, first aid, free HIV/STI testing, pregnancy testing, a private area to rest, and a private lactation space. All services provided to Bristol students by Health Services are free and confidential.

Special programs and events are offered throughout the year, often in partnership with local agencies. These include health fairs, lectures, and workshops on healthy lifestyle topics such as nutrition, quitting smoking, avoiding colds and flu, and more. For more information, please visit [bristolcc.edu/healthservices](http://bristolcc.edu/healthservices).

## Mental Health Counseling

Mental Health Counseling is part of Student Wellness at Bristol. Mental Health Counseling in a community college setting emphasizes providing psychoeducational support and often centers on individual growth and development. Typically, sessions are focused on managing temporary problems of daily living, rather than treating psychological disorders.

A counselor helps people to think about events and emotions in different ways. Through counseling, individuals often find that they gain new perspectives, increase self-awareness and empathy, make better-informed choices, and are less affected by stress. And, of course, a counselor can help with academic issues, such as test anxiety. A community college counselor can also screen for depression, anxiety, substance use, and various other psychological disorders and, if agreeable, make referrals to community resources that provide appropriate therapy and treatment.

Student Wellness provides a friendly, supportive environment where free, confidential services are available to all Bristol Community College students. Mental Health Counseling provides short-term therapy, crisis intervention, substance use



(alcohol and other drug) screening, in-person assessments, referrals for treatment, as well as free and anonymous online assessments at [mentalhealthscreening.org/BristolCC](http://mentalhealthscreening.org/BristolCC),

For more information about Mental Health Counseling at Bristol, please visit [Bristolcc.edu/counseling](http://Bristolcc.edu/counseling).

## The CARE Team

The Bristol CARE Team takes referrals (academic alerts) for students who are experiencing challenges related to academic performance. The CARE Team can also help to make connections to services based on self-reported wellness issues and other issues that may not be addressed through established channels at Bristol. The CARE Team mobilizes available services and resources to support students in a holistic, collaborative manner and to help mitigate barriers to success. The CARE Team also accepts requests for The CARE Fund, which is designed to off-set short-term financial needs of students experiencing setbacks that may prevent them from continuing their education at Bristol Community College. Funds are awarded to current Bristol students who are in good standing with the College. Requests for funding can be submitted using the form on the CARE Team site. (The CARE Fund is not affiliated with the federal CARES Act.) For more information, please visit [Bristolcc.edu/careteam](http://Bristolcc.edu/careteam).

## Campus safety and traffic control

The College's Campus Police office, ext. 2218, maintains a 24-hours-a-day, seven-days-a-week security operation. The staff is committed to the safety and security of the campus community and all visitors. Campus police officers and security personnel provide an on-campus transport service upon request.

Located at key spots on campus are emergency telephones, enclosed in yellow boxes and marked with blue lights. They provide instant connection to the Campus Security office. For emergencies, call ext. 3911.

Parking is free and available on a first-come, first-served basis. The College has 12 parking lots with more than 1,800 spaces on the Elsbree Street Campus. All traffic and parking laws are strictly enforced and infractions are subject to monetary fines, especially those involving handicapped spaces, fire lanes, parking

on the grass, and parking outside white lines. At the New Bedford Campus, students are offered discounted parking at downtown garages.

## Charting your next step after Bristol

Whether you enter the workplace immediately or transfer to a four-year college first, we provide the tools and services that assist you in making practical use of your education.

## Career Services

Career Services at Bristol Community College is dedicated to educating and empowering you throughout the career development process.

As part of the Student & Family Engagement team, our Career counselors can help you with every aspect of your job search including; résumé writing, interviewing, and job search strategies.

We have a fully online career portal via College Central Network, this is free and available to all students and alumni. The platform allows you to search for jobs tailor made for Bristol students and graduates, upload your resume and build an attractive online portfolio, access thousands of useful podcasts and videos to learn more about the job market and becoming gainfully employed post-graduation.

Visit [bristolcc.edu/careerservices](http://bristolcc.edu/careerservices) to learn more.

## Job Placement Services

Counselors are available to discuss résumés, cover letters, job search strategies, and information on specific organizations. Once a student has registered with the Job Placement office, we are able to make referrals for appropriate positions. Call ext. 2959.



## Degrees/Certificates Art Transfer

### Animation and Motion Graphics Program Goals Statement

In this program, students gain a foundation in design and drawing and develop skills in visual communication and interactive design with a focus on the creative process. In their second year, they choose electives to emphasize either an animation or motion graphics concentration.

Students create a portfolio of work showcasing their abilities with narrative in time-based media and either transfer to a four-year program in digital media or directly into careers supporting time-based design.

### Program Information

- Students develop their creative and technical potential while building a strong portfolio for use in transferring or towards the job market.
- Classes use industry-standard software and hardware in dedicated design computer lab and studio.

### Additional Information Sequencing

- Students should plan to complete all Studio Foundation program courses before taking any Advanced Studio courses.
- Students should contact Program coordinator for advising.

### After Bristol

- Students can transfer to four-year B.F.A. programs in animation, new media, interactive design, motion graphics, broadcast design, or electronic imaging.
- The program is also designed for immediate entry into the job market if desired.
- If you plan to transfer to a four-year institution, visit the Transfer Affairs website at [www.BristolCC.edu/transfer](http://www.BristolCC.edu/transfer)

### Infused General Education Competencies

Ethical Dimensions, Multicultural Perspective, Oral Communication

**Type:** Associate in Arts

Campus

**Campus:**

Fall River

### Degree Requirements

#### General Courses

Course #	Title	Credits
ART 106	Survey of Art History II: Modern Art	3
ART 205	Topics in Contemporary Art	3
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3

#### Elective Courses

Course #	Title	Credits
	Scientific Reasoning and Discovery Elective - Lab	4
	Quantitative and Symbolic Reasoning Elective	3

#### Studio Foundation

Course #	Title	Credits
ART 101	Visual Art Colloquium	1
ART 111	Drawing I	3
ART 112	Drawing II	3
ART 121	Two-Dimensional Design	3
ART 151	Digital Photography	1
ART 260	Computer Graphics	3
	ART 122 or ART 132	3



### Advanced Studio

Course #	Title	Credits
ART 201	Careers in the Visual Arts	2
ART 261	Graphic Design I	3
ART 266	Typography Design	3
ART 276	Multimedia Design	3
ART 280	Electronic Imaging	3
ART 281	Web Animation	3
	ART 282 or ART 285	3

### Program Electives

Choose three of the following or an ART course approved by the program coordinator.

Course #	Title	Credits
ART 211	Drawing III	3
ART 216	Introduction to Illustration	3
ART 282	Character Animation	3
ART 285	Motion Graphics	3
ART 292	Design Studio	3
COM 159	Video Field Production and Editing	3
INT 210	Internship Experience I	3
MUS 117	Sound Design for Multimedia	3

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
ART 101	Visual Art Colloquium	1
ART 106	Survey of Art History II: Modern Art	3
ART 111	Drawing I	3
ART 121	Two-Dimensional Design	3
ART 260	Computer Graphics	3
ENG 101	Composition I: College Writing	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ART 112	Drawing II	3
ART 151	Digital Photography	1
ART 280	Electronic Imaging	3
ART 281	Web Animation	3
ENG 102	Composition II: Writing about Literature	3
	ART 122 or ART 132	3

### Recommended Course Sequence - Summer

Consider taking Gen Ed or studio courses to reduce semester load.

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
ART 201	Careers in the Visual Arts	2
ART 205	Topics in Contemporary Art	3
ART 261	Graphic Design I	3
ART 266	Typography Design	3
ART 276	Multimedia Design	3

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
	ART 282 or ART 285	3
	Scientific Reasoning and Discovery Elective - Lab	4
	Quantitative and Symbolic Reasoning Elective	3
<b>Total credits:</b>		<b>65</b>

### Fine Arts

#### Program Goals Statement

This program provides a strong foundation in art to prepare students for transfer into senior institutions and a career in the visual arts. Students work within a structured curriculum that emphasizes visual perception, technical skills, and an artistic philosophy geared toward individual success. Following a common one-year foundation program, students choose advanced courses to focus on their individual goals and build a strong portfolio.

#### Program Information

- The Art program has approximately 180 students and 20 dedicated faculty of working artists and designers. The program offers a strong individual support system for students.
- Some studio art courses are offered only one semester per year. It is recommended that students take developmental courses, science, and math in the summer.



### Additional Information

Sequencing Complete all Studio Foundation program courses before taking any Advanced Studio courses.

### Scheduling Restrictions

Take ART 101 in the fall semester of your first year, as well as ART 201 and ART 211 in the fall semester of your last year.

### After Bristol

- Graduates transfer to four-year institutions and major in subjects such as painting, sculpture, printmaking, art history, art education, and other related fields.
- Bristol participates in the statewide MassTransfer program and has developed many program-to-program transfer articulation agreements which guarantee admission and credit transfer. For a complete listing of eligible MassTransfer programs and current Bristol articulation agreements, visit the Transfer Affairs website at [www.BristolCC.edu/transfer](http://www.BristolCC.edu/transfer)

### Infused General Education Competencies

Multicultural Perspective, Oral Communication, Technical Literacy

**Type:** Associate in Arts

Campus

**Campus:**

Fall River

### Degree Requirements

### General Courses

Course #	Title	Credits
ART 105	Survey of Art History I: Ancient through Renaissance Art	3
ART 106	Survey of Art History II: Modern Art	3
ART 205	Topics in Contemporary Art	3
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
	MTH 119 or MTH 125	3
	PHL 101, PHL 152, SOC 101, or SOC 212	3

### Elective Courses

Course #	Title	Credits
	Scientific Reasoning and Discovery Elective - Lab	4

### Studio Foundation

Course #	Title	Credits
ART 101	Visual Art Colloquium	1
ART 111	Drawing I	3
ART 112	Drawing II	3
ART 121	Two-Dimensional Design	3
ART 122	Two-Dimensional Design II	3
ART 131	Three-Dimensional Design	3
ART 132	Three-Dimensional Design II	3
ART 151	Digital Photography	1

### Advanced Studio

Course #	Title	Credits
ART 201	Careers in the Visual Arts	2
ART 211	Drawing III	3
	Advanced Studio Electives	15

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
ART 101	Visual Art Colloquium	1
ART 111	Drawing I	3
ART 121	Two-Dimensional Design	3
ART 131	Three-Dimensional Design	3
ENG 101	Composition I: College Writing	3
ART 105	Survey of Art History I: Ancient through Renaissance Art	3



**Recommended Course Sequence – Semester 2**

Course #	Title	Credits
ART 112	Drawing II	3
ART 122	Two-Dimensional Design II	3
ART 132	Three-Dimensional Design II	3
ART 151	Digital Photography	1
ENG 102	Composition II: Writing about Literature	3
ART 106	Survey of Art History II: Modern Art	3

**Recommended Course Sequence – Semester 3**

Course #	Title	Credits
ART 211	Drawing III	3
	Advanced Studio Elective	3
	Advanced Studio Elective	3
ART 201	Careers in the Visual Arts	2
ART 205	Topics in Contemporary Art	3
	MTH 119 or MTH 125	3

**Recommended Course Sequence – Semester 4**

Course #	Title	Credits
	Advanced Studio Elective	3
	Advanced Studio Elective	3
	Advanced Studio Elective	3
	Scientific Reasoning and Discovery Elective - Lab	4
	PHL 101, PHL 152, SOC 101, or SOC 212	3
<b>Total credits:</b>		<b>65</b>

**Graphic Design**

**Program Goals Statement**

This program provides a strong foundation in drawing and design, preparing students for transfer into a senior institution and a career in graphic design, Web and multimedia design, advertising design, and electronic imaging. Students utilize traditional media and computer graphics within a structured curriculum. Studio courses emphasize visual perception, creative thinking, aesthetics, technical skills, and exploration of the design process, and applications to professional practice.

**Program Information**

- Students develop their creative and technical potential while building a strong portfolio for use in transferring or towards the job market.
- Classes use industry-standard software and hardware in dedicated design computer lab and studio.

**Additional information**

- Sequencing: Students should plan to complete all Studio Foundation program courses before taking any Advanced Studio courses.
- Students should contact Program coordinator for advising.

**After Bristol**

- Recent graduates have transferred to Rhode Island School of Design, Massachusetts College of Art and Design, Minneapolis College of Art and Design, UMass Dartmouth, and others. Graduates transfer to four-year BFA programs in graphic design, digital media, Web design, media arts, animation and illustration, as well as art education.
- Bristol participates in the statewide MassTransfer program and has developed many program-to-program transfer articulation agreements which guarantee admission and credit transfer. For a complete listing of eligible MassTransfer programs and current Bristol articulation agreements, visit the Transfer Affairs website at [www.BristolCC.edu/transfer](http://www.BristolCC.edu/transfer)

**Infused General Education Competencies**

Ethical Dimensions, Historical Awareness, Multicultural Perspective, Oral Communication

**Type:** Associate in Arts

**Campus**

**Campus:**

Fall River

**Degree Requirements**



### General Courses

Course #	Title	Credits
ART 105	Survey of Art History I: Ancient through Renaissance Art	3
ART 106	Survey of Art History II: Modern Art	3
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3

### Elective Courses

Course #	Title	Credits
	Scientific Reasoning and Discovery Elective - Lab	4
	Quantitative and Symbolic Reasoning Elective	3

### Studio Foundation

Course #	Title	Credits
ART 101	Visual Art Colloquium	1
ART 111	Drawing I	3
ART 112	Drawing II	3
ART 121	Two-Dimensional Design	3
ART 122	Two-Dimensional Design II	3
ART 131	Three-Dimensional Design	3
ART 151	Digital Photography	1
ART 260	Computer Graphics	3

### Advanced Studio

Course #	Title	Credits
ART 201	Careers in the Visual Arts	2
ART 211	Drawing III	3
ART 251	Photography II: Digital	3
ART 261	Graphic Design I	3
ART 262	Graphic Design II	3
ART 266	Typography Design	3
ART 267	Publication Design	3
ART 280	Electronic Imaging	3
	ART 271, ART 292 or INT 210	3

### Recommended Course Sequence – Semester 1

Course #	Title	Credits
ART 101	Visual Art Colloquium	1
ART 105	Survey of Art History I: Ancient through Renaissance Art	3
ART 111	Drawing I	3
ART 121	Two-Dimensional Design	3
ART 260	Computer Graphics	3
ENG 101	Composition I: College Writing	3

### Recommended Course Sequence – Semester 2

Course #	Title	Credits
ART 106	Survey of Art History II: Modern Art	3
ART 112	Drawing II	3
ART 122	Two-Dimensional Design II	3
ART 151	Digital Photography	1
ART 280	Electronic Imaging	3
ENG 102	Composition II: Writing about Literature	3

### Recommended Course Sequence – Summer

Consider taking Gen Ed or studio courses to reduce semester load.

### Recommended Course Sequence – Semester 3

Course #	Title	Credits
ART 131	Three-Dimensional Design	3
ART 201	Careers in the Visual Arts	2
ART 211	Drawing III	3
ART 261	Graphic Design I	3
ART 266	Typography Design	3
	Quantitative and Symbolic Reasoning Elective	3

### Recommended Course Sequence – Semester 4

Course #	Title	Credits
ART 251	Photography II: Digital	3
ART 262	Graphic Design II	3
ART 267	Publication Design	3
	Scientific Reasoning and Discovery Elective - Lab	4
<b>Total credits:</b>		<b>65</b>



## Web Design and Media Arts Program Goals Statement

This program provides students with the necessary foundation to enter the job market for careers in Web design, Web animation, multimedia design, and media arts, or to transfer to a four-year BFA program in these fields. Course work emphasizes the creative process. Students develop a professional-level graphic design portfolio showcasing their visual communication skills as well as their grasp of industry-standard design technology.

### Program Information

- Students develop their creative and technical potential while building a strong portfolio for use in transferring or towards the job market.
- Classes use industry-standard software and hardware in dedicated design computer lab and studio.

### Additional information

- Sequencing: Students should plan to complete all Studio Foundation program courses before taking any Advanced Studio courses.
- Students should contact Program coordinator for advising.

### After Bristol

- Bristol participates in the statewide MassTransfer program and has developed many program-to-program transfer articulation agreements which guarantee admission and credit transfer. For a complete listing of eligible MassTransfer programs and current Bristol articulation agreements, visit the Transfer Affairs website at [www.BristolCC.edu/transfer](http://www.BristolCC.edu/transfer)

### Infused General Education Competencies

Ethical Dimensions, Historical Awareness, Multicultural Perspective, Oral Communication

**Type:** Associate in Arts

Campus  
**Campus:**

Fall River

## Degree Requirements

### General Courses

Course #	Title	Credits
ART 106	Survey of Art History II: Modern Art	3
ART 205	Topics in Contemporary Art	3
CIS 122	Internet Developer	3
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3

### Elective Courses

Course #	Title	Credits
	Scientific Reasoning and Discovery Elective - Lab	4
	Quantitative and Symbolic Reasoning Elective	3

### Studio Foundation

Course #	Title	Credits
ART 101	Visual Art Colloquium	1
ART 111	Drawing I	3
ART 121	Two-Dimensional Design	3
ART 122	Two-Dimensional Design II	3
ART 151	Digital Photography	1
ART 260	Computer Graphics	3
ART 271	Web Design I	3
ART 280	Electronic Imaging	3

### Advanced Studio

Course #	Title	Credits
ART 201	Careers in the Visual Arts	2
ART 261	Graphic Design I	3
ART 266	Typography Design	3
ART 272	Web Design II	3
ART 273	Advanced Web Design Studio	3



## Program Electives

Choose three electives based on your choice of concentration and your goals or an ART course approved by the program coordinator.

Course #	Title	Credits
ART 251	Photography II: Digital	3
ART 276	Multimedia Design	3
ART 281	Web Animation	3
ART 282	Character Animation	3
ART 285	Motion Graphics	3
ART 292	Design Studio	3
INT 210	Internship Experience I	3

## Recommended Course Sequence - Semester 1

Course #	Title	Credits
ART 101	Visual Art Colloquium	1
ART 111	Drawing I	3
ART 121	Two-Dimensional Design	3
ART 260	Computer Graphics	3
CIS 122	Internet Developer	3
ENG 101	Composition I: College Writing	3

## Recommended Course Sequence - Semester 2

Course #	Title	Credits
ART 106	Survey of Art History II: Modern Art	3
ART 122	Two-Dimensional Design II	3
ART 151	Digital Photography	1
ART 271	Web Design I	3
ART 280	Electronic Imaging	3
ENG 102	Composition II: Writing about Literature	3

## Recommended Course Sequence - Summer

Consider taking Gen Ed or studio courses to reduce semester load.

## Recommended Course Sequence - Semester 3

Course #	Title	Credits
	Program Elective	3
ART 201	Careers in the Visual Arts	2
ART 205	Topics in Contemporary Art	3
ART 261	Graphic Design I	3
ART 266	Typography Design	3
ART 272	Web Design II	3

## Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Program Elective	3
	Program Elective	3
ART 273	Advanced Web Design Studio	3
	Scientific Reasoning and Discovery Elective - Lab	4
	Quantitative and Symbolic Reasoning Elective	3
<b>Total credits:</b>		<b>65</b>

## Art Certificate

### Program Goals Statement

The Art Certificate is an intensive investigation into the student's choice of applied art. Students design their own program to increase their knowledge of the arts and their competency and skill in various media and methods, and to make their leisure time more enjoyable.

### Program Information

- All courses are taught by Art faculty.
- Students may transfer courses into the Art Transfer degree program.
- Students should follow the same sequence of all studio arts courses as recommended for the Art Transfer program.

### Recommendations

- Students are recommended to confine outside work to no more than 15 hours per week.

**Type:** Certificate of Achievement



Campus

**Campus:**

Fall River

### Program Requirements

Choose 27 credits of ART courses with the help of an advisor. See the course descriptions for more information.

### Recommended Course Sequence

Contact your program director or your advisor for course sequencing recommendations.

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**Total credits: 27**

### Graphic Design Certificate

#### Program Goals Statement

This certificate prepares students for careers in graphic design, including support positions for advertising, print, and interactive design. This certificate is particularly suited for those with a background in art or design who want to update or extend their skills.

#### Program Information

- Students use the state-of-the-art Design Macintosh lab and industry-standard graphic software and peripherals.
- Students gain a firm foundation in the creative process and use of visual language for communication and develop a professional-quality portfolio.

#### Related Programs

- Graphic Design transfer program, Web Design & Media Arts career program

#### After Bristol

- Graduates work in graphic design firms, advertising agencies, publishing houses, and in Web design and in-house design departments of companies.

**Type:** Certificate of Achievement

Campus

**Campus:**

Fall River

### Program Requirements

Course #	Title	Credits
	ART 111	3
ART 260	Computer Graphics	3
ART 261	Graphic Design I	3
ART 262	Graphic Design II	3
ART 266	Typography Design	3
ART 267	Publication Design	3
ENG 101	Composition I: College Writing	3
	Graphic Design Art Electives	6

### Recommended Course Sequence - Summer Semester

Consider taking ART 111 and ART 260 to lighten semester load.

Course #	Title	Credits
ART 111	Drawing I	3
ART 260	Computer Graphics	3

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
ART 261	Graphic Design I	3
ART 266	Typography Design	3
ENG 101	Composition I: College Writing	3
	Graphic Design Art Electives	6

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ART 262	Graphic Design II	3
ART 267	Publication Design	3
	Graphic Design Art Electives	6
<b>Total credits:</b>		<b>27</b>

### Web Design Certificate

#### Program Goals Statement

This certificate prepares students to respond to the needs of the new media design industries, specifically the Web design. Students receive a firm grounding in the basics of design and current design technology,



with a strong emphasis on visual communications. This program is specifically suited for those with a technical or art/design background who want to expand their skill set.

### Program Information

- This program is intended to help students enter the job market directly into careers in multimedia design, Web design, and Web animation.
- Courses in this program transfer into the degree program in Web Design & Media Arts career and in Graphic Design.

**Type:** Certificate of Achievement

Campus  
**Campus:**  
Fall River

### Program Requirements

Course #	Title	Credits
ART 260	Computer Graphics	3
ART 261	Graphic Design I	3
ART 262	Graphic Design II	3
ART 267	Publication Design	3
ART 271	Web Design I	3
ENG 101	Composition I: College Writing	3
	ART 272, ART 273 or ART 281	3
	INT 210, ART 266 and/or ART 276	6

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
ART 260	Computer Graphics	3
ART 271	Web Design I	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ART 261	Graphic Design I	3
ENG 101	Composition I: College Writing	3
	ART 272, ART 273 or ART 281	3

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
ART 262	Graphic Design II	3
ART 267	Publication Design	3
	INT 210, ART 266 and/or ART 276	6
<b>Total credits:</b>		<b>27</b>

## Biology

### Commercial Fishing At-Sea Monitor Certificate Program Goals Statement

The National Marine Fisheries Service At-Sea Monitoring Program was established under Amendment 16 of the Northeast Multispecies Fishery Management Plan. It is an integral part of catch monitoring to ensure that Annual Catch Limits of fish species are not exceeded. This certificate is designed to prepare the student for a career as an At-Sea Monitor in the commercial fishing industry. Upon successful completion of this program, students will apply for employment with approved At-Sea Monitoring Service Providers. Once hired, students will utilize their training to take and pass the National Marine Fisheries Service At-Sea Monitoring Certification course to obtain federal certification as an At-Sea Monitor.

### Program Information

- Students must demonstrate Introductory Algebra competency.
- To successfully obtain the certificate, students must attain a grade of "C" or better in the BIO 132 Marine Biology course, a "B" or better in the EGR 268 Fisheries Technologies and Monitoring Techniques, and obtain their Certificate of Completion in Offshore Survival in the EGR162 Marine Safety course.
- For successful completion of the program students will be expected to participate in field trips, including trips at sea on fishing vessels and commercial whale watch vessels.
- Students must be able to lift 50 lbs, drag 200 pounds, swim 100 yards, climb ladders, tolerate stress and work long hours.



- Students must be US citizens, or a non-citizen who has a green card, TN Authorization, H1 visa, or valid work visa, and a social security card
- Students should not have a conflict of interest and thus not have any direct or indirect interest in a fishery managed under federal regulations including, but not limited to, vessels, dealers, shipping companies, sectors, sector managers, or advocacy groups.
- For students to move from this program to the National Marine Fisheries Service At-Sea Monitoring Certification Course, they must possess a current American Red Cross certification in CPR and First Aid.

**After Bristol**

- Graduates work as At- Sea Monitors with various approved At-Sea Monitoring Service Providers to the commercial fishing fleet in the Northeastern United States.

**Type:** Certificate of Recognition

Campus  
**Campus:**  
Fall River

**Program Requirements**

Course #	Title	Credits
BIO 132	Marine Biology	4
EGR 268	Fisheries Technologies and Monitoring Techniques	4
<b>Total credits:</b>		<b>8</b>

**Business**

**Accounting Certificate**  
**Program Information**

Transfer credits for any course in the Business Administration Department (ACC, BNK, BUS, LSM, MAN, MAR and RMN) must be approved by the Business Administration Department Chairperson.

**Program Goals Statement**

This certificate provides updated accounting expertise for people already working in the accounting field. It may also be used by students without an accounting background to develop entry-level career skills. Most of the courses can be transferred to the Business Career degree program.

**Type:** Certificate of Achievement

Campus  
**Campus:**  
Fall River  
Attleboro  
New Bedford  
Taunton

**Program Requirements**

Course #	Title	Credits
ACC 101	Principles of Accounting I	4
ACC 102	Principles of Accounting II	4
ACC 150	Small Business Financial Software	3
ACC 201	Intermediate Accounting I	3
ACC 202	Intermediate Accounting II	3
BUS 253	Corporation Finance	3
ENG 101	Composition I: College Writing	3
	ACC 253 or ACC 255	3
	ACC 256 or ACC 259	3

**Recommended Course Sequence - Semester 1**

Course #	Title	Credits
ACC 101	Principles of Accounting I	4
ACC 150	Small Business Financial Software	3
ENG 101	Composition I: College Writing	3

**Recommended Course Sequence - Semester 2**

Course #	Title	Credits
ACC 102	Principles of Accounting II	4
BUS 253	Corporation Finance	3



Recommended Course Sequence - Semester 3

Course #	Title	Credits
ACC 201	Intermediate Accounting I	3
	ACC 253 or ACC 255	3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
ACC 202	Intermediate Accounting II	3
	ACC 256 or ACC 259	3
<b>Total credits:</b>		<b>29</b>

Marketing Certificate

**Program Information**

Transfer credits for any course in the Business Administration Department (ACC, BNK, BUS, LSM, MAN, MAR and RMN) must be approved by the Business Administration Department Chairperson.

**Program Goals Statement**

This certificate prepares students for entry-level or support positions in a marketing or sales department. Courses transfer into the Business degree programs.

**Type:** Certificate of Achievement

Campus

**Campus:**  
Fall River

**Program Goals Statement**

Course #	Title	Credits
CIS 111	Introduction to Business Information Systems	3
	Business Elective	3
ENG 101	Composition I: College Writing	3
MAN 101	Principles of Management	3
MAR 101	Principles of Marketing	3
MAR 114	Sales Principles	3
MAR 253	Sales Management	3
	COM 101 or COM 113	3

Recommended Course Sequence - Semester 1

Course #	Title	Credits
CIS 111	Introduction to Business Information Systems	3
ENG 101	Composition I: College Writing	3
MAR 101	Principles of Marketing	3
	COM 101 or COM 113	3

Recommended Course Sequence - Semester 2

Course #	Title	Credits
MAN 101	Principles of Management	3
MAR 114	Sales Principles	3
MAR 253	Sales Management	3
	Business Elective	3
<b>Total credits:</b>		<b>24</b>

Small Business and Entrepreneurial Management Certificate

**Program Information**

- Students work with program faculty and area resources to receive intensive, practical training in business plan preparation.
- Transfer credits for any course in the Business Administration Department (ACC, BNK, BUS, LSM, MAN, MAR and RMN) must be approved by the Business Administration Department Chairperson.

**Program Goals Statement**

This certificate prepares students to start and operate a small business. The program introduces students to management, marketing, accounting, and finance, essential areas of business development. All courses can be transferred to the degree program in Business Administration Career.

**Type:** Certificate of Achievement

Campus

**Campus:**  
Fall River

**Program Requirements**



Course #	Title	Credits
ACC 101	Principles of Accounting I	4
ACC 114	Introduction to QuickBooks Pro	1
BUS 112	Personal Financial Planning	3
CIS 111	Introduction to Business Information Systems	3
ENG 101	Composition I: College Writing	3
MAN 101	Principles of Management	3
MAN 152	Purchasing	3
MAN 154	Small Business Management	3
MAR 101	Principles of Marketing	3
MAR 114	Sales Principles	3
	Business Elective	3

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
ACC 101	Principles of Accounting I	4
ACC 114	Introduction to QuickBooks Pro	1
ENG 101	Composition I: College Writing	3
MAN 101	Principles of Management	3
MAR 101	Principles of Marketing	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
CIS 111	Introduction to Business Information Systems	3
BUS 112	Personal Financial Planning	3
MAN 152	Purchasing	3
MAN 154	Small Business Management	3
MAR 114	Sales Principles	3
	Business Elective	3
<b>Total credits:</b>		<b>32</b>

## Business Administration Career

### Accounting

#### Program Goals Statement

The Business Administration career program provides training in the various organizational functions, critical thinking, problem-solving, and communication skills students need to compete in today's global business environment. In this option, students can focus on accounting and qualify for entry-level accounting

positions. All the Business programs share common courses, so students can switch easily between concentrations.

### Program Information

- Transfer credits for any course in the Business Administration Department (ACC, BNK, BUS, LSM, MAN, MAR and RMN) must be approved by the Business Administration Department Chairperson.
- The faculty have years of practical experience that makes your education relevant to the workplace.

### After Bristol

- Graduates seek employment as junior staff accountants, bookkeepers, loan service representatives, tax preparation assistants, credit and collection associates, and junior financial analysts.
- The program is designed for students who plan to enter the workforce immediately after graduation.

### Infused General Education Competencies

Ethical Dimensions, Multicultural Perspective

**Type:** Associate in Science

Campus

**Campus:**

Fall River

### Degree Requirements

#### General Courses

Course #	Title	Credits
CIS 111	Introduction to Business Information Systems	3
	CSS 101: College Success Seminar / Business and Experiential Education FYE	0-1
ECN 111	Principles of Economics-Macro	3
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
HST 112	The West and the World II	3
	COM 101 or COM 114	3



### Elective Courses

Course #	Title	Credits
	Scientific Reasoning and Discovery Elective	3-4

### Program Courses

Course #	Title	Credits
ACC 101	Principles of Accounting I	4
ACC 102	Principles of Accounting II	4
	ACC 114: Introduction to QuickBooks Pro	0-1
BUS 111	Business and Financial Mathematics	3
BUS 251	Business Law	3
MAN 101	Principles of Management	3
MAR 101	Principles of Marketing	3
MAN 118	Workshop in Team Development I and Managerial Communication	

### Concentration Courses

Course #	Title	Credits
ACC 201	Intermediate Accounting I	3
ACC 202	Intermediate Accounting II	3
ACC 255	Federal Taxation I	3
	Concentration Courses	9

### Program Electives

Course #	Title	Credits
	Accounting Program Electives	3

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
ACC 101	Principles of Accounting I	4
BUS 111	Business and Financial Mathematics	3
	CSS 101: College Success Seminar / Business and Experiential Education FYE	0-1
ENG 101	Composition I: College Writing	3
HST 112	The West and the World II	3
MAN 101	Principles of Management	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ACC 102	Principles of Accounting II	4
ECN 111	Principles of Economics-Macro	3
ENG 102	Composition II: Writing about Literature	3
MAR 101	Principles of Marketing	3
	COM 101 or COM 114	3

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
	Program Elective	3
	ACC 114: Introduction to QuickBooks Pro	0-1
ACC 201	Intermediate Accounting I	3
ACC 255	Federal Taxation I	3
CIS 111	Introduction to Business Information Systems	3
	Scientific Reasoning and Discovery Elective	3-4

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Program Elective	3
	Program Elective	3
	Program Elective	3
ACC 202	Intermediate Accounting II	3
BUS 251	Business Law	3
	<b>Total credits:</b>	<b>63-66</b>

### Entrepreneurship

#### Program Goals Statement

The program focuses on developing skills in finance, human resource management, management principles, marketing, purchasing, and sales needed for establishing and operating a new business.

#### Program Information

- Transfer credits for any course in the Business Administration Department (ACC, BNK, BUS, LSM, MAN, MAR and RMN) must be approved by the Business Administration Department Chairperson.



- Bristol is the home of the Academic Center for Entrepreneurship. It works to assist people starting a business as well as to encourage local high school and middle school students to consider entrepreneurship.

### After Bristol

- Students are ready to open their own businesses and other enterprises. Some senior institutions offer four-year degrees in Entrepreneurship.

### Infused General Education Competencies

Ethical Dimensions, Multicultural Perspective

**Type:** Associate in Science

Campus

**Campus:**

Fall River

### Degree Requirements

#### General Courses

Course #	Title	Credits
CIS 111	Introduction to Business Information Systems	3
	CSS 101: College Success Seminar / Business and Experiential Education FYE	0-1
ECN 111	Principles of Economics-Macro	3
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
HST 112	The West and the World II	3
	COM 101 or COM 114	3

#### Elective Courses

Course #	Title	Credits
	Scientific Reasoning and Discovery Elective	3-4

### Program Courses

Course #	Title	Credits
ACC 101	Principles of Accounting I	4
BUS 111	Business and Financial Mathematics	3
BUS 251	Business Law	3
MAN 101	Principles of Management	3
MAR 101	Principles of Marketing	3
MAN 118	Workshop in Team Development 1 and Managerial Communication	

### Concentration Courses

Course #	Title	Credits
ACC 114	Introduction to QuickBooks Pro	1
BUS 114	Small Business Planning	1
BUS 253	Corporation Finance	3
MAN 152	Purchasing	3
MAN 154	Small Business Management	3
MAN 251	Human Resources Management	3
MAN 290	Managing an Enterprise	3
MAR 114	Sales Principles	3
MAR 255	Advertising Principles	3

### Program Electives

Course #	Title	Credits
	Entrepreneurship Program Elective	3

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
ACC 101	Principles of Accounting I	4
BUS 111	Business and Financial Mathematics	3
	CSS 101: College Success Seminar / Business and Experiential Education FYE	0-1
ENG 101	Composition I: College Writing	3
MAN 101	Principles of Management	3
	COM 101 or COM 114	3



### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ACC 114	Introduction to QuickBooks Pro	1
BUS 253	Corporation Finance	3
CIS 111	Introduction to Business Information Systems	3
ENG 102	Composition II: Writing about Literature	3
MAN 251	Human Resources Management	3
MAR 101	Principles of Marketing	3

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
BUS 114	Small Business Planning	1
BUS 251	Business Law	3
ECN 111	Principles of Economics-Macro	3
HST 112	The West and the World II	3
MAN 154	Small Business Management	3
MAR 114	Sales Principles	3

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Program Elective	3
	Scientific Reasoning and Discovery Elective	3-4
MAN 152	Purchasing	3
MAN 290	Managing an Enterprise	3
MAR 255	Advertising Principles	3
<b>Total credits:</b>		<b>64-66</b>

### Financial Services - Financial Management

#### Program Goals Statement

The Business Administration career program emphasizes various organizational functions, critical thinking, problem-solving, and communication skills that students need to compete in today's global business environment. This concentration assists students to prepare for a career in Financial Management. All business programs share many common courses, so students can switch easily between concentrations.

### Program Information

- Transfer credits for any course in the Business Administration Department (ACC, BNK, BUS, LSM, MAN, MAR and RMN) must be approved by the Business Administration Department Chairperson.
- The faculty have years of practical experience that makes your education relevant to the workplace.

### Recommendations

- Students should take any required developmental courses in their first semester.
- Next, they should take ACC 101, BUS 111, and ENG 101 to position themselves for proper course sequence in following semesters.
- BUS 253 should be taken in spring, second year.

### After Bristol

- Graduates work as mutual fund customer service representatives and broker assistants, loan service representatives, insurance representatives, credit and collection associates, and junior financial analysts.
- The career program is designed for students who plan to enter the workforce immediately after graduation.

### Infused General Education Competencies

Ethical Dimensions, Multicultural Perspective

**Type:** Associate in Science

Campus

**Campus:**

Fall River

### Degree Requirements



### General Courses

Course #	Title	Credits
CIS 111	Introduction to Business Information Systems	3
	CSS 101: College Success Seminar / Business and Experiential Education FYE	0-1
ECN 111	Principles of Economics-Macro	3
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
HST 112	The West and the World II	3
	COM 101 or COM 114	3

### Elective Courses

Course #	Title	Credits
	Scientific Reasoning and Discovery Elective	3-4

### Program Courses

Course #	Title	Credits
ACC 101	Principles of Accounting I	4
ACC 102	Principles of Accounting II	4
BUS 111	Business and Financial Mathematics	3
BUS 251	Business Law	3
MAN 101	Principles of Management	3
MAR 101	Principles of Marketing	3
MAN 118	Workshop in Team Development 1 and Managerial Communication	

### Concentration Courses

Course #	Title	Credits
ACC 255	Federal Taxation I	3
ACC 256	Federal Taxation II	3
ACC 259	Analysis of Financial Statements 3	3
BUS 112	Personal Financial Planning	3
BUS 253	Corporation Finance	3

### Program Electives

Course #	Title	Credits
	Financial Services Program Elective	3
	MAN 251, MAN 152 or MAR 255	3

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
ACC 101	Principles of Accounting I	4
BUS 111	Business and Financial Mathematics	3
	CSS 101: College Success Seminar / Business and Experiential Education FYE	0-1
ENG 101	Composition I: College Writing	3
HST 112	The West and the World II	3
MAN 101	Principles of Management	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
	Program Elective	3
ACC 102	Principles of Accounting II	4
ECN 111	Principles of Economics-Macro	3
ENG 102	Composition II: Writing about Literature	3
MAR 101	Principles of Marketing	3

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
ACC 255	Federal Taxation I	3
ACC 259	Analysis of Financial Statements 3	3
BUS 112	Personal Financial Planning	3
BUS 251	Business Law	3
CIS 111	Introduction to Business Information Systems	3

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Program Elective	3
ACC 256	Federal Taxation II	3
BUS 253	Corporation Finance	3
	Scientific Reasoning and Discovery Elective	3-4
	COM 101 or COM 114	3
<b>Total credits:</b>		<b>63-65</b>

### General Management

#### Program Goals Statement

Students enrolled in the Business Administration career program receive training in various organizational



functions, critical thinking and problem-solving skills they need to compete in today's global business environment. All the Business programs share common courses, so students can switch easily between concentrations.

### Program Information

- Transfer credits for any course in the Business Administration Department (ACC, BNK, BUS, LSM, MAN, MAR and RMN) must be approved by the Business Administration Department Chairperson.
- The faculty have years of practical experience in national and global business that makes your education relevant to the workplace.
- This concentration assists students to prepare for a variety of careers.

### Recommendations

- Students should take BUS 111, ENG 101, RMN 118, and ACC 101 first to position themselves for the proper course sequence in their second year. Students should take any required developmental courses in their first semester, followed by BUS 111 and ENG 101.
- Choose electives to pursue specific interests, such as purchasing or human resources.

### After Bristol

- Graduates work as quality control specialists, shift supervisors, and assistant managers of retail stores.
- The career program is designed for students who expect to work in the profession immediately after graduation.

### Infused General Education Competencies

Ethical Dimensions, Multicultural Perspective

**Type:** Associate in Science

Campus  
**Campus:**  
Fall River  
Attleboro

Taunton  
New Bedford  
Online

### Degree Requirements

#### General Courses

Course #	Title	Credits
CIS 111	Introduction to Business Information Systems	3
	CSS 101: College Success Seminar / Business and Experiential Education FYE	0-1
ECN 111	Principles of Economics-Macro	3
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
HST 112	The West and the World II	3
PSY 101	General Psychology	3
	COM 101 or COM 114	3

#### Elective Courses

Course #	Title	Credits
	Scientific Reasoning and Discovery Elective	3-4

#### Program Courses

Course #	Title	Credits
ACC 101	Principles of Accounting I	4
ACC 102	Principles of Accounting II	4
BUS 111	Business and Financial Mathematics	3
BUS 251	Business Law	3
MAN 101	Principles of Management	3
MAR 101	Principles of Marketing	3
MAN 118	Workshop in Team Development 1 and Managerial Communication	

#### Concentration Courses

Course #	Title	Credits
BUS 113	Introduction to Business Functions and Practices	3
MAN 290	Managing an Enterprise	3



**Program Electives**

Course #	Title	Credits
	General Management Program Electives	9
	Business, Management or Marketing Elective	3

**Recommended Course Sequence - Semester 1**

Course #	Title	Credits
ACC 101	Principles of Accounting I	4
	CSS 101: College Success Seminar / Business and Experiential Education FYE	0-1
BUS 111	Business and Financial Mathematics	3
BUS 113	Introduction to Business Functions and Practices	3
ENG 101	Composition I: College Writing	3
MAN 101	Principles of Management	3

**Recommended Course Sequence - Semester 2**

Course #	Title	Credits
ACC 102	Principles of Accounting II	4
	Scientific Reasoning and Discovery Elective	3-4
ENG 102	Composition II: Writing about Literature	3
HST 112	The West and the World II	3
MAR 101	Principles of Marketing	3
MAN 118	Workshop in Team Development 1 and Managerial Communication	

**Recommended Course Sequence - Semester 3**

Course #	Title	Credits
	Program Elective	3
BUS 251	Business Law	3
CIS 111	Introduction to Business Information Systems	3
ECN 111	Principles of Economics-Macro	3
	COM 101 or COM 114	3

**Recommended Course Sequence - Semester 4**

Course #	Title	Credits
	Program Elective	3
	Program Elective	3
	Program Elective	3
MAN 290	Managing an Enterprise	3
PSY 101	General Psychology	3
<b>Total credits:</b>		<b>63-65</b>

**Hospitality and Event Management Program Goals Statement**

The Hospitality Industry is the world's largest employment field. The proposal is to change from a degree program with five concentrations to one general degree program that is applicable for all types of Hospitality Managers or Event Managers. Upon completion of the degree the student will be able to seek employment in lodging operations, private clubs, cruise ships, casinos, or event planning companies.

**Program Information**

- This program offers students the opportunity to develop strong communication skills, organizational, and critical-thinking skills as well as practical preparation for entry into the growing hospitality career field
- Job opportunities include convention and visitors bureau coordinator, hotel sales and marketing executive, hotel management or event planner, casino management, tour destination management, or cruise ship management and event or activities planner.
- Students may earn credit through CED210 at such sites as Disney World, Universal Studios Newport Historical Society, The Whaling Museum, or any theme park.

**Type:** Associate in Science

**Campus:**

Fall River

**Degree Requirements**



### General Courses

Course #	Title	Credits
	CSS 101: College Success Seminar / Business and Experiential Education FYE	0-1
ECN 111	Principles of Economics-Macro	3
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
INT 210	Internship Experience I	3

### Elective Courses

Course #	Title	Credits
	COM 101 or COM 114	3
	History Elective	3
	Science Elective	3-4

### Program Courses

Course #	Title	Credits
ACC 101	Principles of Accounting I	4
ACC 102	Principles of Accounting II	4
BUS 111	Business and Financial Mathematics	3
BUS 155	Business Ethics	3
MAN 101	Principles of Management	3
CIS 113	Hospitality Management Information Systems	3

### Concentration Courses

Course #	Title	Credits
CUL 160	Introduction to Hospitality Food Services	3
HOS 121	Introduction to Travel, Tourism and Hospitality	3
HOS 137	Event Management and Marketing	3
	HOS 140 or PRM 101	3
	HOS 224 or MAR 101	3
	HOS 226 or HOS 255	3
	BUS 251 or HOS 265	3

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
	CSS 101: College Success Seminar / Business and Experiential Education FYE	0-1
CUL 160	Introduction to Hospitality Food Services	3
ENG 101	Composition I: College Writing	3
HOS 121	Introduction to Travel, Tourism and Hospitality	3
	HOS 140 or PRM 101	3
	COM 101 or COM 114	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ACC 101	Principles of Accounting I	4
ENG 102	Composition II: Writing about Literature	3
HOS 137	Event Management and Marketing	3
MAN 101	Principles of Management History Elective	3

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
ACC 102	Principles of Accounting II	4
	HOS 224 or MAR 101	3
ECN 111	Principles of Economics-Macro	3
	HOS 226 or HOS 255	3
CIS 113	Hospitality Management Information Systems	3

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
BUS 155	Business Ethics	3
INT 210	Internship Experience I	3
	BUS 251 or HOS 265	3
BUS 111	Business and Financial Mathematics	3
	Science Elective	3-4
<b>Total credits:</b>		<b>62-64</b>



## Marketing Management

### Program Goals Statement

The Business Administration career program provides training in the various organizational functions, critical thinking, and problem-solving skills students need to compete in today's global business environment and to understand marketing. All the Business programs share common courses, so students can switch easily between concentrations.

### Program Information

- Transfer credits for any course in the Business Administration Department (ACC, BNK, BUS, LSM, MAN, MAR and RMN) must be approved by the Business Administration Department Chairperson.
- The faculty have years of practical experience that makes your education relevant to the workplace. This concentration assists students to prepare for a career in marketing and sales.

### After Bristol

- Graduates work as marketing agents, customer service representatives, loan service representatives, sales associates, marketing assistants, and sales people.
- The program is designed for students who plan to enter the workforce immediately after graduation.

### Infused General Education Competencies

Ethical Dimensions, Multicultural Perspective

**Type:** Associate in Science

#### Campus

#### Campus:

Fall River

Attleboro

Taunton

New Bedford

Online

### Degree Requirements

### General Courses

Course #	Title	Credits
CIS 111	Introduction to Business Information Systems	3
	CSS 101: College Success Seminar / Business and Experiential Education FYE	0-1
ECN 111	Principles of Economics-Macro	3
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
HST 112	The West and the World II	3
	COM 101 or COM 114	3

### Elective Courses

Course #	Title	Credits
	Scientific Reasoning and Discovery Elective	3-4

### Program Courses

Course #	Title	Credits
ACC 101	Principles of Accounting I	4
ACC 102	Principles of Accounting II	4
BUS 111	Business and Financial Mathematics	3
BUS 251	Business Law	3
MAN 101	Principles of Management	3
MAR 101	Principles of Marketing	3

### Concentration Courses

Course #	Title	Credits
MAR 114	Sales Principles	3
MAR 253	Sales Management	3
MAR 255	Advertising Principles	3
	BUS 253 or MAN 152	3

### Program Electives

Course #	Title	Credits
	Marketing Management Program Electives	6
	Business or Management Elective	3



Recommended Course Sequence - Semester 1

Course #	Title	Credits
ACC 101	Principles of Accounting I	4
BUS 111	Business and Financial Mathematics	3
	CSS 101: College Success Seminar / Business and Experiential Education FYE	0-1
ENG 101	Composition I: College Writing	3
HST 112	The West and the World II	3
MAN 101	Principles of Management	3

Recommended Course Sequence - Semester 2

Course #	Title	Credits
	Program Elective	3
ACC 102	Principles of Accounting II	4
ECN 111	Principles of Economics-Macro	3
ENG 102	Composition II: Writing about Literature	3
MAR 101	Principles of Marketing	3

Recommended Course Sequence - Semester 3

Course #	Title	Credits
	Program Elective	3
CIS 111	Introduction to Business Information Systems	3
	Scientific Reasoning and Discovery Elective	3-4
MAR 114	Sales Principles	3
MAR 255	Advertising Principles	3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Program Elective	3
BUS 251	Business Law	3
MAR 253	Sales Management	3
	BUS 253 or MAN 152	3
	<b>Total credits:</b>	<b>62-64</b>

## Business Administration Transfer

### Business Administration Transfer

#### Program Goals Statement

Students in this program complete the first two years of a baccalaureate program with a solid background in accounting, management, and marketing. Graduates transfer to senior colleges and universities and can take advantage of articulation agreements negotiated with four-year colleges and universities.

#### Program Information

- The transfer program is designed for students who plan to transfer to a four-year institution to complete their baccalaureate program.
- Transfer credits for any course in the Business Administration Department (ACC, BNK, BUS, LSM, MAN, MAR and RMN) must be approved by the Business Administration Department Chairperson.

#### Recommendations

- Take MTH 131, ENG 101, and ACC 101 first to position yourself for the next course sequences.
- Students should take any required developmental courses in their first semester, followed by MTH 131 and ENG 101 during the second semester.

#### After Bristol

- Recent graduates have transferred to Bridgewater State College, Bryant University, Rhode Island College, Roger Williams University, Simmons College, Stonehill College, and the University of Massachusetts.
- Bristol participates in the statewide MassTransfer program and has developed many program-to-program transfer articulation agreements which guarantee admission and credit transfer. For a complete listing of eligible MassTransfer programs and current Bristol articulation agreements, visit the Transfer Affairs website at [www.BristolCC.edu/transfer](http://www.BristolCC.edu/transfer)



### Infused General Education Competencies

Ethical Dimensions, Multicultural Perspective, Technical Literacy

### MassTransfer A2B Pathway

The Business Administration Transfer program is a MassTransfer A2B Mapped Program with some Massachusetts State Universities. When choosing electives, complete an A2B Program Search to determine available transfer institutions and to ensure all credits will be transferred and applied to your degree.

**Type:** Associate in Arts

#### Campus

#### Campus:

- Fall River
- Attleboro
- New Bedford
- Taunton
- Online

### Degree Requirements

#### General Courses

Course #	Title	Credits
	CSS 101: College Success Seminar / Business and Experiential Education FYE	0-1
ECN 111	Principles of Economics-Macro	3
ECN 112	Principles of Economics-Micro	3
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
HST 111	The West and the World I	3
HST 112	The West and the World II	3
MTH 131	Elements of College Mathematics	3
MTH 251	Fundamental Business Statistics3	
MTH 252	Statistics for Decision Making	3
PSY 101	General Psychology	3
COM 114	Professional Speaking	3

#### Elective Courses

Course #	Title	Credits
	Lab Science Elective	4
	Lab Science Elective	4

#### Program Courses

Course #	Title	Credits
ACC 101	Principles of Accounting I	4
ACC 102	Principles of Accounting II	4
ACC 257	Managerial Accounting	3
BUS 251	Business Law	3
CIS 111	Introduction to Business Information Systems	3
MAN 101	Principles of Management	3
MAR 101	Principles of Marketing	3

#### Recommended Course Sequence - Semester 1

Course #	Title	Credits
ACC 101	Principles of Accounting I	4
CIS 111	Introduction to Business Information Systems	3
	CSS 101: College Success Seminar / Business and Experiential Education FYE	0-1
ECN 111	Principles of Economics-Macro	3
ENG 101	Composition I: College Writing	3
MTH 131	Elements of College Mathematics	3

#### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ACC 102	Principles of Accounting II	4
ECN 112	Principles of Economics-Micro	3
ENG 102	Composition II: Writing about Literature	3
MAR 101	Principles of Marketing	3
PSY 101	General Psychology	3

#### Recommended Course Sequence - Semester 3

Course #	Title	Credits
	Lab Science Elective	4
COM 114	Professional Speaking	3
HST 111	The West and the World I	3
MAN 101	Principles of Management	3
MTH 251	Fundamental Business Statistics3	



### Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Lab Science Elective	4
ACC 257	Managerial Accounting	3
BUS 251	Business Law	3
HST 112	The West and the World II	3
MTH 252	Statistics for Decision Making	3
<b>Total credits:</b>		<b>64-65</b>

## Chemistry

### Chemistry A2B Transfer Courses

**Chemistry** is the study of matter and changes in matter. Chemists conduct research and experiments to discover new concepts about the universe and to try to solve society's problems. Graduates are well-equipped for chemistry/biochemistry careers in education, forensics, government, law, industry, medicine, or research.

**Chemistry** is a MassTransfer A2B Mapped Program with Massachusetts State Universities and Universities of Massachusetts. When choosing electives, complete an A2B Program Search at [www.mass.edu/masstransfer](http://www.mass.edu/masstransfer) to determine available transfer institutions and to ensure all credit will be transferred and applied to your degree.

To complete the Chemistry A2B Program, students should complete the requirements for the Liberal Arts - Math & Science Concentration or the Life Sciences/ Chemistry Concentration including the following required Foundational Courses:

### Foundational Courses

Course #	Title	Credits
CHM 113	Fundamentals of Chemistry I	4
CHM 114	Fundamentals of Chemistry II	4
CHM 235	Organic Chemistry I	4
CHM 236	Organic Chemistry II	4
MTH 214	Calculus I	4
MTH 215	Calculus II	4
PHY 211	General Physics I	4
PHY 212	General Physics II	4
<b>Total credits:</b>		<b>32</b>

## Clinical Laboratory Science

### Clinical Laboratory Science

#### Program Goal Statement

Students completing the Clinical Laboratory Science (CLS) program curriculum are prepared to work in a modern clinical laboratory performing a wide range of laboratory procedures used in the detection, diagnosis, and treatment of disease and health maintenance. They develop academic and technical competence in the major areas of clinical laboratory practice—hematology, clinical chemistry, medical microbiology, and immunohematology.

Application review begins February 1.

#### Program Information

- Students develop academic knowledge, clinical skills, and professional behavior through classroom, lab, and clinical experiences.
- Clinical Laboratory Science program courses (MED) are offered during the day.
- Phlebotomy is a required component of the Clinical Laboratory Science program.
- Once enrolled in the Clinical Laboratory Science program, students are required to complete all courses in the required sequence of instruction in order to integrate theoretical and clinical education.
- Students may substitute BIO 233 and BIO 234 for BIO 154.

#### Program Benchmarks

- The Bristol Community College CLS three year average American Society for Clinical Pathology - Board of Certification (ASCP-BOC) certification pass rate is 100%.
- The three year average graduation rate for students who began the final half of the program is 96%.
- The three year average placement rate is 100%.



### Program Accreditation

- The program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 5600 North River Road, Suite 720, Rosemont, IL 60018. Telephone 773-714-8800.
- Graduates are eligible to take the national certification examination offered by the American Society of Clinical Pathology Board of Certification (ASCP-BOC). The granting of the degree is not contingent upon passing an external certification or licensure examination.

### Prior To Admission

- To be most successful, applicants must have completed math through high school algebra II, and high school level biology, and chemistry. (Biology and chemistry courses may be taken at Bristol before admission to the program.) Technological literacy is also important.
- Students are advised to complete two to four of the required general education courses, such as ENG 101, ENG 102, History awareness elective, PSY 101, MTH 119, and Humanities elective prior to program admission.
- Students must attend one mandatory health science admissions information session. <http://www.bristolcc.edu/getstartedatbristol/admissions/healthsciencesadmissionrequirements/healthscienceinformationsessions/>

### After Bristol Community College

- Many clinical laboratory technicians work in hospital laboratories; however, career opportunities are available in physician's offices, HMOs, biotechnology, veterinary clinics and reference, industrial, environmental, and military laboratories. The CLS degree provides a foundation that allows graduates to pursue medical education, sales, and computer careers. Many graduates pursue advanced degrees in Medical Laboratory Science and other medical fields.

- Bristol participates in the statewide MassTransfer program and has developed many program-to-program transfer articulation agreements which guarantee admission and credit transfer.
- For a complete listing of eligible MassTransfer programs and current Bristol Community College articulation agreements, visit the Transfer Affairs website at [www.Bristolcc.edu/transfer](http://www.Bristolcc.edu/transfer)

### Infused General Education Competencies

Ethical Dimensions, First-Year Experience, Multicultural Perspective, Oral Communication, Technical Literacy

### Special Requirements of the Program Admission Requirements

The Clinical Laboratory Science program is a competitive program with selective admission requirements. A limited number of students are admitted. Meeting minimal requirements does not guarantee admission. Successful candidates have excelled in high school and/or college science and math courses.

Applicants must have completed the following criteria (all coursework with a grade of "C" or greater) to be considered for admission to the Clinical Laboratory Science Program. Pre-admission courses must be completed prior to admission.

- High School Algebra II, demonstrated Intermediate Algebra II Competency, or college Algebra (Introductory Algebra excluded)
- Chemistry with laboratory (high school or college)
- Biology with laboratory (high school or college)
- Applicants applying directly from high school must demonstrate a GPA of 2.7 or higher.
- A GPA of 2.7 or higher is also required in the aforementioned pre-admission courses.

Applicants having earned a state-approved high school equivalency credential may alternatively meet these



pre-admission criteria by earning a minimum of grade point average of 2.7 in the aforementioned pre-admission courses.

Students must complete all biology and chemistry courses required for admission within 7 years of the priority application deadline to the program.

Students are required to attend a Health Science Information Session.

Transcripts from attendance at other regionally accredited college/universities are required with submission of your admissions application. Please refer to the Admissions page within this catalog for further detail <https://catalog.bristolcc.edu/admissions>. Failure to comply with these requirements may result in your application not being reviewed for the program to which you applied.

### **Requirements Upon Admission**

Accepted applicants must comply with the Bristol Community College's health services requirements. This includes a physical examination, tetanus, measles, mumps, rubella, hepatitis B, and varicella (chicken pox) immunizations or titres results (blood test to prove immune status). If under the age of 21 you must also be tested for meningitis as of Fall 2018. TB testing is required each year. Students must carry personal health insurance, professional liability insurance, and have current CPR certification by the American Heart Association, Basic Life Support for Healthcare Providers or the American Red Cross CPR/AED for Professional Rescuers and Healthcare Providers. Certification must be active through your last semester at Bristol Community College.

Upon admission to the CLS Program, all students must undergo a Criminal Offender Record Information (CORI) check, a Sex Offender Registry Information (SORI) check, and a drug screen performed by a facility under contract with Bristol Community College. The fee for all screening is paid by the student. A positive CORI, SORI and/or drug screen may prevent students from working in contracted health facilities, which will prevent students from completing the program objectives. These checks are required due to potential unsupervised contact with children, the disabled, or the elderly during a clinical experience. Students found to

have certain criminal convictions or pending criminal actions will be presumed ineligible for clinical placement. The College is authorized by the Commonwealth's Department of Criminal Justice to access CORI records. Sex Offender checks shall be performed pursuant to Massachusetts General Laws, Chapter 6, Sections 178C-178P.

For more information regarding the College's CORI/SORI check process, please contact the Human Resource Department at (774) 357-3142.

Please be advised that although Massachusetts law permits the use of medical marijuana and the possession, use, distribution and cultivation of marijuana in limited amounts, any possession, use, distribution or cultivation of marijuana remains prohibited under College policy pursuant to federal law. Further, any student who tests positive for marijuana will be ineligible for clinical placement. Please refer to the College's Student Handbook for the College's complete Marijuana Policy.

### **Additional Costs**

Students accepted into the program are responsible for associated costs such as uniforms, books, name tags, safety supplies, transportation to and from clinical assignments, drug screen and certification exam application fees.

### **Grade Requirements**

A minimum of "C" is required for BIO 154, BIO 239, CHM 115, CHM 116, and MTH 119 to provide the necessary foundation for MED courses. Students must pass all components of the MED courses (lecture and laboratory on campus and clinical practicum at the affiliate agency) with a minimum grade of "C." Students who do not achieve the minimum grade of "C" in the on campus lecture and laboratory components will not be allowed to progress to the clinical practicum.

Students who fail to attain a grade of "C" in each of the MED course components (lecture and laboratory on campus and clinical practicum at the affiliate agency) will receive a course grade no higher than a "D."



A student who fails to attain a minimum grade of "C" in the clinical practicum will receive a course grade no higher than a "D".

A student who is dismissed from the clinical practicum or receives an unsatisfactory clinical grade due to unprofessional behavior will receive a course grade no higher than a "D".

A student who receives an unsatisfactory clinical grade due to negligent or unsafe practice will receive a final course grade of "F".

Failure to achieve the required grade in MED courses may result in dismissal from the program.

Students are eligible to reapply to the program one time only through the Admissions Office.

### Clinical Affiliations

Placement in a clinical practicum is a full-time commitment and students should limit outside work obligations.

Transportation to clinical practicum sites is the responsibility of the students. Students should be prepared to travel an hour or more from campus. The availability of clinical practicums depends on the area healthcare providers' ability to accept students.

In some cases, practicums may be completed beyond the semester schedule. All related practicums must be completed within six months of completing the lecture/ laboratory component of MED course. Students who exceed this time limit must demonstrate that they have maintained competency prior to placement.

### Essential Functions

The Clinical Laboratory Science program essential functions include certain cognitive, physical and behavioral abilities which are necessary to perform the duties of a professional Clinical Laboratory Technician.

In order to meet the course requirements, students must possess the following basic abilities:

- Cognitive ability sufficient to learn and use the body of knowledge necessary to meet the program curriculum requirements and attain career entry status in the profession.
- Physical ability, sufficient mobility, and motor coordination to safely collect and process patient specimens and perform laboratory testing procedures using a microscope, computer and various types of diagnostic instruments.
- Visual acuity sufficient to read and interpret test procedures, physician orders and test results, monitor instrument function, focus a microscope and differentiate colors.
- Hearing ability sufficient to respond to messages and requests from instructors, patients, physicians, and staff and to respond to equipment signals.
- Communication skills sufficient to allow for communication with instructors, staff, patients and physicians.
- Emotional stability sufficient to interact professionally with instructors, staff, patients, and physicians; respect patient confidentiality; use reasonable judgment; and accept responsibility for their actions.

**Type:** Associate in Science

**Campus:**

Fall River

### Degree Requirements

#### General Courses

Course #	Title	Credits
BIO 154	Human Physiology	4
BIO 239	Elements of Microbiology	4
CHM 115	Health Science Chemistry I	4
CHM 116	Health Science Chemistry II	4
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
MTH 119	Fundamental Statistics	3
PSY 101	General Psychology	3



### Elective Courses

Course #	Title	Credits
	Global and Historic Awareness Elective	3
	Human Expression Elective	3

### Program Courses

Course #	Title	Credits
MED 101	Introduction to Clinical Laboratory Science	3
MED 102	Urinalysis	3
MED 200	Hematology	5
MED 205	Immunology - Serology	4
MED 206	Medical Microbiology I	6
MED 215	Immunochemistry	5
MED 216	Medical Microbiology II	4
MED 217	Clinical Biochemistry	6

### Required Course Sequence - Fall Semester 1

Course #	Title	Credits
MED 101	Introduction to Clinical Laboratory Science	3
CHM 115	Health Science Chemistry I	4
BIO 154	Human Physiology	4
MTH 119	Fundamental Statistics	3
ENG 101	Composition I: College Writing	3
	Global and Historic Awareness Elective	3

### Required Course Sequence - Spring Semester 2

Course #	Title	Credits
MED 102	Urinalysis	3
CHM 116	Health Science Chemistry II	4
BIO 239	Elements of Microbiology	4
ENG 102	Composition II: Writing about Literature	3
PSY 101	General Psychology	3
	Human Expression Elective	3

### Required Course Sequence - Fall Semester 3

Course #	Title	Credits
MED 200	Hematology	5
MED 205	Immunology - Serology	4
MED 206	Medical Microbiology I	6

### Required Course Sequence - Spring Semester 4

Course #	Title	Credits
MED 215	Immunochemistry	5
MED 216	Medical Microbiology II	4
MED 217	Clinical Biochemistry	6
<b>Total credits:</b>		<b>70</b>

### Phlebotomy Certificate

**Application review begins February 1.**

### Program Goals Statement

Students completing the two-semester Phlebotomy Certificate Program will be prepared to perform routine and special blood collection procedures as well as process specimens prior to testing in a modern clinical laboratory. A consecutive three-week, 120 hour clinical practicum is an essential and required component of this certificate program. Clinical practicum hours are scheduled Monday through Friday during day time hours. (see Clinical Affiliation below for details)

### Program Information

- Two program options:
- Traditional, offered in Fall River
- eHealth hybrid, offered in New Bedford, 800 Purchase Street
- Students should be prepared to travel one hour or more to an assigned clinical site
- A phlebotomist must demonstrate interpersonal skills, enjoy science, and enjoy working with the public.

### Essential Functions

The Phlebotomy program essential functions include cognitive, physical and behavioral abilities which are necessary to perform the duties of a professional phlebotomist. In order to meet the course requirements, students must possess the following basic abilities:



- Cognitive ability sufficient to learn and use the body of knowledge necessary to meet the program curriculum requirements and attain career entry status in the profession.
- Physical ability, sufficient mobility and motor coordination to safely collect and process patient specimens, process specimens and use a computer.
- Visual acuity sufficient to read physician orders, obtain specimens, and differentiate colors.
- Hearing ability sufficient to respond to messages and requests from instructors, patients, physicians, and staff.
- Communication skills sufficient to allow for communication with instructors, staff, patients, and physicians.
- Emotional stability sufficient to interact professionally with instructors, staff, patients, and physicians, respect patient confidentiality, use reasonable judgment, and accept responsibility for their actions.

## SPECIAL REQUIREMENTS FOR THE PROGRAM

### Admission Requirements

- Applicants must possess a high school diploma or a state-approved high school equivalency credential.
- Students applying to the program having earned a high school diploma must demonstrate a minimum grade point average of 2.0 overall in the pre-admission courses listed below.
- Students applying to the program having earned a state-approved high school equivalency credential must demonstrate a grade point average of 2.0 in the pre-admission courses listed below.
- Chemistry or biology (high school or college) with a minimum grade "C" (2.0) or higher.
- Math (high school or college) with a minimum grade of "C" (2.0) or higher.
- Transcripts from attendance at other regionally accredited college/universities may be required with submission of your admissions application. Please refer to the Admissions page within this catalog for further detail  
<https://catalog.bristolcc.edu/admissions> Failure

to comply with these requirements may result in your application not being reviewed for the program to which you applied.

- Students are required to attend one mandatory health science information session during the year prior to anticipated admission (preregister well in advance as seating is limited).  
<http://www.bristolcc.edu/getstartedatbristol/admissions/healthsciencesadmissionrequirements/healthscienceinformationsessions/>

### Requirements Upon Admission

- Accepted applicants must comply with Bristol Community College's health services requirements. This includes a physical examination, tetanus, measles, mumps, rubella, hepatitis B, and varicella (chicken pox) immunizations or titres results (blood test to prove immune status). If under the age of 21 you must also be tested for meningitis as of Fall 2018. TB testing is required each year. Additional immunizations may be required by clinical agencies.
- Students must carry personal health insurance, professional liability insurance, and have current CPR certification (by the American Heart Association, Basic Life Support for Healthcare Providers (Basic Life Support for Healthcare Providers) or the American Red Cross (CPR/AED for Professional Rescuers and Healthcare Providers). Certification must be active through your last semester at Bristol Community College.
- Upon admission to the program, all students must undergo a Criminal Offender Record Information (CORI) check, a Sex Offender Registry Information (SORI) check and a drug screen. The fee for the drug screen is paid for by the student. These checks are required due to potential unsupervised contact with children, the disabled, or the elderly during a clinical experience. Students found to have certain criminal convictions or pending criminal actions will be presumed ineligible for clinical placement. The College is authorized by the Commonwealth's Department of Criminal Justice to access CORI records. Sex Offender



checks shall be performed pursuant to Massachusetts General Laws, Chapter 6, Sections 178C-178P.

- Please be advised that although Massachusetts law permits the use of medical marijuana and the possession, use, distribution and cultivation of marijuana in limited amounts, any possession, use, distribution or cultivation of marijuana remains prohibited under College policy pursuant to federal law. Further, any student who tests positive for marijuana will be ineligible for clinical placement. Please refer to the College's Student Handbook for the College's complete Marijuana Policy.
- For more information regarding the College's CORI/SORI check process, please contact the Human Resource Department at 774-357-3142.
- A positive CORI/SORI and/or drug screen may prevent students from working in contracted health facilities, which will prevent students from completing the program objectives.

**Additional Costs**

- Students accepted into the program are responsible for associated costs such as uniforms, name tags, random ten-panel drug test, safety supplies, transportation to and from clinical assignments and certification examination application fees.

**Grade Requirements**

- MED 101 includes 45 hours of lecture. A minimum grade of "C" is required in MED 101 to progress to PLB 102. PLB 102 includes 45 hours of lecture/lab, plus 120 hours of clinical training following completion of the didactic and laboratory components. Students must achieve a minimum of "C" in the on-campus lecture and lab component of PLB 102 in order to progress to the clinical practicum component. A minimum grade of a "C" in the clinical practicum is required to receive a passing grade in the course and consequently in the program.
- Students are eligible to reapply one time only through the Admissions Office.

**Clinical Affiliation**

- Students will be assigned to an affiliate agency for a 120 hour clinical practicum. The practicum is a consecutive three week experience that is scheduled during the first shift (day), Monday through Friday. This is a full time commitment during those three weeks (5 days per week, 8 hours per day for 3 consecutive weeks). Students enrolled in a concurrent program may not register for courses that will conflict with the clinical practicum. Students must plan their schedules accordingly. Transportation to clinical affiliation sites is the responsibility of the student. Students should be prepared to travel an hour or more from campus. The availability of clinical affiliations depends on the area healthcare providers' ability to accept students.
- Successful completion of program objectives is required to receive the Certificate of Recognition in Phlebotomy from Bristol Community College. Students who accomplish this achievement are eligible to take the American Society for Clinical Pathology (ASCP-BOC) national certification examination.
- The three year average ASCP-BOC pass rate is 95%.

**Type:** Certificate of Recognition

**Campus**

**Campus:**  
Fall River

**Program Requirements**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
MED 101	Introduction to Clinical Laboratory Science	3
PLB 102	Principles and Methods of Phlebotomy	4
<b>Total credits:</b>		<b>7</b>



## Communication

### Communication

#### Program Goals Statement

Students explore the fundamentals of human communication in theory and practice, analyze the historic and contemporary role of mass media and emerging new media in an increasingly diverse society, and develop communication skills while completing the first two years of a baccalaureate degree in communication.

#### Program Information

- This transfer program is designed for students who plan to transfer to a four-year institution to complete their baccalaureate program.
- Based on advising and assessment of individual needs and direction, students may select a cluster of communication-related courses and gain practical experience through field-based learning.
- Students gain marketable skills from professors who engage students with tangible examples from industry experience.

#### After Bristol

- Qualified Communication students transfer to four-year colleges and universities and may choose from among a variety of careers to pursue that are related to the communication field including journalism, media production and public relations.
- Bristol participates in the statewide MassTransfer program and has developed many program-to-program transfer articulation agreements which guarantee admission and credit transfer. For a complete listing of eligible MassTransfer programs and current Bristol articulation agreements, visit the Transfer Affairs website at [www.BristolCC.edu/transfer](http://www.BristolCC.edu/transfer)

#### Infused General Education Competencies

Ethical Dimensions, Multicultural Perspective, Technical Literacy

### MassTransfer A2B Pathway

The Communication program is a MassTransfer A2B Mapped Program with some Massachusetts State Universities. When choosing electives, complete an A2B Program Search to determine available transfer institutions and to ensure all credits will be transferred and applied to your degree.

**Type:** Associate in Arts

#### Campus

##### Campus:

Attleboro  
Fall River  
New Bedford  
Online  
Taunton

### Degree Requirements

#### General Courses

Course #	Title	Credits
COM 101	Fundamentals of Public Speaking	3
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
HST 111	The West and the World I	3
HST 112	The West and the World II	3
	MTH 119 or MTH 125	3

#### Elective Courses

Course #	Title	Credits
	Communication Behavioral and Social Science Elective	3
	Free Elective	3
	Behavioral and Social Science Elective	3
	Behavioral and Social Science Elective	3
	Lab Science Elective	4
	Science Elective	3-4



### Program Courses

Course #	Title	Credits
COM 106	Introduction to Communication and College Success	3
COM 111	Mass Communication	3
COM 112	News Writing and Reporting	3
COM 241	Public Relations	3

### Program Electives

Take four program electives if the Information Literacy Elective is waived.

Course #	Title	Credits
	Communication Information Literacy Elective	0-3
	Communication Program Electives	9-12

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
	Behavioral and Social Science Elective	3
COM 106	Introduction to Communication and College Success	3
ENG 101	Composition I: College Writing	3
HST 111	The West and the World I	3
	MTH 119 or MTH 125	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
	Lab Science Elective	4
COM 101	Fundamentals of Public Speaking	3
COM 111	Mass Communication	3
ENG 102	Composition II: Writing about Literature	3
HST 112	The West and the World II	3

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
	Behavioral and Social Science Elective	3
	Science Elective	3-4
	Program Elective	3
COM 112	News Writing and Reporting	3
	Program Elective	3

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Behavioral and Social Science Elective	3
COM 241	Public Relations	3
	Free Elective	3
	Program Elective	3
	Program Elective	3
	Program Elective	3
<b>Total credits:</b>		<b>61-62</b>

## Computer Aided Drafting

### Computer Aided Design and Manufacturing Certificate

#### Program Goals Statement

This certificate program provides students with the needed skills to become a professional computer-aided draftsman, mechanical, or manufacturing technicians in the engineering industry. Students learn fundamental concepts of engineering drawing through advanced computer-aided design techniques and CAD/CAM. They will utilize and set up standard machine-shop equipment and operate and program CNC machinery. Students also understand the materials to be processed and technical drawing through the use of AutoCAD, SolidWorks, Inventor, and CamWorks.

#### Program Information

This program serves as a solid base for continuing on toward a degree with all courses transferring to BCC's Automation, Electro-Mechanical, and Mechanical Technology programs.



Students utilize typical industrial CNC machining centers, high-tech computer equipment, and the latest AutoDesk, SolidWorks, and/or CAM software.

**Type:** Certificate of Accomplishment

Campus

**Campus:**

Fall River

**Program Requirements**

Course #	Title	Credits
CAD 111	Mechanical Design with Solidworks	3
CAD 211	Computer Aided Manufacturing	3
EGR 111	Fundamentals of Manual Machining	4
EGR 112	Automated Machining	3
EGR 172	Material Science	4
	CAD 101, CAD 112 or CAD 172	6

**Recommended Course Sequence - Semester 1**

Course #	Title	Credits
CAD 111	Mechanical Design with Solidworks	3
EGR 111	Fundamentals of Manual Machining	4
EGR 172	Material Science	4
	CAD 101 or CAD 172	3

**Recommended Course Sequence - Semester 2**

Course #	Title	Credits
CAD 211	Computer Aided Manufacturing	3
EGR 112	Automated Machining	3
	CAD 101, CAD 112 or CAD 172	3
	<b>Total credits:</b>	<b>23</b>

**CNC Machining and Programming Certificate**

**Program Goals Statement**

Students learn to use standard machine-shop equipment and operate and program CNC machinery to become manufacturing technicians. Students also understand the materials to be processed and technical drawing through the use of AutoCAD.

**Program Information**

- This program serves as a solid base for continuing on toward a degree, with all courses transferring to BCC's Automation, Electro-Mechanical and Mechanical Technology programs.
- This program utilizes BCC's NSF-funded Computer-Integrated Manufacturing (CIM) Laboratory facility, utilizing typical industrial CNC machining centers.

**Type:** Certificate of Recognition

Campus

**Campus:**

Fall River

**Program Requirements**

Course #	Title	Credits
EGR 172	Material Science	4
	CAD 101, CAD 111, CAD 112 or CAD 172	3
	CAD 211, EGR 111 or EGR 112	6-7

**Recommended Course Sequence - Semester 1**

Course #	Title	Credits
	CAD 101, CAD 111, CAD 112 or CAD 172	3
	EGR 111, EGR 112 or EGR 172	3-4

**Recommended Course Sequence - Semester 2**

Course #	Title	Credits
	CAD 211, EGR 111, EGR 112 or EGR 172	6-8
	<b>Total credits:</b>	<b>13-14</b>

**Computer Aided Design and Drafting Certificate**

**Program Goals Statement**

This one-year certificate program provides students with the needed skills to become a professional computer-aided architectural draftsman, civil draftsman, mechanical designer, or manufacturing



operator in the engineering industry. Students learn fundamental concepts of engineering drawing through advanced computer-aided design techniques.

### Program Information

This program serves as a solid base for advanced work in a degree program, with all courses transferring to Bristol's Automation, Architectural & Civil, Electro-Mechanical, Environmental, and Mechanical programs.

Students utilize high-tech computer equipment and the latest AutoDesk, SolidWorks, and/or CAM software.

### After Bristol

Graduates are prepared for positions as architectural and civil CAD operators/drafters and mechanical designers.

**Type:** Certificate of Recognition

Campus  
**Campus:**  
Fall River

### Program Requirements

*Choose Architectural and Civil or Mechanical and Manufacturing Concentration.*

#### Architectural and Civil Concentration

Course #	Title	Credits
CAD 101	Computer Aided Drafting	3
CAD 122	Architectural Drawing	3
CAD 125	3D Architecture, Building, and Landscape Design	3
CAD 128	Civil Drafting and Design	3

#### Mechanical and Manufacturing Concentration

Course #	Title	Credits
CAD 101	Computer Aided Drafting	3
	CAD 111, CAD 112, CAD 172 or CAD 211	9
<b>Total credits:</b>		<b>12</b>

## Computer Information Systems

### A+ Certification Certificate

#### Program Information

A+ students are prepared to sit for certification exam after completing CIS 121, CIS 160 and EGR 133 courses.

#### Recommendations

If you have no prior computer experience, take CIS 111 before beginning this certificate program.

Take CIS 121 in the first semester. To finish in a year, take CIS 121 and CIS 160 during the first semester.

All three courses can be taken in a Fall semester.

**Type:** Certificate of Recognition

Campus  
**Campus:**  
Fall River

### Program Requirements

Course #	Title	Credits
CIS 121	Operating Systems	3
CIS 160	The Microcomputer Environment	3
EGR 133	Computer Configuration and Repair	4

#### Recommended Course Sequence - Semester 1

Course #	Title	Credits
CIS 121	Operating Systems	3
CIS 160	The Microcomputer Environment	3

#### Recommended Course Sequence - Semester 2

Course #	Title	Credits
EGR 133	Computer Configuration and Repair	4
<b>Total credits:</b>		<b>10</b>



## Computer Networking

### Program Goals Statement

Students will be prepared for entry-level computer network technician positions in the IT field. They will know how to install, configure, secure, troubleshoot and administer network systems comprised of users, shared resources, and network elements in local and Internet-based environments.

### Program information

- Program prepares students for industry certifications and develops the high proficiency skills needed to plan, implement and troubleshoot networking environments.
- Students may be required to obtain and use specific hardware, operating systems, or applications.
- Note: Adding the security certificate will increase skills in preparation for the security issues in today's world.
- Transfer credit for any Computer Information Systems (CIS or CIT) course must be approved by the CI Department Chair or by a full-time CI faculty member.
- Bristol Community College has a CompTIA Academic Partnership. Through this program, Bristol students can purchase CompTIA test vouchers and prep materials at a 50 percent discount.

### After Bristol

- Recent graduates hold positions as a network and telecommunications architecture manager, associate systems engineer, network administrator, help desk technician, support services representative, computer systems engineer, senior information technologist, technical director and consultant.
- If you plan to transfer to a four-year institution, visit the Transfer Affairs website at [www.BristolCC.edu/transfer](http://www.BristolCC.edu/transfer)

### Infused General Education Competencies

Technical Literacy, First Year Experience

**Type:** Associate in Science

Campus

**Campus:**

Fall River

### Degree Requirements

#### General Courses

Course #	Title	Credits
BUS 115	Fundamentals of an Enterprise	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
MTH 131	Elements of College Mathematics	3
	COM 101 or COM 114	3
	HST 111, 112, 113 or 114	3

#### General Electives

Course #	Title	Credits
	CIS Ethical Dimensions Elective	0-3
	CIS Global and Historic Awareness Elective	0-3
	CIS Multicultural and Social Perspectives Elective	0-3
	Multicultural and Social Perspectives Elective	3
	Science Elective	3-4



### Program Courses

Course #	Title	Credits
CIS 106	Operating System Scripting	1
CIS 120	Programming: Logic, Design and Implementation	3
CIS 121	Operating Systems	3
CIS 131	Windows Server Administration I	3
CIS 132	Introduction to UNIX/Linux and Shell Programming	3
CIS 133	UNIX/Linux System Administration I	3
CIS 134	Networking Technologies	4
CIS 231	Windows Server Administration II	3
CIS 232	Unix/Linux System Administration II	4
CIS 233	Routing and Router Configuration	4
CIS 271	Network Installation and Configuration Seminar	4
CIS 150	Oracle and SQL	3
EGR 133	Computer Configuration and Repair	4

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
CIS 120	Programming: Logic, Design and Implementation	3
CIS 121	Operating Systems	3
ENG 101	Composition I: College Writing	3
MTH 131	Elements of College Mathematics	3
	HST 111, 112, 113 or 114	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
CIS 106	Operating System Scripting	1
CIS 131	Windows Server Administration I	3
CIS 132	Introduction to UNIX/Linux and Shell Programming	3
CIS 134	Networking Technologies	4
ENG 102	Composition II: Writing about Literature	3
BUS 115	Fundamentals of an Enterprise	1

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
CIS 133	UNIX/Linux System Administration I	3
CIS 231	Windows Server Administration II	3
EGR 133	Computer Configuration and Repair	4
CIS 233	Routing and Router Configuration	4
	Science Elective	3-4

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
CIS 232	Unix/Linux System Administration II	4
CIS 271	Network Installation and Configuration Seminar	4
CIT 150	Cybersecurity Principles	3
	COM 101 or COM 114	3
	Program Elective	3
<b>Total credits:</b>		<b>64-74</b>

### Computer Programming Certificate Program Goals Statement

A certificate in Computer Programming gives students mastery of basic programming concepts. The student becomes literate in at least three programming languages and achieves advanced mastery of more sophisticated concepts in at least one programming language.

### Program Information

Transfer credit for any Computer Information Systems (CIS or CIT) course must be approved by the CI Department Chair or by a full-time CI faculty member.

### Requirement

Students without basic computer skills should enroll in CIS 111 prior to enrolling in this certificate. Students who need basic keyboarding skills should enroll in OFC 102 prior to enrolling in this program.



## Recommendations

Plan to spend large blocks of time developing proficiency.

**Type:** Certificate of Accomplishment

Campus

**Campus:**

Fall River

New Bedford

Attleboro

Taunton

Online

## Program Requirements

Course #	Title	Credits
	CIS 150, 152 or CIS 159	3
	Computer Programming Elective	3-4
	Computer Programming Language Elective	3-4
	Computer Programming Language Sequence	6-8

## Recommended Course Sequence - Semester 1

Course #	Title	Credits
	CIS 150, 152 or CIS 159	3
	First-semester Programming Language Elective	3-4
	Computer Programming Elective	3-4

## Recommended Course Sequence - Semester 2

Course #	Title	Credits
	CIS 150, 152 or CIS 159	3
	Second-semester Programming Language Elective	3-4
	Computer Programming Language Elective	3-4
	<b>Total credits:</b>	<b>15-19</b>

## Computer Programming and Web Development

### Program Goals Statement

Students will be prepared for entry-level programming in business and industry including the option of focusing on web development. They will develop the skills to analyze problems and develop computerized solutions using multiple programming and/or web development options. They will develop the knowledge to work with data analysis and develop and maintain effective programs and/or websites.

### Program information

- Students have access to outstanding state-of-the-art technology and learn from faculty in touch with the needs of industry, both locally and nationally. Courses are constantly evolving to reflect current trends.
- Transfer credit for any Computer Information Systems (CIS or CIT) course must be approved by the CI Department Chair or by a full-time CI faculty member.
- This concentration can be taken online.

### After Bristol

- Programming Track: Recent graduates have successfully started their own businesses or gone to work as programmers, programmer analysts, systems administrators, systems analysts, software developers, technicians, and consultants.
- Web Track: Students graduating from this track will be prepared to develop and maintain web sites. Students either join a web development firm or do consulting.

### Infused General Education Competencies

Technical Literacy, First Year Experience

**Type:** Associate in Science

Campus

**Campus:**

Fall River

## Degree Requirements



### General Courses

Course #	Title	Credits
BUS 115	Fundamentals of an Enterprise	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
	History Elective	3
	COM 101 or COM 114	3
	MTH 131 or MTH 172	3-4

### General Electives

Course #	Title	Credits
	CIS Ethical Dimensions Elective	0-3
	CIS Global and Historic Awareness Elective	0-3
	CIS Multicultural and Social Perspectives Elective	0-3
	Multicultural and Social Perspectives Elective	3
	Science Elective	3-4

### Program Courses

Course #	Title	Credits
CIS 105	Hardware Fundamentals	1
CIS 120	Programming: Logic, Design and Implementation	3
CIS 121	Operating Systems	3
CIS 150	Oracle and SQL	3
CIS 272	Program Development Seminar	3
CIT 102	Security Awareness	1

### Programming or Web Track

Choose one of the following tracks:

Course #	Title	Credits
	Programming Track	27-31
	Web Track	21-24

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
CIS 120	Programming: Logic, Design and Implementation	3
CIS 121	Operating Systems	3
ENG 101	Composition I: College Writing	3
	MTH 131 or MTH 172	3-4
	Programming/Web Track Elective	3-4

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3
	COM 101 or COM 114	3
	Programming/Web Track Elective	3-4
	Programming/Web Track Elective	3-4
	Programming/Web Track Elective	3-4

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
CIS 150	Oracle and SQL	3
	History Elective	3
	Programming/Web Track Elective	3-4
	Programming/Web Track Elective	3-4

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
CIS 272	Program Development Seminar	3
	Programming/Web Track Elective	3-4
	Programming/Web Track Elective	3-4
	Science Elective	3-4
	Multicultural and Social Perspectives Elective	3
<b>Total credits:</b>		<b>60-66</b>



## Computer Science Transfer Program Goals Statement

The Computer Science Transfer option prepares students to finish their education in Computer Science at a four-year institution. The CIS faculty worked closely with the Computer Science faculty at the University of Massachusetts Dartmouth, and the resulting program provides a seamless transition to Computer Science at UMass Dartmouth. The program also parallels the computer science offerings at other local colleges and universities.

### Program information

- The first two years of a degree in Computer Science can be done within this option at Bristol.
- Transfer credit for any Computer Information Systems (CIS or CIT) course must be approved by the CI Department Chair or by a full-time CI faculty member.

Note: Students may be required to obtain and use specific hardware, operating systems, or applications.

### Recommendations

- Students should talk with the Transfer office for information about colleges.

### After Bristol

- Recent graduates have transferred to Bridgewater State College, Rhode Island College, Roger Williams University, Bryant University, University of Massachusetts Amherst and University of Massachusetts Dartmouth.
- Bristol participates in the statewide MassTransfer program and has developed many program-to-program transfer articulation agreements which guarantee admission and credit transfer. For a complete listing of eligible MassTransfer programs and current Bristol articulation agreements, visit the Transfer Affairs website at [www.BristolCC.edu/transfer](http://www.BristolCC.edu/transfer)

### Infused General Education Competencies

Oral Communication, Technical Literacy, First Year Experience

## MassTransfer A2B Pathway

The Computer Information Systems - Computer Science Transfer program is a MassTransfer A2B Mapped Program with some Massachusetts State Universities. When choosing electives, complete an A2B Program Search to determine available transfer institutions and to ensure all credits will be transferred and applied to your degree.

**Type:** Associate in Science

Campus

**Campus:**

Fall River

### Degree Requirements

#### General Courses

Course #	Title	Credits
ECN 112	Principles of Economics-Micro	3
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
ENG 215	Technical Writing	3
MTH 214	Calculus I	4
MTH 215	Calculus II	4
MTH 243	Discrete Structures I	3
MTH 244	Discrete Structures II	3
	BIO 121, CHM 113 or PHY 211	4
	BIO 122, CHM 114 or PHY 212	4
	Two-course History Sequence	6

#### Elective Courses

Course #	Title	Credits
	CIS Ethical Dimensions Elective	0-3
	CIS Global and Historic Awareness Elective	0-3
	Human Expression Elective	3
	CIS Multicultural and Social Perspectives Elective	0-3



### Program Courses

Course #	Title	Credits
CIS 123	Object-Oriented Concepts	3
CIS 157	Object-Oriented JAVA Programming I	4
CIS 158	Introduction to Procedural Programming	4
CIS 257	Object-Oriented JAVA Programming II	4
CIS 260	Software Specification and Design	4
CIS 261	Introduction to Computer Systems	4
CIS 262	Computer Organization and Design	4

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
CIS 123	Object-Oriented Concepts	3
CIS 157	Object-Oriented JAVA Programming I	4
ENG 101	Composition I: College Writing	3
MTH 214	Calculus I	4
	HST 111 or HST 113	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
CIS 257	Object-Oriented JAVA Programming II	4
ECN 112	Principles of Economics-Micro	3
ENG 102	Composition II: Writing about Literature	3
MTH 215	Calculus II	4
	HST 112 or HST 114	3

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
CIS 158	Introduction to Procedural Programming	4
CIS 261	Introduction to Computer Systems	4
ENG 215	Technical Writing	3
MTH 243	Discrete Structures I	3
	BIO 121, CHM 113 or PHY 211	4

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
CIS 260	Software Specification and Design	4
CIS 262	Computer Organization and Design	4
	Human Expression Elective	3
MTH 244	Discrete Structures II	3
	BIO 122, CHM 114 or PHY 212	4
<b>Total credits:</b>		<b>70-79</b>

### Cybersecurity Certificate

#### Program Goals Statement

Expertise in computer security is in high demand. This certificate prepares students entering the computing field and gives current professionals a way to upgrade their skills. It offers additional skills as part of the Networking degree option or the Webmaster degree option.

#### Program Information

- This certificate program assumes the ability to work online to check a website and use email.
- Transfer credit for any Computer Information Systems (CIS or CIT) course must be approved by the CI Department Chair or by a full-time CI faculty member.
- This certificate can be completely online.
- Bristol Community College has a CompTIA Academic Partnership. Through this program, Bristol students can purchase CompTIA test vouchers and prep materials at a 50 percent discount.

**Type:** Certificate of Accomplishment

**Campus**

**Campus:**  
Fall River  
Online



## Program Requirements

Course #	Title	Credits
INT 210	Internship Experience I	3
CIS 134	Networking Technologies	4
CIT 150	Cybersecurity Principles	3
CIT 250	Cyber Defense and Firewall Security	3
CIT 251	Operating Systems Vulnerability Management & Risk	3
CIT 252	Critical Security Controls	3
CIT 277	Cybersecurity Capstone	3

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
CIS 134	Networking Technologies	4

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
CIT 150	Cybersecurity Principles	3

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
CIT 250	Cyber Defense and Firewall Security	3
CIT 251	Operating Systems Vulnerability Management & Risk	3

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
INT 210	Internship Experience I	3
CIT 252	Critical Security Controls	3
CIT 277	Cybersecurity Capstone	3
<b>Total credits:</b>		<b>22</b>

## Cybersecurity and Digital Forensics

### Program Goals Statement

Students will be prepared for critical roles in developing solutions to security problems, which are a continually changing and evolving issue for businesses. Students will master theoretical concepts of information security and the methodologies required for practical problem-solving and prevention. Students

will learn computer forensics skills and will be able to conduct analyses of computer and/or network equipment and related data files.

### Program Information

- Transfer credit for any Computer Information Systems (CIS or CIT) course must be approved by the CI Department Chair or by a full-time CI faculty member.
- Bristol Community College has a CompTIA Academic Partnership. Through this program, Bristol students can purchase CompTIA test vouchers and prep materials at a 50 percent discount.

Note: Students may be required to obtain and use specific hardware, operating systems, or applications.

### After Bristol

- This program prepares students for high-demand roles to protect critical functions in all types of enterprises.
- If you plan to transfer to a four-year institution, visit the Transfer Affairs website at [BristolCC.edu/transfer](http://BristolCC.edu/transfer)

### Infused General Education Competencies

Technical Literacy, First Year Experience

**Type:** Associate in Science

Campus

**Campus:**

Fall River

### Degree Requirements



General Courses

Course #	Title	Credits
BUS 115	Fundamentals of an Enterprise	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
MTH 131	Elements of College Mathematics	3
	COM 101 or COM 114	3
	SOC 101 or SOC 212	3
	HST 113 or HST 114	3
	Science Elective	3-4

Program Courses

Course #	Title	Credits
CIS 105	Hardware Fundamentals	1
CIS 106	Operating System Scripting	1
CIS 120	Programming: Logic, Design and Implementation	3
CIS 121	Operating Systems	3
CIS 131	Windows Server Administration I	3
CIS 132	Introduction to UNIX/Linux and Shell Programming	3
CIS 133	UNIX/Linux System Administration I	3
CIS 134	Networking Technologies	4
CIT 150	Cybersecurity Principles	3
CIT 155	Introduction of Computer Forensics	3
CIT 250	Cyber Defense and Firewall Security	3
CIT 251	Operating Systems Vulnerability Management & Risk	3
CIT 252	Critical Security Controls	3
CIT 255	Advanced Computer Forensics	4
CIT 274	Cybersecurity and Forensics Seminar	4

Recommended Course Sequence - Semester 1

Course #	Title	Credits
CIS 105	Hardware Fundamentals	1
CIS 120	Programming: Logic, Design and Implementation	3
CIS 121	Operating Systems	3
CIS 134	Networking Technologies	4
ENG 101	Composition I: College Writing	3
MTH 131	Elements of College Mathematics	3

Recommended Course Sequence - Semester 2

Course #	Title	Credits
CIS 106	Operating System Scripting	1
CIS 131	Windows Server Administration I	3
CIS 132	Introduction to UNIX/Linux and Shell Programming	3
CIT 150	Cybersecurity Principles	3
ENG 102	Composition II: Writing about Literature	3
	Science Elective	3-4

Recommended Course Sequence - Semester 3

Course #	Title	Credits
BUS 115	Fundamentals of an Enterprise	1
CIS 133	UNIX/Linux System Administration I	3
CIT 155	Introduction of Computer Forensics	3
CIT 250	Cyber Defense and Firewall Security	3
CIT 251	Operating Systems Vulnerability Management & Risk	3
	SOC 101 or SOC 212	3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
CIT 252	Critical Security Controls	3
CIT 255	Advanced Computer Forensics	4
CIT 274	Cybersecurity and Forensics Seminar	4
	COM 101 or COM 114	3
	HST 113 or HST 114	3
	<b>Total credits:</b>	<b>66-67</b>



## Digital Publishing Certificate

### Program Goals Statement

This certificate prepares students to work in digital publishing. It would be an asset for those with a background in education, business, or other fields who want to update or extend their skills so that they may become well versed in developing materials and content for distribution online and on mobile devices.

### Program Information

Students who complete this certificate will have utilized industry-standard software

Students who complete this certificate may consider expanding their knowledge via additional options within the Computer Information Systems Department

### Hints for Successful Completion

Students must have a computer, access to Adobe software, and an internet connection.

### After Bristol

Graduates develop materials in a variety of industries that utilize mobile and other digital media or may work independently as contractors or consultants to move content online.

**Type:** Certificate of Achievement

Campus

**Campus:**

Fall River

### Program Requirements

Course #	Title	Credits
BUS 115	Fundamentals of an Enterprise	1
CIS 162	Applications for Web Development	3
CIT 131	Business Creativity	3
CIT 175	Print and Digital Publishing	3
CIT 134	Social Media and the Web	3
CIT 170	Digital Experience Management	3
CIT 243	Game and Sound Production	3
ENG 101	Composition I: College Writing	3

## Program Elective

Choose one of the following:

Course #	Title	Credits
CIS 122	Internet Developer	3
INT 210	Internship Experience I	3
COM 157	Television Production	3
ENG 215	Technical Writing	3
MAR 255	Advertising Principles	3
MAN 154	Small Business Management	3

## Recommended Course Sequence - Semester 1

Course #	Title	Credits
BUS 115	Fundamentals of an Enterprise	1
CIT 131	Business Creativity	3
CIT 175	Print and Digital Publishing	3
ENG 101	Composition I: College Writing	3
	Program Elective	3

## Recommended Course Sequence - Semester 2

Course #	Title	Credits
CIS 162	Applications for Web Development	3
CIT 134	Social Media and the Web	3
CIT 243	Game and Sound Production	3
CIT 170	Digital Experience Management	3
<b>Total credits:</b>		<b>25</b>

## Elective recommendations CIS

To meet the General Education competency electives, consider:

### Applies to the following degree program:

*Business Information System*

*Computer Networking*

*Computer Programming*

*Computer Security*

*Multimedia and Internet*

*Webmaster*



**Plan A**

HST 114 will meet Historical Awareness, Multicultural Perspective, and Ethical Dimensions. HST 111 or HST 112 or ART 105 or ART 106 or SOC 101 or SOC 112 or SOC 252 will meet Social Phenomenon and Global Awareness.

**Plan B**

HST 111 or HST 112 will meet Historical Awareness and Global Awareness. SOC 256 will meet Social Phenomenon, Multicultural Perspective, and Ethical Dimensions.

**Applies to the following degree program:**

*Computer Information Systems*

**Plan A**

HST 114 will meet Historical Awareness, Multicultural Perspective, and Ethical Dimensions. HST 111 or HST 112 or ART 105 or ART 106 or SOC 101 or SOC 112 or SOC 252 will meet Social Phenomenon and Global Awareness.

**Plan B**

HST 111 or HST 112 will meet Historical Awareness and Global Awareness. SOC 256 will meet Multicultural Perspective and Ethical Dimensions.

**Applies to the following degree program:**

*Computer Forensics*

HST 114 will meet Historical Awareness, Multicultural Perspective, and Ethical Dimensions.

Campus  
**Campus:**  
Fall River

**Game Development - Game Creation**  
**Program Goals Statement**

This program prepares students for entry into the video game industry. It offers those who want to combine a

love of games, fun, and competition the opportunity to develop serious computer skills and prepare for a rapidly expanding career field. In the last two semesters of the program, coursework mimics industry development, as students work in teams to propose and develop a game for distribution. This program is for students interested in the overall creation and packaging of games.

**Program Information**

Transfer credit for any Computer Information Systems (CIS or CIT) course must be approved by the CI Department Chair or by a full-time CI faculty member.

Note: Students may be required to obtain and use specific hardware, operating systems, or applications.

**After Bristol**

Bristol has established partnerships with several computer game developers. Students have been given the opportunity to do internships and paid work.

**Infused General Education Competencies**

Technical Literacy, First Year Experience

**Type:** Associate in Science

Campus  
**Campus:**  
Fall River

**Degree Requirements**

**General Courses**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
BUS 115	Fundamentals of an Enterprise	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
MTH 152	College Algebra	3
	COM 101 or COM 114	3
	History Elective	3
	SOC 101 or SOC 212	3



### Elective Courses

Course #	Title	Credits
	CIS Multicultural and Social Perspectives Elective	0-3
	Science Elective	3-4

### Program Courses

Course #	Title	Credits
CIS 120	Programming: Logic, Design and Implementation	3
CIT 140	Electronic Game Development I	3
CIT 141	Visual Concepts for Game Designers	3
CIT 142	Computer Game Level Building	3
CIT 143	Programming for Game Developers I	3
CIT 247	Pre-Production Game Development	3
CIT 276	Game Production	4
CIT 165	Game Scripting	3
CIT 241	Electronic Game Development II	3

### Concentration Courses

Choose one of the following concentration options:

Course #	Title	Credits
	Game Programming	12
	Game Development	12

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
CIS 120	Programming: Logic, Design and Implementation	3
CIT 140	Electronic Game Development I	3
CIT 141	Visual Concepts for Game Designers	3
CIT 142	Computer Game Level Building	3
ENG 101	Composition I: College Writing	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
BUS 115	Fundamentals of an Enterprise	1
CIT 143	Programming for Game Developers I	3
CIT 241	Electronic Game Development II	3
ENG 102	Composition II: Writing about Literature	3
MTH 152	College Algebra	3
	COM 101 or COM 114	3

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
CIT 165	Game Scripting	3
CIT 247	Pre-Production Game Development	3
	SOC 101 or SOC 212	3
CIT 245	Game Design on Paper	3
CIT 249	Visual Concepts for Game Designers II	3
CIT 242	Programming for Game Developers II	3
CIT 260	Topics in Game Programming	3

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
	History Elective	3
	Science Elective	3-4
CIT 276	Game Production	4
CIT 243	Game and Sound Production	3
CIT 262	Advanced Game Analysis	3
CIT 248	Data Structures in the Game Environment	3
CIS 159	MySQL and PHP	3
<b>Total credits:</b>		<b>62-66</b>

### Information Systems Transfer Program Goals Statement

Students have the flexibility to individualize this transfer program to meet the requirements of many four-year colleges and universities.



### Program Information

- Bristol offers many technical courses frequently not available at four-year institutions.
- Transfer credit for any Computer Information Systems (CIS or CIT) course must be approved by the CI Department Chair or by a full-time CI faculty member.

Note: Students may be required to obtain and use specific hardware, operating systems, or applications.

### Recommendations

- Students should consider CIS 111 as their first course unless they have previous computer experience or took computer courses in high school. CIS 111 may be a good transfer course.

### After Bristol

- Recent graduates have transferred to Bridgewater State College, Rhode Island College, Roger Williams University, Bryant University, and University of Massachusetts Dartmouth.
- Bristol participates in the statewide MassTransfer program and has developed many program-to-program transfer articulation agreements which guarantee admission and credit transfer. For a complete listing of eligible MassTransfer programs and current Bristol articulation agreements, visit the Transfer Affairs website at [www.BristolCC.edu/transfer](http://www.BristolCC.edu/transfer)

### Infused General Education Competencies

Technical Literacy, First Year Experience if the student elects to take CIS 120

### MassTransfer A2B Pathway

The Computer Information Systems - Information Systems Transfer program is a MassTransfer A2B Mapped Program with some Massachusetts State Universities. When choosing electives, complete an A2B Program Search to determine available transfer institutions and to ensure all credits will be transferred and applied to your degree.

**Type:** Associate in Science

### Campus

#### Campus:

- Fall River
- New Bedford
- Attleboro
- Taunton
- Online

### Degree Requirements

#### General Courses

Course #	Title	Credits
ACC 101	Principles of Accounting I	4
ACC 102	Principles of Accounting II	4
ECN 112	Principles of Economics-Micro	3
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
	COM 101 or COM 114	3
	Two-course History Sequence	6

#### Elective Courses

Course #	Title	Credits
	CIS Ethical Dimensions Elective	0-3
	CIS Global and Historic Awareness Elective	0-3
	CIS Multicultural and Social Perspectives Elective	0-3
	CIS Quantitative and Symbolic Reasoning Elective	6-8
	Science Elective	3-4
	Science Elective	3-4
	Transfer Elective	3
	Transfer Elective	3
	Transfer Elective	3

#### Program Courses

Course #	Title	Credits
CIS 263	Information Systems Seminar	1
	CIS 150 or CIS 152	3



### Program Electives

Course #	Title	Credits
	CIS 156, CIS 155 or CIS 157	3-4
	CIS 255, CIS 256 or CIS 257	3-4
	CIS/CIT Elective	3
	Information Systems Program Elective	3-4

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
	CIS Quantitative and Symbolic Reasoning Elective	6-8
ACC 101	Principles of Accounting I	4
ENG 101	Composition I: College Writing	3
	Information Systems Program Elective	3-4
	HST 111 or HST 113	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
	CIS Quantitative and Symbolic Reasoning Elective	6-8
ACC 102	Principles of Accounting II	4
ENG 102	Composition II: Writing about Literature	3
	CIS 156, CIS 155 or CIS 157	3-4
	HST 112 or HST 114	3

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
	Transfer Elective	3
	Science Elective	3-4
	CIS 150 or CIS 152	3
	CIS 255, CIS 256 or CIS 257	3-4
	COM 101 or COM 114	3

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
CIS 263	Information Systems Seminar	1
	CIS/CIT Elective	3
	Transfer Elective	3
	Transfer Elective	3
ECN 112	Principles of Economics-Micro	3
	Science Elective	3-4
	<b>Total credits:</b>	<b>63-79</b>

### Network Tech Certificate

#### Program Goals Statement

This certificate allows students to learn the practical aspects of fixing hardware and software and also the basics of operating systems and networking computers.

#### Program Information

- This program is designed to be completed in two semesters; starting in spring and continuing in the fall.
- Students are prepared for employment as A+ technicians and as Windows Server Administrators.
- The certificate includes all topics necessary to prepare students for CompTIA A+ Certification.
- Transfer credit for any Computer Information Systems (CIS or CIT) course must be approved by the CI Department Chair or by a full-time CI faculty member.
- Bristol Community College has a CompTIA Academic Partnership. Through this program, Bristol students can purchase CompTIA test vouchers and prep materials at a 50 percent discount.

#### Recommendations

Students are encouraged to sit for the A+ Certification exam.

**Type:** Certificate of Achievement

**Campus:**

Fall River



### Program Requirements

Course #	Title	Credits
CIS 121	Operating Systems	3
CIS 131	Windows Server Administration I	3
CIS 132	Introduction to UNIX/Linux and Shell Programming	3
CIS 134	Networking Technologies	4
CIS 160	The Microcomputer Environment	3
CIS 231	Windows Server Administration II	3
EGR 133	Computer Configuration and Repair	4
ENG 101	Composition I: College Writing	3
ENG 215	Technical Writing	3

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
CIS 160	The Microcomputer Environment	3
CIS 121	Operating Systems	3
CIS 131	Windows Server Administration I	3
ENG 101	Composition I: College Writing	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 215	Technical Writing	3
CIS 132	Introduction to UNIX/Linux and Shell Programming	3
CIS 134	Networking Technologies	4
CIS 231	Windows Server Administration II	3
EGR 133	Computer Configuration and Repair	4
<b>Total credits:</b>		<b>29</b>

### Windows Server Administration Certificate Program Goals Statement

Learn to use Windows administrative tools to set up, manage, and use basic network services, including file

systems, network printing, and security. Students learn how to install and configure all software necessary for using a Windows 2003 network.

### Program Information

Plan to spend large blocks of time developing proficiency.

Transfer credit for any Computer Information Systems (CIS or CIT) course must be approved by the CI Department Chair or by a full-time CI faculty member.

### Recommendations

Students without basic computer skills should enroll in CIS 111 prior to enrolling in this program.

Students who need basic keyboarding skills should enroll in OFC 102 prior to enrolling in this program.

**Type:** Certificate of Recognition

**Campus:**

Fall River

### Program Requirements

Course #	Title	Credits
CIS 121	Operating Systems	3
CIS 131	Windows Server Administration I	3
CIS 231	Windows Server Administration II	3

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
CIS 121	Operating Systems	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
CIS 131	Windows Server Administration I	3



### Recommended Course Sequence - Semester 3

Course #	Title	Credits
CIS 231	Windows Server Administration II	3
<b>Total credits:</b>		<b>9</b>

## Criminal Justice

### Criminal Justice Career

#### Program Goals Statement

This program provides students with a strong foundation in the operation of our Criminal Justice System. Students earning this degree will immediately be ready for a variety of careers within our system of justice as law enforcement officers, court officers, court advocates, or child protective investigators. Students will receive a diverse interdisciplinary education that will allow them to pursue a baccalaureate degree in Criminal Justice. Articulation agreements ensure transfer to many four-year private colleges and universities.

#### Program Information

- All courses in the Criminal Justice Program may be completed at the Fall River, New Bedford, or Attleboro campuses, and many are also offered at the Taunton Center.
- Faculty members represent all the major fields in the Criminal Justice System and students benefit from their years of formal study and professional experience.
- Academic and transfer advisors assist students in selecting courses to fulfill both program and general education requirements to ensure a smooth transfer to four-year colleges and universities if a baccalaureate degree is pursued.

#### After Bristol

- Graduates were qualified to seek immediate employment as state and local police officers, corrections officers, private security agents, court advocates, and juvenile residence counselors.

- Students are also prepared to continue their education and complete a baccalaureate program in Criminal Justice.

- Graduate have successfully transferred to Bridgewater State University, the University of Massachusetts at Dartmouth, University of Massachusetts at Lowell, Northeastern University, Johnson and Wales University, Roger Williams University, and Salve Regina University.

### Infused General Education Competencies

Technical Literacy

**Type:** Associate in Science

#### Campus

##### Campus:

Fall River  
New Bedford  
Attleboro

### Degree Requirements

#### General Courses

Course #	Title	Credits
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
SOC 101	Principles of Sociology	3
PSY 101	General Psychology	3
COM 101	Fundamentals of Public Speaking	3
GVT 251	State and Local Government	3
	Science Elective	3-4
	Two-course History Sequence	6
	MTH 119 or MTH 125	3



### Program Courses

Course #	Title	Credits
CRJ 101	Introduction to Criminal Justice	3
CRJ 113	Criminal Law	3
CRJ 219	Police and Society	3
CRJ 245	Corrections	3
CRJ 251	Criminology	3
CRJ 258	Criminal Procedure	3
CRJ 259	Introduction to Criminalistics	3

### Program Electives

Course #	Title	Credits
	Criminal Justice Program Electives	9

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
CSS 101	College Success Seminar	1
CRJ 101	Introduction to Criminal Justice	3
CRJ 113	Criminal Law	3
ENG 101	Composition I: College Writing	3
SOC 101	Principles of Sociology	3
	HST 111 or HST 113	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
CRJ 245	Corrections	3
ENG 102	Composition II: Writing about Literature	3
	MTH 119 or MTH 125	3
	HST 112 or HST 114	3
	Program Elective	3

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
CRJ 219	Police and Society	3
CRJ 251	Criminology	3
CRJ 258	Criminal Procedure	3
PSY 101	General Psychology	3
	Science Elective	3-4

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Program Elective	3
	Program Elective	3
CRJ 259	Introduction to Criminalistics	3
COM 101	Fundamentals of Public Speaking	3
GVT 251	State and Local Government	3
<b>Total credits:</b>		<b>60-62</b>

### Criminal Justice Transfer

#### Program Goals Statement

This program provides students with a strong foundation in the operation of our Criminal Justice System. Students will receive a diverse interdisciplinary education that will allow them to pursue a baccalaureate degree in Criminal Justice. Articulation agreements ensure transfer to many four-year colleges and universities. Graduates may also qualify for the Massachusetts Transfer Program that guarantees admission, tuition reduction, and the full transfer of credit in criminal justice and general education courses to most Massachusetts state colleges and universities.

#### Program Information

- All courses in the Criminal Justice program may be completed at the Fall River, New Bedford, or Attleboro campuses, and many are also offered at the Taunton Center.
- Faculty members represent all of the major fields in the Criminal Justice System and students benefit from their years of formal study and professional experience.
- Academic and transfer advisors assist students in selecting courses to fulfill both program and general education requirements to ensure a smooth transfer to four-year colleges and universities.
- This program qualifies as a Massachusetts Transfer Program, which guarantees admission, tuition reduction, and the full transfer of credit in criminal justice and general education courses to most Massachusetts state colleges and universities.



### After Bristol

- Students often continue their education and complete a baccalaureate program in Criminal Justice.
- Graduates have successfully transferred to Bridgewater State University, the University of Massachusetts Dartmouth, the University of Massachusetts Lowell, Northeastern University, Johnson and Wales University, Roger Williams University, and Salve Regina University.
- Alumni are employed as state and local police officers, corrections officers, attorneys, probation officers, college instructors, managers in private security agencies, social workers, and drug rehabilitation counselors.

### Infused General Education Competencies

Technical Literacy

**Type:** Associate in Science

Campus

**Campus:**

Fall River

New Bedford

Attleboro

### Degree Requirements

#### General Courses

Course #	Title	Credits
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
SOC 101	Principles of Sociology	3
PSY 101	General Psychology	3
COM 101	Fundamentals of Public Speaking	3
GVT 251	State and Local Government	3
	Lab Science Elective	4
	Science Elective	3-4
	Two-course History Sequence	6
	MTH 119 or MTH 125	3

### Program Courses

Course #	Title	Credits
CRJ 101	Introduction to Criminal Justice	3
CRJ 113	Criminal Law	3
CRJ 219	Police and Society	3
CRJ 245	Corrections	3
CRJ 251	Criminology	3
CRJ 258	Criminal Procedure	3
CRJ 259	Introduction to Criminalistics	3

### Program Electives

Course #	Title	Credits
	Criminal Justice Program Electives	6

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
CRJ 101	Introduction to Criminal Justice	3
CRJ 113	Criminal Law	3
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
SOC 101	Principles of Sociology	3
	HST 111 or HST 113	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
CRJ 245	Corrections	3
	Program Elective	3
ENG 102	Composition II: Writing about Literature	3
	HST 112 or HST 114	3
	MTH 119 or MTH 125	3

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
CRJ 219	Police and Society	3
CRJ 251	Criminology	3
CRJ 258	Criminal Procedure	3
PSY 101	General Psychology	3
	Lab Science Elective	4



### Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Program Elective	3
CRJ 259	Introduction to Criminalistics	3
COM 101	Fundamentals of Public Speaking	3
GVT 251	State and Local Government	3
	Science Elective	3-4
<b>Total credits:</b>		<b>61-63</b>

### Law Enforcement Certificate

#### Program Goals Statement

The Law Enforcement Certificate program combines specialized criminal justice and general education coursework to develop the knowledge and skills necessary to enter the field of law enforcement. It develops career specific knowledge in law and criminal procedure. All credits may be applied to an associate degree in criminal justice.

#### Program Information

The program was developed at the request of the Massachusetts Chiefs of Police Association and is intended to provide a basic recruit-training curriculum. Courses also apply to the Quinn Bill - eligible Criminal Justice degree program.

No academic credit can be awarded for life experience, academy, military, or other training.

**Type:** Certificate of Achievement

Campus  
**Campus:**  
Fall River

### Program Requirements

Course #	Title	Credits
COM 101	Fundamentals of Public Speaking	3
ENG 101	Composition I: College Writing	3
PSY 101	General Psychology	3
SOC 101	Principles of Sociology	3
CRJ 101	Introduction to Criminal Justice	3
CRJ 113	Criminal Law	3
CRJ 219	Police and Society	3
CRJ 251	Criminology	3
CRJ 258	Criminal Procedure	3

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
CRJ 101	Introduction to Criminal Justice	3
CRJ 113	Criminal Law	3
ENG 101	Composition I: College Writing	3
SOC 101	Principles of Sociology	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
CRJ 219	Police and Society	3
CRJ 251	Criminology	3
CRJ 258	Criminal Procedure	3
PSY 101	General Psychology	3
COM 101	Fundamentals of Public Speaking	3
<b>Total credits:</b>		<b>27</b>

## Culinary Arts

### Culinary Arts

#### Program Goals Statement

The Culinary concentration in the Culinary Arts program provides students with the opportunity to develop the practical skills and the theoretical knowledge to work in the foodservice/hospitality fields in a variety of entry level and advanced positions in food preparation or the front of the house.



### **Program Information**

- Prior to being considered for admission, applicants must attend an Applicant Orientation Session (see BCC Web Page, Admissions, More Information).
- Prior to being considered for admission, students must complete the College Placement Exams (or be exempt).
- Students requiring developmental courses in math, reading, or English must complete those courses prior to enrolling in any culinary lab courses.
- Culinary Arts programs are exempt from meeting General Education Competencies due to the requirements of the Associate in Applied Science degree.

### **High School Articulation Credit**

- Students graduating from area high schools and vocational/technical centers who participate in the College Tech-Prep program and maintain a grade of “B” or better and have the recommendation of their Culinary Arts instructor can obtain credit for certain introductory level culinary courses depending upon the articulation agreements between their school and Bristol Community College.

### **Additional Costs**

- Students are responsible for the costs of their uniforms, kitchen and bakeshop tools, and texts.

#### Essential Functions

- Standing for long periods of time (4 to 10 hours) during a normally protracted class and work day.
- Working in a kitchen environment where the temperature can exceed ambient temperature.
- Lifting and moving heavy weight (such as wait-trays, small equipment, and institutional size supplies - 25-50 lbs.)
- Sufficient communication skills to allow for successful interaction between the students and the public.

- Sufficient mobility and motor coordination to complete assigned tasks in the kitchen and dining room in a safe, efficient manner according to acceptable industry standards.
- Ability to learn and apply the body of knowledge necessary to meet the program curriculum and successfully enter the food service profession.

### **Special Requirements**

- To successfully complete the program, students should have their own transportation and should limit outside work commitments. Students must be available to work at required Culinary Arts functions.

### **After BCC**

- Graduates can work in the kitchens, dining rooms, or bakeshops of a wide variety of establishments from small local restaurants to large international organizations and can also transfer for further study to four-year colleges including Johnson and Wales University.
- BCC participates in the statewide MassTransfer program and has developed many program-to-program transfer articulation agreements which guarantee admission and credit transfer. For a complete listing of eligible MassTransfer programs and current BCC articulation agreements, visit the Transfer Affairs website at [www.BristolCC.edu/transfer](http://www.BristolCC.edu/transfer)

**Type:** Associate in Applied Science

**Campus**

**Campus:**

Fall River

### **Degree Requirements**



### General Courses

Course #	Title	Credits
BIO 140	Nutrition for Culinaricians	3
CIS 113	Hospitality Management Information Systems	3
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
HST 226	Food in History	3
SOC 252	The Sociology of Human Relations	3
	MTH 115, MTH 119 or MTH 125	3

### Program Courses

Course #	Title	Credits
CUL 100	Introduction to College/Culinary 1 Experience	
CUL 102	Culinary Art	1
CUL 103	Culinary Photography	1
CUL 104	Culinary Ice Carving	1
CUL 111	Essentials of Culinary Arts I	4
CUL 112	Essentials of Culinary Arts II	4
CUL 113	Baking Skills for Cooks	2
CUL 121	Dining Room Functions I	2
CUL 122	Dining Room Functions II	2
CUL 123	Mixology and Bar Management	2
CUL 140	Sanitation for Culinaricians	2
CUL 211	Advanced Culinary Techniques I	6
CUL 212	Advanced Culinary Techniques II	6
CUL 216	The Capstone Experience for Culinaricians	3
CUL 221	Advanced Table-side Service	3
CUL 240	Purchasing for Culinaricians	2
CUL 241	Foodservice Operations and Career Development	2

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
CIS 113	Hospitality Management Information Systems	3
CUL 100	Introduction to College/Culinary 1 Experience	
CUL 102	Culinary Art	1
CUL 103	Culinary Photography	1
CUL 104	Culinary Ice Carving	1
CUL 111	Essentials of Culinary Arts I	4
CUL 121	Dining Room Functions I	2
CUL 140	Sanitation for Culinaricians	2

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
CUL 112	Essentials of Culinary Arts II	4
CUL 113	Baking Skills for Cooks	2
CUL 122	Dining Room Functions II	2
CUL 123	Mixology and Bar Management	2
ENG 101	Composition I: College Writing	3

### Recommended Course Sequence - Summer

Consider taking Gen Ed courses to reduce semester load.

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
CUL 211	Advanced Culinary Techniques I	6
CUL 221	Advanced Table-side Service	3
ENG 102	Composition II: Writing about Literature	3
SOC 252	The Sociology of Human Relations	3

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
BIO 140	Nutrition for Culinaricians	3
CUL 212	Advanced Culinary Techniques II	6
CUL 216	The Capstone Experience for Culinaricians	3
CUL 240	Purchasing for Culinaricians	2
CUL 241	Foodservice Operations and Career Development	2
HST 226	Food in History	3
	MTH 115, MTH 119 or MTH 125	3



**Total credits:** 65

## Culinary Arts Baking and Pastry

### Program Goals Statement

The Baking and Pastry Arts concentration in the Culinary Arts program provides the student with the opportunity to develop practical skills and theoretical knowledge to work in the foodservice/hospitality fields as pastry and bakery personnel in a variety of entry level and advanced positions.

### Program Information

- Prior to being considered for admission, applicants must attend an Applicant Orientation Session (See BCC Web Page, Admission, More Information).
- Prior to being considered for admission, students must complete the College Placement Exams (or be exempt).
- Students requiring developmental courses in math, reading, or English must complete those courses prior to enrolling in any culinary lab courses.
- Culinary Arts programs are exempt from meeting General Education Competencies due to the requirements of the Associate in Applied Science degree.

### Additional Costs

- Students are responsible for the costs of their uniforms, kitchen and bakeshop tools, and texts.

### Essential Functions

- Working in a kitchen environment where the temperature can exceed ambient temperature.
- Lifting and moving heavy weight (such as wait-trays, small equipment, and institutional size supplies - 25-50 lbs.)
- Sufficient communication skills to allow for successful interaction between the students and the public.

- Sufficient mobility and motor coordination to complete assigned tasks in the kitchen and dining room in a safe, efficient manner according to acceptable industry standards.
- Ability to learn and apply the body of knowledge necessary to meet the program curriculum and successfully enter the foodservice profession.

### Special Requirements

- To successfully complete the program, students should have their own transportation and should limit outside work commitments. Students must be available to work at required Culinary Arts functions.

### After Bristol

- Graduates can work in the bakeshops of a wide variety of establishments from small local restaurants to large international organizations and can also transfer for further study to four-year colleges including Johnson and Wales University, Paul Smith's College and Newbury College.
- BCC participates in the statewide MassTransfer program and has developed many program-to-program transfer articulation agreements which guarantee admission and credit transfer. For a complete listing of eligible MassTransfer programs and current BCC articulation agreements, visit the Transfer Affairs website at [www.BristolCC.edu/transfer](http://www.BristolCC.edu/transfer)

**Type:** Associate in Applied Science

**Campus**

**Campus:**

Fall River

### Degree Requirements



### General Courses

Course #	Title	Credits
BIO 140	Nutrition for Culinarians	3
CIS 113	Hospitality Management Information Systems	3
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
HST 226	Food in History	3
SOC 252	The Sociology of Human Relations	3
	MTH 115, MTH 119 or MTH 125	3

### Program Courses

Course #	Title	Credits
CUL 100	Introduction to College/Culinary 1 Experience	1
CUL 102	Culinary Art	1
CUL 103	Culinary Photography	1
CUL 104	Culinary Ice Carving	1
CUL 140	Sanitation for Culinarians	2
CUL 151	Essentials of Baking I	3
CUL 152	Essentials of Baking II	4
CUL 153	Baking Technologies	3
CUL 154	Introduction to Showpieces and Displays	3
CUL 240	Purchasing for Culinarians	2
CUL 241	Foodservice Operations and Career Development	2
CUL 251	Advanced Pastry Arts I	4
CUL 252	Advanced Pastry Arts II	6
CUL 253	The Art of the Cake	3
CUL 256	The Capstone Experience for Bakers	3

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
CUL 113	Baking Skills for Cooks	2
CUL 100	Introduction to College/Culinary 1 Experience	1
CUL 102	Culinary Art	1
CUL 103	Culinary Photography	1
CUL 104	Culinary Ice Carving	1
CUL 140	Sanitation for Culinarians	2
CUL 151	Essentials of Baking I	3
CUL 153	Baking Technologies	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
CUL 152	Essentials of Baking II	4
CUL 154	Introduction to Showpieces and Displays	3
CUL 240	Purchasing for Culinarians	2
ENG 101	Composition I: College Writing	3
	MTH 115, MTH 119 or MTH 125	3

### Recommended Course Sequence - Summer

Consider taking Gen Ed courses to reduce semester load.

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
CUL 251	Advanced Pastry Arts I	4
CUL 253	The Art of the Cake	3
HST 226	Food in History	3
ENG 102	Composition II: Writing about Literature	3
SOC 252	The Sociology of Human Relations	3

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
CUL 241	Foodservice Operations and Career Development	2
CUL 252	Advanced Pastry Arts II	6
CUL 256	The Capstone Experience for Bakers	3
BIO 140	Nutrition for Culinarians	3
<b>Total credits:</b>		<b>60</b>

### Culinary Arts Baking and Pastry Certificate Program information

On completion of certificate, students who are looking to continue to the AAS in Culinary Arts/Baking and Pastry Arts option will be credited with these classes (CUL 151 Essentials of Baking I, CUL 152 Essentials of Baking II, CUL 153 Baking Technologies, CUL 140 Sanitation for Culinarians, CUL 240 Purchasing for Culinarians and CUL 154 Introduction to Showpiece and Display) for a smooth transition into the program with the required C- grade.



### Program Goals Statement

The Baking and Pastry Arts Certificate prepares students for entry level employment in the food service industry. Graduates could work in kitchens or bakeries...in a wide variety of establishments, and could also transfer for further study. This program focuses on practical training for the realistic baking job settings.

### After Bristol

On completion of this certificate, students can transition to the AAS in Culinary Arts Baking and Pastry Arts option (with required C- grade) or continue to entry-level foodservice position in the workforce.

**Type:** Certificate of Achievement

Campus  
**Campus:**  
Fall River

### Program Courses

Course #	Title	Credits
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
CUL 151	Essentials of Baking I	3
CUL 152	Essentials of Baking II	4
CUL 153	Baking Technologies	3
CUL 154	Introduction to Showpieces and Displays	3
CUL 140	Sanitation for Culinarians	2
CUL 240	Purchasing for Culinarians	2
CUL 165	Culinary Arts or Baking Arts Certificate Seminar	1
	MTH 115, MTH 119 or MTH 125	3

### Recommended Course Sequence - Semester I

Course #	Title	Credits
ENG 101	Composition I: College Writing	3
CUL 140	Sanitation for Culinarians	2
CUL 151	Essentials of Baking I	3
CUL 153	Baking Technologies	3
CUL 240	Purchasing for Culinarians	2

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3
CUL 152	Essentials of Baking II	4
CUL 154	Introduction to Showpieces and Displays	3
CUL 165	Culinary Arts or Baking Arts Certificate Seminar	1
	MTH 115, MTH 119 or MTH 125	3
<b>Total credits:</b>		<b>27</b>

### Culinary Arts Certificate Program Information

On completion of certificate, students who are looking to continue to the AAS in Culinary Arts will be credited with these classes (CUL 111 Essentials of Culinary Arts I, CUL 112 Essentials of Culinary Arts II, CUL 113 Baking Skills for Cooks, CUL 140 Sanitation for Culinarians, CUL 240 Purchasing for Culinarians and CUL 121 Dining Room Functions I) for a smooth transition into the program.

### Program Goals Statement

The Culinary Arts certificate prepared students for entry level employment in the food service industry. Graduates could work in kitchens, dining rooms or bakeries...in a wide variety of establishments, and could also transfer for further study. This program focuses on practical training for the realistic job settings.

### After Bristol

On completion of this certificate, students can transition to the AAS in Culinary Arts or continue to entry-level food service position in the workforce.

**Type:** Certificate of Achievement

Campus  
**Campus:**  
Fall River



## Program Requirements

Course #	Title	Credits
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
MTH 115	Culinary Math	3
CUL 111	Essentials of Culinary Arts I	4
CUL 112	Essentials of Culinary Arts II	4
CUL 113	Baking Skills for Cooks	2
CUL 121	Dining Room Functions I	2
CUL 140	Sanitation for Culinarians	2
CUL 240	Purchasing for Culinarians	2
CUL 165	Culinary Arts or Baking Arts Certificate Seminar	1

## Recommended Course Sequence - Semester I

Course #	Title	Credits
ENG 101	Composition I: College Writing	3
CUL 111	Essentials of Culinary Arts I	4
CUL 121	Dining Room Functions I	2
CUL 140	Sanitation for Culinarians	2
CUL 240	Purchasing for Culinarians	2

## Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3
CUL 112	Essentials of Culinary Arts II	4
CUL 113	Baking Skills for Cooks	2
CUL 165	Culinary Arts or Baking Arts Certificate Seminar	1
MTH 115	Culinary Math	3
<b>Total credits:</b>		<b>26</b>

## Deaf Studies

### Deaf Studies Transfer

#### Program Goals Statement

Deaf Studies explores the language, culture, history and contemporary issues of Deaf people. Fundamental to our program are both competency in American Sign Language and a desire to work with the Deaf community as allies (or advocate members). As such, all Deaf Studies concentrations share the same ASL and

Deaf Studies core courses. This program prepares students, both Deaf and hearing, who are interested in a professional career working with Deaf, hard-of-hearing or late-deafened persons to transfer to a four-year college or university in the field of their choice.

## Program Information

### General

- Students unsure of transfer or career paths in Deaf Studies should choose this concentration.
- Deaf Studies provides a foundation for interpreters, but, is not an interpreter training/education program (ITP/IEP). Students wanting to become professional interpreters should enroll in our Interpreter transfer concentration which will prepare students to transfer on to four year institution.
- Students who have taken non-credit "sign language classes" in the past, or, are heritage signers (Deaf/signing family) should meet with the program director to discuss Prior Learning Assessment (PLA) opportunities.
- Students who have taken 2 or more ASL classes in high school, with a B or better, should meet with the program director for placement.
- Although individual courses may be offered on different campuses in both day/evening formats, Deaf Studies courses are primarily offered on the Fall River campus as day enrollments. Some Deaf Studies courses may be offered completely on-line.

## Standards & Expectations

- Students not earning a C or better in any ASL class, DST 101 or DST 110 Deaf Culture will not be able to complete an AA Deaf Studies program and should speak to the program director about options including retaking courses in the Prep Certificate.
- Students spend an additional hour per week engaged in language lab activities with every ASL class taken. Students are expected to attend various Deaf events and get involved with their program throughout their studies to apply their language skills and develop them further in real world, practical situations.



- A CORI may be required for service learning or ASL 285 placements.

### Additional Costs

- As stated above, Deaf Studies majors are required to attend Deaf events each semester. Most are off campus and will require transportation. Some options will have a registration fee or ticket price and costs vary.
- Deaf Studies majors may incur copying costs (after the Bristol free allotment given per semester) associated with their Intro. to Deaf Studies course when creating their resource portfolio.

### Career Pathways and Essential Functions

The Deaf Studies program welcomes all interested students to our courses and program but strives to be completely transparent with incoming students about the career pathways and essential functions required (or expected) at transfer institutions or in the workforce. The Deaf Studies Transfer (MassTransfer program) prepares students to transfer as juniors into a baccalaureate programs of their choice - in any field related or not to Deaf people. Our strong liberal arts foundation prepares students well for the next phase of their education. They become better reader, writers, speakers, learners through our curriculum.

Those graduates who want to continue on and become professional members in the ASL workforce will need to meet language proficiency standards for ASL. Essential functions include certain cognitive, physical and sensory abilities which are necessary to acquire a second, visual language. These are:

cognitive abilities - ability to process visual language.

physical abilities - ability to accurately express and articulate American Sign Language (which includes fine and gross motor movement of: facial muscles, head, neck, and, both shoulders, arms, wrists, hands and ten fingers)  
sensory abilities - ability to access and comprehend visual language

If you are unsure about meeting these essential functions of employment, with or without accommodations, please contact the program director for a consult.

### Recommendations

- Students requiring developmental coursework should complete this in their first semester.
- Students should take ASL 101 and DST 101 in their first fall.
- Students who did not follow, or were not offered, a college prep track in high school, may find a 12 credit load or part-time credit load is a successful way to adjust to the rigors of this program of study.

### After BCC

- This concentration is part of the MassTransfer program. Bristol participates in the statewide MassTransfer program and has developed many program-to-program transfer articulation agreements which guarantee admission and credit transfer. For a complete listing of eligible MassTransfer programs and current Bristol articulation agreements, visit the Transfer Affairs website at [www.BristolCC.edu/transfer](http://www.BristolCC.edu/transfer)

### Infused Competencies

First Year Experience

**Type:** Associate in Arts

Campus

**Campus:**  
Fall River

### Degree Requirements

#### General Courses

Course #	Title	Credits
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
PSY 101	General Psychology	3
SOC 101	Principles of Sociology	3
	HST 111, 112, 113 or 114	3



### Elective Courses

Course #	Title	Credits
	Behavioral and Social Science Elective	3
	Communication Elective	3
	Lab Science Elective	4
	Science Elective	3-4
	Mathematics/Quantitative Reasoning Elective	3
	Deaf Studies Transfer Elective	1-3

### Program Courses

Course #	Title	Credits
ASL 101	Elementary American Sign Language I	3
ASL 102	Elementary American Sign Language II	3
ASL 181	Visual/Gestural Communication 1	
ASL 201	Intermediate American Sign Language I	3
ASL 202	Intermediate American Sign Language II	3
ASL 284	ASL/Deaf Studies Capstone Seminar	1
ASL 285	Community-based Learning in Deaf Studies	1
DST 101	Introduction to Deaf Studies	4
DST 110	Deaf Culture	3
DST 151	Deaf History	3
DST 251	Deaf Literature and ASL Folklore	3

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
ASL 101	Elementary American Sign Language I	3
DST 101	Introduction to Deaf Studies	4
DST 110	Deaf Culture	3
ENG 101	Composition I: College Writing	3
SOC 101	Principles of Sociology	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ASL 102	Elementary American Sign Language II	3
ASL 181	Visual/Gestural Communication 1	
PSY 101	General Psychology	3
	Mathematics/Quantitative Reasoning Elective	3
	Communication Elective	3

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
ASL 201	Intermediate American Sign Language I	3
DST 151	Deaf History	3
	Science Elective	3-4
	Behavioral and Social Science Elective	3
ENG 102	Composition II: Writing about Literature	3

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
ASL 202	Intermediate American Sign Language II	3
ASL 284	ASL/Deaf Studies Capstone Seminar	1
ASL 285	Community-based Learning in Deaf Studies	1
DST 251	Deaf Literature and ASL Folklore	3
	Lab Science Elective	4
	HST 111, 112, 113 or 114	3
<b>Total credits:</b>		<b>60-63</b>

### Education

#### Program Goals Statement

Deaf Studies explores the language, culture, history and contemporary issues of Deaf people. Fundamental to our program are both competency in American Sign Language and a desire to work with the Deaf community as allies (or advocate members). As such, all Deaf Studies concentrations share the same ASL and Deaf Studies core courses. This program also includes specialized courses needed for transfer into a BS/BA program in the educational area of choice. Students in



this concentration are considering a future working with deaf or hard-of-hearing children in early intervention or an educational setting.

### Program Information

- Bristol offers several Deaf Studies concentrations to meet your career and academic goals. The concentration options are: Transfer, Interpreter Transfer, Education, and Human Services. Students unsure of which option to choose should choose Deaf Studies: Transfer.
- Deaf Studies provides a foundation for interpreters, but, is not an interpreter training/education program (ITP/IEP). Students wanting to become professional interpreters in an educational setting should enroll in our Interpreter Transfer concentration which will prepare students to transfer on to four year institution.
- Students who have taken non-credit "sign language classes" in the past, or, are heritage signers (Deaf/signing family) should meet with the program director to discuss Credit for Prior Learning (CPL) opportunities.
- Students who have taken 2 or more ASL classes in high school, with a B or better, should meet with the program director for placement.
- Although individual courses may be offered on different campuses in both day/evening formats, Deaf Studies courses are primarily offered on the Fall River campus as day enrollments. Some Deaf Studies courses may be offered completely on-line.
- Students may opt to take more ECE courses than required while at Bristol.
- Students seeking certification from the Massachusetts Department of Early Education and Care should also complete an ECE certificate, or, see [www.mass.gov](http://www.mass.gov) for Level I certification Infant-Toddler or Pre-School Teacher requirements.
- EDU 220 requires a CORI (Criminal Offender Record Information), 27 completed credits and an overall GPA of 2.5 or better.
- Students wishing to complete their ASL 285 Community Based Learning in Deaf Studies experience

in a program for the Deaf or early intervention setting will have to complete a C.O.R.I. (Criminal Offender Record Information) and S.O.R.I (Sexual Offender Registry Information) at their chosen site prior to being placed. Individual settings may have additional requirements related to vaccinations, minimum GPA and/or ASL fluency.

### Standards & Expectations

- Students not earning a C or better in any ASL class, DST 101 or DST 110 Deaf Culture will not be able to complete an AA Deaf Studies program and should speak to the program director about options including retaking courses under the Prep Certificate.
- Students spend an additional hour per week engaged in language lab activities with every ASL class taken. Students are expected to attend various Deaf events and get involved with their program throughout their studies to apply their language skills and develop them further in real world, practical situations.
- A CORI may be required for service learning or ASL 285 placements.
- In order to meet transfer expectations and certification standards for working in a signing-based Deaf Education program, students must be able to:
  - earn grades of B or better in all ASL classes; maintain an overall GPA of 2.7.
  - Mass. certification for Deaf Education: Total Communication requires a score of Intermediate Plus or higher on the S.L.P.I offered through MCDHH and DESE at time of certification.

### Additional Costs

- As stated above, Deaf Studies majors are required to attend Deaf events each semester. Most are off campus and will require transportation. Some options will have a registration fee or ticket price and costs vary.
- Deaf Studies majors may incur copying costs (after the Bristol free allotment given per semester) associated with their Intro. to Deaf Studies course when creating their resource portfolio.



## Career Pathway and Essential Functions

The Deaf Studies welcomes all interested students to our courses and programs but strives to be completely transparent with incoming students about the career pathways and essential functions required (or expected) at transfer institutions or in the workforce. The Education concentration prepares students primarily **for transfer** to a BA/BS Education program at a four-year institution or an entry level position as an aide (subject to individual educational program standards). Students are advised that they need to pass the Communication and Literacy Skills Test (CLST) of the Massachusetts Teacher Education Licensure (MTEL) conducted by the Dept of Education prior to acceptance into most teacher education BA/BA programs in Massachusetts. Most teachers of the Deaf hold a Master's degree in Deaf Ed.

Essential functions required include certain cognitive, physical and sensory abilities which are necessary to perform the work of a professional educator of signing children who are Deaf, hard-of-hearing or deaf-blind. (The essential functions may be different in special education working with non-verbal children who use sign vocabulary to augment communication.)

These are:

cognitive abilities - ability to process visual language; ability to read and write English

physical abilities - ability to accurately express and articulate American Sign Language (which includes fine and gross motor movement of: facial muscles, head, neck, and, both shoulders, arms, wrists, hands and ten fingers)

sensory abilities - ability to access and comprehend visual language

If you are unsure about meeting these essential functions of transfer or employment, with or without accommodations, please contact the program director for a consult.

## Recommendations

- Students requiring developmental coursework should complete this in their first semester.

- Students should take ASL 101 and DST 101 in their first fall.

- Students who did not follow, or were not offered, a college prep track in high school, may find a 12 credit load or part-time credit load is a successful way to adjust to the rigors of this program of study.

## After Bristol

- Students in this concentration have successfully transferred to Bridgewater State University, Northeastern University and Rhode Island College to degree programs in education.
- Students seeking licensure as a teacher deaf/hard-of-hearing can seek a BA/BS program in Deaf Education out of state or seek any education degree and attend grad school at Boston University to achieve an EdM in Deaf education. Deaf Studies supports and prepares students for the Bi-lingual/Bi-cultural philosophy.

## Infused General Education Competencies

First Year Experience, Oral Communication

**Type:** Associate in Arts

Campus

**Campus:**

Fall River

## Degree Requirements

### General Courses

Course #	Title	Credits
BIO 111	General Biology I	4
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
HST 111	The West and the World I	3
HST 113	United States History to 1877	3
MTH 127	Mathematics for Elementary School Teachers I	3
PSY 101	General Psychology	3



### Program Courses

Course #	Title	Credits
ASL 101	Elementary American Sign Language I	3
ASL 102	Elementary American Sign Language II	3
ASL 181	Visual/Gestural Communication I	1
ASL 201	Intermediate American Sign Language I	3
ASL 202	Intermediate American Sign Language II	3
ASL 284	ASL/Deaf Studies Capstone Seminar	1
ASL 285	Community-based Learning in Deaf Studies	1
DST 101	Introduction to Deaf Studies	4
DST 110	Deaf Culture	3
DST 151	Deaf History	3
DST 251	Deaf Literature and ASL Folklore	3

### Concentration Courses

Choose one of the following concentration options:

Course #	Title	Credits
	Early Childhood Education	12
	Education	12

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
ASL 101	Elementary American Sign Language I	3
DST 101	Introduction to Deaf Studies	4
DST 110	Deaf Culture	3
ENG 101	Composition I: College Writing	3
	ECE/EDU Concentration Course	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ASL 102	Elementary American Sign Language II	3
ASL 181	Visual/Gestural Communication I	1
ENG 102	Composition II: Writing about Literature	3
MTH 127	Mathematics for Elementary School Teachers I	3
PSY 101	General Psychology	3
	ECE/EDU Concentration Course	3

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
ASL 201	Intermediate American Sign Language I	3
DST 151	Deaf History	3
	ECE/EDU Concentration Course	3
HST 111	The West and the World I	3
PSY 252	Child Development	3

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
ASL 202	Intermediate American Sign Language II	3
ASL 284	ASL/Deaf Studies Capstone Seminar	1
ASL 285	Community-based Learning in Deaf Studies	1
DST 251	Deaf Literature and ASL Folklore	3
HST 113	United States History to 1877	3
BIO 111	General Biology I	4
<b>Total credits:</b>		<b>62</b>

### Human Services

#### Program Goals Statement

Deaf Studies explores the language, culture, history and contemporary issues of Deaf people. Fundamental to our program are both competency in American Sign Language and a desire to work with the Deaf community as allies (or advocate members). As such, all Deaf Studies concentrations share the same ASL and Deaf Studies core courses. This program also includes specialized courses needed for transfer into a BS/BA program in the human services area of choice. Students



in this concentration are seeking entry-level or assistant positions in Deaf human service settings or they plan to transfer and specialize in social work, vocational rehabilitation, counseling or other related fields.

### **Program Information**

- Bristol offers several Deaf Studies concentrations to meet your career and academic goals. The concentration options are: Transfer, Interpreter Transfer, Education, and Human Services. Students unsure of which option to choose should choose Deaf Studies: Transfer.
- Students who have taken non-credit "sign language classes" in the past, or, are heritage signers (Deaf/ signing family) should meet with the program director to discuss Credit for Prior Learning (CPL) opportunities.
- Students who have taken 2 or more ASL classes in high school, with a B or better, should meet with the program director for placement.
- Although individual courses may be offered on different campuses in both day/evening formats, Deaf Studies courses are primarily offered on the Fall River campus as day enrollments. Some Deaf Studies courses may be offered completely on-line.
- Students who want to meet the MassTransfer block should take a 3 credit science as their free elective.
- Students wanting to continue on in Social Work should choose an additional program elective as their free elective.

### **Standards & Expectations**

- Students not earning a C or better in any ASL class, DST 101 or DST 110 Deaf Culture will not be able to complete an AA Deaf Studies program and should speak to the program director about options including retaking courses in the Prep Certificate.
- Students spend an additional hour per week engaged in language lab activities with every ASL class taken. Students are expected to attend various Deaf events

and get involved with their program throughout their studies to apply their language skills and develop them further in real world, practical situations.

- A CORI may be required for service learning or ASL 285 placements.

### **Additional Costs**

- As stated above, Deaf Studies majors are required to attend Deaf events each semester. Most are off campus and will require transportation. Some options will have a registration fee or ticket price and costs vary.
- Deaf Studies majors may incur copying costs (after the Bristol free allotment given per semester) associated with their Intro. to Deaf Studies course when creating their resource portfolio.

### **Career Pathway and Essential Functions**

The Deaf Studies program welcomes all interested students to our courses and program but strives to be completely transparent with incoming students about the career pathways and essential functions required (or expected) at transfer institutions or in the workforce. The Human Services concentration prepares students to transfer as juniors into a baccalaureate program of their choice or into an entry level position.

Human service workers in the ASL workforce\* are employed in a variety of settings and with a variety of clients. Essential functions in those settings include certain cognitive, physical and sensory abilities which are necessary.

These are:

cognitive abilities - ability to process visual language.

physical abilities - ability to accurately express and articulate American Sign Language (which includes fine and gross motor movement of: facial muscles, head, neck, and, both shoulders, arms, wrists, hands and ten fingers).

sensory abilities - ability to access and comprehend visual language



If you are unsure about meeting these essential functions of employment, with or without accommodations, please contact the program director for a consult.

\*Those who go on to human services work with the general population will not have these essential functions.

### Recommendations

- Students requiring developmental coursework should complete this in their first semester.
- Students should take ASL 101 and DST 101 in their first fall.
- Students who did not follow, or were not offered, a college prep track in high school, may find a 12 credit load or part-time credit load is a successful way to adjust to the rigors of this program of study
- Students who also wish to complete the MassTransfer block should take an additional 3-4 credit science elective.
- Adhere to semester sequencing to ensure completion of necessary pre-requisites.

### After Bristol

- If you plan to transfer to a four-year institution, visit the Transfer Affairs website at [www.BristolCC.edu/](http://www.BristolCC.edu/) transfer

### Infused General Education Competencies

First-Year Experience, Oral Communication

**Type:** Associate in Arts

Campus  
**Campus:**  
Fall River

### Degree Requirements

### General Courses

Course #	Title	Credits
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
HST 111	The West and the World I	3
SOC 101	Principles of Sociology	3

### Elective Courses

Course #	Title	Credits
	Lab Science Elective	4
	Mathematics/Quantitative Reasoning Elective	3
	Deaf Studies Transfer Elective	1-3

### Program Courses

Course #	Title	Credits
ASL 101	Elementary American Sign Language I	3
ASL 102	Elementary American Sign Language II	3
ASL 181	Visual/Gestural Communication I	1
ASL 201	Intermediate American Sign Language I	3
ASL 202	Intermediate American Sign Language II	3
ASL 284	ASL/Deaf Studies Capstone Seminar	1
ASL 285	Community-based Learning in Deaf Studies	1
DST 101	Introduction to Deaf Studies	4
DST 110	Deaf Culture	3
DST 151	Deaf History	3
DST 251	Deaf Literature and ASL Folklore	3
PSY 101	General Psychology	3
SER 101	Introduction to Social Welfare	3

### Program Electives

Course #	Title	Credits
	Human Services Program Electives	6



Recommended Course Sequence - Semester 1

Course #	Title	Credits
ASL 101	Elementary American Sign Language I	3
DST 101	Introduction to Deaf Studies	4
DST 110	Deaf Culture	3
ENG 101	Composition I: College Writing	3
SER 101	Introduction to Social Welfare	3

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ASL 102	Elementary American Sign Language II	3
ASL 181	Visual/Gestural Communication I	1
SOC 101	Principles of Sociology	3
	Mathematics/Quantitative Reasoning Elective	3
	Program Elective	3
	Deaf Studies Transfer Elective	1-3

Recommended Course Sequence - Semester 3

Course #	Title	Credits
ASL 201	Intermediate American Sign Language I	3
DST 151	Deaf History	3
HST 111	The West and the World I	3
PSY 101	General Psychology	3
ENG 102	Composition II: Writing about Literature	3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
ASL 202	Intermediate American Sign Language II	3
ASL 284	ASL/Deaf Studies Capstone Seminar	1
ASL 285	Community-based Learning in Deaf Studies	1
DST 251	Deaf Literature and ASL Folklore	3
	Lab Science Elective	4
	Program Elective	3
	<b>Total credits:</b>	<b>60-62</b>

Interpreter Transfer

**Program Goals Statement**

Deaf Studies explores the language, culture, history and contemporary issues of Deaf people. Fundamental to our program are both competency in American Sign Language and a desire to work with the Deaf community as allies (or advocate members). As such, all Deaf Studies concentrations share the same ASL and Deaf Studies core courses. This transfer program also includes specialized course work needed to prepare for future interpreter studies. Students in this concentration aspire to become professional American Sign Language/English Interpreters and thus, plan to transfer to a four-year institution that offers interpreter training.

**Program Information**

- Bristol offers several Deaf Studies concentrations to meet your career and academic goals. The concentration options are: Transfer, Interpreter Transfer, Education, and Human Services. Students unsure of which option to choose should choose Deaf Studies: Transfer.
  - Students who have taken non-credit "sign language classes" in the past, or, are heritage signers (Deaf/signing family) should meet with the program director to discuss Prior Learning Assessment (PLA) opportunities.
  - Students who have taken 2 or more ASL classes in high school, with a B or better, should meet with the program director for placement.
  - Although individual courses may be offered on different campuses in both day/evening formats, Deaf Studies courses are primarily offered on the Fall River campus as day enrollments. Some Deaf Studies courses may be offered completely on-line.
- Standards & Expectations**
- Students not earning a C or better in any ASL class, DST 101 or DST 110 Deaf Culture will not be able to complete an AA Deaf Studies program and should speak to the program director about options including retaking courses in the Prep Certificate.



- Students spend an additional hour per week engaged in language lab activities with every ASL class taken. Students are expected to attend various Deaf events and get involved with their program throughout their studies to apply their language skills and develop them further in real world, practical situations.

- A CORI may be required for service learning or ASL 285 placements.

- In order to meet program outcomes and transfer expectations, students need to be able to:

- earn grades of **B or better** in all ASL courses and maintain an overall GPA of 2.7 or higher.

- speak and articulate English proficiently\*.

### **Additional Costs**

- As stated above, Deaf Studies majors are required to attend Deaf events each semester. Most are off campus and will require transportation. Some options will have a registration fee or ticket price and costs vary.

- Deaf Studies majors may incur copying costs (after the Bristol free allotment given per semester) associated with their Intro. to Deaf Studies course when creating their resource portfolio.

### Career Pathway and Essential Functions

The Deaf Studies program welcomes all interested students to our courses and program but strives to be completely transparent with incoming students about the career pathways and essential functions required (or expected) at transfer institutions or in the workforce. The Interpreter Transfer concentration **prepares** students to transfer as juniors into a baccalaureate Interpreter Training/Preparation program students and for eventual entry level work as an educational or community interpreter. Strong American Sign Language and English proficiency required for successful transfer. Students wanting to become professional interpreters must transfer on, graduate, and pass a practical and theoretical national examination to become certified "qualified interpreters". Interpreter education is a highly specialized major that is not common across four year schools. The northeast region transfer opportunities

include: Framingham State University, Northeastern University, University of New Hampshire-Manchester, University of So. Maine, Rochester Institute of Technology/NTID in New York.

Interpreters work in a variety of settings. Essential functions in those settings include certain cognitive, physical and sensory abilities which are necessary to perform the work of a professional interpreter.

These are:

cognitive abilities - ability to process visual and spoken language\*; ability to hold information in working memory while simultaneously processing new visual or spoken language.

physical abilities - ability to accurately express and articulate American Sign Language (which includes fine and gross motor movement of: facial muscles, head, neck, and, both shoulders, arms, wrists, hands and ten fingers); ability to accurately express and articulate intelligible spoken English; ability to transport self to a variety of indoor and outdoor settings which may include standing or sitting for long periods of time.

sensory abilities - ability to access and comprehend visual and spoken language\*

\*spoken language access and processing are not an essential function for culturally Deaf, native ASL users who have a goal of becoming CDIs (certified Deaf interpreters).

If you are unsure about meeting these essential functions of employment, with or without accommodations, please contact the program director for a consult.

### **After Bristol**

- Past graduates have transferred or been accepted to Northeastern University, University of New Hampshire-Manchester, Florida State University, NTID and University of Southern Maine for Interpreter Training. Most interpreter programs will require relocating.

- If you plan to transfer to a four-year degree program in interpreting, go to [discoverinterpreting.com](http://discoverinterpreting.com) and [RID.org](http://RID.org).



## Infused General Education Competencies

First-Year Experience

**Type:** Associate in Arts

Campus

**Campus:**

Fall River

## Degree Requirements

### General Courses

Course #	Title	Credits
COM 113	Interpersonal Speech	3
COM 160	Intercultural Communication	3
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
PHL 152	Ethics: Making Ethical Decisions in a Modern World	3
	PSY 101 or SOC 101	3
	HST 111, 112, 113 or 114	3

### Elective Courses

Course #	Title	Credits
	Deaf Studies Transfer Elective	3
	Lab Science Elective	4
	Mathematics/Quantitative Reasoning Elective	3

## Program Courses

Course #	Title	Credits
ASL 101	Elementary American Sign Language I	3
ASL 102	Elementary American Sign Language II	3
ASL 181	Visual/Gestural Communication	1
ASL 201	Intermediate American Sign Language I	3
ASL 202	Intermediate American Sign Language II	3
ASL 284	ASL/Deaf Studies Capstone Seminar	1
ASL 285	Community-based Learning in Deaf Studies	1
DSC 225	Introduction to ASL/English Interpreting	3
DST 101	Introduction to Deaf Studies	4
DST 110	Deaf Culture	3
DST 151	Deaf History	3
DST 251	Deaf Literature and ASL Folklore	3

## Recommended Course Sequence - Semester 1

Course #	Title	Credits
ASL 101	Elementary American Sign Language I	3
DST 101	Introduction to Deaf Studies	4
DST 110	Deaf Culture	3
	PSY 101 or SOC 101	3
ENG 101	Composition I: College Writing	3

## Recommended Course Sequence - Semester 2

Course #	Title	Credits
ASL 102	Elementary American Sign Language II	3
ASL 181	Visual/Gestural Communication	1
COM 113	Interpersonal Speech	3
ENG 102	Composition II: Writing about Literature	3
	Mathematics/Quantitative Reasoning Elective	3
	HST 111, 112, 113 or 114	3



### Recommended Course Sequence - Semester 3

Course #	Title	Credits
ASL 201	Intermediate American Sign Language I	3
DST 151	Deaf History	3
COM 160	Intercultural Communication	3
PHL 152	Ethics: Making Ethical Decisions in a Modern World	3
	Lab Science Elective	4

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
ASL 202	Intermediate American Sign Language II	3
ASL 284	ASL/Deaf Studies Capstone Seminar	1
ASL 285	Community-based Learning in Deaf Studies	1
DST 251	Deaf Literature and ASL Folklore	3
DSC 225	Introduction to ASL/English Interpreting	3
	Deaf Studies Transfer Elective	3
<b>Total credits:</b>		<b>62</b>

## Deaf Studies: Prep Certificate

### Program Goals Statement

This certificate program is designed for students interested in American Sign Language and the lives of Deaf people. It is a great collection of gateway Deaf Studies courses for students in non-Deaf Studies degree programs that seek specialized skills and knowledge in a competitive job market. It is also an effective way to decide if Deaf Studies is a major one wants to pursue. This certificate does not lead to employment.

### Program Information

- This certificate program is a good choice for Deaf Studies students wishing to explore their program of study and career options while they complete developmental work.
- Students are encouraged to be active in our ASL/Deaf Studies club and are required to be active in the Deaf community.

- Students will spend an additional hour per week engaged in language lab activities with each ASL course taken.

**Type:** Certificate of Accomplishment

### Campus

**Campus:**

Fall River

Online

### Program Requirements

Course #	Title	Credits
ASL 101	Elementary American Sign Language I	3
ASL 102	Elementary American Sign Language II	3
ASL 181	Visual/Gestural Communication	1
DST 101	Introduction to Deaf Studies	4
DST 110	Deaf Culture	3
ENG 101	Composition I: College Writing	3

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
ASL 101	Elementary American Sign Language I	3
DST 101	Introduction to Deaf Studies	4
DST 110	Deaf Culture	3
ENG 101	Composition I: College Writing	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ASL 102	Elementary American Sign Language II	3
ASL 181	Visual/Gestural Communication	1
<b>Total credits:</b>		<b>17</b>

## Dental Hygiene

### Dental Hygiene

#### Program Goal Statement

The Dental Hygiene program prepares graduates to competently begin professional dental hygiene practice. Upon graduation, practice settings include



private dental offices, school and public health departments, and research facilities. Students receive a thorough foundation in general sciences and in dental hygiene science. Students have the opportunity to develop the necessary knowledge, clinical skills, and judgment in the on-campus dental hygiene clinic.

### **Program Information**

- Applicants with completed applications meeting minimum criteria submitted by February 1 will be given priority consideration for admission.
- The Admissions Office reviews each applicant based on the stated criteria for preadmission requirements.
- A candidate list is ranked with the top twenty-two candidates that have met the preadmission requirements with the highest GPA.
- The Admissions Office notifies the top twenty-two candidates of their acceptance into the Program. These candidates have until May 1st to confirm their acceptance into the Program.
- Some courses in this program are only offered during the day. Students planning to transfer into this program should seek advice from the program director on which courses to take.
- Once enrolled in the Dental Hygiene program, students are required to complete all courses in the four semesters of instruction in required sequence and without interruption in order to integrate theoretical and clinical education and to graduate.

### **Program Accreditation**

- The program in Dental Hygiene is accredited by the Commission on Dental Accreditation of the American Dental Association, which is a specialized accrediting body recognized by the Council on Post Secondary Accreditation and by the U.S. Department of Education. Graduates take the National Board Dental Hygiene Examination and the CDCA/ADEX/North East Regional Clinical Board Examination.
- The Bristol Community College pass rate for the National Board (required for licensure in Massachusetts) is 100%, and the Northeast Regional Board of Dental Hygiene is 100%.

### **After Bristol Community College**

- Graduates have worked as registered dental hygienists in general and specialty facilities and as dental hygiene educators, consultants, dental sales representatives, and public and community health coordinators.

### **Infused General Education Competencies**

Ethical Dimensions, Multicultural Perspective, Technical Literacy, First Year Experience

### **Degree Requirements**

#### **Pre-admission Requirements**

BIO 233, ENG 101 (or HIGHER), a 4-credit general college chemistry with a laboratory component with a grade of B- or better, and High School Algebra I (or a higher level mathematics in high school or college)

#### **Special Requirements for the Program**

##### *Admission to the Dental Hygiene Program*

The Dental Hygiene program is a competitive program with selective admission requirements. A limited number of students are admitted to the Dental Hygiene Program.

Students applying to Bristol with a state-approved high school equivalency credential rather than with a high school diploma will need to take the required pre-admission courses before being considered for admission to the program. See *Minimum Requirements for Admission to the Program*.

Meeting these minimum criteria places the applicant in the selection pool but does not guarantee admission to the Dental Hygiene program. Final selection will be based on the applicant pool and space available. Many students find that taking general and elective courses before entering the program allows for full focus on the challenging Dental Hygiene curriculum.

Dental hygiene students should expect to be involved in program courses and program responsibilities/ requirements on a full time capacity from approximately 7am to 5 pm Monday through Friday.



### Minimum Requirements for Admission to the Program are as Follows

- High school Algebra I (or a higher level mathematics in high school or college ) with a grade of B- or greater
- A 4-credit general college Chemistry with a laboratory component with a grade of B- or greater
- BIO 233 (equivalent to college Anatomy and Physiology 1) with a grade of B- or greater
- ENG 101 (equivalent to English Composition I or a higher level college English) with a grade of B- or greater
- Applicants must have a grade point average (GPA) of 3.0+ in the aforementioned pre-admission courses
- Applicants must achieve a **total composite score of 50%** or higher on the **ATI TEAS Exam**. For more detailed TEAS information, please visit the Testing Center.
- Attend one mandatory Health Science Information Session. (Seating is limited.)
- Students must complete all math and science courses required for admission within 5 years of the priority application deadline to the program.
- Transcripts from attendance at other regionally accredited college/universities may be required with submission of your admissions application. Please refer to the Admissions page within this catalog for further detail <https://catalog.bristolcc.edu/admissions>. Failure to comply with these requirements may result in your application not being reviewed for the program to which you applied.

### Additional Requirements

Accepted applicants must comply with the Bristol Community College's health services requirements. This includes a physical examination, tetanus, measles, mumps, rubella, hepatitis B, and varicella (chicken pox) immunizations or titres results (blood test to prove immune status). If under the age of 21 you must also be tested for meningitis as of Fall 2018. A TB test is required each year. Health insurance is required. Additional laboratory tests, including drug screening,

are required by clinical agencies. A ten-panel random drug screen is required upon entrance, yearly, and/or randomly. The fee is paid by the student.

Upon admission to the Dental Hygiene program, all students must undergo a Criminal Offender Record Information (CORI) check and a Sex Offender Registry Information (SORI) check. These checks are required due to potential unsupervised contact with children, the disabled, or the elderly during a clinical experience. Students found to have certain criminal convictions or pending criminal actions will be presumed ineligible for clinical placement. The College is authorized by the Commonwealth's Department of Criminal Justice to access CORI records. Sex Offender checks shall be performed pursuant to Massachusetts General Laws, Chapter 6, Sections 178C-178P.

For more information regarding the College's CORI/SORI check process, please contact the Human Resource Department at (774) 357-3142.

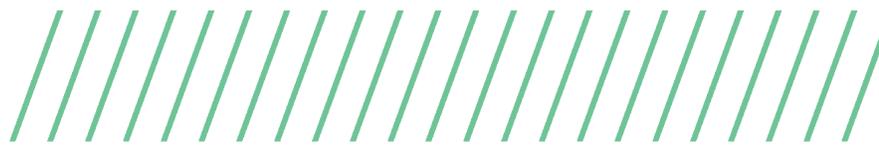
A positive CORI/SORI check may prevent students from working in contracted health facilities and onsite dental hygiene clinic, which will prevent students from completing the program objectives.

Please be advised that despite Massachusetts law that permits the use of medical marijuana and the possession, use, distribution and cultivation of marijuana in limited amounts, any possession, use, distribution or cultivation of marijuana remains prohibited under College policy pursuant to federal law. Further, any student who tests positive for marijuana will be ineligible for clinical placement. Please refer to the College's Student Handbook for the College's complete Marijuana Policy.

All students must be CPR certified by the American Heart Association or the American Red Cross (Basic Life Support for Health Care Providers). Students must present evidence of certification before beginning DHG 122 and must maintain certification until the completion of DHG 242.

### Additional Costs

Students must carry professional liability insurance and provide their own transportation to off-campus clinical



assignments. They are responsible for purchasing instruments, disposables, and uniforms, and paying CPR and Board application fees.

### **Grade Requirements**

A grade of "C" or better must be attained in each clinical course and all other DHG courses.

### **Essential Functions**

- Communicate clearly and effectively through speech and writing in English with patients, faculty, staff and peers.
- Physical ability, sufficient mobility and motor coordination to safely provide patient care and to meet the needs of various patient populations.
- Cognitive ability to learn and apply skills necessary to meet curriculum (including clinical) requirements to attain entry-level status into the profession.
- Sufficient visual acuity, with or without correction, to safely provide patient care.
- Use personal protective devices (tolerate face mask/shield, safety eyewear, surgical gloves and laboratory coat).
- Carry out OSHA infection control procedures using cleaners and chemicals.
- Manipulate dental equipment and dental hygiene instruments with eye-hand coordination with both hands.
- Perform dental hygiene procedures (scaling, polishing, x-rays) and manipulate dental materials.
- Demonstrate controlled fine and gross motor skills necessary to provide safe and effective dental hygiene instrumentation.
- Demonstrate tactile abilities to allow for physical assessment.
- Access a patient from a seated or standing position.
- Sit unassisted for long periods of time.

- Operate switches, knobs, levers in operation of the dental chair and accessory equipment in all clinics and laboratory settings.
- Exhibit sufficient motor function to elicit information from a patient by palpation, auscultation, percussion, and other diagnostic modalities.
- Perceive and interpret tactile vibrations appropriately.
- Manipulate small objects of materials, paying close attention to fine detail.
- Manipulate dental radiographic equipment unassisted.
- Perform basic life support including CPR.
- Transfer and position patients with disabilities.
- Emotional stability sufficient to interact professionally with patients, faculty, staff, and peers; respect patient confidentiality; use reasonable judgment; accept responsibility for actions.

### **Risks of Exposure to Infectious Disease**

As in any health care environment, students in the Dental Hygiene Program may have risks of exposure to infectious diseases. The Dental Hygiene Program adheres to all state and federal regulations to reduce the risk of health care associated infections. Individuals who disclose the presence of blood-borne infectious diseases will be shown the same consideration as non-infected individuals and will be offered reasonable accommodations. Information regarding health status of an individual is considered confidential and protected by the Family Education Rights and Privacy Act of 1974.

**Type:** Associate in Science

**Campus**

**Campus:**

Fall River

### **Degree Requirements**



**General Courses**

Course #	Title	Credits
BIO 220	Introduction to Nutrition	3
BIO 233	Human Anatomy and Physiology 4 I	4
BIO 234	Human Anatomy and Physiology 4 II	4
BIO 239	Elements of Microbiology	4
	Chemistry Elective	4
COM 101	Fundamentals of Public Speaking	3
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
MTH 119	Fundamental Statistics	3
PSY 101	General Psychology	3

**Elective Courses**

Course #	Title	Credits
	SOC 101, 212 or 252	3
	Global and Historic Awareness Elective	3

**Program Courses**

Course #	Title	Credits
DHG 111	Dental Anatomy, Oral Histology and Embryology	3
DHG 113	Orientation to Clinical Dental Hygiene	5
DHG 119	Head and Neck Anatomy	2
DHG 120	Dental Hygiene Theory II	2
DHG 122	Clinical Dental Hygiene II	2
DHG 124	Oral Radiography	3
DHG 126	Periodontology	3
DHG 128	Pharmacology for Dental Hygienists	1
DHG 230	Local Anesthesia for the Dental Hygienist	2
DHG 231	Dental Hygiene Theory III	2
DHG 233	Clinical Dental Hygiene III	4
DHG 235	General and Oral Pathology	2
DHG 237	Dental Materials	3
DHG 240	Dental Hygiene Theory IV	2
DHG 242	Clinical Dental Hygiene IV	4
DHG 244	Oral Health in the Community	2

**Required Course Sequence - Fall Semester 1**

Course #	Title	Credits
BIO 234	Human Anatomy and Physiology 4 II	4
COM 101	Fundamentals of Public Speaking	3
DHG 111	Dental Anatomy, Oral Histology and Embryology	3
DHG 113	Orientation to Clinical Dental Hygiene	5
DHG 119	Head and Neck Anatomy	2
DHG 124	Oral Radiography	3

**Required Course Sequence - Spring Semester 2**

Course #	Title	Credits
DHG 120	Dental Hygiene Theory II	2
DHG 122	Clinical Dental Hygiene II	2
DHG 126	Periodontology	3
DHG 128	Pharmacology for Dental Hygienists	1
BIO 220	Introduction to Nutrition	3
ENG 102	Composition II: Writing about Literature	3
PSY 101	General Psychology	3

**Required Course Sequence - Fall Semester 3**

Course #	Title	Credits
BIO 239	Elements of Microbiology	4
DHG 230	Local Anesthesia for the Dental Hygienist	2
DHG 231	Dental Hygiene Theory III	2
DHG 233	Clinical Dental Hygiene III	4
DHG 235	General and Oral Pathology	2
DHG 237	Dental Materials	3



## Required Course Sequence - Spring Semester 4

Course #	Title	Credits
DHG 240	Dental Hygiene Theory IV	2
DHG 242	Clinical Dental Hygiene IV	4
DHG 244	Oral Health in the Community	2
MTH 119	Fundamental Statistics	3
	SOC 101, 212 or 252	3
	Global and Historic Awareness Elective	3
<b>Total credits:</b>		<b>82</b>

## Early Childhood Education

### Child Care Career

#### Program Goals Statement

The Early Childhood Education Career program prepares students to become eligible for Massachusetts Department of Early Education and Childcare lead teacher certification. Students select one of two concentration areas; Infant-Toddler or Preschool track.

#### Program Information

- Students intending to enroll in a teaching practicum and seminar must meet with the Department Chair the semester before enrollment to ensure that the students meet all prerequisites and requirements.

#### Special Requirements for the Program

##### Health Requirements

- Accepted applicants must have a physical examination, tetanus, measles, mumps, rubella, and hepatitis B immunizations or titres (blood to prove immunity). TB test required each year. Health Insurance is required.
- C.O.R.I. (Criminal Offender Record Information) and S.O.R.I. (Sexual Offender Registry Information) background checks are required prior to clinical placement and are conducted in accordance with State regulations by both Bristol Community College and early child care agencies/elementary schools. Students

may be required to complete fingerprinting and would be financially responsible for any costs associated with fingerprinting.

#### Academic Expectations

- All Early Childhood students must achieve grades of "C-" or better in all subject courses with an ECE designation.

#### After Bristol

- Students would qualify for director certification in Early Childhood Education from Massachusetts Department of Early Education and Childcare with 18 months of added experience.

#### Infused General Education Competencies

Ethical Dimensions, Oral Communication, Technical Literacy

#### Fieldwork

During the Teaching Practicum experience and other field based experiences, Early Childhood students should be aware that meeting young children's safety, social, emotional and educational needs come first. Students must be able to competently carry out tasks and responsibilities as developmentally appropriate and accurately monitor children in their charge.

Transportation to fieldwork sites is the responsibility of the student. Students should be prepared to travel up to an hour from campus for these assignments.

**Type:** Associate in Science

Campus

**Campus:**  
Fall River

#### Degree Requirements



### General Courses

Course #	Title	Credits
EDU 101	College Success Seminar for Education	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
HST 113	United States History to 1877	3
HST 114	United States History from 1877	3
PSY 101	General Psychology	3
PSY 252	Child Development	3
	SOC 101 or SOC 212	3

### Elective Courses

Course #	Title	Credits
	Human Expression Elective	3
	Scientific Reasoning and Discovery Elective - Lab	4
	Quantitative and Symbolic Reasoning Elective	3

### Program Courses

Course #	Title	Credits
ECE 111	Introduction to Early Childhood Education	3
ECE 112	Observing, Recording, and Analyzing Early Childhood Settings	3
ECE 113	Health, Safety, and Nutrition in Early Childhood Environments	3
ECE 221	Guiding Young Children	3
ECE 222	Special Needs in Early Childhood	3
ECE 234	Preschool Curriculum Planning	3
ECE 251	Teaching Practicum I and Seminar I	4

### Concentration Courses

Choose one of the following concentration options:

Course #	Title	Credits
	Infant-Toddler Track	10
	Preschool Track	10

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
EDU 101	College Success Seminar for Education	1
ECE 111	Introduction to Early Childhood Education	3
ECE 113	Health, Safety, and Nutrition in Early Childhood Environments	3
ENG 101	Composition I: College Writing	3
PSY 101	General Psychology	3
	Human Expression Elective	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ECE 112	Observing, Recording, and Analyzing Early Childhood Settings	3
ECE 222	Special Needs in Early Childhood	3
ENG 102	Composition II: Writing about Literature	3
PSY 252	Child Development	3
	Scientific Reasoning and Discovery Elective - Lab	4

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
ECE 221	Guiding Young Children	3
ECE 234	Preschool Curriculum Planning	3
ECE 251	Teaching Practicum I and Seminar I	4
HST 113	United States History to 1877	3
	Quantitative and Symbolic Reasoning Elective	3

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
	ECE Concentration Course	3
	ECE Concentration Course	3
	ECE Practicum Course	4
	SOC 101 or SOC 212	3
HST 114	United States History from 1877	3
	<b>Total credits:</b>	<b>64</b>



## Licensure

### Program Goals Statement

The Early Childhood Education Licensure Transfer program enrolls individuals aspiring to become educators of preschool, kindergarten, grade 1, and grade 2 children. Successful candidates may apply for preschool lead teacher qualification from the Massachusetts Department of Early Education and Child Care, provided a teaching practicum has been complete in a pre-k or kindergarten classroom. In addition, students are eligible to transfer as juniors into the Massachusetts Educator Licensure program at a 4-year state or private institution with which the College has an articulation agreement.

### Program Information

- ECE 260 requires completion of 26 general education credits with an overall GPA of 2.75 or better and a grade of "C" or better in all ECE courses.
- Semester prior to enrolling in early Childhood Licensure Teaching Practicum students must meet with the Program Coordinator to ensure placement in the field at a public elementary school

### After Bristol

- Bristol participates in the statewide MassTransfer program and has developed many program-to-program transfer articulation agreements which guarantee admission and credit transfer.
- For a complete listing of eligible MassTransfer programs and current Bristol articulation agreements, visit the Transfer Affairs website.

### Infused General Education Competencies

Ethical Dimensions, Oral Communication, Technical Literacy

Special Requirements for the Program

#### *Health Requirements*

- Accepted applicants must have a physical examination, tetanus, measles, mumps, rubella, and

hepatitis B immunizations or titres (blood tests to prove immunity). TB test required each year. Health insurance is required.

#### *Criminal Record Check*

- C.O.R.I. (Criminal Offender Record Information) and S.O.R.I. (Sexual Offender Registry Information) background checks are required prior to clinical placement and are conducted in accordance with State regulations by both Bristol Community College and early child care agencies/elementary schools. Students may be required to complete fingerprinting and would be financially responsible for any costs associated with fingerprinting.

#### *Fieldwork*

- During this program, which requires a Teaching Practicum experience, Early Childhood students should be aware that young children are physically very active. Students must be able to move quickly and have sufficient visual and hearing acuity to accurately monitor children in their charge.
- Transportation to fieldwork sites is the responsibility of the student. Students should be prepared to travel up to an hour from campus for these assignments.
- Prior to acceptance into a teacher education licensure program, students who opt for this track need to pass the Communications and Literacy Skills Test (CLST) of the Massachusetts Teacher Education Licensure (MTEL) conducted by the Department of Education. In addition, state colleges may set other requirements such as minimum acceptable grade(s) and/or courses accepted for transfer. It is the student's responsibility to identify these requirements.

### MassTransfer A2B Pathway

The Early Childhood Education - Licensure program is a MassTransfer A2B Mapped Program with some Massachusetts State Universities. When choosing electives, complete an A2B Program Search to determine available transfer institutions and to ensure all credits will be transferred and applied to your degree.

**Type:** Associate in Science



Campus  
**Campus:**  
Fall River

**Degree Requirements**

General Courses

Course #	Title	Credits
EDU 101	College Success Seminar for Education	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
HST 111	The West and the World I	3
HST 113	United States History to 1877	3
MTH 127	Mathematics for Elementary School Teachers I	3
MTH 128	Mathematics for Elementary School Teachers II	3
PSY 101	General Psychology	3
PSY 252	Child Development	3
SCI 113	Physical Science	4
SSC 101	Introduction to Geography	3

Elective Courses

Course #	Title	Credits
	Biology Elective	3-4
	Transfer Elective	3
	Transfer Elective	3
	Early Childhood Human Expression Elective	3

Program Courses

Course #	Title	Credits
ECE 111	Introduction to Early Childhood Education	3
ECE 112	Observing, Recording, and Analyzing Early Childhood Settings	3
ECE 222	Special Needs in Early Childhood	3
ECE 260	Play and Early Childhood Curriculum Planning	3
ECE 261	Early Childhood Licensure Teaching Practicum	5

Recommended Course Sequence - Semester 1

Course #	Title	Credits
EDU 101	College Success Seminar for Education	1
ECE 111	Introduction to Early Childhood Education	3
ENG 101	Composition I: College Writing	3
HST 111	The West and the World I	3
MTH 127	Mathematics for Elementary School Teachers I	3
PSY 101	General Psychology	3

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ECE 112	Observing, Recording, and Analyzing Early Childhood Settings	3
ENG 102	Composition II: Writing about Literature	3
MTH 128	Mathematics for Elementary School Teachers II	3
PSY 252	Child Development	3
SCI 113	Physical Science	4

Recommended Course Sequence - Semester 3

Course #	Title	Credits
	Biology Elective	3-4
ECE 222	Special Needs in Early Childhood	3
ECE 260	Play and Early Childhood Curriculum Planning	3
	Early Childhood Human Expression Elective	3
	Transfer Elective	3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Transfer Elective	3
ECE 261	Early Childhood Licensure Teaching Practicum	5
HST 113	United States History to 1877	3
SSC 101	Introduction to Geography	3
<b>Total credits:</b>		<b>61-62</b>



## Early Childhood Education Certificate Program Goals Statement

This certificate program prepares students to enter the field as a qualified entry-level professional ready to work with preschool children in settings such as daycare, learning centers, and family child care.

### Program Information

Required courses meet the requirements for teacher credential as identified by the Department of Early Education and Child Care (DEEC).

Course credits apply toward an associate degree in Early Childhood Education.

C.O.R.I. (Criminal Offender Record Information) and S.O.R.I. (Sexual Offender Registry Information) background checks are required prior to clinical placement and are conducted in accordance with State regulations by both Bristol Community College and early child care agencies/elementary schools. Students may be required to complete fingerprinting and would be financially responsible for any costs associated with fingerprinting.

### Academic Expectations

All Early Childhood students must achieve grades of "C-" or better in all subject courses with an ECE designation.

### Special Requirements for the Program

#### Health Requirements

Accepted applicants must have a physical examination, Hepatitis B immunization, other immunizations as required by the Massachusetts Department of Public Health, and must have a tuberculosis test each year.

#### Fieldwork

During this program, which requires a practicum experience, Early Childhood students should be aware that young children are physically very active. Students must be able to move quickly and have sufficient visual and hearing acuity to accurately monitor children in their charge.

Transportation to fieldwork sites is the responsibility of the student. Students should be prepared to travel up to an hour from campus for these assignments.

**Type:** Certificate of Achievement

Campus

**Campus:**

Fall River

### Program Requirements

Course #	Title	Credits
ECE 111	Introduction to Early Childhood Education	3
ECE 112	Observing, Recording, and Analyzing Early Childhood Settings	3
ECE 113	Health, Safety, and Nutrition in Early Childhood Environments	3
ECE 222	Special Needs in Early Childhood	3
ECE 234	Preschool Curriculum Planning	3
ECE 251	Teaching Practicum I and Seminar I	4
ENG 101	Composition I: College Writing	3
PSY 101	General Psychology	3
PSY 252	Child Development	3

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
ECE 111	Introduction to Early Childhood Education	3
ECE 112	Observing, Recording, and Analyzing Early Childhood Settings	3
ECE 113	Health, Safety, and Nutrition in Early Childhood Environments	3
ENG 101	Composition I: College Writing	3
PSY 101	General Psychology	3



Recommended Course Sequence - Semester 2

Course #	Title	Credits
ECE 222	Special Needs in Early Childhood	3
ECE 234	Preschool Curriculum Planning	3
ECE 251	Teaching Practicum I and Seminar I	4
PSY 252	Child Development	3
<b>Total credits:</b>		<b>28</b>

Early Childhood Education Infant/Toddler Certificate

**Program Goals Statement**

This certificate program introduces students to the application of principles of respectful care and education of infants and toddlers (birth through 2.9 years). Through placement in a supervised infant/toddler setting, students demonstrate their understanding of the principles and skills needed to provide quality education and respectful care.

**Program Information**

Course credits apply toward an associate degree in Early Childhood Education.

C.O.R.I. (Criminal Offender Record Information) and S.O.R.I. (Sexual Offender Registry Information) background checks are required prior to clinical placement and are conducted in accordance with State regulations by both Bristol Community College and early child care agencies/elementary schools. Students may be required to complete fingerprinting and would be financially responsible for any costs associated with fingerprinting.

**Academic Expectations**

All Early Childhood students must achieve grades of "C-" or better in all subject courses with an ECE designation.

**Special Requirements for the Program**

Health Requirements

Accepted applicants must have a physical examination, Hepatitis B immunization, other immunizations as required by the Massachusetts Department of Public Health, and must have a tuberculosis test each year.

Fieldwork

During this program, which requires a practicum experience, Early Childhood students should be aware that young children are physically very active. Students must be able to move quickly and have sufficient visual and hearing acuity to accurately monitor children in their charge. Transportation to fieldwork sites is the responsibility of the student. Students should be prepared to travel up to an hour from campus for these assignments.

**Type:** Certificate of Achievement

Campus

**Campus:**

Fall River

**Program Requirements**

Course #	Title	Credits
ECE 111	Introduction to Early Childhood Education	3
ECE 112	Observing, Recording, and Analyzing Early Childhood Settings	3
ECE 113	Health, Safety, and Nutrition in Early Childhood Environments	3
ECE 223	Infant-Toddler Development	3
ECE 236	Infant-Toddler Curriculum Planning	3
	ECE 221 or 244	3
ECE 251	Teaching Practicum I and Seminar I	4
ENG 101	Composition I: College Writing	3



### Recommended Course Sequence - Semester 1

Course #	Title	Credits
ECE 111	Introduction to Early Childhood Education	3
ECE 112	Observing, Recording, and Analyzing Early Childhood Settings	3
ECE 113	Health, Safety, and Nutrition in Early Childhood Environments	3
ENG 101	Composition I: College Writing	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ECE 223	Infant-Toddler Development	3
ECE 236	Infant-Toddler Curriculum Planning	3
	ECE 221 or 244	3
ECE 251	Teaching Practicum I and Seminar I	4
<b>Total credits:</b>		<b>25</b>

## Economics

### Economics A2B MassTransfer

Economics is a social science that studies how individuals, firms, and societies make decisions to maximize their well-being given the limitation of resources. Economics as a discipline also helps us understand historical trends, interpret today's headlines, and make predictions about how people and markets will behave.

Economics is a MassTransfer A2B Mapped Program with Massachusetts State Universities and Universities of Massachusetts. When choosing electives, complete an A2B Program search at [www.mass.edu/masstransfer](http://www.mass.edu/masstransfer) to determine available transfer institutions and to ensure all credits will be transferred and applied to your degree.

#### Requirements

To complete the Economics A2B Program, students should complete the requirements for the Behavioral and Social Science Transfer, including the following required **Foundational Courses**.

Campus

**Campus:**

Fall River

### Foundational Courses

To complete the Economics A2B Program, students should complete the requirements for the Behavioral and Social Science Transfer, including the following required **Foundational Courses**.

In addition, students are required to complete **One of the Following Courses** to satisfy the A2B requirements.

Course #	Title	Credits
ECN 111	Principles of Economics-Macro	3
ECN 112	Principles of Economics-Micro	3

### A2B Required Courses

In addition, students are required to complete one of the courses listed below, to satisfy the A2B requirements.

Course #	Title	Credits
MTH 131	Elements of College Mathematics	3
MTH 251	Fundamental Business Statistics3	
<b>Total credits:</b>		<b>9</b>

## Elementary Education

### Elementary Education

#### Program Goals Statement

This program prepares students who want to teach from grade 1 through grade 6 to transfer into an education program at a 4-year college or university that offers teacher licensure in Massachusetts. It also qualifies students to be paraprofessionals once they have completed 48 credits.

#### Hints for Successful Completion

Within the semester following completion of ENG 102, students should seek the assistance of the Program



Coordinator to make plans to take the state-administered Communication and Literacy Skills Test (CLST).

### Program Information

- Students in the Elementary Education program are required to submit a Criminal Offender Record Investigation (CORI) check. A positive CORI check would prevent a student from taking courses requiring field-related work, including EDU 220.

- To enroll in EDU 220, students must have completed 27 credits with an overall minimum GPA of 2.5.

### After Bristol

Our College participates in the statewide MassTransfer program and has developed many program-to-program transfer articulation agreements which guarantee admission and credit transfer. When choosing electives, complete an A2B Program search at [www.mass.edu/masstransfer](http://www.mass.edu/masstransfer) to determine available transfer institutions and to ensure all credits will be transferred and applied to your degree.

**Type:** Associate in Arts

Campus  
**Campus:**  
Fall River

### Degree Requirements

### General Courses

Course #	Title	Credits
BIO 111	General Biology I	4
COM 101	Fundamentals of Public Speaking	3
EDU 101	College Success Seminar for Education	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
GVT 111	U.S. Government	3
HST 111	The West and the World I	3
HST 113	United States History to 1877	3
MTH 127	Mathematics for Elementary School Teachers I	3
MTH 128	Mathematics for Elementary School Teachers II	3
PSY 101	General Psychology	3
PSY 252	Child Development	3
SCI 113	Physical Science	4
SSC 101	Introduction to Geography	3

### Program Courses

Course #	Title	Credits
PHL 153	Philosophy of Education	3
EDU 150	Language Education and Literacy	3
EDU 220	Foundations of Education with Teaching Pre-Practicum	3
EDU 225	Diversity and Multicultural Education	3

### Program Electives

Course #	Title	Credits
	Elementary Education Program Electives	3
	Elementary Education Transfer Electives	6



Recommended Course Sequence - Semester 1

Course #	Title	Credits
EDU 101	College Success Seminar for Education	1
COM 101	Fundamentals of Public Speaking	3
ENG 101	Composition I: College Writing	3
MTH 127	Mathematics for Elementary School Teachers I	3
PSY 101	General Psychology	3
PHL 153	Philosophy of Education	3

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3
MTH 128	Mathematics for Elementary School Teachers II	3
PSY 252	Child Development	3
	HST 111 or HST 113	3
EDU 150	Language Education and Literacy	3

Recommended Course Sequence - Semester 3

Course #	Title	Credits
EDU 220	Foundations of Education with Teaching Pre-Practicum	3
	HST 111 or HST 113	3
	BIO 111 or SCI 113	4
	Program Elective	3
	Transfer Elective	3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
EDU 225	Diversity and Multicultural Education	3
	BIO 111 or SCI 113	4
GVT 111	U.S. Government	3
SSC 101	Introduction to Geography	3
	Transfer Elective	3
<b>Total credits:</b>		<b>63</b>

## Engineering

### Civil and Environmental Engineering Electives

Plan, design, build, inspect and maintain a wide variety of facilities including bridges, roads and highways, industrial manufacturing, sanitation, water and wastewater treatment facilities. Civil engineers plan construction costs and materials, prepare drawings, and survey land.

Environmental engineers are involved with recycling and the prevention, control, or correction of pollution and other environmental hazards.

Campus

**Campus:**

Fall River

### Recommended electives for UMD

Course #	Title	Credits
CAD 128	Civil Drafting and Design	3
CHM 114	Fundamentals of Chemistry II	4
EGR 221	Surveying I	4
EGR 222	Surveying II	4
EGR 251	Statics	3
EGR 253	Advanced Statics	1
<b>Total credits:</b>		<b>3-4</b>

### Clean Water Quality Professional Technician Certificate

#### Program Goals Statement

Prepare students to enter into, or to advance in, careers in the water industry with particular attention to Wastewater Treatment and Collection. Students successfully completing these courses will be prepared to take the Massachusetts Wastewater Treatment Plant Operator and Collection System Certification Examinations.

#### After Bristol

After completing the program at Bristol, students will be prepared to enter the career fields of Wastewater



Treatment and Collection Systems. These careers are currently in high demand and offer stable employment with benefits. These jobs can be found with local municipalities, or with contract operations companies that contract their services to municipalities.

**Type:** Certificate of Achievement

Campus  
**Campus:**  
Fall River

**Program Requirements**

Course #	Title	Credits
EGR 103	Computer Skills for Engineers and Technicians	3
EGR 141	Introduction to Environment	3
	EGR 143 or MTH 152	3
EGR 145	Computerized Systems in the Water Treatment Industry	3
EGR 241	Clean Water Technology I	4
EGR 242	Clean Water Technology II	4
EGR 246	Collection Systems	3
ENG 101	Composition I: College Writing	3

**Recommended Course Sequence - Semester 1**

Course #	Title	Credits
EGR 103	Computer Skills for Engineers and Technicians	3
EGR 141	Introduction to Environment	3
	EGR 143 or MTH 152	3
EGR 241	Clean Water Technology I	4

**Recommended Course Sequence - Semester 2**

Course #	Title	Credits
EGR 145	Computerized Systems in the Water Treatment Industry	3
EGR 242	Clean Water Technology II	4
EGR 246	Collection Systems	3
ENG 101	Composition I: College Writing	3
<b>Total credits:</b>		<b>26</b>

**Drinking Water Quality Professional Technician Certificate**

**Program Goals Statement**

Prepare students to enter into, or to advance in, careers in the water industry with particular attention to drinking water treatment and distribution. Students successfully completing these courses will be prepared to take the Massachusetts Drinking Water Treatment Operator and Distribution System Certification Examinations.

**After Bristol**

After completing the program at Bristol, students will be prepared to enter the career fields of Drinking Water Treatment and Distribution Systems. These careers are currently in high demand due to the developing need for clean water and a high level of retirements nationwide. These careers offer stable employment with benefits. These jobs can be found with local municipalities, or with contract operations companies that contract their services to municipalities.

**Type:** Certificate of Achievement

Campus  
**Campus:**  
Fall River

**Program Requirements**

Course #	Title	Credits
EGR 103	Computer Skills for Engineers and Technicians	3
EGR 141	Introduction to Environment	3
	EGR 143 or MTH 152	3
EGR 145	Computerized Systems in the Water Treatment Industry	3
EGR 244	Basic Drinking Water Treatment	4
EGR 248	Advanced Water Treatment	4
EGR 249	Distribution Systems	3
ENG 101	Composition I: College Writing	3



### Recommended Course Sequence - Semester 1

Course #	Title	Credits
EGR 103	Computer Skills for Engineers and Technicians	3
EGR 141	Introduction to Environment	3
	EGR 143 or MTH 152	3
EGR 244	Basic Drinking Water Treatment	4

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
EGR 145	Computerized Systems in the Water Treatment Industry	3
EGR 248	Advanced Water Treatment	4
EGR 249	Distribution Systems	3
ENG 101	Composition I: College Writing	3
<b>Total credits:</b>		<b>26</b>

### Electrical and Computer Engineering Electives

Design, develop, test, manufacture, and operate electrical and electronic equipment such as communication equipment, radar, industrial and medical measuring or process control devices, navigational equipment, computers, and computer networks. Computer engineers work on both computer hardware and software (programming) problems.

Campus

**Campus:**  
Fall River

### Degree Requirements

### Recommended electives for UMD

Course #	Title	Credits
CIS 158	Introduction to Procedural Programming	4
CIS 260	Software Specification and Design	4
EGR 131	Introduction to Electrical Circuits	4
EGR 137	Digital Electronics	4
EGR 231	Electrical Engineering I	3
EGR 233	Electrical Engineering I Laboratory	1
EGR 232	Electrical Engineering II	3
EGR 234	Electrical Engineering II Laboratory	1
<b>Total credits:</b>		<b>3-4</b>

### Energy Systems & Facilities Engineering Electives

These programs prepare graduates for careers in the energy industry undertaking engineering planning, design, and installation of various equipment and systems required for the generation, management and distribution of electrical power and in facilities engineering, management, and operations in positions providing for the safe, economical, and sustainable operation manufacturing plants, office buildings, hospitals, and power plants.

Campus

**Campus:**  
Fall River

### Degree Requirements



Recommended electives for Mass. Maritime

Course #	Title	Credits
CHM 114	Fundamentals of Chemistry II	4
EGR 111	Fundamentals of Manual Machining	4
EGR 151	Electrical Machinery	3
EGR 251	Statics	3
EGR 253	Advanced Statics	1
EGR 254	Mechanics of Materials and Structures	4
EGR 255	Thermodynamics	3
<b>Total credits:</b>		<b>22</b>

**Geographic Information Systems Certificate Program Goals Statement**

Geographic Informational Systems (GIS) provides a powerful tool in any academic discipline to analyze relationships among data. It is commonly used in business, environmental, geographical, political, law enforcement, and social science applications.

**Program Information**

This certificate introduces students to GIS and provides them with the skills necessary to layer various types of data in an electronic format and to study and identify relationships among the data.

This program serves as a solid base for continuing toward a degree with courses transferring to Bristol's Environmental Technology program.

**Type:** Certificate of Recognition

Campus  
**Campus:**  
Fall River

**Program Requirements**

Course #	Title	Credits
EGR 103	Computer Skills for Engineers and Technicians	3
GIS 101	Introduction to Geographic Information Systems	3
GIS 102	Applications of Geographic Information Systems	3
SSC 101	Introduction to Geography	3

**Recommended Course Sequence - Semester 1**

Course #	Title	Credits
SSC 101	Introduction to Geography	3
EGR 103	Computer Skills for Engineers and Technicians	3
GIS 101	Introduction to Geographic Information Systems	3

**Recommended Course Sequence - Semester 2**

Course #	Title	Credits
GIS 102	Applications of Geographic Information Systems	3
<b>Total credits:</b>		<b>12</b>

**Green Building Technology Certificate Program Goals Statement**

This certificate introduces students to the construction profession and provides them with the applied technical skills necessary for employment as construction technicians or to direct a construction project. Students learn the process of constructing a green building from the ground up, develop an in-depth working knowledge of energy efficiency, conservation and construction estimating techniques, and gain practical experience in preparing working drawings for building construction. Graduates of this program will be prepared to complete the LEED Green Associate certification, which denotes basic knowledge of green design, construction, and operations. Due to the greater use of CAD equipment by architects and engineers, as well as drafters, students also develop drafting techniques using computer-aided design and drafting software, including AutoCAD.



### Program Information

Some certificate courses can apply to Bristol's Architectural and Civil Technology degree program.

**Type:** Certificate of Accomplishment

Campus

**Campus:**

Fall River

### Program Requirements

Course #	Title	Credits
CAD 101	Computer Aided Drafting	3
CAD 122	Architectural Drawing	3
EGR 123	Green Building Practices	4
EGR 125	Construction Estimating	3
EGR 183	Energy Efficiency and Conservation Measures	3
ENG 101	Composition I: College Writing	3
MTH 152	College Algebra	3

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
CAD 101	Computer Aided Drafting	3
EGR 123	Green Building Practices	4
EGR 125	Construction Estimating	3
MTH 152	College Algebra	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
CAD 122	Architectural Drawing	3
EGR 183	Energy Efficiency and Conservation Measures	3
ENG 101	Composition I: College Writing	3
<b>Total credits:</b>		<b>22</b>

### Mechanical Engineering Electives

Perhaps the broadest of all engineering disciplines, mechanical engineering is generally combined into three areas: energy, structures and motion in mechanical systems, and manufacturing, used in

combination to design, develop, test, and manufacture industrial machinery, consumer products, and other equipment.

Campus

**Campus:**

Fall River

### Degree Requirements

#### Recommended electives for UMD

Course #	Title	Credits
CAD 111	Mechanical Design with Solidworks	3
CHM 114	Fundamentals of Chemistry II	4
EGR 172	Material Science	4
EGR 231	Electrical Engineering I	3
EGR 233	Electrical Engineering I Laboratory	1
EGR 251	Statics	3
EGR 253	Advanced Statics	1
EGR 255	Thermodynamics	3
<b>Total credits:</b>		<b>22</b>

### Offshore Wind Power Technician Certificate Program Goals Statement

This certificate program is aimed towards preparing technicians and skilled workers for the offshore wind industry. Participants will learn topics in electrical machinery, fluid systems, operations and maintenance, and offshore safety and survival, and will gain hands-on experience on assembly, installation, and maintenance of wind power systems. The program also enables participants to study wind turbine performance characteristics in a wind tunnel to make them conversant with wind turbine operation and need for maintenance.

### Program Information

- This program focuses on the understanding of fundamental engineering principles behind offshore wind turbine operation and applying such fundamental knowledge in solving technical problems in turbine maintenance.



- Students are trained to troubleshoot systems and assemblies in a wind turbine including gearbox, generator, hydraulics, pneumatics, and electrical power devices.
- The program covers specialist topics in offshore safety and survival that aligns with the global wind industry standards and prepares participants for certification.
- Students are encouraged to discuss their career options with the program coordinator before enrollment, as many marine industries including offshore wind, require physical fitness due to the nature of work and health and safety considerations.

### Hints for Successful Completion

Successful completion of this program requires participants to be able to identify the challenges with offshore wind turbines operations and maintenance (O&M) and design cost-effective and practical solutions.

### After Bristol

Graduates will have the option to enhance their qualification by enrolling in Associate in Sciences programs at Bristol Community College, gain Global Wind Organization (GWO) certification and work as certified technicians for an offshore wind farm operator.

**Type:** Certificate of Achievement

Campus

**Campus:**

New Bedford

### Program Requirements

Course #	Title	Credits
EGR 151	Electrical Machinery	3
EGR 171	Fluid Systems	4
EGR 282	Wind Power Technology	4
EGR 283	Wind Power Operations and Maintenance	4
ENG 101	Composition I: College Writing	3
MTH 152	College Algebra	3
SCI 112	Principles of Ecology	4
EGR 281	Offshore Safety and Survival	4

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
EGR 151	Electrical Machinery	3
EGR 171	Fluid Systems	4
MTH 152	College Algebra	3
SCI 112	Principles of Ecology	4

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 101	Composition I: College Writing	3
EGR 282	Wind Power Technology	4
EGR 283	Wind Power Operations and Maintenance	4
EGR 281	Offshore Safety and Survival	4
<b>Total credits:</b>		<b>29</b>

### Other Engineering Disciplines

Students in this program can prepare themselves to continue their degree at a variety of transfer institutions in the engineering discipline of their choice including:

Aerospace & Automotive

Biomedical & Biotechnology

Chemical and Petroleum

Industrial & Facilities

Materials & Biomaterials

*To ensure transferability, consult with your advisor, applicable transfer agreements, and/or transfer institutions before selecting electives.*

Campus

**Campus:**

Fall River

### Solar Energy Certificate

#### Program Goals Statement

This certificate is designed to help individuals understand the fastest growing form of power



generation in the world - solar power. Students will learn about design requirements, installation guidelines, materials, and resources of green energy systems. Key concepts include the basics of electrical circuits, sustainable practices, and conservation measures. Students will also be trained in energy assessment, auditing and efficiency. Upon completion of this certificate, graduates will be prepared to work in entry-level positions in energy-related fields.

### Program Information

Graduates will qualify to take the North American Board of Certified Energy Practitioners (NABCEP) PV Entry Level exam

Enter or enhance your educational experience by going "green" in real estate, construction, management, architecture, or engineering

### After Bristol

Be prepared to play an essential part in the planning, organizing, and managing of renewable energy projects nationwide.

**Type:** Certificate of Recognition

Campus

**Campus:**

Fall River

New Bedford

### Program Requirements

Course #	Title	Credits
EGR 102	Introduction to Sustainable and Green Energy Technologies	3
EGR 131	Introduction to Electrical Circuits	4
EGR 183	Energy Efficiency and Conservation Measures	3
EGR 284	Solar Power	4

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
EGR 102	Introduction to Sustainable and Green Energy Technologies	3
EGR 131	Introduction to Electrical Circuits	4
EGR 183	Energy Efficiency and Conservation Measures	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
EGR 284	Solar Power	4
<b>Total credits:</b>		<b>14</b>

### Surveying Technology/Surveying Certificate

#### Program Goals Statement

Surveying is the art, science, and technology of determining or establishing the position of points through field measurements. This certificate program introduces students to the surveying profession and provides them with the basic skills necessary to obtain employment as surveying technicians.

### Program Information

Certificate courses can apply to Bristol's Architectural & Civil Technology degree program. Students may earn this certificate and the degree simultaneously.

The program is suitable for individuals wishing to enter the surveying profession, as well as for practicing surveyors who may lack formal education. Most courses are transferable to many two- and four-year degree programs.

**Type:** Certificate of Achievement

Campus

**Campus:**

Fall River



### Program Requirements

Course #	Title	Credits
CAD 101	Computer Aided Drafting	3
CAD 128	Civil Drafting and Design	3
EGR 125	Construction Estimating	3
EGR 221	Surveying I	4
EGR 222	Surveying II	4
ENG 101	Composition I: College Writing	3
EGR 226	Legal Aspects of Boundary Surveying	3
MTH 152	College Algebra	3
MTH 172	Precalculus with Trigonometry	4

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
CAD 101	Computer Aided Drafting	3
EGR 125	Construction Estimating	3
EGR 221	Surveying I	4
MTH 152	College Algebra	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
CAD 128	Civil Drafting and Design	3
EGR 222	Surveying II	4
EGR 226	Legal Aspects of Boundary Surveying	3
ENG 101	Composition I: College Writing	3
MTH 172	Precalculus with Trigonometry	4
<b>Total credits:</b>		<b>30</b>

### Water Quality Professional Certificate Program Goals Statement

This certificate provides students with skills for entering careers in water and wastewater treatment. Coursework prepares students for the Massachusetts operator certification examinations or can be used as contact hours by those already in the field. Courses can be transferred to the Bristol Engineering Technology degree program.

### Program Information

- Students choose the Drinking Water or Wastewater concentration for preparation for the certificate exam of their choice.

- Field operators may use coursework to fulfill state license Training Contact Hours (TCHs) requirements.
- Some prerequisites may be required before enrolling in courses in this program. These courses may be completed at Bristol, or credit may be transferred from another institution or granted through Bristol's Prior Experiential Learning (PEL) program.
- This program serves as a solid base for continuing toward a degree with courses transferring to Bristol's Environmental Technology program.

**Type:** Certificate of Recognition

Campus

**Campus:**

Fall River

### Program Requirements

Course #	Title	Credits
EGR 103	Computer Skills for Engineers and Technicians	3
EGR 141	Introduction to Environment	3
EGR 241	Clean Water Technology I	4

### Drinking Water Treatment Plant Operator

Concentration Course

Course #	Title	Credits
EGR 244	Basic Drinking Water Treatment	4

### Wastewater Treatment Plant Operator

Concentration Course

Course #	Title	Credits
EGR 242	Clean Water Technology II	4

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
EGR 141	Introduction to Environment	3
EGR 241	Clean Water Technology I	4



### Recommended Course Sequence - Semester 2

Course #	Title	Credits
EGR 103	Computer Skills for Engineers and Technicians	3
	Concentration Course: EGR 242 or EGR 244	4
<b>Total credits:</b>		<b>14</b>

## Engineering Science

### Engineering Science Transfer

#### Program Goals Statement

This concentration prepares students to transfer to engineering programs at four-year colleges and universities. Students choose core electives from an approved list, based on an engineering discipline of their choice. Students who are not prepared for calculus can take the prerequisite math courses at Bristol.

#### Program Information

- Students may also elect to be in the UMass Dartmouth/Bristol CC Cooperative Education program.

#### After Bristol

- Graduates of this program have successfully transferred to many four-year institutions, including Brown University, Northeastern University, University of Massachusetts, University of Rhode Island, and Worcester Polytechnic Institute.
- Bristol participates in the statewide MassTransfer program and has developed many program-to-program transfer articulation agreements which guarantee admission and credit transfer. For a complete listing of eligible MassTransfer programs and current Bristol articulation agreements, visit the Transfer Affairs website at [BristolCC.edu/transfer](http://BristolCC.edu/transfer)

#### Infused General Education Competencies

Oral Communication

**Type:** Associate in Science

Campus

**Campus:**

Fall River

### Degree Requirements

#### General Courses

Course #	Title	Credits
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
ENG 215	Technical Writing	3
	HST 113 or HST 114	3

#### Elective Courses

Course #	Title	Credits
	Human Expression Elective	3
	Multicultural and Social Perspectives Elective	3

#### Program Courses

Course #	Title	Credits
EGR 204	Engineering Applications of MATLAB	1

#### Program Electives

Course #	Title	Credits
	Engineering Science Transfer Electives	18-24

#### Math and Science Courses

Course #	Title	Credits
CHM 113	Fundamentals of Chemistry I	4
MTH 214	Calculus I	4
MTH 215	Calculus II	4
MTH 253	Calculus III	4
MTH 254	Ordinary Differential Equations	3
PHY 211	General Physics I	4
PHY 212	General Physics II	4



Recommended Course Sequence - Semester 1

Course #	Title	Credits
CSS 101	College Success Seminar	1
CHM 113	Fundamentals of Chemistry I	4
ENG 101	Composition I: College Writing	3
MTH 214	Calculus I	4
	Multicultural and Social Perspectives Elective	3

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3
MTH 215	Calculus II	4
PHY 211	General Physics I	4
	Program Elective	3
	Human Expression Elective	3

Recommended Course Sequence - Summer

Summer courses will reduce fall and spring semester course loads.

Recommended Course Sequence - Semester 3

Course #	Title	Credits
MTH 253	Calculus III	4
PHY 212	General Physics II	4
	HST 113 or HST 114	3
	Program Elective	3
	Program Elective	3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
EGR 204	Engineering Applications of MATLAB	1
ENG 215	Technical Writing	3
MTH 254	Ordinary Differential Equations	3
	Program Elective	3
	Program Elective	3
	<b>Total credits:</b>	<b>64-71</b>

## Engineering Technology

### Advanced and Biomedical Manufacturing

#### Program Goals Statement

This concentration prepares students to enter highly-automated manufacturing industries as automation specialists and manufacturing technicians or for technical positions in biotechnology and pharmaceutical manufacturing industries. In the advanced manufacturing option: Students learn to solve complex manufacturing problems using computer-aided design, evaluation and simulation techniques, and engineering principles. The curriculum covers such aspects of manufacturing engineering as materials processing (traditional and CNC), industrial automation, material science, hydraulics, computer-aided design and manufacturing (CAD/CAM), and computer-integrated manufacturing (CIM).

#### Program Information

- This program is especially valuable to the person who wants technical diversity. Summer courses will reduce fall and spring semester course loads.

#### Suggested Technical Electives

- Manufacturing: EGR-112, EGR-211, CAD-211, and choose one EGR-190, EGR-299, CAD-101, CAD-112, or any CED
- Bio-Manufacturing: BIO-121 and choose one BIO-115 or BIO-233, choose one BIO-126, BIO-240, or CHM-113
- Automation & Robotics: EGR-113, EGR-171, and EGR-211

#### After Bristol

- Graduates of the biomedical option can enter the workforce as biomedical, bioprocess or pharmaceutical manufacturing technicians.
- Graduates work as automation specialists, manufacturing technicians, design technicians, CAD designers, engineering aides, field service technicians,



technical representatives, and maintenance technicians. It will open employment doors to many jobs that require multidisciplinary competencies.

- If you considering transfer to a four-year institution, visit the Transfer Affairs website at [www.BristolCC.edu/transfer](http://www.BristolCC.edu/transfer)

### Infused General Education Competencies

Oral Communication

**Type:** Associate in Science

Campus  
**Campus:**  
Fall River

### Degree Requirements

#### General Courses

Course #	Title	Credits
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
	HST 113 or HST 114	3

#### Program Courses

Course #	Title	Credits
CAD 111	Mechanical Design with Solidworks	3
EGR 103	Computer Skills for Engineers and Technicians	3
EGR 151	Electrical Machinery	3
EGR 172	Material Science	4
EGR 215	Lean Six Sigma	3

#### Elective Courses

Course #	Title	Credits
	Human Expression Elective	3
	Multicultural and Social Perspectives Elective	3

### Program Electives

Course #	Title	Credits
	Advanced and Biomedical Manufacturing Program Electives	13-16
	EGR 111 or EGR 115	3-4
	Two-course Math Sequence	7-8
	PHY 101, PHY 211 or EGR 113	4

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
EGR 103	Computer Skills for Engineers and Technicians	3
	EGR 111 or EGR 115	3-4
	MTH 152, MTH 172 or MTH 214	3-4

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3
CAD 111	Mechanical Design with Solidworks	3
	MTH 172, MTH 214 or MTH 215	4
	EGR 172 or Program Electives	6-7

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
EGR 151	Electrical Machinery	3
EGR 215	Lean Six Sigma	3
PHY 101	Technical Physics I	4
	Program Elective	3
	Multicultural and Social Perspectives Elective or Human Expression Elective	3

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
	HST 113 or HST 114	3
	Multicultural and Social Perspectives Elective or Human Expression Elective	3
	EGR 172 or Program Electives	6-7
	Program Elective	3



**Total credits: 61**

## Architectural and Civil

### Program Goals Statement

This concentration prepares students to work as technicians for engineering consulting firms, structural engineers, architects, bridge inspectors, contractors and structural manufacturing companies.

### Program Information

- Students learn in modern laboratories on the latest computers and software and are taught by faculty with many years of professional experience. Students receive many hours of hands-on experience as well as exposure to background theory.

### After Bristol

- Graduates work as home building contractors, design construction technicians, structural computer-aided designers, and industrial and commercial building fabricators.
- If you plan to transfer to a four-year institution, speak with your advisor and visit the Transfer Affairs website at [BristolCC.edu/transfer](http://BristolCC.edu/transfer)

**Type:** Associate in Science

Campus  
**Campus:**  
Fall River

### Degree Requirements

## General Education Courses

Course #	Title	Credits
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
ARC 201	Introduction to American Architecture	3
	HST 113 or HST 114	3
	Engineering Technology Multicultural and Social Perspectives Elective	3

## Program Courses

Course #	Title	Credits
CAD 101	Computer Aided Drafting	3
CAD 122	Architectural Drawing	3
EGR 124	Soils and Foundations	3
EGR 125	Construction Estimating	3
EGR 221	Surveying I	4
EGR 222	Surveying II	4
EGR 251	Statics	3
EGR 254	Mechanics of Materials and Structures	4
	EGR 102 or EGR 103	3

## Program Electives

Course #	Title	Credits
	Architectural and Civil Technology Program Elective	3-4
	PHY 101: Technical Physics I	4
	Two-course Math Sequence	7-8

## Recommended Course Sequence - Semester 1

Course #	Title	Credits
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
EGR 125	Construction Estimating	3
PHY 101	Technical Physics I	4
	MTH 152, MTH 172 or MTH 214	3-4



**Recommended Course Sequence - Semester 2**

Course #	Title	Credits
EGR 124	Soils and Foundations	3
ENG 102	Composition II: Writing about Literature	3
	MTH 172, MTH 214 or MTH 215	4
CAD 101	Computer Aided Drafting	3
	EGR 102 or EGR 103	3

**Recommended Course Sequence - Semester 3**

Course #	Title	Credits
EGR 221	Surveying I	4
EGR 251	Statics	3
	HST 113 or HST 114	3
	Program Elective	3

**Recommended Course Sequence - Semester 4**

Course #	Title	Credits
EGR 222	Surveying II	4
EGR 254	Mechanics of Materials and Structures	4
CAD 122	Architectural Drawing	3
ARC 201	Introduction to American Architecture	3
	Engineering Technology Multicultural and Social Perspectives Elective	3
<b>Total credits:</b>		<b>60-62</b>

**Electrical**

**Program Goals Statement**

This program prepares students to work as technicians in many positions for which training in electricity and electronics technology is required. Some of the most common areas with job opportunities are solar energy, industrial manufacturing, research and development laboratory, field service, technical writer, and technical sales.

**Program Information**

- All technical courses use computer applications, and laboratories are equipped with modern test equipment.

- Every technical course has a related laboratory, which provides hands-on experience.

**After Bristol**

- Graduates can work as an equipment installation technician, central office technician, computer technician, engineering assistant, manufacturing lab technician, solar technician, field service and installation technician, or customer support specialist.
- If you plan to transfer to a four-year institution, speak with your advisor and visit the Transfer Affairs website at [www.BristolCC.edu/transfer](http://www.BristolCC.edu/transfer)

**Infused General Education Competencies**

Oral Communication

**Type:** Associate in Science

Campus

**Campus:**

Fall River

**Degree Requirements**

**General Courses**

Course #	Title	Credits
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
	HST 113 or HST 114	3
	Engineering Technology Human Expression Elective	3
	Electrical Multicultural and Social Perspectives Elective	3



### Program Courses

Course #	Title	Credits
EGR 131	Introduction to Electrical Circuits	4
EGR 132	Electrical Circuits	4
EGR 133	Computer Configuration and Repair	4
EGR 137	Digital Electronics	4
EGR 211	Programmable Control Systems	4
EGR 235	Electronic Theory I	4
	EGR 102 or EGR 103	3

### Program Electives

Course #	Title	Credits
	Electrical Technology Program Electives	3-4
	Two-course Math Sequence	7-8
	PHY 101 and PHY 102	8

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
PHY 101	Technical Physics I	4
EGR 131	Introduction to Electrical Circuits	4
	MTH 152, MTH 172 or MTH 214	3-4

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
EGR 132	Electrical Circuits	4
PHY 102	Technical Physics II	4
	EGR 102 or EGR 103	3
	MTH 172, MTH 214 or MTH 215	4

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3
	HST 113 or HST 114	3
	Multicultural and Social Perspectives Elective or Human Expression Elective	3
EGR 137	Digital Electronics	4
EGR 235	Electronic Theory I	4

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
EGR 133	Computer Configuration and Repair	4
EGR 211	Programmable Control Systems	4
	Multicultural and Social Perspectives Elective or Human Expression Elective	3
	Program Elective	3
<b>Total credits:</b>		<b>60-63</b>

### Electro-Mechanical w/Green Energy

#### Program Goals Statement

This program prepares students to work in high-tech industries as technical employees who can work on equipment that uses both electrical and mechanical engineering principles. Students, by selecting the recommended electives, can prepare themselves for employment in the expanding Green Technology industries of Solar Energy and Wind Power. Graduates, by selecting the recommended electives, may prepare themselves for transfer to a Bachelor of Science in Engineering Technology program.

#### Program Information

- This program is especially valuable to the person who wants technical diversity.
- It can open employment doors to many jobs that require multidisciplinary competencies.
- Students should be in a Math course every semester until they have completed their sequence.
- Summer courses will reduce fall and spring semester course loads.

#### Recommended Electives

- If interested in Automation and Robotics, EGR 113 and/or EGR 171 recommended.

#### After Bristol

- Graduates work as engineering aides, field service technicians, technical representatives, maintenance technicians and automation technicians.



• If you plan to transfer to a four-year institution, speak with your advisor and visit the Transfer Affairs website at [www.BristolCC.edu/transfer](http://www.BristolCC.edu/transfer)

## Infused General Education Competencies

Oral Communication

**Type:** Associate in Science

Campus

**Campus:**

Fall River

## Degree Requirements

### General Education Courses

Course #	Title	Credits
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
	HST 113 or HST 114	3
	PHY 101: Technical Physics I	4
	Two-course Math Sequence	7-8

### Elective Courses

Course #	Title	Credits
	Engineering Technology Human Expression Elective	3
	Engineering Technology Multicultural and Social Perspectives Elective	3

### Program Courses

Course #	Title	Credits
EGR 131	Introduction to Electrical Circuits	4
EGR 132	Electrical Circuits	4
EGR 211	Programmable Control Systems	4
EGR 251	Statics	3
	EGR 102 or EGR 103	3
	CAD 101, CAD 111 or CAD 172	3

### Program Electives

Course #	Title	Credits
	EGR Electives	8
	Electro-Mechanical Program Electives	7-8

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
EGR 131	Introduction to Electrical Circuits	4
	MTH 152, MTH 172 or MTH 214	3-4
PHY 101	Technical Physics I	4
	Program Elective	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3
EGR 132	Electrical Circuits	4
	EGR 102 or EGR 103	3
	MTH 172, MTH 214 or MTH 215	4
	Program Elective	3

### Recommended Course Sequence - Summer

Summer courses will reduce fall and spring semester course loads.

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
	CAD 101, CAD 111 or CAD 172	3
EGR 251	Statics	3
	Multicultural and Social Perspectives Elective or Human Expression Elective	3
	Program Elective	3
	Program Elective	3



### Recommended Course Sequence - Semester 4

Course #	Title	Credits
EGR 211	Programmable Control Systems	4
	HST 113 or HST 114	3
	Multicultural and Social Perspectives Elective or Human Expression Elective	3
	Program Elective	3
<b>Total credits:</b>		<b>62-65</b>

### Environmental

#### Program Goals Statement

This program provides students with a broad understanding of the environment and current environmental issues. Students utilize their knowledge of water resources, environmental regulations, sampling techniques, and hazardous materials to prepare for state licensure examinations and entry-level environmental technician positions.

#### Program Information

- The Environmental Technology concentration is an interdisciplinary program which allows students to utilize their knowledge in science, mathematics, engineering, and written and oral communication.
- Laboratories provide students with hands-on training on skills and instrumentation utilized on the job.
- Field trips offer students the opportunity to see various facilities and meet with personnel currently working in various environmental technology positions.
- Internships provide students with the opportunity to explore careers in their chosen areas and network with area professionals.

#### After Bristol

- Graduates work as Water Treatment Plant Operators or Wastewater Treatment Plant Operators working for municipalities or private contract operations companies
- Graduates work for private Environmental Consulting Firms and as Environmental Technicians in various industrial areas.

### Infused General Education Competencies

Oral Communication

**Type:** Associate in Science

Campus

**Campus:**

Fall River

### Degree Requirements

#### General Courses

Course #	Title	Credits
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
HST 114	United States History from 1877	3

#### Elective Courses

Course #	Title	Credits
	Environmental Global and Historic Awareness Elective	3
	Engineering Technology Human Expression Elective	3

#### Program Courses

Course #	Title	Credits
CAD 101	Computer Aided Drafting	3
CHM 120	Environmental Chemistry	4
EGR 141	Introduction to Environment	3
EGR 183	Energy Efficiency and Conservation Measures	3
EGR 244	Basic Drinking Water Treatment	4
EGR 245	Hazardous Waste/Waste Management	4
	INT 101: Work-Based Experience	0-1
GIS 101	Introduction to Geographic Information Systems	3
GIS 102	Applications of Geographic Information Systems	3
	EGR 102 or EGR 103	3



### Program Electives

Course #	Title	Credits
	Environmental Technical Electives	9-12
	MTH 152 and MTH 172	7
CHM 120	Environmental Chemistry	4
	CHM 111, CHM 113 or CHM 115	4

### Suggested Technical Electives

Course #	Title	Credits
	Water Treatment	
	Wastewater Treatment	
	Environmental Technology	
	Hazardous Waste	

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
	CHM 111, CHM 113 or CHM 115	4
MTH 152	College Algebra	3
	EGR 102 or EGR 103	3
EGR 141	Introduction to Environment	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
CAD 101	Computer Aided Drafting	3
CHM 120	Environmental Chemistry	4
ENG 102	Composition II: Writing about Literature	3
MTH 172	Precalculus with Trigonometry	4

### Recommended Course Sequence - Summer

*Summer courses will reduce fall and spring semester course loads.*

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
EGR 183	Energy Efficiency and Conservation Measures	3
EGR 245	Hazardous Waste/Waste Management	4
GIS 101	Introduction to Geographic Information Systems	3
HST 114	United States History from 1877	3
	Global and Historic Awareness or Human Expression Elective	3

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
	INT 101: Work-Based Experience	0-1
EGR 244	Basic Drinking Water Treatment	4
GIS 102	Applications of Geographic Information Systems	3
	Global and Historic Awareness or Human Expression Elective	3
	Program Elective	3
	Program Elective	3
<b>Total credits:</b>		<b>69-74</b>

## Marine Science

### Program Goals Statement

This program is designed to prepare students as technicians and scientists working in various areas of the marine industry and marine research. Participants gain an understanding of aquatic life, ocean science, marine and environmental technologies, and have the opportunity to select specialized courses in the areas of at-sea monitoring/fisheries technology, marine science transfer, oceanographic instrumentation/remotely operated vehicle (ROV) technology, renewable energy and water quality.

### Program Information

- Choose electives to specialize if desired.
- Some elective courses in this program are only available in the evening and/or at satellite locations.



- Many marine industry and research careers require good physical health and the ability to swim. Students with issues in this area should discuss them with the program director before enrollment.

### After Bristol

- Graduates can work as technicians in a variety of marine trades professions, such as fisheries observers, oceanography and hydrographic survey technicians, remotely operated vehicle (ROV) technicians or water quality professionals.
- If you plan to transfer to a four-year institution, visit the Transfer Affairs website at [www.BristolCC.edu/transfer](http://www.BristolCC.edu/transfer)

**Type:** Associate in Science

Campus  
**Campus:**  
Fall River

### Degree Requirements

#### General Courses

Course #	Title	Credits
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
	HST 113 or HST 114	3

#### Elective Courses

Course #	Title	Credits
	Engineering Technology Human Expression Elective	3
	Engineering Technology Multicultural and Social Perspectives Elective	3

#### Program Courses

Course #	Title	Credits
EGR 102	Introduction to Sustainable and Green Energy Technologies	3
EGR 103	Computer Skills for Engineers and Technicians	3

#### Program Electives

Course #	Title	Credits
	Marine Science Technical Electives	12-16
	Two-course Math Sequence	7-8

#### Science Courses

Course #	Title	Credits
BIO 132	Marine Biology	4
CHM 113	Fundamentals of Chemistry I	4
EGR 141	Introduction to Environment	3
GIS 101	Introduction to Geographic Information Systems	3
PHY 101	Technical Physics I	4
PHY 211	General Physics I	4
SCI 119	Coastal Science	4
SCI 240	Introduction to Oceanography	4

#### Recommended Course Sequence - Semester 1

Course #	Title	Credits
CSS 101	College Success Seminar	1
EGR 102	Introduction to Sustainable and Green Energy Technologies	3
EGR 103	Computer Skills for Engineers and Technicians	3
EGR 141	Introduction to Environment	3
ENG 101	Composition I: College Writing	3
	MTH 152, MTH 172 or MTH 214	7-8

#### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3
SCI 119	Coastal Science	4
	MTH 172, MTH 214 or MTH 215	4
	Program Elective	3
	Engineering Technology Multicultural and Social Perspectives Elective	3

#### Recommended Course Sequence - Summer

Summer courses will reduce fall and spring semester course loads.



### Recommended Course Sequence - Semester 3

Course #	Title	Credits
CHM 113	Fundamentals of Chemistry I	4
GIS 101	Introduction to Geographic Information Systems	3
	Program Elective	3
	HST 113 or HST 114	3
	Engineering Technology Human Expression Elective	3

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
BIO 132	Marine Biology	4
PHY 101	Technical Physics I	4
SCI 240	Introduction to Oceanography	4
	Program Elective	3
	<b>Total credits:</b>	<b>70-76</b>

## Mechanical

### Program Goals Statement

This concentration prepares students as technicians and mechanical designers. Students learn aspects of mechanical engineering such as strength of materials, materials science, fluid systems, and computer-aided design.

### Program Information

Students gain hands-on experience with mechanical systems (hydraulics, pneumatics and mechanisms), materials, and computer-aided design.

### After Bristol

Graduates may work as mechanical/CAD designers, and manufacturing, industrial and design technicians.

If you plan to transfer to a four-year institution, speak with your advisor and visit the Transfer Affairs website at [www.BristolCC.edu/transfer](http://www.BristolCC.edu/transfer)

**Type:** Associate in Science

**Campus:**

Fall River

## Degree Requirements

### General Education Courses

Course #	Title	Credits
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
	HST 113 or HST 114	3
	Engineering Technology Human Expression Elective	3
	Engineering Technology Multicultural and Social Perspectives Elective	3

### Program Courses

Course #	Title	Credits
CAD 101	Computer Aided Drafting	3
CAD 111	Mechanical Design with Solidworks	3
EGR 151	Electrical Machinery	3
EGR 171	Fluid Systems	4
EGR 172	Material Science	4
EGR 251	Statics	3
EGR 254	Mechanics of Materials and Structures	4
	EGR 102 or EGR 103	3

### Program Electives

Course #	Title	Credits
	Mechanical Technology Program Electives	3-4
PHY 101	Technical Physics I	4
PHY 102	Technical Physics II	4
	Two-course Math Sequence	7-8

### Recommended Program Electives

Course #	Title	Credits
	Design Electives	
	Experiential Education Elective	
	Manufacturing Electives	
	Sustainability/Green Energy Electives	
	Transfer Electives	



### Recommended Course Sequence - Semester 1

Course #	Title	Credits
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
	EGR 102 or EGR 103	3
EGR 172	Material Science	4
	MTH 152, MTH 172 or MTH 214	3-4

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3
PHY 101	Technical Physics I	4
CAD 101	Computer Aided Drafting	3
EGR 171	Fluid Systems	4
	MTH 172, MTH 214 or MTH 215	4

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
EGR 151	Electrical Machinery	3
EGR 251	Statics	3
PHY 102	Technical Physics II	4
	Program Elective	3
	Program Elective	3

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
EGR 254	Mechanics of Materials and Structures	4
CAD 111	Mechanical Design with Solidworks	3
	Program Elective	3
	Program Elective	3
<b>Total credits:</b>		<b>60-63</b>

## Offshore Wind Power

### Program Goals Statement

This program aims to prepare skilled workers, technicians, team leaders, researchers, and scientists for the offshore wind industry. Participants will learn topics in electrical machinery, fluid systems, operations and maintenance, leadership, corrosion management, and offshore safety and survival. Participants will explore wind turbine performance characteristics

under varied wind conditions in a wind tunnel. They will also learn about assemblies and components in wind turbines, common failures and faults, maintenance strategies and related risk analysis from availability and maintainability perspective. Assembly, installation, and maintenance of small-scale wind turbines are done in laboratory conditions. The program prepares participants for the wind industry certifications and advances many soft-skills like communication and leadership.

### Program Information

- This program is focused around understanding the engineering principles behind offshore wind turbine operation and maintenance and applying such fundamental knowledge in solving technical problems.
- Students are trained to troubleshoot key systems and assemblies in a wind turbine including gearbox, generator, hydraulics, pneumatics, and electrical power devices.
- The program contains a course in offshore safety and survival that provides theoretical knowledge and practical skills to ensure a safe working condition when offshore. The course curriculum aligns with global wind industry standards for offshore health, safety and environment considerations and prepares wind turbine technicians for certification.
- Students are encouraged to discuss their career options with the program coordinator before enrollment as many marine industries including offshore wind, require physical fitness due to the nature of work and health and safety considerations.
- Students who haven't taken basic math courses in high school may complete math prerequisites at Bristol.

### Hints for Successful Completion

Successful completion of this program requires participants to be able to identify the challenges with offshore wind turbines operation and maintenance and design cost effective and practical solutions.



### After Bristol

- Graduates will have the option to enhance their qualification by enrolling (/transferring) into degree programs in 4-year universities.
- Graduates will be able to apply for Global Wind Organization (GWO) certification and work as certified technicians for an offshore wind farm operator.
- Graduates will be able to seek careers as consultants for a wide variety of roles in marine trade such as oceanography, hydrographic survey, technicians for onshore wind turbines, Remotely Operated Vehicle (ROV) operators, corrosion engineers, or water quality professionals.
- In time, an attempt will be made to collaborate with a four-year institution to enable transfer. Information about the transfer process can be found at [www.BristolCC.edu/transfer](http://www.BristolCC.edu/transfer).

**Type:** Associate in Science

Campus  
**Campus:**  
New Bedford

### Degree Requirements

#### General Education Courses

Course #	Title	Credits
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
COM 101	Fundamentals of Public Speaking	3
CIS 120	Programming: Logic, Design and Implementation	3
HST 114	United States History from 1877	3
PHL 152	Ethics: Making Ethical Decisions in a Modern World	3
SCI 112	Principles of Ecology	4

### Program Courses

Course #	Title	Credits
EGR 151	Electrical Machinery	3
EGR 171	Fluid Systems	4
EGR 282	Wind Power Technology	4
EGR 283	Wind Power Operations and Maintenance	4
EGR 211	Programmable Control Systems	4
EGR 215	Lean Six Sigma	3
EGR 299	Engineering Projects	4
MTH 172	Precalculus with Trigonometry	4
EGR 281	Offshore Safety and Survival	4
EGR 285	Power Transmission in Offshore Environment	4
EGR 286	Data and Command Center Management	4
EGR 287	Corrosion Management and Control	3

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
ENG 101	Composition I: College Writing	3
EGR 151	Electrical Machinery	3
COM 101	Fundamentals of Public Speaking	3
EGR 171	Fluid Systems	4
HST 114	United States History from 1877	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3
EGR 282	Wind Power Technology	4
PHL 152	Ethics: Making Ethical Decisions in a Modern World	3
MTH 172	Precalculus with Trigonometry	4
CIS 120	Programming: Logic, Design and Implementation	3

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
EGR 211	Programmable Control Systems	4
EGR 281	Offshore Safety and Survival	4
EGR 283	Wind Power Operations and Maintenance	4
SCI 112	Principles of Ecology	4



Recommended Course Sequence - Semester 4

Course #	Title	Credits
EGR 215	Lean Six Sigma	3
EGR 285	Power Transmission in Offshore Environment	4
EGR 286	Data and Command Center Management	4
EGR 287	Corrosion Management and Control	3
EGR 299	Engineering Projects	4
<b>Total credits:</b>		<b>67</b>

Automated Systems with Robotics Certificate  
**Program Goals Statement**

This certificate is designed to develop students' skills and apply their knowledge of electrical & mechanical systems, to prepare them to serve as technicians working with engineers on automated systems used in industry and entertainment. Topics will include pneumatics, hydraulics, electrical and mechanical sensors, switches, motors and other automation hardware, process controllers and programmable logic.

**Program Information**

Work with robotics, automation and/or computer controlled systems in industry and entertainment.

Work as a technician maintaining and troubleshooting amusement rides and mechanical animation.

**Type:** Certificate of Accomplishment

Campus  
**Campus:**  
Fall River

**Program Requirements**

Course #	Title	Credits
EGR 113	Introduction to Robotics	4
EGR 171	Fluid Systems	4
EGR 211	Programmable Control Systems	4
	EGR 131 or EGR 151	3-4

Recommended Course Sequence - Semester 1

Course #	Title	Credits
EGR 113	Introduction to Robotics	4
	EGR 131 or EGR 151	3-4

Recommended Course Sequence - Semester 2

Course #	Title	Credits
EGR 171	Fluid Systems	4
EGR 211	Programmable Control Systems	4
<b>Total credits:</b>		<b>15-16</b>

English

English A2B MassTransfer

Students in the **English** program complete core requirements in literature while developing their ability to analyze literary and cultural texts and contexts, and to write clear, persuasive, and graceful prose. These reading, thinking, and writing skills will enhance their capacity for persuasion, leadership, clarity, and interpersonal effectiveness in whatever career they pursue. Many occupations require an individual who can write and speak well, solve problems, learn new information quickly, and work well with others on a team, all of which are developed in this program, including careers in Business, Communications, Education, Media and in Government and Nonprofit Organizations.

English is a MassTransfer A2B Mapped Program with some Massachusetts State Universities and Universities of Massachusetts. When choosing electives, complete an A2B Program Search at [www.mass.edu/masstransfer](http://www.mass.edu/masstransfer) to determine available transfer institutions and to ensure all credits will be transferred and applied to your degree.

English A2B MassTransfer Courses: ENG 101, ENG 102, ENG 255, ENG 253, ENG 252 or 251

Campus  
**Campus:**  
Fall River



To complete the English A2B Program, students should complete the requirements for the Liberal Arts Humanities Concentration (p. ) including the following required Courses:

ENG 251 World Literature I	3
Or	
ENG 252 World Literature II	3
ENG 253 English Literature I	3
Or	
ENG 254 English Literature II	3
ENG 255 American Literature Precolonial to 1865	3
Or	
ENG 256 American Literature Post Civil War to Present	3

Please review the MassTransfer A2B pathway on the MassTransfer website with your intended transfer institution for more clarification on your course options. <http://bristolcc.smartcatalogiq.com/2019-2020/Catalog/Programs-of-Study-alphabetically/MassTransfer-Electives-and-A2B-Programs/English-A2B-MassTransfer>

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**Total credits:** **0**

## Fire Science

### Emergency Medical Technician Certificate

#### Program Goals Statement

The Emergency Medical Technician Certificate Program is designed to provide students with the skills and knowledge to pursue a career as an EMT. Successful completion of the program coursework qualifies students to sit for the State of Massachusetts EMT license examination. This State license is mandatory for all personnel who wish to pursue a career working on an ambulance. EMT licensure is also the first step in training for a career as a paramedic or with the fire service. EMT training is a valuable skill for those pursuing careers in the healthcare. EMT students gain practical experience by taking part in both hands-on activities and simulations.

### Program Information

Successful completion of the program coursework will qualify students to sit for the State of Massachusetts EMT certification examination.

EMT students will gain practical experience by taking part in both hands on activities and simulations.

EMT certification is the first step in training for a career as a Paramedic or with the fire service.

Courses transfer to the Fire Science Associate's degree program.

**Type:** Certificate of Recognition

#### Campus

##### Campus:

Fall River  
New Bedford  
Attleboro

### Program Requirements

Course #	Title	Credits
FIR 170	Emergency Care I	4
FIR 171	Emergency Care II	4

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
FIR 170	Emergency Care I	4
FIR 171	Emergency Care II	4
<b>Total credits:</b>		<b>8</b>

## Fire Science Technology

### Fire Science Technology

#### Program Goals Statement

This program will prepare a new student for a career in the public fire service or private fire science field, such as the insurance industry, as well as foster career advancements of current firefighters. Degree gives a solid background in the Fire Science core curriculum and general education.



### Program Information

- Courses are offered both days and evenings.
- Courses delivered via traditional classroom or online.

### Recommended Electives

- CRJ 101 Introduction to Criminal Justice; CRJ 221 Juvenile Offenders; CRJ 256 Criminal Investigation; FIR 158 Plans Review; FIR 170 Emergency Care I; FIR 171 Emergency Care II; FIR 254 Report Writing; FIR 255 Related Fire Codes and Ordinances; FIR 260 Juvenile Fire Awareness.

### After Bristol

- Graduates are serving as local fire chiefs, captains, lieutenants, firefighters, fire inspectors, fire investigators, and insurance inspectors.
- Recent graduates have transferred to baccalaureate programs in Fire Science at Salem State College, Anna Maria College, and Providence College.
- If you plan to transfer to a four-year institution, visit the Transfer Affairs website at BristolCC.edu/transfer

### Infused General Education Competencies

Multicultural Perspective

**Type:** Associate in Science

Campus

**Campus:**

Fall River

### Degree Requirements

### General Courses

Course #	Title	Credits
COM 101	Fundamentals of Public Speaking	3
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
	Two-course History Sequence	6
MTH 111	Technical Mathematics for Fire Science	3
	PSY 101 or SOC 101	3

### Elective Courses

Course #	Title	Credits
SCI 116	Science, Technology, and Society: The Chemistry of Hazardous Toxic Materials	4
	Fire Science Information Literacy Elective	0-3

### Program Courses

Course #	Title	Credits
FIR 111	Introduction to Fire Protection	3
FIR 113	Fundamentals of Fire Prevention	3
FIR 150	Fire Investigation	3
FIR 157	Leadership and Command	3
FIR 159	Building Construction for Fire Prevention	3
FIR 253	Firefighting Tactics and Strategy	3
FIR 261	Fire Hydraulics	3
FIR 262	Fire & Emergency Safety & Survival	3
FIR 263	Fire Protection Systems and Equipment	3

### Program Electives

Course #	Title	Credits
	Fire Science Program Electives	6-8



### Recommended Course Sequence - Semester 1

Course #	Title	Credits
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
FIR 111	Introduction to Fire Protection	3
FIR 113	Fundamentals of Fire Prevention	3
	HST 111 or HST 113	3
MTH 111	Technical Mathematics for Fire Science	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3
FIR 150	Fire Investigation	3
SCI 116	Science, Technology, and Society: The Chemistry of Hazardous Toxic Materials	4
	HST 112 or HST 114	3
	PSY 101 or SOC 101	3

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
COM 101	Fundamentals of Public Speaking	3
FIR 159	Building Construction for Fire Prevention	3
FIR 261	Fire Hydraulics	3
FIR 262	Fire & Emergency Safety & Survival	3
FIR 263	Fire Protection Systems and Equipment	3

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Fire Science Information Literacy Elective	0-3
FIR 157	Leadership and Command	3
FIR 253	Firefighting Tactics and Strategy	3
	Fire Science Program Electives	6-8
	<b>Total credits:</b>	<b>60</b>

## General Studies

### Humanities and Arts Studies

#### Program Goals Statement

This program provides students an opportunity to explore the Humanities and Arts programs available at the College, including Art Transfer, Communication Transfer, Deaf Studies and the Humanities Transfer concentration of the Liberal Arts Program. These programs provide a comprehensive and rigorous foundation for transfer to a Bachelor of Arts or Science degree in these disciplines. Humanities and arts students will explore the fundamentals of human communication in theory and practice, and analyze historic and contemporary role of these disciplines in an increasingly diverse society. These programs can also prepare students for careers in design, the performing and visual arts or working with the Deaf or hard of hearing.

#### Program Information

- Humanities programs vary greatly from one another here and at four-year institutions. Students whose exploration uncovers a new, unforeseen passion or interest in one of our humanities areas should contact the specific program coordinator associated with that area as soon as possible to discuss their options and best course of action. Specific program coordinators can also assist you with choosing free electives that are available to you.
- Students interested in Art Transfer programs should meet with the program director to discuss the process of building a strong portfolio for use in transferring or towards the job market and be aware that some studio art courses are offered only one semester.
- Students interested in Communication Transfer programs should meet with the program director to discuss field-based learning opportunities in areas related to mass communication, organizational communication, or public communication.
- Bristol offers several Deaf Studies concentrations to meet a student's career and academic goals. Students interested in these programs who have taken non-credit "sign language classes" in the past, or, are heritage signers (Deaf/signing family) or have taken



two or more ASL classes in high school, with a B or better, should meet with the program director to discuss placement options.

- Students interested in the Humanities Transfer concentration of the Liberal Arts program should meet with the program director to discuss humanities transfer opportunities and agreements.

### After Bristol

- Bristol participates in the statewide MassTransfer program and has developed many program-to-program transfer articulation agreements that guarantee admission and credit transfer.
- For a complete listing of eligible MassTransfer programs and current Bristol articulation agreements, visit the Transfer Affairs website at [www.BristolCC.edu/transfer](http://www.BristolCC.edu/transfer).

**Type:** Associate in Arts

Campus  
**Campus:**  
Fall River

### Degree Requirements

#### General Courses

Course #	Title	Credits
COM 101	Fundamentals of Public Speaking	3
HUM 101	Human Expression Across Time and Space	3
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
MTH 125	Modern College Mathematics	3
	PSY 101 or SOC 101	3
	HST 113 or HST 114	3

#### Elective Courses

Course #	Title	Credits
	Humanities and Arts Courses	6-7
	Scientific Reasoning and Discovery Elective - Lab	4
	Scientific Reasoning and Discovery Elective - Lab	4
	Humanities and Arts Information0-3 Literacy Elective	

#### Program Electives

Course #	Title	Credits
	Humanities and Arts Program Electives	21-25

#### Recommended Course Sequence - Semester 1

Course #	Title	Credits
HUM 101	Human Expression Across Time and Space	3
MTH 125	Modern College Mathematics	3
ENG 101	Composition I: College Writing	3
	PSY 101 or SOC 101	3
	Humanities and Arts Courses	6-7

#### Recommended Course Sequence - Semester 2

Course #	Title	Credits
	Humanities and Arts Courses	6-7
ENG 102	Composition II: Writing about Literature	3
	Humanities and Arts Information0-3 Literacy Elective	
COM 101	Fundamentals of Public Speaking	3
	Scientific Reasoning and Discovery Elective - Lab	4

#### Recommended Course Sequence - Semester 3

Course #	Title	Credits
	HST 113 or HST 114	3
	Program Elective	3
	Program Elective	3
	Program Elective	3



### Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Program Elective	3
	<b>Total credits:</b>	<b>60</b>

### Applied Technical Studies Program Goals Statement

This program provides students an opportunity to explore the Applied Technology programs available at the College. Completion of an Applied Technology program can prepare students for a wide variety of careers including programming positions in business and industry with a Computer Information Systems degree, technicians and designers positions with an Engineering Technology degree or positions in the public or private insurance field with a Fire Science degree.

### Program Information

- Students should take any required developmental courses in their first semester.
- Students have access to outstanding state-of-the-art technology and learn from faculty in touch with the needs of industry, both locally and nationally. Courses are constantly evolving to reflect current trends.
- Students should be in a Math course every semester until they have completed their sequence.
- Courses are offered both days and evenings, are delivered via traditional classroom or online and taking summer courses can reduce fall and spring semester course loads.
- Students should consider completing certificates that contain required program courses that will complement their degree.

### After Bristol

- Students are encouraged to select a specific Applied Technology program including Computer Information Systems Engineering Technology, Fire Science or an Applied Technology Certificate(s).

- Graduates from these programs can:

- Serve as firefighters, fire inspectors, fire investigators, and insurance inspectors.
  - Work as manufacturing and industrial technicians and designers.
  - Start their own businesses or work as programmers, analysts, systems administrators, or software developers.
- If you plan to transfer to a four-year institution, visit the Transfer Affairs website at [www.BristolCC.edu/transfer](http://www.BristolCC.edu/transfer)

**Type:** Associate in Science

Campus

**Campus:**  
Fall River

### Degree Requirements

#### General Courses

Course #	Title	Credits
BUS 115	Fundamentals of an Enterprise	1
CIT 113	Applied Technology Exploration	3
COM 101	Fundamentals of Public Speaking	3
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
MTH 152	College Algebra	3
PHY 101	Technical Physics I	4
SOC 101	Principles of Sociology	3
	HST 113 or HST 114	3
	Applied Technical Studies Exploratory Course	3-4

#### Program Electives

Course #	Title	Credits
	Applied Technical Studies Program Electives	29-31



### Recommended Course Sequence - Semester 1

Course #	Title	Credits
CIT 113	Applied Technology Exploration	3
COM 101	Fundamentals of Public Speaking	3
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
MTH 152	College Algebra	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3
PHY 101	Technical Physics I	4
SOC 101	Principles of Sociology	3
	HST 113 or HST 114	3
BUS 115	Fundamentals of an Enterprise	1
	Applied Technical Studies Exploratory Course	3-4

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
	Program Elective	3

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Program Elective	3
	<b>Total credits:</b>	<b>60</b>

## Business and Entrepreneurial Studies Program Goals Statement

This program provides students an opportunity to explore the Business, Hospitality Management and Office Administration Programs. These programs provide training in the various organizational functions, critical thinking, problem-solving, and communication

skills students need to compete in today's global business environment. Many of these programs share common courses so students can switch easily between concentrations.

### Program Information

- Students should take any required developmental courses in their first semester.
- This program is designed for students who plan to enter the workforce immediately after graduation.
- This program offers students the opportunity to develop strong communications, organizational, and critical thinking skills, as well as practical preparation for entry into a variety of business-related career fields.
- Credit for Prior Learning (CPL) credit is available to students for some program and general education courses with approval by the appropriate Department Chairperson.
- Students should consider completing certificates that contain required program courses that will complement their degree.

### After Bristol

- Students are encouraged to select a specific business studies program, including Business Administration, Hospitality Management, Executive Office Administration or a Certificate(s) in these disciplines.
- Graduates from these programs can:
  1. Seek employment as accountants, tellers, broker assistants, loan service representatives, customer service and insurance representatives, junior financial analysts, shift supervisors, or start their own businesses.
  2. Work in tourism, casino, hotel, and food service management positions.
  3. Become administrative assistants and office managers in all types of offices and corporations.
- If you plan to transfer to a four-year institution, visit the Transfer Affairs website at [www.BristolCC.edu/transfer](http://www.BristolCC.edu/transfer).

**Type:** Associate in Science



Campus  
**Campus:**  
Fall River

**Degree Requirements**

General Courses

Course #	Title	Credits
BUS 111	Business and Financial Mathematics	3
COM 101	Fundamentals of Public Speaking	3
CSS 101	College Success Seminar	1
ECN 111	Principles of Economics-Macro	3
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
HST 112	The West and the World II	3
MAN 101	Principles of Management	3
MAN 118	Workshop in Team Development 1 and Managerial Communication	3
	Business and Entrepreneurial Studies Exploratory Courses	3
	Business and Entrepreneurial Studies Information Literacy Elective	0-3

Elective Courses

Course #	Title	Credits
	Scientific Reasoning and Discovery Elective	3-4

Program Electives

Course #	Title	Credits
	Business and Entrepreneurial Studies Program Electives	27-32

Recommended Course Sequence - Semester 1

Course #	Title	Credits
BUS 111	Business and Financial Mathematics	3
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
ECN 111	Principles of Economics-Macro	3
COM 101	Fundamentals of Public Speaking	3

Recommended Course Sequence - Semester 2

Course #	Title	Credits
	Business and Entrepreneurial Studies Exploratory Courses	3
	Business and Entrepreneurial Studies Information Literacy Elective	0-3
MAN 118	Workshop in Team Development 1 and Managerial Communication	3
MAN 101	Principles of Management	3
ENG 102	Composition II: Writing about Literature	3
HST 112	The West and the World II	3

Recommended Course Sequence - Semester 3

Course #	Title	Credits
	Scientific Reasoning and Discovery Elective	3-4
	Program Elective	3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Program Elective	3
	<b>Total credits:</b>	<b>60</b>

Educational Studies

**Program Goals Statement**

This program concentration provides students an opportunity to explore the Education programs available at the College, including Early Childhood, Elementary and Deaf Studies Education. These programs enroll individuals aspiring to become educators of preschool, kindergarten, and grades 1 - 6. Employment as educators in these fields require candidates to complete a Bachelor's degree for initial certification by the Commonwealth of Massachusetts.



To make this transfer smoother, the College has transfer agreements with several colleges and universities.

### Program Information

- Students in all Education programs are required to submit to a Criminal Offender Record Investigation (CORI) check. A positive CORI check would prevent a student from engaging in any field-related course work, including Teaching Practicum.
- Students interested in the Early Childhood Education programs must pass a physical examination, tetanus, measles, mumps, rubella, and hepatitis B immunizations or titres (blood to prove immunity) to be accepted. A TB test is required each year. Health insurance is also required.
- For students interested in Deaf Studies Education who have taken non-credit "sign language classes" in the past, or are heritage signers (Deaf/signing family) or have taken two or more ASL classes in high school with a "B" or better, should meet with the program director.

### After Bristol

- Bristol participates in the statewide MassTransfer program and has developed many program-to-program transfer articulation agreements which guarantee admission and credit transfer.
- For a complete listing of eligible MassTransfer programs and current Bristol articulation agreements, visit the Transfer Affairs website.

**Type:** Associate in Science

Campus  
**Campus:**  
Fall River

### Degree Requirements

### General Courses

Course #	Title	Credits
COM 101	Fundamentals of Public Speaking	3
EDU 101	College Success Seminar for Education	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
HST 113	United States History to 1877	3
MTH 127	Mathematics for Elementary School Teachers I	3
PSY 101	General Psychology	3
	ECE 111 or ECE 125	3
	ASL 101 or PHL 153	3
	BIO 111 or SCI 113	4
	Educational Studies Exploratory Course	3-4
	Information Literacy Elective	0-3

### Program Electives

Course #	Title	Credits
	Educational Studies Program Electives	24-28

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
MTH 127	Mathematics for Elementary School Teachers I	3
EDU 101	College Success Seminar for Education	1
	ECE 111 or ECE 125	3
ENG 101	Composition I: College Writing	3
PSY 101	General Psychology	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
	Educational Studies Exploratory Course	3-4
	ASL 101 or PHL 153	3
ENG 102	Composition II: Writing about Literature	3
HST 113	United States History to 1877	3
	BIO 111 or SCI 113	4



### Recommended Course Sequence - Semester 3

Course #	Title	Credits
COM 101	Fundamentals of Public Speaking	3
	Program Elective	3
	Program Elective	3
	Program Elective	3

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Program Elective	3
	<b>Total credits:</b>	<b>60</b>

### General Studies

#### Program Goals Statement

The General Studies program is ideal for students who want to explore various fields of study and/or career options. As an undecided freshman, it allows you to mold your class schedule to try a wide variety of subjects that you find interesting. Students who have a very specific goal in mind for their future can take classes that fir their goals. General Studies is perfect for students who wish to create their own disciplinary program and not be limited to the programs available through the College.

#### Program Information

- Learn how to think critically, communicate effectively, and pull together knowledge from many disciplines-- skills you will need to be successful in almost any career.
- Students will acquire a broad-based education.
- General Studies can be perfect for students who use its lack of structure to their advantage and mold it to their individual needs.

#### After Bristol

- Graduates receive an excellent preparation to continue education and achieve a bachelor's degree.

- Graduates continue school in a variety of disciplines, including art, media arts, public relations, entertainment, sales, law enforcement, law school, health professions, and other graduate programs.
- Students may seek employment in a variety of fields.

**Type:** Associate in Science

Campus

**Campus:**

Fall River

### Degree Requirements

#### General Courses

Course #	Title	Credits
COM 101	Fundamentals of Public Speaking	3
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
	HST 111, 112, 113 or 114	3
	SOC 101, 212 or 252	3

#### Elective Courses

Course #	Title	Credits
	Science Elective	3-4
	Multicultural and Social Perspectives Elective	3
	Quantitative and Symbolic Reasoning Elective	3
	Information Literacy Elective	0-3

#### Program Electives

Course #	Title	Credits
	General Studies Program Electives	31-36



**Recommended Course Sequence - Semester 1**

Course #	Title	Credits
CSS 101	College Success Seminar	1
	Quantitative and Symbolic Reasoning Elective	3
ENG 101	Composition I: College Writing	3
	HST 111, 112, 113 or 114	3
	Program Elective	3

**Recommended Course Sequence - Semester 2**

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3
	Science Elective	3-4
	Multicultural and Social Perspectives Elective	3
	SOC 101, 212 or 252	3
	Program Elective	3

**Recommended Course Sequence - Semester 3**

Course #	Title	Credits
COM 101	Fundamentals of Public Speaking	3
	Program Elective	3

**Recommended Course Sequence - Semester 4**

Course #	Title	Credits
	Information Literacy Elective	0-3
	Program Elective	3
	<b>Total credits:</b>	<b>60</b>

**Health and Life Sciences**  
**Program Goals Statement**

This program provides students an opportunity to explore the Health & Life Sciences programs available at the College. It can also help prepare students for application to the College's Health Sciences programs. It does not guarantee admission to any competitive

admission program but does guide students in choosing courses that provide sound preparation for admission to those programs. Completion of a Health or Life Sciences degree can prepare students for a wide variety of careers in health, biotechnology or veterinary-related fields or for transfer to a four-year college or university Life Science program.

**Program Information**

- Students should take any required developmental courses in their first semester. College level reading and math skills are necessary to be successful in this program. Failure to complete these in a timely manner could adversely impact student performance and admission into competitive admission programs.
- Students have access to outstanding state-of-the-art laboratories and learn from faculty in touch with the needs of local healthcare providers. Courses reflect current clinical and scientific trends.
- Many courses are offered days and evenings and delivered in traditional face to face or online delivery formats. It is strongly advised to take summer courses to reduce fall and spring semester course loads.
- Students should consider completing certificates that contain required program courses that will complement their degree.

**After Bristol**

- Students are encouraged to select and apply for a specific Health or Life Science program Biology, Biotechnology, Dental Hygiene, Nursing Occupational Therapy, Clinical Lab Science, Health Information Management, Veterinary Healthcare Assistant and/or a Health or Life Sciences Certificate(s).
- While enrollment in this program does NOT guarantee admission to any competitive admission program, many successful Health Science graduates began their college careers in the General Studies or Liberal Arts programs. Admission to Health Sciences is competitive, but this program provides students a structured way to complete the necessary courses to make themselves better prepared candidates. Refer to



the specific program description elsewhere in the catalog for Admissions standards for your program of interest.

- If you plan to transfer to a four-year institution, visit the Transfer Affairs website at [www.bristolcc.edu/transfer](http://www.bristolcc.edu/transfer)

**Type:** Associate in Science

Campus  
**Campus:**  
Fall River

### Degree Requirements

#### General Courses

Course #	Title	Credits
BIO 233	Human Anatomy and Physiology 4 I	
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
MTH 119	Fundamental Statistics	3
PSY 101	General Psychology	3
SOC 101	Principles of Sociology	3

#### Elective Courses

Course #	Title	Credits
	BIO 111 or BIO 121	4
	HST 111, 112, 113 or 114	3
	COM 101, PHL 152 or SCI 125	3
	Health and Life Sciences Exploratory Course	3-4
	Multicultural and Social Perspectives Elective	3
	Information Literacy Elective	0-3

#### Program Electives

Course #	Title	Credits
	Health and Life Sciences Program Electives	20-25

#### Recommended Course Sequence - Semester 1

Course #	Title	Credits
MTH 119	Fundamental Statistics	3
CSS 101	College Success Seminar	1
	BIO 111 or BIO 121	4
ENG 101	Composition I: College Writing	3
PSY 101	General Psychology	3

#### Recommended Course Sequence - Semester 2

Course #	Title	Credits
BIO 233	Human Anatomy and Physiology 4 I	
ENG 102	Composition II: Writing about Literature	3
SOC 101	Principles of Sociology	3
	COM 101 or SCI 125	3
	PHL 152 or MTH 119	3

#### Recommended Course Sequence - Semester 3

Course #	Title	Credits
	HST 113 or HST 114	3
	Information Literacy Elective	0-3
	Program Elective	3
	Program Elective	3
	Program Elective	3

#### Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Program Elective	3
	<b>Total credits:</b>	<b>60</b>

#### Legal and Social Studies

##### Program Goals Statement

This program provides students an opportunity to explore the Social Sciences and Legal Studies programs available at the College. These programs prepare students for positions in the criminal justice and social services system or for transfer into a baccalaureate, degree-granting institution in their chosen social sciences or legal discipline. Developing and practicing



helping relationships are emphasized in these programs. It can also prepare current practitioners for career advancement.

### Program Information

- Students should take any required developmental courses in their first semester.
- The skills developed provide excellent job mobility in some of the fastest growing professions in America. Students can work in general position or specialize in a wide variety of fields within business, professional, and government entities.
- The faculty represent all of the major fields of the criminal justice, legal and social services systems, and students benefit from their years of formal study and professional experience.
- Prior Learning Assessment (PLA) credit is available to students for some program and general education courses with approval by the appropriate Department Chairperson.
- Students should consider completing certificates that contain required program courses that will complement their degree.

### After Bristol

- Students are encouraged to select a specific social and legal studies program, including Criminal Justice, CIS-Computer Forensics, Human Services, Deaf Studies-Human Services, OFC-Legal Office Concentration, Paralegal or a Certificate(s) in these disciplines.
- Graduates from these programs can:
  - Work in law enforcement agencies, the private commercial sector, and law firms as state and local police, correctional and probation officers and computer forensics technicians.
  - Be employed in a variety of settings, including law firms, corporate law departments, financial institutions, government agencies, or courts.
  - Transfer to Bachelors programs in Social Work, Sociology, or Psychology.

- If you plan to transfer to a four-year institution, visit the Transfer Affairs website.

**Type:** Associate in Science

### Campus

**Campus:**

Fall River

Online

### Degree Requirements

#### General Courses

Course #	Title	Credits
COM 101	Fundamentals of Public Speaking	3
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
HST 114	United States History from 1877	3
MTH 119	Fundamental Statistics	3
	SOC 101 or SOC 252	3

#### Elective Courses

Course #	Title	Credits
	Legal and Social Studies Exploratory Courses	6
	Scientific Reasoning and Discovery Elective	3-4
	PLS 105 or Information Literacy Elective	0-3

#### Program Electives

Course #	Title	Credits
	Legal and Social Studies Program Electives	28-33

#### Recommended Course Sequence - Semester 1

Course #	Title	Credits
COM 101	Fundamentals of Public Speaking	3
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
MTH 119	Fundamental Statistics	3
	SOC 101 or SOC 252	3



### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3
HST 114	United States History from 1877	3
	Information Literacy Elective	0-3
	Legal and Social Studies	6
	Exploratory Courses	
	Scientific Reasoning and Discovery Elective	3-4

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
	PLS 105 or Information Literacy Elective	0-3
	Program Elective	3

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Program Elective	3
	<b>Total credits:</b>	<b>60</b>

## STEM Transfer Studies

### Program Goals Statement

This program provides students an opportunity to explore the Science, Technology, Engineering and Mathematics (STEM) Transfer programs available at the College. Completion of a STEM program can prepare students to transfer to a wide variety of bachelor's degree fields including: Biology, Biotechnology, Chemistry, Computer Science, Engineering Science, Information Systems, Mathematics and Physics.

### Program Information

- Students should take any required developmental courses in their first semester.

- Students have access to outstanding STEM laboratory facilities and learn from faculty involved in state-of-the-art research activities. Courses are constantly evolving to reflect current trends.
- Students should be in a Math course every semester until they have completed their sequence.
- Courses are offered both days and evenings, are delivered via traditional classroom or online, and taking summer courses can reduce fall and spring semester course loads.
- Students should consult applicable Transfer Agreements and/or desired transfer institution to insure the transferability of courses.

### After Bristol

- Students are encouraged to select a specific STEM Transfer program, including Computer Science and Information Systems Transfer, Engineering Transfer, Liberal Arts Math and Science Concentration or Life Sciences Biology Concentration, before completing more than 32 credits.
- Recent graduates have transferred to Bridgewater, Brown, Bryant, Northeastern, Rhode Island College, Roger Williams, University of Massachusetts at Amherst and Dartmouth, University of Rhode Island, Wentworth Institute of Technology and Worcester Polytechnic Institute.
- BCC participates in the statewide MassTransfer program and has developed many program-to-program transfer articulation agreements which guarantee admission and credit transfer. For a complete listing of eligible MassTransfer programs and current BCC articulation agreements, visit the Transfer Affairs website at [www.BristolCC.edu/transfer](http://www.BristolCC.edu/transfer)

**Type:** Associate in Science

**Campus:**

Fall River

### Degree Requirements



### General Courses

Course #	Title	Credits
CHM 113	Fundamentals of Chemistry I	4
COM 101	Fundamentals of Public Speaking	3
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
SOC 101	Principles of Sociology	3
PHL 152	Ethics: Making Ethical Decisions 3 in a Modern World	3

### Elective Courses

Course #	Title	Credits
	HST 113 or HST 114	3
	MTH 152, MTH 172 or MTH 214	7-8
	STEM Information Literacy Elective	0-4
	BIO 121, CHM 114 or PHY 211	4

### Program Electives

Course #	Title	Credits
	STEM Program Electives	21-27

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
CHM 113	Fundamentals of Chemistry I	4
COM 101	Fundamentals of Public Speaking	3
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
	MTH 152 or MTH 172	3-4

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3
	HST 113 or HST 114	3
	MTH 172 or MTH 214	4
	STEM Information Literacy Elective	0-4
	BIO 121, CHM 114 or PHY 211	4

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
PHL 152	Ethics: Making Ethical Decisions 3 in a Modern World	3
	Program Elective	3
	Program Elective	3
	Program Elective	3

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Program Elective	3
	<b>Total credits:</b>	<b>60</b>

## Health

### Electrocardiography (EKG) Certificate

#### Program Goals Statement

The program goal is to prepare students for entry-level employment as professional and competent Electrocardiography (EKG) Technicians, and to meet the needs of the local health care community.

#### Program Information

EKG Technicians operate noninvasive equipment which print graphic tracings of electrical impulses transmitted by the heart. The technician is responsible for maintaining the equipment and supplies, preparing the patient for the test, and monitoring the patient during the procedure. The graphic tracing aids in the diagnosis of heart disease, monitors the effect of drug therapy, and analyzes changes in the condition of the patient's heart over a period of time.

In addition to performing routine diagnostic electrocardiograms, EKG technicians may specialize in continuous ambulatory (Holter) monitoring or cardiac stress testing. Holter monitoring records a patient's cardiac rhythm for a 24- to 48-hour period while patients' pursue their normal routines. Cardiac stress testing monitors and records a patient's cardiac rhythm during a period of prescribed exercise.



Additional duties may include scheduling of appointments, data entry into computerized machines, typing of physicians' interpretations, and maintaining patient files.

### After Bristol

Graduates of the program are eligible to sit for a national EKG certification exam.

**Type:** Certificate of Accomplishment

Campus

**Campus:**

Fall River

### Program Requirements

Course #	Title	Credits
BIO 115	Survey of Human Anatomy and Physiology	4
ENG 101	Composition I: College Writing	3
HLT 106	Medical Language	3
HLT 116	Introduction to Healthcare	3
HLT 118	Fundamentals of Electrocardiography	4

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
BIO 115	Survey of Human Anatomy and Physiology	4
ENG 101	Composition I: College Writing	3
HLT 106	Medical Language	3

### Recommended Course Sequence - Semester 2

Students must receive a minimum of "C-" in HLT 118 to complete EKG Certificate requirements.

Course #	Title	Credits
HLT 116	Introduction to Healthcare	3
HLT 118	Fundamentals of Electrocardiography	4
<b>Total credits:</b>		<b>17</b>

## History

### Native American Studies Certificate

#### Program Goals Statement

The Native American Studies certificate program will allow students to gain a structured understanding of the issues affecting contemporary Native American communities and acquire a broader knowledge of unique cultures rooted in this hemisphere (with an emphasis on the native nations of North America). Native American studies provides students with the opportunity to develop knowledge of the development, growth, and interactions of the indigenous peoples and nations of the Western Hemisphere. This certificate also places emphasis on the Native peoples of the Eastern Woodlands, particularly, the Northeast so that students can be better acquainted with the history, culture, and presence of the First Peoples of New England.

#### Program Information

- Students are required to complete a Service-Learning component.
- Allows students a structured understanding of issues affecting Native American communities.
- Furthers the college goal to emphasize cultural diversity
- Embraces sustainability concepts.
- PSY 261 and SOC 261 require prerequisites of PSY 101 and SOC 101 or a waiver of the requirement

**Type:** Certificate of Achievement

Campus

**Campus:**

Fall River



## Program Requirements

Course #	Title	Credits
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
ANT 101	Social and Cultural Anthropology	3
ENG 259	Native American Novels	3
HST 259	History of North American Indian Peoples	3
HST 265	Immigration and Ethnicity in American History	3

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
ANT 101	Social and Cultural Anthropology	3
ENG 101	Composition I: College Writing	3

### Recommended Course Sequence -Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3
HST 265	Immigration and Ethnicity in American History	3

### Recommended Course Sequence -Semester 3

Course #	Title	Credits
HST 259	History of North American Indian Peoples	3
ENG 259	Native American Novels	3
<b>Total credits:</b>		<b>18</b>

## Human Services

### Human Services

#### Program Goals Statement

The Human Services program attracts a diverse student population who share a common desire to work with and help people. The Human Services program provides the academic coursework and field experience for successful, entry-level careers in human services, as well as a strong foundation for transfer to colleges and universities with bachelor's programs in social

work, human services or other related majors.

Combining coursework in general education, natural sciences, social sciences and humanities with human services courses, students gain knowledge of the field and develop professional skills and engage in learning opportunities to help them develop as multi-culturally competent and ethical practitioners. Graduates are trained as generalists to work with communities, families, seniors, adults, adolescents and children in a variety of settings with a commitment to social justice. This program has been developed to align with the Mass Transfer Human Services to Social Work Pathway.

### Program Information

- The Human Services program is fully available at the Attleboro, Fall River, New Bedford and Taunton campuses. Many courses are also available online.
- SER 291 includes a 150 hour supervised agency internship that places special time demands on students and is ideally taken in the last year of study.
- A criminal background check (CORI and/or SORI) and/or drug test may be required by and at the discretion of the field experience host location prior to participation in the field experience. Faculty will work individually with students to select the best field experience for each student's background, but please know placement sites may be limited.
- Recommend BIO 110 or BIO 117 for Science elective

### Related Programs

- A certificate in Substance Abuse Counseling and/or Deaf Studies will enrich career preparation. Students should consult with the program director to select appropriate electives.

### After Bristol

- The most popular transfer choices include Bachelor of Social Work programs at Bridgewater State University, Rhode Island College, or Fitchburg State University and sociology or psychology at UMass Dartmouth.
- Work with the program director early to select courses to maximize transfer possibilities.



## Infused General Education Competencies

Oral Communication, Technical Literacy

### MassTransfer A2B Pathway

The Human Services program is a MassTransfer A2B Mapped Program with some Massachusetts State Universities. When choosing electives, complete an A2B Program Search to determine available transfer institutions and to ensure all credits will be transferred and applied to your degree.

**Type:** Associate in Science

Campus

**Campus:**

Fall River

### Degree Requirements

#### General Courses

Course #	Title	Credits
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
PSY 101	General Psychology	3
PSY 255	Abnormal Psychology	3
SOC 101	Principles of Sociology	3
BIO 111	General Biology I	4
COM 101	Fundamentals of Public Speaking	3
PHL 111	Introduction to Logic	3
MTH 119	Fundamental Statistics	3

#### Elective Courses

Course #	Title	Credits
	Science Elective	3-4
	History Elective	3
	Restricted Elective	3
	Restricted Elective	3
	Restricted Elective	3

## Program Courses

Course #	Title	Credits
SER 101	Introduction to Social Welfare	3
SER 225	Social Work Issues: Diversity and Oppression	3
SER 251	Principles of Methods of Interviewing	3
PSY 281	The Effects of Drugs on the Body3 and Mind	
SER 290	Pre-Internship Planning Workshop	1
SER 291	Field Experience and Seminar I	5

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
PSY 101	General Psychology	3
SER 101	Introduction to Social Welfare	3
COM 101	Fundamentals of Public Speaking	3
	History Elective	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
	Science Elective	3-4
ENG 102	Composition II: Writing about Literature	3
PSY 255	Abnormal Psychology	3
SOC 101	Principles of Sociology	3
SER 225	Social Work Issues: Diversity and Oppression	3

### Recommended Course Sequence - Summer

Course #	Title	Credits
	MTH 119 or BIO 111	3-4



**Recommended Course Sequence - Semester 3**

Course #	Title	Credits
	PHL 111 or Restricted Elective	3
SER 251	Principles of Methods of Interviewing	3
PSY 281	The Effects of Drugs on the Body and Mind	3
SER 290	Pre-Internship Planning Workshop	1
	MTH 119 or BIO 111	3-4

**Recommended Course Sequence - Semester 4**

Course #	Title	Credits
SER 291	Field Experience and Seminar I	5
	PHL 111 or Restricted Elective	3
	Restricted Elective	3
	Restricted Elective	3
<b>Total credits:</b>		<b>61-63</b>

**Developmental Disabilities Certificate**

**Program Goals Statement**

This certificate prepares students to work within the broad range of developmental disabilities populations, including individuals with mental retardation, autism, Down and Fetal Alcohol Syndromes, various neurological and sensory impairments, and other emotional and behavioral disorders.

**Program Information**

Most courses in the Developmental Disabilities certificate apply to both the Human Services degree and certificate programs.

**Type:** Certificate of Achievement

Campus  
**Campus:**  
Fall River

**Program Requirements**

Course #	Title	Credits
ENG 101	Composition I: College Writing	3
PSY 101	General Psychology	3
SER 101	Introduction to Social Welfare	3
SER 212	Special Topics in Mental Health	3
SER 260	Supervision and Leadership in Human Services	3
SER 261	Developmental Disabilities	3
SER 290	Pre-Internship Planning Workshop	1
SER 291	Field Experience and Seminar I	5

**Recommended Course Sequence - Semester 1**

Course #	Title	Credits
ENG 101	Composition I: College Writing	3
SER 101	Introduction to Social Welfare	3

**Recommended Course Sequence - Semester 2**

Course #	Title	Credits
PSY 101	General Psychology	3
SER 261	Developmental Disabilities	3
SER 290	Pre-Internship Planning Workshop	1

**Recommended Course Sequence - Semester 3**

Course #	Title	Credits
SER 212	Special Topics in Mental Health	3
SER 260	Supervision and Leadership in Human Services	3

**Recommended Course Sequence - Semester 4**

Course #	Title	Credits
SER 291	Field Experience and Seminar I	5
<b>Total credits:</b>		<b>24</b>

**Human Services Certificate**

**Program Goals Statement**

This program provides the theoretical and skills-based knowledge to obtain entry-level positions in social and human services or, for those in the field, an upgrade of existing professional knowledge.



**Type:** Certificate of Achievement

Campus  
**Campus:**  
Fall River

**Program Requirements**

Course #	Title	Credits
ENG 101	Composition I: College Writing	3
PSY 101	General Psychology	3
SER 101	Introduction to Social Welfare	3
SER 251	Principles of Methods of Interviewing	3
SER 290	Pre-Internship Planning Workshop	1
SER 291	Field Experience and Seminar I	5
SOC 212	The Sociology of Social Problems	3
	Human Services Elective	3

**Recommended Course Sequence - Semester 1**

Course #	Title	Credits
ENG 101	Composition I: College Writing	3
SER 101	Introduction to Social Welfare	3

**Recommended Course Sequence - Semester 2**

Course #	Title	Credits
PSY 101	General Psychology	3
SER 251	Principles of Methods of Interviewing	3
SER 290	Pre-Internship Planning Workshop	1

**Recommended Course Sequence - Semester 3**

Course #	Title	Credits
SER 291	Field Experience and Seminar I	5

**Recommended Course Sequence - Semester 4**

Course #	Title	Credits
SOC 212	The Sociology of Social Problems	3
	Human Services Elective	3
	<b>Total credits:</b>	<b>24</b>

**Liberal Arts**

**Behavioral and Social Sciences**

**Program Goals Statement**

The Liberal Arts and Sciences program provides a comprehensive and rigorous foundation for students who plan to transfer to complete a Bachelor of Arts or Science degree in the liberal arts disciplines or to pursue professional studies in the Behavioral or Social Sciences. The program values lifelong learning for success of the individual as well as the community.

**Choosing Electives**

Select electives from Transfer Electives and Elective Recommendations

**After Bristol**

Bristol Community College participates in the statewide MassTransfer program and has developed many program-to-program transfer articulation agreements which guarantee admission and credit transfer. For a complete listing of eligible MassTransfer programs and current Bristol articulation agreements, visit the Transfer Affairs website.

**Type:** Associate in Arts

Campus  
**Campus:**  
Fall River

**Degree Requirements**

**General Courses**

Course #	Title	Credits
COM 101	Fundamentals of Public Speaking	3
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
	Two-course History Sequence	6



### Elective Courses

Course #	Title	Credits
	Liberal Arts Global and Historic Awareness Elective	3
	Liberal Arts Multicultural and Social Perspectives Elective	0-3
	Mathematics/Quantitative Reasoning Elective	3
	Liberal Arts Information Literacy0-3 Elective	
	Behavioral and Social Science Elective	3
	Behavioral and Social Science Elective	3
	Humanities and Fine Arts Elective	3
	Lab Science Elective	4
	Science Elective	3-4

### Program Electives

Course #	Title	Credits
	Behavioral and Social Sciences Program Electives	15-23

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
COM 101	Fundamentals of Public Speaking	3
	HST 111 or HST 113	3
	Liberal Arts Multicultural and Social Perspectives Elective	0-3
	Behavioral and Social Science Elective	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
	Mathematics/Quantitative Reasoning Elective	3
ENG 102	Composition II: Writing about Literature	3
	HST 112 or HST 114	3
	Behavioral and Social Science Elective	3
	Humanities and Fine Arts Elective	3

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
	Liberal Arts Information Literacy0-3 Elective	
	Lab Science Elective	4
	Program Elective	3
	Program Elective	3
	Program Elective	3

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Science Elective	3-4
	Liberal Arts Global and Historic Awareness Elective	3
	Program Elective	3
	Program Elective	3
	<b>Total credits:</b>	<b>60</b>

### History Transfer

#### Program Goals Statement

The Liberal Arts: History Transfer program provides a comprehensive and rigorous foundation for students who plan to transfer to complete a Bachelor of Arts degree in History. History is the construction of knowledge about the past and how the past relates to the present. Students who study history develop the skills of analysis, critical thinking, and superior written communication. Graduates of Bachelor's Degree programs in History go on to work in secondary and higher education, public history, research, law, government, and business.



### Program Information

Liberal Arts: History is a MassTransfer A2B Mapped Program with the Massachusetts State Universities or Universities of Massachusetts.

The History Transfer concentration prepares the student for transfer to a 4-year institution to pursue a Bachelor of Arts degree in History.

When choosing electives, and for a complete listing of eligible MassTransfer programs, current Bristol articulation agreements, and to complete an A2B Program search visit the Transfer Affairs website, to ensure all credits will be transferred and applied to your degree.

### MassTransfer A2B Pathway

The Liberal Arts - History Transfer program is a MassTransfer A2B Mapped Program with some Massachusetts State Universities. When choosing electives, complete an A2B Program Search to determine available transfer institutions and to ensure all credits will be transferred and applied to your degree.

**Type:** Associate in Arts

Campus  
**Campus:**  
Fall River

### Degree Requirements

### General Courses

Course #	Title	Credits
CSS 101	College Success Seminar	1
COM 101	Fundamentals of Public Speaking	3
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
SOC 101	Principles of Sociology	3
SSC 101	Introduction to Geography	3
HST 111	The West and the World I	3
HST 112	The West and the World II	3
HST 113	United States History to 1877	3
HST 114	United States History from 1877	3
GVT 111	U.S. Government	3
ECN 111	Principles of Economics-Macro	3

### Elective Courses

Course #	Title	Credits
	Lab Science Elective	4
	Science Elective	3-4
	MTH 119 or MTH 125	3
	Literature Elective	3
	Information Literacy Elective	3

### Program Electives

Course #	Title	Credits
	History A2B Pathway Electives	6
	History Program Electives	6

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
COM 101	Fundamentals of Public Speaking	3
SSC 101	Introduction to Geography	3
HST 111	The West and the World I	3
HST 113	United States History to 1877	3



### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3
	MTH 119 or MTH 125	3
HST 112	The West and the World II	3
HST 114	United States History from 1877	3
	Lab Science Elective	4

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
GVT 111	U.S. Government	3
SOC 101	Principles of Sociology	3
	Literature Elective	3
	Science Elective	3-4
	Program Elective	3

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
ECN 111	Principles of Economics-Macro	3
	Information Literacy Elective	3
	Program Elective	3
	Program Elective	3
	Program Elective	3
<b>Total credits:</b>		<b>61-63</b>

## Humanities

### Program Goals Statement

The Liberal Arts and Sciences program provides a comprehensive and rigorous foundation for transfer to a Bachelor of Arts or Science degree in the liberal arts disciplines or to professional studies in education, law or medicine. The program values lifelong learning for success of the individual as well as the community.

### Program Information

- Academic and transfer advisors assist students in selecting courses to fulfill program requirements and general education requirements at senior institutions to ensure a smooth transfer. Select electives from Transfer Electives and Elective Recommendations.

### After Bristol

- Bristol participates in the statewide MassTransfer program and has developed many program-to-program transfer articulation agreements which guarantee admission and credit transfer. For a complete listing of eligible MassTransfer programs and current Bristol articulation agreements, visit the Transfer Affairs website at [www.BristolCC.edu/transfer](http://www.BristolCC.edu/transfer)

**Type:** Associate in Arts

### Campus

#### Campus:

Attleboro  
Fall River  
New Bedford  
Taunton  
Online

### Degree Requirements

#### General Courses

Course #	Title	Credits
COM 101	Fundamentals of Public Speaking	3
HUM 101	Human Expression Across Time and Space	3
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
	Two-course History Sequence	6



### Elective Courses

Course #	Title	Credits
	Liberal Arts Global and Historic Awareness Elective	3
	Liberal Arts Multicultural and Social Perspectives Elective	0-3
	Mathematics/Quantitative Reasoning Elective	3
	Liberal Arts Information Literacy0-3 Elective	
	Literature Elective	3
	Behavioral and Social Science Elective	3
	Behavioral and Social Science Elective	3
	Humanities and Fine Arts Elective	3
	Lab Science Elective	4
	Science Elective	3-4

### Program Electives

Course #	Title	Credits
	World Language or Program Electives	6-9
	Liberal Arts Program Elective	1-11

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
HUM 101	Human Expression Across Time and Space	3
ENG 101	Composition I: College Writing	3
COM 101	Fundamentals of Public Speaking	3
	Behavioral and Social Science Elective	3
	World Language or Program Elective	3
	HST 111 or HST 113	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
	Mathematics/Quantitative Reasoning Elective	3
ENG 102	Composition II: Writing about Literature	3
	HST 112 or HST 114	3
	World Language or Program Elective	3
	Behavioral and Social Science Elective	3

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
	Humanities and Fine Arts Elective	3
	Liberal Arts Information Literacy0-3 Elective	
	Literature Elective	3
	Program Elective	3
	Science Elective	3-4

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Liberal Arts Global and Historic Awareness Elective	3
	Liberal Arts Multicultural and Social Perspectives Elective	0-3
	Program Elective	3
	Lab Science Elective	4
	<b>Total credits:</b>	<b>60</b>

### Math and Science

#### Program Goals Statement

The Liberal Arts and Sciences program provides a comprehensive and rigorous foundation for transfer to a Bachelor of Arts or Science degree in the liberal arts disciplines or to professional studies in education, law or medicine. The program values lifelong learning for success of the individual as well as the community.



### Program Information

Academic and transfer advisors assist students in selecting courses to fulfill program requirements and general education requirements at senior institutions to ensure a smooth transfer.

### Recommendations

Lab science courses may also require a year of high school lab science or CHM 090 as a prerequisite.

### After Bristol

Bristol participates in the statewide MassTransfer program and has developed many program-to-program transfer articulation agreements which guarantee admission and credit transfer. For a complete listing of eligible MassTransfer programs and current Bristol articulation agreements, visit the Transfer Affairs website at [www.BristolCC.edu/transfer](http://www.BristolCC.edu/transfer)

**Type:** Associate in Arts

Campus

**Campus:**

Fall River

New Bedford

Attleboro

Online

### Degree Requirements

#### General Courses

Course #	Title	Credits
COM 101	Fundamentals of Public Speaking	3
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
	Two-course History Sequence	6
	Two-course Math Sequence	7-8

### Elective Courses

Course #	Title	Credits
	Liberal Arts Global and Historic Awareness Elective	3
	Liberal Arts Multicultural and Social Perspectives Elective	0-3
	Liberal Arts Information Literacy Elective	0-3
	Behavioral and Social Science Elective	3
	Behavioral and Social Science Elective	3
	Lab Science Elective	4
	Lab Science Elective	4
	Math and Science Electives	8

### Program Electives

Course #	Title	Credits
	Liberal Arts Program Electives	7-15

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
CSS 101	College Success Seminar	1
COM 101	Fundamentals of Public Speaking	3
ENG 101	Composition I: College Writing	3
	HST 111 or HST 113	3
	Behavioral and Social Science Elective	3
	MTH 152, MTH 172 or MTH 214	3-4

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3
	HST 112 or HST 114	3
	MTH 172, MTH 214 or MTH 215	4
	Behavioral and Social Science Elective	3
	Lab Science Elective	4

### Recommended Course Sequence - Summer

Any Liberal Arts program courses for which prerequisites have been met. Summer courses will reduce fall and spring semester course loads.



### Recommended Course Sequence - Semester 3

Course #	Title	Credits
	Liberal Arts Global and Historic Awareness Elective	3
	Liberal Arts Information Literacy Elective	0-3
	Lab Science Elective	4
	Math or Science Elective	4
	Liberal Arts Multicultural and Social Perspectives Elective	0-3

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Math or Science Elective	4
	Program Elective	3
	Program Elective	3
	Program Elective	3
	<b>Total credits:</b>	<b>62</b>

### Psychology Transfer

#### Program Goals Statement

The Liberal Arts/Psychology Transfer program provides a comprehensive and rigorous foundation for students who plan to transfer to complete a Bachelor of Arts degree in Psychology. The program values lifelong learning for success of the individual as well as the community.

#### After Bristol

- Bristol participates in the statewide MassTransfer program and has developed many program-to-program transfer articulation agreements which guarantee admission and credit transfer. For a complete listing of eligible MassTransfer programs, current Bristol articulation agreements, and to complete an A2B Program search visit the Transfer Affairs website, to ensure all credits will be transferred and applied to your degree.

#### MassTransfer A2B Pathway

The Liberal Arts - Psychology Transfer program is a MassTransfer A2B Mapped Program with some Massachusetts State Universities. When choosing electives, complete an A2B Program Search to

determine available transfer institutions and to ensure all credits will be transferred and applied to your degree.

**Type:** Associate in Arts

**Campus:**

Fall River

### Degree Requirements

#### General Courses

Course #	Title	Credits
COM 101	Fundamentals of Public Speaking	3
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
MTH 119	Fundamental Statistics	3
PSY 101	General Psychology	3
	PSY 165 or CSS 101	1-3
PSY 230	Statistics for Psychology	4
	Two-course History Sequence	6

#### Elective Courses

Course #	Title	Credits
	Biology Elective	4
	Science Elective	3-4
	Multicultural and Social Perspectives Elective	3
	Global and Historic Awareness Elective	3

#### Program Electives

Course #	Title	Credits
	Psychology A2B Pathway Electives	12
	Psychology Program Electives	9



### Recommended Course Sequence - Semester 1

Course #	Title	Credits
	PSY 165 or CSS 101	1-3
ENG 101	Composition I: College Writing	3
COM 101	Fundamentals of Public Speaking	3
MTH 119	Fundamental Statistics	3
PSY 101	General Psychology	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3
	HST 111 or HST 113	3
PSY 230	Statistics for Psychology	4
	Multicultural and Social Perspectives Elective	3
	Program Elective	3

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
	HST 112 or HST 114	3
	Science Elective	3-4
	Program Elective	3
	Program Elective	3
	Global and Historic Awareness Elective	3

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Biology Elective	4
	Program Elective	3
	<b>Total credits:</b>	<b>60-63</b>

## Sociology Transfer

### Program Goals Statement

The Liberal Arts: Sociology Transfer program provides a comprehensive and rigorous foundation for students who plan to transfer to complete a Bachelor of Arts degree in Sociology. Sociology is the scientific study of society, including patterns of social relationships, social

interaction, and culture. Graduates of Bachelor's Degree programs are well-equipped with the tools needed to make sense of the shifting social world and contribute solutions to difficult social programs in careers in areas such as Business, Higher Education, Human Resources, Law, Publishing, Teaching and Community, Health & Social Services.

### Program Information

The Sociology Transfer concentration prepares the student for transfer to a 4-year institution to pursue a Bachelor of Arts degree in Sociology.

### MassTransfer A2B Pathway

The Liberal Arts - Sociology Transfer program is a MassTransfer A2B Mapped Program with some Massachusetts State Universities. When choosing electives, complete an A2B Program Search to determine available transfer institutions and to ensure all credits will be transferred and applied to your degree.

**Type:** Associate in Arts

**Campus:**

**Campus:**

Fall River

### Degree Requirements

#### General Courses

Course #	Title	Credits
CSS 101	College Success Seminar	1
COM 101	Fundamentals of Public Speaking	3
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
SOC 101	Principles of Sociology	3
	Two-course History Sequence	6



### Elective Courses

Course #	Title	Credits
	Global and Historic Awareness Elective	3
	Multicultural and Social Perspectives Elective	3
	Multicultural and Social Perspectives Elective	3
	Multicultural and Social Perspectives Elective	3
	MTH 119 or MTH 125	3
	Humanities and Fine Arts Elective	3
	Literature Elective	3
	Lab Science Elective	4
	Science Elective	3-4

### Program Electives

Course #	Title	Credits
SOC 212	The Sociology of Social Problems	3
SOC 251	Sociology of the Family	3
SOC 256	Race and Ethnicity in the Contemporary United States	3
	Behavioral and Social Science Elective	3
	Behavioral and Social Science Elective	3

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
COM 101	Fundamentals of Public Speaking	3
	HST 111 or HST 113	3
SOC 101	Principles of Sociology	3
	Behavioral and Social Science Elective	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3
	MTH 119 or MTH 125	3
	HST 112 or HST 114	3
	Lab Science Elective	4
	Program Elective	3

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
	Literature Elective	3
	Multicultural and Social Perspectives Elective	3
	Science Elective	3-4
	Program Elective	3
	Program Elective	3

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Global and Historic Awareness Elective	3
	Humanities and Fine Arts Elective	3
	Behavioral and Social Science Elective	3
	Program Elective	3
	Program Elective	3
	<b>Total credits:</b>	<b>61-63</b>

### Theatre Transfer

#### Program Goals Statement

The focus of this program is to establish a strong foundation in the fundamentals of professional theatre-making. This program is designed to provide hands-on training where students can learn their craft experientially. Upon completion of the program, students will be prepared to transfer to a four-year institution and/or begin working professionally. A rigorous course of study that prepares students for the competitive demands of the professional world is met with an inclusive, safe, and nurturing space for artistic exploration and personal growth.



## Student Learning Outcomes

See Learning Outcomes (p. )

## Recommendations

- Developing theatre skills is demanding, and requires a specific sequencing of classes and projects. Students should follow the course sequence as much as possible, and must plan to dedicate extra time to professional development by participating in theatre program productions in order to complete their capstone course requirements.

## After Bristol

- The Bristol Theatre program is a MassTransfer program, which allows ease of transfer of credits to other Massachusetts state colleges.
- Transfer to four-year theatre program in or outside of Massachusetts.
- Begin auditioning, directing, designing for film, television, and/or theatre.
- Theatre degree is useful for a number of careers including:
  - Actor
  - Director
  - Set Designer
  - Costume Designer
  - Lighting Designer
  - Sound Designer
  - Producer
  - Artistic Director
  - Associate Artistic Director
  - Playwright
  - Screenwriter
  - Casting Director
  - Talent Agent
  - Talent Management
  - Stage Manager
  - Literary Manager
  - Theatre Administrator
  - Drama Teacher
  - Education Director for a Theatre Company
  - Technical Director
  - Community Engagement Director for a Theatre Company
  - Costume Shop Manager
  - Carpenter

- Stitcher, cutter, draper
- Make-Up Artist

Skills developed in the Theatre Program are applicable to a wide range of careers beyond the entertainment industry.

Students have found their degree in theatre helpful for careers in:

- Teaching
- Marketing
- Advertising
- Law
- Nursing
- Entrepreneurship
- Personal Training
- Psychology
- Hospitality
- Real Estate
- Not for Profit Management
- Social Work
- Event Management
- Fundraising
- Human Resources
- Sales

## Infused General Education Competencies

Multicultural Perspective, Oral Communication

- Many students have continued studies in theatre at Tisch School of the Arts at New York University, Hofstra University, Marymount Manhattan College, Emerson College, Brown University, Rhode Island College, University of Rhode Island, Bridgewater State College, North Carolina School of Arts, and others.
- Alumni have worked in all aspects of theatre performance and administration locally and nationally.

**Type:** Associate in Arts

**Campus:**

Fall River

## Degree Requirements



### General Courses

Course #	Title	Credits
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
HST 111	The West and the World I	3
PSY 101	General Psychology	3
SOC 101	Principles of Sociology	3
	MTH 119 or MTH 125	3

### Elective Courses

Course #	Title	Credits
	Behavioral and Social Science Elective	3
	Lab Science Elective	4
	Science Elective	3-4

### Program Courses

Course #	Title	Credits
THE 101	Introduction to Theatre	3
THE 102	Theatre Colloquium	1
THE 112	Introduction to Acting	3
THE 113	Acting: Scene Study	3
THE 117	Theatre History - The Early Years	3
THE 118	Theatre History - The Modern Years	3
THE 124	Theatre Design	3
THE 136	Stagecraft (Spring)	3
THE 212	Acting: Voice, Movement, and Style	3
THE 213	Acting: Theatre to Film	3
THE 290	Theatre Capstone	1
	Theatre Program Elective	3

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
ENG 101	Composition I: College Writing	3
THE 101	Introduction to Theatre	3
THE 102	Theatre Colloquium	1
THE 112	Introduction to Acting	3
THE 124	Theatre Design	3
SOC 101	Principles of Sociology	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3
PSY 101	General Psychology	3
THE 113	Acting: Scene Study	3
THE 117	Theatre History - The Early Years	3
THE 136	Stagecraft (Spring)	3

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
	MTH 119 or MTH 125	3
	Behavioral and Social Science Elective	3
HST 111	The West and the World I	3
THE 118	Theatre History - The Modern Years	3
THE 212	Acting: Voice, Movement, and Style	3

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Science Elective	3-4
	Lab Science Elective	4
THE 213	Acting: Theatre to Film	3
THE 290	Theatre Capstone	1
	Theatre Program Elective	3
	<b>Total credits:</b>	<b>60-61</b>

## Life Sciences

### Biology

#### Program Goals Statement

This program is designed for students who plan to transfer to a 4-year institution and major in Biology or another Life Science field. The goal is to provide students with the necessary skills and background to be successful at a 4-year institution.

#### Program Information

- This program is designed to prepare students for transfer to a 4-year institution to major in Biology



or another Life Science Field, and will give them a foundation for work in Pre-med, Pre-vet and other Health Science fields.

- Students will take a variety of transferable General Studies courses, as well as select Biology Elective courses in their area of interest.
- After completion of the degree, students have a strong foundation in Biology that will allow them to be successful in their next program.

### After Bristol

- With an Associates in Science - Life Science/ Biology degree, students will be able to transfer to a 4-year institution with a solid background in Biology that will allow them to take upper level Biology classes at their next institution. Also, they will have completed many General Studies requirements that should transfer to their new school.
- BCC participates in the Statewide MassTransfer program and has developed many program-to-program transfer articulation agreements which guarantees admission and credit transfer.
- For a complete listing of eligible MassTransfer programs and current articulation agreements, visit the Transfer Affairs website at [www.bristolcc.edu/transfer](http://www.bristolcc.edu/transfer).

### MassTransfer A2B Pathway

The Life Sciences - Biology program is a MassTransfer A2B Mapped Program with some Massachusetts State Universities. When choosing electives, complete an A2B Program Search to determine available transfer institutions and to ensure all credits will be transferred and applied to your degree.

**Type:** Associate in Science

#### Campus

**Campus:**

Fall River  
New Bedford  
Attleboro

### Degree Requirements

### General Courses

Course #	Title	Credits
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
COM 101	Fundamentals of Public Speaking	3
CSS 101	College Success Seminar	1
PSY 101	General Psychology	3
MTH 214	Calculus I	4
MTH 152	College Algebra	3
MTH 172	Precalculus with Trigonometry	4
	HST 111, 112, 113 or 114	3

### Elective Courses

Course #	Title	Credits
	GVT or SOC Electives	6
	Biology Information Literacy Elective	3
	Biology Multicultural and Social Perspectives Elective	3

### Program Courses

Course #	Title	Credits
BIO 121	Fundamentals of Biological Science I	4
BIO 122	Fundamentals of Biological Science II	4
BIO 230	Seminar in Scientific Literature and Research Design	3
CHM 113	Fundamentals of Chemistry I	4
CHM 114	Fundamentals of Chemistry II	4



### Program Electives

Choose 12 credits from the following (at least 2 courses must be lab courses):

Course #	Title	Credits
AGR 114	Sustainable Agriculture	4
BIO 126	Introduction to Biotechnology	3
BIO 127	Introduction to Biotechniques	4
BIO 129	Field Biology	4
BIO 130	The Biology and Behavior of Birds	4
BIO 154	Human Physiology	4
BIO 205	Animal Behavior	4
BIO 220	Introduction to Nutrition	3
BIO 132	Marine Biology	4
BIO 233	Human Anatomy and Physiology I	4
BIO 234	Human Anatomy and Physiology II	4
BIO 235	Fundamentals of Ecology	4
BIO 239	Elements of Microbiology	4
BIO 240	Cell Biology	4
BIO 250	Introduction to Immunology	4
CHM 225	Biochemistry	4
CHM 235	Organic Chemistry I	4
CHM 236	Organic Chemistry II	4
PHY 211	General Physics I	4
PHY 212	General Physics II	4
SCI 115	Science and Care of Plants	4
SCI 119	Coastal Science	4
SCI 240	Introduction to Oceanography	4

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
BIO 121	Fundamentals of Biological Science I	4
CHM 113	Fundamentals of Chemistry I	4
COM 101	Fundamentals of Public Speaking	3
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3
BIO 122	Fundamentals of Biological Science II	4
CHM 114	Fundamentals of Chemistry II	4
	MTH 152 or MTH 172	3-4
	Biology Information Literacy Elective	3

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
BIO 230	Seminar in Scientific Literature and Research Design	3
	MTH 172 or MTH 214	4
	HST 111, 112, 113 or 114	3
	GVT or SOC Elective	3
	Program Elective	3

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Program Elective	3
	Program Elective	3
PSY 101	General Psychology	3
	Biology Multicultural and Social Perspectives Elective	3
	GVT or SOC Elective	3
<b>Total credits:</b>		<b>69-70</b>

### Biotechnology and Forensic DNA

#### Program Goals Statement

This program is designed to provide the student with the biological and chemical background to seek employment as a lab technician in the biotechnology/ biomedical sectors.

#### Program Information

- This program is designed to prepare students for employment as a laboratory technician in the biotechnology/biomedical sector.
- Bristol offers several tutoring services and developmental courses to meet your career and academic goals.



### After Bristol

- With the continually growing biotech industry in Massachusetts, there is an ever-increasing need for laboratory technicians. The Bristol Biotechnology and Forensic DNA degree prepares students for work in both industrial and academic laboratories.
- Bristol participates in the Statewide MassTransfer program and has developed many program-to-program transfer articulation agreements which guarantee admission and credit transfer.
- For a complete listing of eligible MassTransfer programs and current articulation agreements, visit the Transfer Affairs website at [www.bristolcc.edu/transfer](http://www.bristolcc.edu/transfer).

**Type:** Associate in Science

Campus

**Campus:**

Fall River

New Bedford

Attleboro

### Degree Requirements

#### General Courses

Course #	Title	Credits
COM 101	Fundamentals of Public Speaking	3
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
ENG 215	Technical Writing	3
MTH 119	Fundamental Statistics	3
PSY 101	General Psychology	3

#### Elective Courses

Course #	Title	Credits
	SOC 101 or SOC 257	3
	EGR 103: Computer Skills for Engineers and Technicians	0-3
	HST 113 or HST 114	3

### Program Courses

Course #	Title	Credits
BIO 121	Fundamentals of Biological Science I	4
BIO 126	Introduction to Biotechnology	3
BIO 127	Introduction to Biotechniques	4
BIO 239	Elements of Microbiology	4
BIO 240	Cell Biology	4
INT 210	Internship Experience I	3
BIO 250	Introduction to Immunology	4
CHM 225	Biochemistry	4
SCI 125	Social and Ethical Issues in Science, Technology, and Health Science	3
	Chemistry I & II	8

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
BIO 121	Fundamentals of Biological Science I	4
BIO 126	Introduction to Biotechnology	3
ENG 101	Composition I: College Writing	3
MTH 119	Fundamental Statistics	3
CSS 101	College Success Seminar	1
COM 101	Fundamentals of Public Speaking	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
	CHM 113 or CHM 115	4
ENG 102	Composition II: Writing about Literature	3
	HST 113 or HST 114	3
BIO 127	Introduction to Biotechniques	4

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
	CHM 114 or CHM 116	4
BIO 240	Cell Biology	4
ENG 215	Technical Writing	3
SCI 125	Social and Ethical Issues in Science, Technology, and Health Science	3
BIO 239	Elements of Microbiology	4



### Recommended Course Sequence - Semester 4

Course #	Title	Credits
PSY 101	General Psychology	3
CHM 225	Biochemistry	4
BIO 250	Introduction to Immunology	4
INT 210	Internship Experience I	3
<b>Total credits:</b>		<b>65-69</b>

## Chemistry

### Program Goals Statement

This program is designed for students who plan to transfer to 4-year institutions and major in Chemistry or a related field. Students graduating from Bristol Community College with an Associates in Science with Chemistry concentration will be qualified for entry-level employment in a chemistry-related career.

### Program Information

- This program is designed to prepare students for transfer to 4-year institutions to major in Chemistry or a chemistry-related field and will give them the necessary skill sets for employment as an Associate Scientist I or Chemistry Laboratory Technician.
- Students take transferable General Studies courses (up to 24 credits), as well as Laboratory-Intensive Science Elective courses in their area of interest.
- After completion of the degree program, students will have a strong foundation in Chemistry that prepares them to be successful in their next program of study or career.

### After Bristol

- With an Associates in Science - Life Science/ Chemistry degree, students will be able to transfer to 4-year institutions with a solid background in Chemistry, which allows them to take upper level chemistry classes at their next institution. They will also have completed at least 24 credits of General Studies requirements that should transfer to their new school.
- Graduates will have the necessary skill sets to seek employment as an Associate Scientist I or Chemistry Laboratory Technician.

- Bristol participates in the Statewide MassTransfer program and has developed many program-to-program transfer articulation agreements which guarantee admission and credit transfer.

### MassTransfer A2B Pathway

The Life Sciences - Chemistry program is a MassTransfer A2B Mapped Program with some Massachusetts State Universities. When choosing electives, complete an A2B Program Search to determine available transfer institutions and to ensure all credits will be transferred and applied to your degree.

**Type:** Associate in Science

Campus

**Campus:**

Fall River

### Degree Requirements

#### General Courses

Course #	Title	Credits
COM 101	Fundamentals of Public Speaking	3
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
	HST 113 or HST 114	3
PSY 101	General Psychology	3



### Program Courses

Course #	Title	Credits
BIO 121	Fundamentals of Biological Science I	4
CHM 113	Fundamentals of Chemistry I	4
CHM 114	Fundamentals of Chemistry II	4
CHM 220	Introductory Analytical Chemistry	4
CHM 225	Biochemistry	4
CHM 235	Organic Chemistry I	4
CHM 236	Organic Chemistry II	4
	Two-course Math Sequence	7-8
	CAD 101, CIS 111, CIS 120 or EGR 103	3

### Program Electives

Choose two of the following:

Course #	Title	Credits
BIO 122	Fundamentals of Biological Science II	4
BIO 127	Introduction to Biotechniques	4
BIO 240	Cell Biology	4
BIO 250	Introduction to Immunology	4
ENG 215	Technical Writing	3
MTH 214	Calculus I	4
MTH 215	Calculus II	4
PHY 211	General Physics I	4
PHY 212	General Physics II	4

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
CHM 113	Fundamentals of Chemistry I	4
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
	MTH 152, MTH 172 or MTH 214	3-4
PSY 101	General Psychology	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
BIO 121	Fundamentals of Biological Science I	4
CHM 114	Fundamentals of Chemistry II	4
ENG 102	Composition II: Writing about Literature	3
	MTH 172, MTH 214 or MTH 215	4
	CAD 101, CIS 111, CIS 120 or EGR 103	3

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
CHM 220	Introductory Analytical Chemistry	4
CHM 235	Organic Chemistry I	4
COM 101	Fundamentals of Public Speaking	3
	HST 113 or HST 114	3
	Program Elective	3

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
CHM 225	Biochemistry	4
CHM 236	Organic Chemistry II	4
	Program Elective	3
	Program Elective	3
	<b>Total credits:</b>	<b>60-63</b>

### Environmental Science Transfer

#### Program Goals Statement

This program meets the requirements of the MassTransfer policy. Community college students who graduate from the Environmental Science program receive the benefit of full transfer and applicability of credit, guaranteed admission, and a tuition discount at any Massachusetts state college or university. Each benefit is based on the student's final grade point average.

#### Program Information

Get started on math courses immediately, particularly if you need developmental work. Choose electives with the help of the program director.



### After Bristol

Bristol participates in the statewide MassTransfer program and has developed many program-to-program transfer articulation agreements which guarantee admission and credit transfer. For a complete listing of eligible MassTransfer programs and current Bristol articulation agreements, visit the Transfer Affairs website at [www.BristolCC.edu/transfer](http://www.BristolCC.edu/transfer)

**Type:** Associate in Science

Campus

**Campus:**

Fall River

### Degree Requirements

#### General Courses

Course #	Title	Credits
CSS 101	College Success Seminar	1
BIO 121	Fundamentals of Biological Science I	4
BIO 122	Fundamentals of Biological Science II	4
CHM 113	Fundamentals of Chemistry I	4
CHM 114	Fundamentals of Chemistry II	4
COM 101	Fundamentals of Public Speaking	3
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
SCI 112	Principles of Ecology	4

#### Elective Courses

Course #	Title	Credits
	HST 111, 112 or 113	3
	Environmental Mathematics Elective	6-8
	SOC 101, 212 or 252	3
	Environmental Multicultural and Social Perspectives Elective	3
	Environmental Information Literacy Elective	0-3
	Environmental Behavioral and Social Science Electives	6

### Program Electives

Choose three of the following:

Course #	Title	Credits
BIO 129	Field Biology	4
BIO 130	The Biology and Behavior of Birds	4
BIO 132	Marine Biology	4
BIO 239	Elements of Microbiology	4
CHM 120	Environmental Chemistry	4
EGR 141	Introduction to Environment	3
EGR 245	Hazardous Waste/Waste Management	4
GLG 101	Introduction to Physical Geology	4
PHY 101	Technical Physics I	4
PHY 102	Technical Physics II	4
SCI 119	Coastal Science	4
SCI 240	Introduction to Oceanography	4

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
BIO 121	Fundamentals of Biological Science I	4
CHM 113	Fundamentals of Chemistry I	4
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
	HST 111, 112 or 113	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
BIO 122	Fundamentals of Biological Science II	4
CHM 114	Fundamentals of Chemistry II	4
ENG 102	Composition II: Writing about Literature	3
	Environmental Information Literacy Elective	0-3
	Environmental Mathematics Elective	6-8



### Recommended Course Sequence - Semester 3

Course #	Title	Credits
SCI 112	Principles of Ecology	4
	Environmental Behavioral and Social Science Elective	3
	Environmental Multicultural and Social Perspectives Elective	3
	Program Elective	3

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Environmental Behavioral and Social Science Elective	3
	Program Elective	3
	Program Elective	3
	Program Elective	3
<b>Total credits:</b>		<b>61-68</b>

## Physics

### Program Goals Statement

This program is designed for students who plan to transfer to a four-year institution and major in Physics or a related field. The goal is to provide students with a solid foundation in the knowledge and skills that they will need to succeed at a four-year institution.

### Program Information

- This program is designed to prepare students who plan to transfer to a four-year institution and major in Physics or a related field.
- Students will be introduced to each of the four major branches of physics: mechanics, electromagnetism, thermodynamics, and modern physics. This gives students a strong foundation on which to build the last two years of a Physics major.
- All General Education requirements will be met.

### After Bristol

- Transfer to a four-year institution and take the last two years of a major related to Physics; these include Physics, Astrophysics, Applied Physics, Mathematics, or Engineering, among others.

- Consider utilizing the MassTransfer program to make a seamless transfer to a state university.
- Visit [bristolcc.edu/transfer](http://bristolcc.edu/transfer) for more information on transferring.
- Physics majors can go on to teach or research within the field of physics, and can also work as a data analyst, software developer, materials scientist, patent agent, health physicist, science writer, and more. Some physics majors even end up working in finance or government.

**Type:** Associate in Science

Campus

**Campus:**

Fall River

### Degree Requirements

#### General Courses

Course #	Title	Credits
COM 101	Fundamentals of Public Speaking	3
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
	HST 113 or HST 114	3
SCI 117	History and Philosophy of Science	3

#### Elective Courses

Course #	Title	Credits
	Social/Ethical Elective	3
	Physics Information Literacy Elective	3-4

#### Program Courses

Course #	Title	Credits
MTH 214	Calculus I	4
MTH 215	Calculus II	4
MTH 253	Calculus III	4
MTH 254	Ordinary Differential Equations	3
	Technical or General Physics I & II	8



### Program Electives

Choose four of the following:

Course #	Title	Credits
AST 211	Introduction to Astrophysics (Short)	4
AST 212	Introduction to Astrophysics II	4
BIO 121	Fundamentals of Biological Science I	4
BIO 122	Fundamentals of Biological Science II	4
CHM 113	Fundamentals of Chemistry I	4
CHM 114	Fundamentals of Chemistry II	4
	EGR 231 and EGR 233	4
	EGR 232 and EGR 234	4
	EGR 251 and EGR 253	4
EGR 255	Thermodynamics	3
PHY 120	Introduction to Modern Physics	3

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
COM 101	Fundamentals of Public Speaking	3
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
MTH 214	Calculus I	4
SCI 117	History and Philosophy of Science	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3
	HST 113 or HST 114	3
MTH 215	Calculus II	4
	PHY 101 or PHY 211	4

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
MTH 253	Calculus III	4
	PHY 102 or PHY 212	4
	Program Elective	3
	Physics Information Literacy Elective	3-4

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
MTH 254	Ordinary Differential Equations	3
	Social/Ethical Elective	3
	Program Elective	3
	Program Elective	3
	Program Elective	3
<b>Total credits:</b>		<b>60-62</b>

### Sustainable Agriculture

#### Program Goals Statement

The Sustainable Agriculture program is designed to address the issues of a safe, reliable food supply and the environmental relationships of agriculture with resource use, energy consumption and climate change. The goal of this program is to provide the practical training and experience for sustainable farming and gardening and is directed towards new farmers, gardeners, landscapers, nursery producers, and farm managers. Graduates will be prepared to enter farming, gardening, community organizations, agricultural businesses, or to continue their education in sustainable food production and agricultural professions.

#### Program Information

- Graduates are prepared with the scientific basis and technical skills necessary to pursue a career as a sustainable agriculture professional.
- Hands-on experience in laboratories and field experiences allows students to put into practice knowledge gained in the classroom.
- Graduates of this program are not only prepared to work as sustainable agricultural professionals, advisors, and managers; they also are prepared with the fundamentals for pursuing further study in the field of agriculture and related natural sciences.

#### Recommended Electives

Students should choose from AGR, BIO, SCI, SOC, SUS to complete at least 61 credits.



### After Bristol

- Continue education at a 4-year program such as University of Massachusetts/Amherst Sustainable Food and Farming Program or University of Rhode Island (URI) Sustainable Agriculture Program.
- Pursue a career as a professional organic landscape or garden consultant.
- Pursue a career as an organic producer.
- Employment on one of over 170 S.E. Massachusetts or Rhode Island organic farms.
- Employment at a nursery, landscaper, or garden center business.
- Employment with a community development organization or school gardens program.
- Students with a 2-year Associate Degree are eligible to serve as an agricultural volunteer in the U.S. Peace Corps.

**Type:** Associate in Science

Campus  
**Campus:**  
Fall River

### Degree Requirements

#### General Courses

Course #	Title	Credits
COM 101	Fundamentals of Public Speaking	3
CSS 101	College Success Seminar	1
EGR 141	Introduction to Environment	3
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
HST 114	United States History from 1877	3
MTH 119	Fundamental Statistics	3
SCI 115	Science and Care of Plants	4
SOC 216	Food, Famine, and Farming in the Global Village	3
BUS 114	Small Business Planning	1
INT 210	Internship Experience I	3

#### Program Courses

Course #	Title	Credits
AGR 114	Sustainable Agriculture	4
AGR 116	Water Acquisition and Conservation	2
AGR 123	Entomology and Plant Disease	3

#### Elective Courses

Course #	Title	Credits
	Behavioral and Social Science Elective	3
	Behavioral and Social Science Elective	3
	Human Expression Elective	3
	Information Literacy Elective	0-3

#### Program Electives

Course #	Title	Credits
	AGR 122, AGR 124 or AGR 125	5-6
	Sustainable Agriculture Program Electives	4-9

#### Recommended Course Sequence - Semester 1

Course #	Title	Credits
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
EGR 141	Introduction to Environment	3
HST 114	United States History from 1877	3
SCI 115	Science and Care of Plants	4

#### Recommended Course Sequence - Semester 2

Course #	Title	Credits
AGR 114	Sustainable Agriculture	4
BUS 114	Small Business Planning	1
ENG 102	Composition II: Writing about Literature	3
	AGR 122, AGR 124 or AGR 125	2-3



**Recommended Course Sequence - Semester 3**

Course #	Title	Credits
COM 101	Fundamentals of Public Speaking	3
MTH 119	Fundamental Statistics	3
AGR 116	Water Acquisition and Conservation	2
SOC 216	Food, Famine, and Farming in the Global Village	3
	Human Expression Elective	3

**Recommended Course Sequence - Semester 4**

Course #	Title	Credits
INT 210	Internship Experience I	3
	AGR 122, AGR 124 or AGR 125	2-3
	Behavioral and Social Science Elective	3
	Behavioral and Social Science Elective	3
	Information Literacy Elective	0-3
<b>Total credits:</b>		<b>61</b>

**Medical Assisting**

**Medical Assistant Certificate**

**Program Goal Statement**

The goal of the Medical Assistant Certificate Program is to prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains, as outlined by the Medical Assisting Educational Review Board (MAERB), for employment in healthcare facilities such as physician offices and clinics.

**Program Information**

- Medical assistants may also work in specialized clinical or administrative positions such as phlebotomy, EKG technician, patient care technician, or office manager/supervisor.
- Medical assistants are multi-skilled health professionals specifically educated to work in ambulatory settings performing administrative and clinical duties. The practice of medical assisting directly influences the public's health and well-being and requires mastery of a complex

body of knowledge and specialized skills requiring both formal education and practical experience that serve as standards for entry into the profession.

- Graduates of Bristol are eligible to apply to sit for the American Association of Medical Assistants (AAMA) to be credentialed as a Certified Medical Assistant (CMA).
- Some courses in this program are only offered during the day.

The Bristol Community College Medical Assistant Certificate Program is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of the Medical Assisting Educational Review Board (MAERB), Commission on Accreditation of Allied Health Programs, 25400 U.S. Highway 19 North, Suite 158, Clearwater, FL 33763; 727.210.2350.

Licensing exam is not required by law in Massachusetts. The exam passage rate for 2016 graduates is 100%. The exam passage rate for 2017 graduates is 100%. The exam passage rate for 2018 graduates is 100%. The exam passage rate for 2019 is 100%.

Students must receive a minimum of C- in all required Medical Assistant courses.

**SPECIAL REQUIREMENTS FOR THE PROGRAM**

**Admission Requirements**

- Minimally qualified applicants must have a high school diploma or state-approved high school equivalency
- Demonstrate successful completion (grade of C or higher) of high school biology with a lab
- Demonstrate successful completion (grade of C or higher) in Algebra I, Introductory Algebra Competency, or higher level math
- Must have 6 credits of college coursework with grades of C or higher
- Priority will be given to the qualified applicants with a Grade Point Average (GPA) of 3.0 or higher
- Transcripts from attendance at other regionally accredited college/universities may be required with submission of your admissions application. Please refer to the Admissions page within this



catalog for further detail  
<https://catalog.bristolcc.edu/admissions> Failure to comply with these requirements may result in your application not being reviewed for the program to which you applied.

- Students are required to attend one mandatory health science information session during the year prior to anticipated admission (preregister well in advance as seating is limited).  
<http://www.bristolcc.edu/getstartedatbristol/admissions/healthsciencesadmissionrequirements/healthscienceinformationsessions/>

Meeting these minimum criteria places the applicant in the selection pool but does not guarantee admission to the Medical Assistant Certificate Program. Successful candidates have excelled in science and/or math courses.

### **Additional Requirements and Costs**

Accepted applicants must comply with the Bristol Community College's health services requirements. This includes a physical examination, tetanus, measles, mumps, rubella, hepatitis B, and varicella (chicken pox) immunizations or titres results (blood test to prove immune status). A TB test and flu vaccine are required each year. Additional health requirements may be required by clinical agencies.

Students are responsible for associated costs such as uniforms, lab coats, name tag, textbooks, lab supplies, certification exam application fees, professional liability insurance, and must carry personal health insurance throughout enrollment in the program. Students must provide their own transportation to clinical assignments.

A drug screen is required upon entrance to the program, and may be required randomly by the practicum site. The fee is paid by the student.

Please be advised that despite Massachusetts law that permits the use of medical marijuana and the possession, use, distribution and cultivation of marijuana in limited amounts, any possession, use, distribution or cultivation of marijuana remains

prohibited under College policy pursuant to federal law. Further, any student who tests positive for marijuana will be ineligible for practicum placement. Please refer to the College's Student Handbook for the College's complete Marijuana Policy.

### **Criminal Offender Record Information and Sex Offender Registry Information Checks**

Upon admission to the program, all students must undergo a Criminal Offender Record Information (CORI) check and a Sex Offender Registry Information (SORI) check. These checks are required due to potential unsupervised contact with children, the disabled, or the elderly during a clinical experience. Students found to have certain criminal convictions or pending criminal actions will be presumed ineligible for clinical placement. The College is authorized by the Commonwealth's Department of Criminal Justice to access CORI records. Sex Offender checks shall be performed pursuant to Massachusetts General Laws, Chapter 6, Sections 178C-178P.

For more information regarding the College's CORI/SORI check process, please contact the Human Resource Department at (774)357-3142.

A positive CORI/SORI check may prevent individuals from working in contracted health facilities, which could prevent students from completing the program objectives.

### **Program Essential Functions**

The practice of medical assisting involves communication with patients and direct patient care activities. Certain cognitive and psychomotor capabilities are required for the safe and skillful performance of these activities. In order to make satisfactory progress through the medical assisting program a student must meet the following criteria

- Visual acuity such as that needed for preparation and administration of medications, observation and measurement of laboratory values, physical assessment activities, and varied administrative tasks.
- Hearing ability such as that required to receive verbal messages from patients and staff members and to utilize varied medical equipment.



- Motor skills and coordination as needed to implement the skills required to meet the healthcare needs of patients and also to operate computers and technical equipment.
- Communication skills such as those of speech, reading, and writing as needed to interact with and interpret patient needs and communicate these as necessary to provide safe and effective care.
- Reading, writing, and cognitive skills such as those required for written examination, research papers, and the composition of business letters and other business/office related communications.
- Mathematical skills such as those required for calculating drug dosages and financial record-keeping for the physician's office or healthcare facility.
- Intellectual and emotional ability necessary to coordinate patient care and manage activities with an ambulatory care facility.

**After Bristol**

- Recent graduates work as entry-level medical assistants. This program is designed for graduates to enter the workforce immediately. However, many elect to continue their studies in other healthcare fields. Graduates are eligible to sit for a national certification exam. The five-year average for employer satisfaction is 100%.

**Type:** Certificate of Achievement

Campus  
**Campus:**  
Fall River

**Program Requirements**

Students must receive a minimum of C- in all required Medical Assisting courses.

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
BIO 115	Survey of Human Anatomy and Physiology	4
ENG 101	Composition I: College Writing	3
HCI 124	Survey of Medical Coding and Billing	1
HLT 101	Medical Language Module I	1
HLT 102	Medical Language Module II	1
MAA 103	Medical Assisting Administrative Procedures	3
MAS 101	Medical Assisting Clinical Procedures I	3
MAS 102	Medical Assisting Clinical Procedures II	3
MAS 121	Medical Assisting Laboratory Procedures I	3
MAS 122	Medical Assisting Laboratory Procedures II	3
MAS 200	Medical Assisting Practicum and Theory	4

**Required Course Sequence - Fall Semester 1**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
ENG 101	Composition I: College Writing	3
BIO 115	Survey of Human Anatomy and Physiology	4
HLT 101	Medical Language Module I	1
MAA 103	Medical Assisting Administrative Procedures	3
MAS 101	Medical Assisting Clinical Procedures I	3
MAS 121	Medical Assisting Laboratory Procedures I	3



## Required Course Sequence - Spring Semester 2

Course #	Title	Credits
HLT 102	Medical Language Module II	1
HCI 124	Survey of Medical Coding and Billing	1
MAS 102	Medical Assisting Clinical Procedures II	3
MAS 122	Medical Assisting Laboratory Procedures II	3
MAS 200	Medical Assisting Practicum and 4 Theory	4
<b>Total credits:</b>		<b>29</b>

## Nursing

### Nursing

#### Program Goal Statement

This program prepares students for practice as entry-level staff nurses in a variety of healthcare settings. Students learn to apply the nursing process to assist patients in maintaining or regaining homeostasis when threatened with common health problems. Graduates take the National Council Licensure Examination for licensing as a Registered Nurse.

#### Program Accreditation

Approved by the Massachusetts Board of Registration in Nursing, 250 Washington Street, Boston, Massachusetts 02108-4619, or <http://www.mass.gov/dph/boards/rn>

The Associate Nursing program at Bristol Community College located at 777 Elsbree Street, Fall River, Massachusetts 02720 and 800 Purchase Street, New Bedford, Massachusetts 02740, is accredited by the:

Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the associate nursing program is Continuing Accreditation. View the public

information disclosed by the ACEN regarding this program at <http://www.acenursing.com/accreditedprograms/programsearch.htm>

#### Program Outcomes

NCLEX- RN Graduates attain licensure to practice as registered nurses, with a passing rate for first-time takers that is equal to or greater than the state passing rate.

##### Year State Average Bristol Community College

2021	86%	83%
2020	93%	84%
2019	91%	97%

Students Completion of the Program (150% of the time from entry to graduation)

##### Year Percentage of Students

2020	73%
2019	63%
2018	70%

#### Program Information

- One program with 2 curriculum delivery options:
  - Traditional - face to face classroom learning.
  - eHealth - a hybrid model with online classroom learning.
  - The Program utilizes a teaching model that engages students in active learning. Teaching learning strategies such as the flipped classroom model will be utilized. Research shows active learning promotes student success. Flipped learning is a pedagogical approach in which the conventional notion of classroom-based learning is inverted, so that students are introduced to the learning material before class, with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities facilitated by teachers.
  - Both options include clinical assignments at a variety of healthcare settings in Massachusetts and Rhode Island. Clinical hours may include day, evenings or weekends.



- Computer technology is integrated into Nursing courses. Computer access is required and available at both campuses.
- Students must achieve a minimum "C+" (77) in all nursing courses in order to remain in the program and graduate. Students must pass all co-requisites and electives to remain in the program and graduate.

### **After Bristol**

- Graduates take the National Council Licensure Examination for Licensing as a Registered Nurse (NCLEX-RN).
- Graduates have secured a variety of positions in healthcare settings.
- Bristol Community College participates in the statewide MassTransfer program and has developed many program-to-program transfer articulation agreements which guarantee admission and credit transfer to the College. Many graduates transfer to complete the baccalaureate degree. Graduates have transferred to UMass Dartmouth, Fitchburg State, UMass Boston, Framingham State, and Laboure College.
- For a complete listing of eligible MassTransfer programs and current Bristol Community College articulation agreements, visit the Transfer Affairs website at [www.BristolCC.edu/transfer](http://www.BristolCC.edu/transfer)

### **Infused General Education Competencies**

Ethical Dimensions, Multicultural Perspective, Oral Communication, Technical Literacy

### **Student Learning Outcomes**

#### **Learning Outcomes**

1. Applies concepts and principles from nursing, from the physical and behavioral/social sciences, and from general education (humanities, math and history) in analyzing data and making judgments in the practice of nursing.
2. Provides care to patients throughout the life span by applying the nursing process in assisting the patient to maintain or regain homeostasis when threatened by common health problems.

3. Utilizes verbal and nonverbal modalities to communicate with patients, families, significant others, and health team members.
4. Provides patient teaching by assessing the need for information, implementing short-range teaching plans, and evaluating the patient's response.
5. Manages care for a group of patients in a structured setting by prioritizing care and by utilizing the skills of other health team members.
6. Functions as a member within the discipline of nursing by practicing legally and ethically and by selecting resources and activities for continued development in the nurse role.

### **Nursing Student Handbook**

<http://www.bristolcc.edu/learnatbristol/programsandcourses/degreesandcertificates/degreeprograms/nursing/>

### **General Admission/Nursing**

The Nursing Program is a competitive program with selective admission requirements. A limited number of students are admitted to the Nursing program. The college catalog describes the minimum requirements for admission to the program as follows:

### **Completed applications received by February 1st will be considered in the initial admissions review.**

Applications received after this date will be considered if spaces have not been filled.

Applicants must have completed the following criteria (all coursework with a grade of B- or greater) to be considered for admission to the Nursing program:

- A B- in all pre-requisite courses results in a 2.7 GPA which makes the applicant ineligible for admission to the program. It is suggested that grades higher than B- be earned to be a competitive candidate.
- High school diploma or a state-approved high school equivalency credential
- High school Algebra I, equivalent or higher
- High school Chemistry with lab, equivalent or higher
- BIO 233 (Anatomy & Physiology 1) or equivalent



- ENG 101 (English Composition 1), ENG 102 or degree in the discipline
- PSY 101 (General Psychology) or higher
- CSS 101 College Success Seminar
- Applicants must have a grade point average (GPA) of 3.2 or higher in the aforementioned pre-admission courses. Priority will be given to qualified applicants with a GPA of 3.5 or higher
- Applicants must achieve a **total composite score of 60%** or higher on the **ATI TEAS Exam**. For more detailed TEAS information, please visit our website at <http://www.bristolcc.edu/getstartedatbristol/testingcenter/teas/>
- Students must complete all math and science courses required for admission within 5 years of priority application deadline to the program.
- Attend one mandatory health science information session (seating is limited)  
<http://www.bristolcc.edu/getstartedatbristol/admissions/healthsciencesadmissionrequirements/healthscienceinformationsessions/>
- Transcripts from attendance at other regionally accredited college/universities may be required with submission of your admissions application. Please refer to the Admissions page within this catalog for further detail (<http://bristolcc.smartcatalogiq.com/2020-2021/Catalog/Getting-Started/Admissions>). Failure to comply with these requirements may result in your application not being reviewed for the program to which you applied.

Students applying to Bristol with a state approved high school equivalency credential rather than with a high school diploma will need to take the required courses (listed above) at a regionally accredited college/university.

Meeting these minimum criteria places the applicant in the selection pool but does not guarantee admission to the Nursing program.

### **SPECIAL REQUIREMENTS FOR THE PROGRAM**

#### **Requirements Upon Admission**

As a prerequisite for a clinical placement in the Nursing program, all students must undergo a Criminal Offender

Record Information (CORI) check and a Sex Offender Registry Information (SORI) check. These checks are required due to potential unsupervised contact with children, the disabled, or the elderly during a clinical experience. Students found to have certain criminal convictions or pending criminal actions will be presumed ineligible for clinical placement. The College is authorized by the Commonwealth's Department of Criminal Justice to access CORI records. Sex Offender checks shall be performed pursuant to Massachusetts General Laws, Chapter 6, Sections 178C-178P.

For more information regarding the College's CORI/SORI check process, please contact the Human Resource Department at (774) 357-3142.

A ten-panel random drug screen is required upon entrance, yearly, and/or randomly. The fee is paid by the student.

Please be advised that despite Massachusetts law that permits the use of medical marijuana and the possession, use, distribution and cultivation of marijuana in limited amounts, any possession, use, distribution or cultivation of marijuana remains prohibited under College policy pursuant to federal law. Further, any student who tests positive for marijuana will be ineligible for clinical placement. Please refer to the College's Student Handbook for the College's complete Marijuana Policy.  
<http://www.bristolcc.edu/student-services/resources/student-handbook/policies-and-procedures/marijuana-policy/>

Applicants must comply with the Bristol Community College health services requirements. This includes a physical examination, tetanus, measles, mumps, rubella, hepatitis B, hepatitis B titre, and varicella (chicken pox) immunizations or titres results (blood test to prove immune status). If under the age of 21 you must also be tested for meningitis as of Fall 2018. A TB test and flu vaccine are required each year. Additional health requirements may be required by clinical agencies.

All students must be Basic Life Support (BLS) certified by the American Heart Association (Basic Life Support for Health Care Providers). All students upon entry to the program must show evidence of CPR certification



which is valid through the completion of the program. Contingency into the Nursing Program is based upon fulfillment of all special requirements by due dates.

### **Additional Costs**

Students are responsible for the cost of uniforms, professional liability insurance, standardized achievement testing, their graduate nursing pin, and the National Council Licensure Examination for Registered Nurses. Students must carry health insurance throughout their enrollment in the program.

### **Licensing Information**

To be eligible for licensure in Massachusetts, graduates must complete all program requirements for graduation, present satisfactory evidence of "good moral character" as defined by the Board of Registration in Nursing, and pay the required licensure fees. Eligibility for licensure is decided by the Massachusetts Board of Registration in Nursing. <https://www.mass.gov/orgs/board-of-registration-in-nursing>

### **Functional Abilities Essential for Nursing Practice**

Students enrolled in the nursing program should be prepared to meet the standards established by the following physical and mental criteria:

Nursing is a practice discipline, with cognitive, sensory, affective, and psychomotor performance requirements. The functional eligibility requirements for participation in the nursing program are essential for the delivery of optimal and safe patient care and are consistent with the Massachusetts 244 CMR 3.02 Nurse Practice Act found at <http://www.mass.gov/eohhs/docs/dph/regs/244cmr003.pdf>.

### **Criterion: Analytical and Critical Thinking**

The ability to understand, apply, analyze and evaluate information.

Examples:

- Comprehend written, verbal, and electronic information in English.
- Assess the patient's psychological, physiological, and social status.

- Interpret cause-effect relationships in clinical situations.
- Plan and prioritize nursing care.
- Evaluate patient outcomes.
- Calculate math for safe medication administration.

### **Criterion: Communication**

The ability to effectively interact with others using verbal, non-verbal, written, and electronic communication.

Examples:

- Speak, comprehend, read, write, and type in English in a clear and understandable manner.
- Establish and maintain effective working relations with peers, faculty, patients, family and healthcare teams.
- Respect social, cultural, ethnic, and gender differences.
- Correctly convey and interpret body language.
- Observe, assess and recognize facial expression and emotion needed to detect and interpret data.
- Negotiate interpersonal conflict/s.
- Teach and convey information in an accurate and effective manner.
- Convey information to others verbally, in writing and/or electronically in an accurate, timely, professional and comprehensive manner.

### **Criterion: Emotional Stability**

The ability to monitor one's own emotions and assume responsibility and accountability for one's own actions.

Examples:

- Emotional stability/maturity to accept constructive feedback.
- Support patients during times of stress.
- Adapt to changing situations and emergency conditions while maintaining emotional control.
- Cope with strong emotions and physical outbursts of patients while remaining calm.
- Focus attention on patient needs despite distractions, interruptions and multiple demands.
- Accept constructive feedback and accept responsibility for one's own actions.



- Ability to work effectively under stressful conditions.

**Criterion: Physical Ability**

The ability to demonstrate physical agility and swiftness of movement, and perform gross and fine motor skills.

The ability to sustain physical endurance necessary to provide safe and effective care.

Examples:

- Perform cardiopulmonary resuscitation.
- Move in confined spaces.
- Maintain balance in multiple positions.
- Reach below waist and above shoulders.
- Mobility of the neck and back to permit sitting and standing and the agility to bend at the waist and squat, using proper body mechanics, to perform a variety of patient care activities.
- Climb and descend stairs.
- Provide safe and therapeutic positioning and transferring of patients.
- Transfer patients who may require physical assistance.
- Move quickly in emergency situations in patient care setting.
- Stand/walk for extended periods without rest.
- Push, pull, lift or support a minimum of 25 pounds without assistance.
- Use of manual dexterity to provide patient care, manipulate and operate equipment and prepare and administer medications.
- Grasp, pinch, squeeze, and manipulate fine equipment.

**Criterion: Sensory Ability**

The ability to accurately perform auditory, visual, tactile, and olfactory assessments necessary to monitor and determine health needs.

Examples:

- Hear and understand monitoring devices, alarms, and emergency signals.
- Hear and understand spoken words and faint voices.

- Hear and understand faint body sounds (e.g., heartbeats, blood pressure, and abdominal sounds).
- Accurately prepare and administer oral, injectable, and intravenous medications.
- Visual acuity sufficient to reading fine print on medication labels and equipment.
- Assess a patient within a distance of 10 feet by way of visual, olfactory, or aural acuity.
- Use depth perception adequately.
- Palpate during physical exam (e.g., pulses, temperature, masses, lesions, etc.).
- Detect body odors.
- Detect smoke, gases, or noxious smells.

**Licensed Practical Nurse (LPN) Transition Options**

**LPN-to-RN Bridge**

For LPNs who have graduated **within 3 years** from one of the schools who have articulation agreements with Bristol. These include: Diman Regional, Bristol-Plymouth, Upper Cape Cod Regional, Southeastern Regional Practical Nursing Program, or Tri-County RVTHS. (subject to change)

**Apply by April 1st**

Prospective students are eligible to apply after completing **all pre-admission criteria**.

Students must complete all math and science courses required for admission within 5 years of priority application deadline to the program.

Meeting these minimum criteria places the applicant in the selection pool but does not guarantee admission.

Qualified applicants are accepted to the Transition Course (Part II) on a space-available basis.

**Part I:** Complete all pre-admission and pre and co-requisite courses to be eligible. See courses below:

**Pre-admission courses with a B- or better:**

- A B- in all pre-requisite courses results in a 2.7 GPA which makes the applicant ineligible for admission to the program. It is suggested that grades higher than B- be earned to be a competitive candidate.



- High school Algebra I, equivalent or higher
- High school Chemistry with lab, equivalent or higher
- BIO 233 (Anatomy & Physiology 1) or equivalent
- ENG 101 (English Composition 1), ENG 102 or degree in the discipline
- PSY 101 (General Psychology) or higher
- CSS 101 College Success Seminar

**Pre and Co-requisite Courses**

- BIO 234 (Human Anatomy and Physiology II) or equivalent
- PSY 252 (Child Development) or equivalent

**Part II:**

After successful completion of the LPN-to-RN Bridge Transition Course (approximately 3 weeks), the applicant will be awarded **16 credits for NUR 101 and NUR 102** and is eligible for entrance into the third semester of the nursing program and the nursing courses: Nursing Care of the Adult I (NUR 201) and Introduction to Professional Nursing (NUR 100).

**Prior Learning Assessment/LPN Challenge**

**For Licensed Practical Nurses (LPNs):**

- Who have graduated **more than 3 years ago** from an accredited LPN school
- Students must complete all math and science courses required for admission within 5 years of priority application deadline to the program
- Applicants must have a grade point average (GPA) of 3.2 or higher in the aforementioned pre-admission courses.

**Apply by October 1st**

Prospective students are eligible to apply after completing **all pre-admission criteria** (Part I).

Meeting these minimum criteria places the applicant in the selection pool but does not guarantee admission.

Qualified applicants are accepted to the Transition Course (Part II) on a space-available basis.

**Part I:** Complete all pre-admission criteria to be eligible. See below.

**Pre admission courses with a B- or better:**

- A B- in all pre-requisite courses results in a 2.7 GPA which makes the applicant ineligible for admission to the program. It is suggested that grades higher than B- be earned to be a competitive candidate.
- High school Algebra I, equivalent or higher
- High school Chemistry with lab, equivalent or higher
- BIO 233 (Anatomy & Physiology 1) or equivalent
- ENG 101 (English Composition 1), ENG 102 or degree in the discipline
- PSY 101 (General Psychology) or higher
- CSS 101 College Success Seminar
- Take the Excelsior "*Fundamentals of Nursing*" challenge exam and pass with a score of "C" or better. For more information:  
<http://www.excelsior.edu/exams/fundamentals-of-nursing>
- Students must complete all math and science courses required for admission within 5 years of priority application deadline to the program.
- Applicants must have a grade point average (GPA) of 3.2 or higher in the aforementioned pre-admission courses.

**Part II:** Perform and successfully complete the two day LPN competency course. Once a passing score is attained, the applicant will be **awarded 8 credits for NUR 101** and is eligible for entrance into the second semester of the nursing program, and the nursing courses: Parent and Child Health (NUR 102) and Introduction to Professional Nursing (NUR 100) on a space available basis.

Applicants who meet the LPN Bridge Program criteria may be considered for the LPN Challenge of Fundamentals program if there are no seats available in the Bridge Program. These students do not need to take the Excelsior exam.

**Applying for Readmission**

Only **one** readmission is allowed to the Nursing program within 3 years.

- Students who fail, withdraw or do not complete NUR 101 may reapply to the program through the



general admission process by **February 1st**, and are considered based upon nursing admission criteria and on a space-available basis.

- Students who fail NUR 100 but pass the clinical course may retake NUR 100 in the subsequent semester with Department Chair and faculty permission.
- Students who fail, withdraw or do not complete NUR 102, NUR 201, NUR 202 or NUR 203 or co-requisite courses may be readmitted to the Nursing program on a space-available basis and rank ordered based upon the readmission category found in the Bristol Nursing Student Handbook. Applicants seeking readmission to NUR 102, NUR 202 or NUR 203 should apply through the Admissions office by **October 1** of the semester prior to desired admission. Applicants seeking readmission to NUR 201 should apply through the Admissions Office by **April 1** of the semester prior to desired admission.

**Transfer Information**

Opportunities are available for those applicants with previous nursing credits who meet established criteria. Students are responsible for special testing fees and pre and co-requisite courses.

For nursing transfer credit send a syllabus, catalog description, and an official college transcript for each course to be evaluated to the Nursing Program Director

**Type:** Associate in Science

Campus  
**Campus:**  
Fall River  
New Bedford

**Degree Requirements**

**General Courses**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
BIO 233	Human Anatomy and Physiology 4 I	4
BIO 234	Human Anatomy and Physiology 4 II	4
BIO 239	Elements of Microbiology	4
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
PSY 101	General Psychology	3
PSY 252	Child Development	3
	HST 111 or HST 112	3

**Elective Courses**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
	Human Expression Elective	3
	Quantitative and Symbolic Reasoning Elective	3

**Program Courses**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
NUR 100	Introduction to Professional Nursing	1
NUR 101	Fundamentals of Nursing	8
NUR 102	Parent-Child Health Nursing	8
NUR 201	Nursing Care of the Adult I	9
NUR 202	Nursing Care of the Adult II	9
NUR 203	Trends in Nursing	1

**Recommended Course Sequence - Semester 1**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
NUR 101	Fundamentals of Nursing	8
NUR 100	Introduction to Professional Nursing	1
ENG 102	Composition II: Writing about Literature	3
	Quantitative and Symbolic Reasoning Elective	3



Recommended Course Sequence - Semester 2

Course #	Title	Credits
NUR 102	Parent-Child Health Nursing	8
PSY 252	Child Development	3
BIO 234	Human Anatomy and Physiology 4 II	

Recommended Course Sequence - Semester 3

Course #	Title	Credits
NUR 201	Nursing Care of the Adult I	9
BIO 239	Elements of Microbiology	4
	HST 111 or HST 112	3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
NUR 202	Nursing Care of the Adult II	9
NUR 203	Trends in Nursing	1
	Human Expression Elective	3
<b>Total credits:</b>		<b>69-70</b>

## Occupational Therapy

### Occupational Therapy Assistant

#### Program Goal Statement

The mission of the Occupational Therapy Assistant program is to provide an accessible, quality educational program to individuals in preparation for employment as Occupational Therapy Assistants. The program prepares generalist, entry-level occupational therapy assistants to practice under the supervision of registered occupational therapists in a variety of healthcare, home, school, workplace, community and other settings. The program prepares graduates to help people of all ages with physical, cognitive, psychosocial, sensory, emotional and other challenges regain, develop, or master everyday skills in order to engage in meaningful occupations and live independent, productive, and satisfying lives. The program advances the mission of the College by providing a career-ready education delivered in a learner-centered, supportive community that values professionalism, evidence-based practice and lifelong learning, respects diversity and prepares well-rounded learners for employment.

#### Program Information

- One program with two curriculum delivery options: Traditional and online (hybrid i.e. online classes, on-site labs and community and/or clinical fieldwork.) Both options are located in New Bedford.
- Students develop academic knowledge, clinical skills, and professional behavior through classroom, online, lab, fieldwork, and off-site learning experiences.
- Traditional option OTA courses are offered primarily during the day, Monday – Friday (schedules change each semester); online program option OTA courses are offered Thursday – Friday. The traditional program option requires 2-3.5 days/week onsite and the online program option requires 1-2 days/week onsite. Both options include clinical fieldwork assignments which may include days, evenings and weekends. Both program options require 5 days/week (typically M-F) in full time fieldwork in the fourth semester. Both program options require an additional 20+ hours/week to complete the required reading and assignments.
- Computer technology is integrated throughout the OTA program. All OTA courses use online course spaces which requires that all OTA students have access to a computer that is internet enabled, and have information and computer literacy skills that include using web browsers and other web applications to locate and appropriately use information provided in an online format. Students should also have the ability to create, edit, save and retrieve documents, spreadsheets, and presentations.
- All applicants should review detailed information about technical requirements, time expectations, accessibility and eLearning, and how to succeed in an online classroom: <http://dl.bristolcc.edu/wiki/index.php/eLearningBCC>
- Prior to applying, all students should assess their ability to succeed in the online environment by completing the eLearning sample course at <http://www.bristolcc.edu/elearning/elearning101/>
- Online students must be self-motivated to learn independently.



- Once admitted to the Occupational Therapy Assistant Program students must complete all OTA courses in the required sequence.

- Students considering transfer to an Occupational Therapy program are encouraged to choose HST 111 or HST 112 as electives.

- Abnormal Psychology (PSY 255), and Child Development (PSY 252) are not required, but are recommended. Both courses are required for transfer to become a Registered Occupational Therapist. World language and American Sign Language is a beneficial skill in many practice settings.

- Many General Education courses are available nights, weekends, online and at satellite campuses.

### After Bristol

- Bristol graduates are recognized as well-prepared entry-level practitioners by the clinical community and employers.

- Graduates have taken positions as Certified Occupational Therapy Assistants in area schools, acute care, rehab and psychiatric hospitals, residential and day rehabilitation programs, nursing homes, sub-acute rehab, transitional care, home care and outpatient settings.

- Graduates may transfer to Occupational Therapy programs at senior institutions. Specific prerequisite requirements and transfer credit are determined by the transfer institution.

### Infused General Education Competencies

Ethical Dimensions, Multicultural Perspective, Technical Literacy, First Year Experience

### Recommendations for Success

Students are advised to complete most general and elective courses prior to beginning OTA program courses. OTA classes, labs, and clinical fieldwork require attendance two to three days per week in Semester 1, 2, and 3 and 40+ hours/week in Semester 4. Some classes extend into the evening. Fieldwork

placements may include days, evenings and/or weekends. Students typically need to decrease work obligations as program requirements increase.

### Program Outcomes 2018-2020

The total number of graduates from the Bristol Community College Occupational Therapy Assistant Program during the three-year period 2018-2020 was 79, with an overall graduation rate of 81%. Program results (certification exam pass rates) from the National Board for Certification in Occupational Therapy (NBCOT®) can be found online at <https://www.nbcot.org/en/educators/home#schoolperformance>.

Graduation Year	Students Entering	Students Graduating	Graduation Rate
2018	29 (F 2016)	28	97%
2019	29 (F 2017)	19	66%
2020	21 (F2018)	17	81%
<b>Total 3-year</b>	79	64	81%

### SPECIAL REQUIREMENTS FOR THE PROGRAM

#### Admission Requirements

The Occupational Therapy Assistant program is a competitive-entry program with selective admission requirements. A limited number of students are admitted. Meeting minimal requirements places the applicant in the selection pool but does not guarantee admission. In order to be considered minimally qualified, applicants must have submitted their application, all supporting documents and have fulfilled the following criteria by the priority application deadline of February 1:

Completed the following pre-admission courses with a B- or higher:

- A grade of B- in all pre-requisite courses results in a 2.7 GPA which makes the applicant ineligible for admission to the program. It is suggested that grades higher than B- be earned to be a competitive candidate.

- BIO 233 (p.) (Anatomy and Physiology I) or BIO 234 (p.) (Anatomy and Physiology II) or equivalent

- COM 101 (p.) (Fundamentals of Public Speaking) or equivalent



- ENG 101 (p. ) (Composition I: College Writing)
- ENG 102 (p. ) (Composition II: Writing About Literature)
- HLT 101 (p. ) (Medical Language Module 1) or HLT 102 (p. ) (Medical Language Module II) or equivalent
- MTH 119 (p. ) (Fundamentals of Statistics)
- PSY 101 (p. ) (General Psychology) or equivalent
- Applicants must have a grade point average (GPA) of 3.0 or higher in the aforementioned pre-admission courses. A grade of B- in all pre-requisite courses results in a 2.7 GPA which makes the applicant ineligible for application to the program. It is suggested that grades higher than a B- be earned to be a competitive candidate.
- Applicants are required to observe (approximately 2 hrs.) in an Occupational Therapy setting. The visit should be within the previous year. Applicants who work in settings that employ occupational therapy practitioners should observe in a different setting. If unable to procure an onsite observation the applicant should view and write about OT practice as observed in this video: <https://www.aota.org/About-Occupational-Therapy/Patients-Clients/video-what-ot-can-do-occupational-therapy.aspx>.
- As part of the application process applicants must submit a letter that is evaluated by the OTA faculty as part of the admission criteria. This letter should be written in response to the above observation experience that was conducted within the previous year. The letter should describe the observation experience and outline the applicant's interest in, knowledge of, and personal and academic preparation for the career of Occupational Therapy Assistant. The letter must include the applicant's understanding of the Occupational Therapy profession and the role of the occupational therapy assistant, a clear statement of the applicant's academic preparation, how the applicant became interested in occupational therapy and any personal experience that influenced the applicant's decision to apply to Bristol Community College's OTA Program.

- Students are required to attend one mandatory health science information session during the year prior to anticipated admission (preregister well in advance as seating is limited). <http://www.bristolcc.edu/getstartedatbristol/admissions/healthsciencesadmissionrequirements/healthscienceinformationsessions/>
- Students must complete all science courses required for admission within 5 years of priority application deadline to the program.
- Transcripts from attendance at other regionally accredited college/universities may be required with submission of your admissions application. Please refer to the Admissions page within this catalog for further detail <https://catalog.bristolcc.edu/admissions> Failure to comply with these requirements may result in your application not being reviewed for the program to which you applied.
- Applicants are advised to apply well in advance of the deadline.

### **Requirements Upon Admission**

#### **Grade Requirements and Timelines**

Once enrolled in the OTA program students are required to complete all courses in the four semesters of instruction in sequence in order to integrate theoretical and clinical education.

Students must receive a minimum grade of C (73) in all required occupational therapy assistant courses. Failure to earn a C (73) or better will result in program dismissal. Students who fail, do not complete, or withdraw from OTA courses may reapply to the program only once. Readmission is not guaranteed and is on a space available basis. The readmission decision is based on the recommendations of the faculty and department chair. Readmitted students must resume OTA coursework within one year of date of program dismissal or withdrawal. Students must successfully complete all required coursework, clinical and program objectives and competencies within five years of initial acceptance into the OTA program in order to graduate. Level II fieldwork must be completed within 18 months of completion of the OTA academic coursework.



### **Cost of Attending and Completing the OTA Program**

The Associate of Science in OTA consists of 73 credits, including 20 pre-admission credits and 43 OTA credits. Once admitted into the OTA program students complete the OTA courses in sequence over a period of two academic years.

The TOTAL cost of attending and completing the OTA program (73 credits) is as follows: 2021 tuition and fees \$18,542 (out of state (\$33,580); additional college fees: instructional support fees \$126; registration deposit \$50 (applied to first semester fees); additional costs for the OTA program \$2,845 (includes Student Membership in American Occupational Therapy Association (\$150), CPR (\$70), drug screening (\$240), fingerprinting (\$90), Polo Shirt and name tag (\$25), attendance at professional conference and meetings (\$70), fieldwork costs - travel and supplies (\$400), books and subscriptions (\$1,800). Costs are subject to change. Please refer to the College Catalog for current Tuition & Fees.

### **Fieldwork Affiliations**

Transportation to the fieldwork sites is the student's responsibility. Students should be prepared to travel an hour or more from campus. Students are advised to decrease outside work obligations in the first three semesters, then discontinue during full-time fieldwork affiliations in the fourth semester. Fieldwork hours may extend into evenings and weekends and extend beyond the academic year. The availability of clinical affiliations depends on the ability of area healthcare providers to accept students. In some cases, affiliations will be completed in a fifth semester.

### **Health Requirements**

Accepted applicants must comply with the Bristol Community College's health services requirements. This includes a physical examination, tetanus, measles, mumps, rubella, hepatitis B, and varicella (chicken pox) immunizations or titres results (blood test to prove immune status). If under the age of 21 you must also be tested for meningitis. A two-step TB test and flu shot is required each year. Students who decline having a flu shot may not be able to complete the program's clinical fieldwork requirements. Students must be certified by the American Heart Association in C.P.R. (Basic Life

Support for Health Care Providers). Students are required to maintain C.P.R. certification and health insurance throughout their enrollment. Additional laboratory tests, including drug screening are required each semester by the program and clinical agencies. Clinical agencies may require additional procedures such as fingerprinting at any time. All fees are paid by the student.

Please be advised that despite Massachusetts law that permits the use of medical marijuana and the possession, use, distribution and cultivation of marijuana in limited amounts, any possession, use, distribution or cultivation of marijuana remains prohibited under College policy pursuant to federal law. Further, any student who tests positive for marijuana will be ineligible for clinical placement. Please refer to the College's Student Handbook for the College's complete Marijuana Policy.

### **Additional Requirements**

Upon admission to the OTA Program students will be required to attend a program information meeting. Physical examination and CPR certification must be completed prior to the start of classes or students will not be able to attend clinical fieldwork which will prevent completion of program objectives. All admitted students are required to complete eLearning 101 prior to the start of fall classes.

Upon admission to the program and at regular intervals during the program, all students must undergo a Criminal Offender Record Information (CORI) check and a Sex Offender Registry Information (SORI) check. These checks are required due to potential unsupervised contact with children, the disabled, or the elderly during clinical experiences. The College is authorized by the Commonwealth's Department of Criminal Justice to access CORI records. Sex Offender checks shall be performed pursuant to Massachusetts General Laws, Chapter 6, Sections 178C-178P. A positive CORI/SORI check may prevent students from participating in clinical assignments in contracted health facilities and prevent students from completing the program objectives. Students found to have certain criminal convictions or pending criminal actions will be presumed ineligible for clinical placement. For more



information regarding the College's CORI/SORI check process, please contact the Human Resource Department at (774) 357-3142.

The Massachusetts Board of Allied Health Professionals requires licensure applicants to report any history of felonies or misdemeanors and may deny licensure to those applicants. Further information is available from the MA Board of Allied Health regarding guidelines for applicants with criminal records call (617) 701-8605 or email at [alliedhealth@mass.gov](mailto:alliedhealth@mass.gov).

The Disciplinary Action Committee of the National Board for Certification in Occupational Therapy (NBCOT) requires a criminal background check of all applicants and may refuse to administer the certification exam, and/or deny certification to any individual charged with or convicted of a felony. For further information, contact NBCOT, One Bank Street, Suite 300, Gaithersburg, Maryland 20878; (301) 990-7979.

### Essential Functions

OTA students must possess certain cognitive, physical, and psychosocial abilities in order to successfully complete the requirements of the program and ultimately practice in the profession:

- Cognitive ability to learn and apply the skills necessary to meet the curriculum requirements of the program and to qualify to take the NBCOT certification examination.
- Sufficient visual skills to allow accurate reading of a medical record, reading and recording of vital signs, and assessment of patients within a distance of 10 feet.
- Sufficient hearing skills to successfully interact with all team members, as well as to hear and respond to equipment, monitors, and alarms.
- Physical abilities to safely meet the multiple needs of various patient populations. This includes sufficient joint mobility, strength, motor control, balance, functional mobility and the ability to lift and move patients from one surface to another.

- Communication skills to clearly and effectively communicate in English with patients, families, faculty, and healthcare workers in both verbal and written form.

- Emotional stability to demonstrate professional interactions with faculty, patients, families, and all other professional staff; to demonstrate respect and confidentiality; to demonstrate good judgment and ethical behavior; to deal effectively with conflict situations; and to demonstrate responsibility for oneself and his/her actions.

### Accreditation

The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's phone number C/O AOTA is 301.652.2682 and the website is [www.acoteonline.org](http://www.acoteonline.org).

### Certification and Licensure

Graduates of the program are eligible to sit for the National Certification Examination for the Occupational Therapy Assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be a Certified Occupational Therapy Assistant (COTA). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification and/or attain state licensure.

**Type:** Associate in Science

**Campus:**  
Fall River



### Preadmission Courses

*Preadmission courses must be completed at time of application with grades of B- or better.*

Course #	Title	Credits
	BIO 233 or BIO 234	4
COM 101	Fundamentals of Public Speaking	3
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
	HLT 101 or HLT 102	1
MTH 119	Fundamental Statistics	3
PSY 101	General Psychology	3

### Degree Requirements

#### General Courses

Course #	Title	Credits
BIO 233	Human Anatomy and Physiology I	4
BIO 234	Human Anatomy and Physiology II	4
COM 101	Fundamentals of Public Speaking	3
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
	HLT 101 or HLT 102	1
MTH 119	Fundamental Statistics	3
PSY 101	General Psychology	3
SOC 101	Principles of Sociology	3

#### Elective Courses

*HST 111 or HST 112 recommended for transfer.*

Course #	Title	Credits
	Global and Historic Awareness Elective	3

### Program Courses

Course #	Title	Credits
OTA 111	Introduction to Occupational Therapy	4
OTA 117	Psychosocial Performance	4
OTA 121	Cognitive and Sensorimotor Performance	4
OTA 125	Movement in Human Performance	3
OTA 127	Psychosocial Therapeutic Modalities	4
OTA 233	Common Conditions of Physical Dysfunction	4
OTA 235	Professional Practice Skills	4
OTA 237	Developmental/Pediatric OT Practice	4
OTA 241	Level II Occupational Therapy Clinical Practice - A	5
OTA 243	Level II Occupational Therapy Clinical Practice - B	5
OTA 244	Seminar in Occupational Therapy	2

#### Required Course Sequence - Fall Semester 1

*BIO 234 and SOC 101 must be completed prior to (preferred) or during the first semester.*

Course #	Title	Credits
OTA 111	Introduction to Occupational Therapy	4
OTA 117	Psychosocial Performance	4
BIO 234	Human Anatomy and Physiology II	4
SOC 101	Principles of Sociology	3

#### Required Course Sequence - Spring Semester 2

Course #	Title	Credits
OTA 121	Cognitive and Sensorimotor Performance	4
OTA 125	Movement in Human Performance	3
OTA 127	Psychosocial Therapeutic Modalities	4
	Global and Historic Awareness Elective	3



### Recommended Course Sequence - Summer

Consider taking any remaining General Education courses to lighten semester load.

### Required Course Sequence - Fall Semester 3

Course #	Title	Credits
OTA 233	Common Conditions of Physical Dysfunction	4
OTA 235	Professional Practice Skills	4
OTA 237	Developmental/Pediatric OT Practice	4

### Required Course Sequence - Spring Semester 4

Course #	Title	Credits
OTA 241	Level II Occupational Therapy Clinical Practice - A	5
OTA 243	Level II Occupational Therapy Clinical Practice - B	5
OTA 244	Seminar in Occupational Therapy	2
<b>Total credits:</b>		<b>73</b>

## Office Administration

### Executive Administrative Assistant

#### Program Goals Statement

This program prepares students for careers as office professionals in a variety of businesses such as government offices, manufacturing firms, insurance companies, retail, real estate, corporate offices, banks, and educational institutions. The executive administrative assistant combines organizational and people skills with an expertise in information processing and office technology.

#### Related Programs

Administrative Assistant Certificate, Office Support Certificate, Office Technology Management Certificate

### Program Information

- Transfer credit for any course in the Office Administration Department must be approved by the Office Administration Department Chairperson.
- Students wishing to receive PEL credit for an OFC course must follow the PEL procedures provided in the Academic Information section of this catalog. The student must initiate the process with the Office Administration department chair.
- OFC 102 or a demonstrated keyboarding speed of 20 wpm based on a three-minute timing administered by the Office Administration department chair is a prerequisite for OFC 113 and OFC 117.

### Recommendations

- In addition to the requirements of this program, it is recommended that students enroll in CED 210 - Cooperative Work Experience after completion of the OFC courses listed in the program. Students may gain valuable work experience by enrolling in CED 210 which places students in office positions related to their academic program.
- Take any developmental courses needed prior to enrolling in ENG 101.

### After Bristol

- Students have gone on to become administrative assistants and office managers in all types of offices and corporations.
- Graduates have gone on to become teachers in the field.
- This program is designed for students who plan to enter the workforce immediately.

### Infused General Education Competencies

First-Year Experience

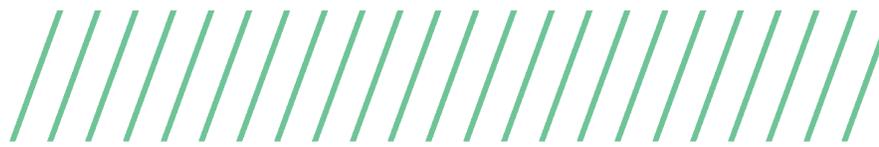
**Type:** Associate in Science

Campus

**Campus:**

Fall River

### Degree Requirements



General Courses

Course #	Title	Credits
ACC 114	Introduction to QuickBooks Pro	1
BUS 111	Business and Financial Mathematics	3
COM 101	Fundamentals of Public Speaking	3
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
HST 114	United States History from 1877	3
SOC 212	The Sociology of Social Problems	3

Elective Courses

Course #	Title	Credits
	Scientific Reasoning and Discovery Elective	3-4

Program-Courses

Course #	Title	Credits
	OFC 102: Computer Keyboarding0-1	
OFC 113	Introduction to Microsoft Word	3
OFC 117	Introduction to Computers and Software Applications	3
OFC 120	Text Editing	3
OFC 150	Speech Recognition	3
OFC 214	Advanced Microsoft Word	3
OFC 215	Records Management	3
OFC 255	Executive Office Procedures	3
OFC 260	Writing Skills for the Administrative Assistant	3
OFC 262	Desktop Publishing Projects and3 Web Design	3
OFC 266	Administrative Office Management	3
OFC 268	Media and Technology Tools	4
OFC 294	Office Administration Colloquium	3
PRM 101	Foundations of Project Management	3

Recommended Course Sequence - Semester 1

Course #	Title	Credits
ACC 114	Introduction to QuickBooks Pro	1
ENG 101	Composition I: College Writing	3
OFC 102	Computer Keyboarding	1
OFC 113	Introduction to Microsoft Word	3
OFC 117	Introduction to Computers and Software Applications	3
SOC 212	The Sociology of Social Problems	3

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3
HST 114	United States History from 1877	3
OFC 120	Text Editing	3
OFC 150	Speech Recognition	3
OFC 214	Advanced Microsoft Word	3

Recommended Course Sequence - Semester 3

Course #	Title	Credits
BUS 111	Business and Financial Mathematics	3
OFC 215	Records Management	3
OFC 255	Executive Office Procedures	3
OFC 266	Administrative Office Management	3
COM 101	Fundamentals of Public Speaking	3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
OFC 268	Media and Technology Tools	4
OFC 260	Writing Skills for the Administrative Assistant	3
OFC 262	Desktop Publishing Projects and3 Web Design	3
OFC 294	Office Administration Colloquium	3
PRM 101	Foundations of Project Management	3
<b>Total credits:</b>		<b>62-64</b>



## Medical Administrative Assistant

### Program Goal Statement

Students completing this program are prepared to work as a medical administrative assistant for doctors or dentists, in hospitals, medical offices, health agencies, or related fields. Some of the duties of a medical administrative assistant include: patient intake of demographic information, scheduling appointments, answering telephone inquiries, verifying insurance eligibility, handling payments, working in the patient EMR and more. Students develop skills in computer applications, medical software, medical terminology, medical insurance forms preparation, text editing, beginner and advanced medical transcription, medical office procedures, speech recognition and master employment readiness skills.

### Program Information

All MAA courses are offered primarily during the day in Fall River in a hybrid, distance learning format which is a combination of online and face-to-face instruction. All other courses in this program can be offered online, face to face (day and evening) or hybrid distance learning.

### Recommendations

- OFC 102 can be "waived" by a demonstrated keyboarding speed of 20 words per minute based on a two-minute timing administered by the Office Administration Department Chair. OFC 102 is a prerequisite for OFC 113.
- Take MAA 101 (Medical Terminology) before BIO 115 (Survey of Anatomy & Physiology). Take OFC 120 (Text Editing) before MAA 102 (Medical Transcription).

### Admission Requirements

High school diploma or state-approved high school equivalency credential.

### After Bristol

In addition to working as a medical administrative assistant in a health related field, students that successfully complete OFC 120 (Text Editing), MAA 102 (Medical Transcription), and MAA 203 (Advanced Medical Transcription) can work as a medical

transcriptionist in a medical office, hospital pool, or as an independent contractor. Students can also work as a medical scribe transcribing "live" alongside a physician and patient in a medical setting.

**Type:** Associate in Science

**Campus:**

Fall River

### Degree Requirements

#### General Courses

Course #	Title	Credits
ACC 101	Principles of Accounting I	4
BIO 115	Survey of Human Anatomy and Physiology	4
BUS 111	Business and Financial Mathematics	3
BUS 251	Business Law	3
COM 101	Fundamentals of Public Speaking	3
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
HST 114	United States History from 1877	3
SOC 212	The Sociology of Social Problems	3



**Program Courses**

Course #	Title	Credits
MAA 101	Medical Terminology	3
MAA 102	Medical Transcription	3
MAA 203	Advanced Medical Transcription	3
MAA 204	Medical Insurance Forms Preparation	3
MAA 205	Medical Office Procedures	3
MAA 209	Medical Office Portfolio Development	1
	OFC 102: Computer Keyboarding	0-1
OFC 113	Introduction to Microsoft Word	3
OFC 117	Introduction to Computers and Software Applications	3
OFC 120	Text Editing	3
OFC 150	Speech Recognition	3
OFC 214	Advanced Microsoft Word	3

**Recommended Course Sequence - Semester 1**

Course #	Title	Credits
CSS 101	College Success Seminar	1
	OFC 102: Computer Keyboarding	0-1
OFC 113	Introduction to Microsoft Word	3
OFC 117	Introduction to Computers and Software Applications	3
ENG 101	Composition I: College Writing	3
MAA 101	Medical Terminology	3

**Recommended Course Sequence - Semester 2**

Course #	Title	Credits
OFC 214	Advanced Microsoft Word	3
OFC 120	Text Editing	3
BUS 251	Business Law	3
ENG 102	Composition II: Writing about Literature	3
BIO 115	Survey of Human Anatomy and Physiology	4

**Recommended Course Sequence - Semester 3**

Course #	Title	Credits
MAA 102	Medical Transcription	3
COM 101	Fundamentals of Public Speaking	3
MAA 204	Medical Insurance Forms Preparation	3
ACC 101	Principles of Accounting I	4
OFC 150	Speech Recognition	3

**Recommended Course Sequence - Semester 4**

Course #	Title	Credits
MAA 205	Medical Office Procedures	3
MAA 203	Advanced Medical Transcription	3
MAA 209	Medical Office Portfolio Development	1
BUS 111	Business and Financial Mathematics	3
SOC 212	The Sociology of Social Problems	3
HST 114	United States History from 1877	3
<b>Total credits:</b>		<b>60-62</b>

**Medical Administrative Practices Certificate Program Goal Statement**

This fast-track certificate program concentrates primarily on the MAA core courses and prepares students to work as a medical administrative assistant for doctors or dentists, in hospitals, health agencies, or related fields. Some of the duties of a medical administrative assistant include: patient intake of demographic information, scheduling appointments, answering telephone inquiries, verifying insurance eligibility, handling payments, working in the patient EMR and more. Students develop skills in computers, medical software, medical terminology, text editing, medical transcription, medical insurance forms preparation, medical office procedures and master employment readiness skills. (Having prior medical office experience is a plus.)

**Program Information**

- All credits transfer into the Office Administration Associate degree - Medical Administrative Assistant option.



- MAA courses are offered primarily during the day in Fall River in a hybrid, distance learning format which is a combination of online and face-to-face instruction. All other courses can be offered online, face to face (day or evening) or in a hybrid, distance learning format.

**Recommendations**

- OFC 102 can be waived" by a demonstrated keyboarding speed of 20 words per minute based on a two-minute timing administered by the Office Administration Department Chair. OFC 102 is a prerequisite for OFC 113.
- Take MAA 101 (Medical Terminology) before BIO 115 (Survey of Human Anatomy & Physiology).
- Take OFC 120 (Text Editing) before MAA 102 (Medical Transcription).

**Admission Requirements**

- High school diploma or state-approved high school equivalency credential.

**Related Programs**

- Office Administration Associate degree - Medical Administrative Assistant option
- Medical Transcription Certificate Program

**Type:** Certificate of Achievement

Campus  
**Campus:**  
Fall River

**Program Requirements**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
BIO 115	Survey of Human Anatomy and Physiology	4
ENG 101	Composition I: College Writing	3
MAA 101	Medical Terminology	3
MAA 102	Medical Transcription	3
MAA 204	Medical Insurance Forms Preparation	3
MAA 205	Medical Office Procedures	3
MAA 209	Medical Office Portfolio Development	1
OFC 113	Introduction to Microsoft Word	3
OFC 117	Introduction to Computers and Software Applications	3
OFC 120	Text Editing	3

**Recommended Course Sequence - Semester 1**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
MAA 101	Medical Terminology	3
MAA 102	Medical Transcription	3
MAA 204	Medical Insurance Forms Preparation	3
OFC 113	Introduction to Microsoft Word	3
OFC 120	Text Editing	3

**Recommended Course Sequence - Semester 2**

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
BIO 115	Survey of Human Anatomy and Physiology	4
ENG 101	Composition I: College Writing	3
MAA 205	Medical Office Procedures	3
MAA 209	Medical Office Portfolio Development	1
OFC 117	Introduction to Computers and Software Applications	3
<b>Total credits:</b>		<b>29</b>

**Medical Transcription Certificate  
Program Goal Statement**

Students completing this fast-track program are prepared to transcribe dictated reports for doctors, in offices, hospitals, or as independent contractors, or in related fields. They develop skills in computers, medical software, medical terminology, text editing,



beginner and advanced medical transcription, medical office procedures, and employment readiness skills. (Having prior medical office experience is a plus.)

### Program Information

- All credits transfer into the Associate in Science in Office Administration, Medical Administrative Assistant Option.
- MAA courses are offered primarily during the day in Fall River in a hybrid, distance learning format which is a combination of online and face-to-face instruction. All other courses in this program can be offered online, face to face (day or evening) or in a hybrid, distance learning format.

### Admission Requirements

- High school diploma or state-approved high school equivalency credential.

### Recommendations

- OFC 102 can be "waived" by a demonstrated keyboarding speed of 20 words per minute based on a two-minute timing administered by the Office Administration Department Chair. OFC 102 is the prerequisite for OFC 113.
- Take MAA 101 (Medical Terminology) before BIO 115 (Survey of Anatomy & Physiology).

### Related Programs

- Office Administration Associate degree – Medical Administrative Assistant option
- Medical Office Certificate program

### After Bristol

- This certificate (if completed successfully) prepares the student to become a medical transcriptionist working in a medical office, hospital pool, or as an independent contractor. Students can also work as a medical scribe transcribing "live" alongside a physician and patient in a medical setting.

**Type:** Certificate of Achievement

Campus

**Campus:**

Fall River

### Program Requirements

Course #	Title	Credits
BIO 115	Survey of Human Anatomy and Physiology	4
ENG 101	Composition I: College Writing	3
MAA 101	Medical Terminology	3
MAA 102	Medical Transcription	3
MAA 203	Advanced Medical Transcription	3
MAA 205	Medical Office Procedures	3
MAA 209	Medical Office Portfolio Development	1
OFC 113	Introduction to Microsoft Word	3
OFC 117	Introduction to Computers and Software Applications	3
OFC 120	Text Editing	3

### Recommended Course Sequence - Summer

Consider taking Gen Ed courses to reduce semester load.

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
ENG 101	Composition I: College Writing	3
MAA 101	Medical Terminology	3
MAA 102	Medical Transcription	3
OFC 113	Introduction to Microsoft Word	3
OFC 120	Text Editing	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
BIO 115	Survey of Human Anatomy and Physiology	4
MAA 203	Advanced Medical Transcription	3
MAA 205	Medical Office Procedures	3
MAA 209	Medical Office Portfolio Development	1
OFC 117	Introduction to Computers and Software Applications	3
<b>Total credits:</b>		<b>29</b>



## Microsoft Office Certified Application Specialist Certificate

### Program Goals Statement

This certificate prepares students to become a Microsoft Certified Application Specialist—an individual who has passed exams for certifying his or her skills in one or more of the Microsoft Office desktop applications. It provides an opportunity for students to achieve a portable, globally recognized credential that proves their abilities as productive Microsoft Office users. Office Specialist certification sets you apart in today's competitive job market.

### Program Information

- Transfer credits for any course in the Office Administration Department must be approved by the Office Administration Department Chairperson.
- In addition to the requirements of this program, it is recommended that students enroll in CED 210 - Cooperative Work Experience after completion of the OFC courses listed in the program. Students may gain valuable work experience by enrolling in CED 210 which places students in office positions related to their academic program.
- Certification exams in Word, Excel, Outlook, PowerPoint, and Access are available.
- The Microsoft Office Application Specialist certification program is the only Microsoft-approved program in the world for certifying proficiency in Microsoft Office applications.
- Students who need basic keyboarding skills should enroll in OFC 102 in Semester 1.
- This program is designed for students who plan to enter the workforce immediately.
- Graduates may go on to work in any type of office.

**Type:** Certificate of Achievement

Campus

**Campus:**  
Fall River

### Program Requirements

Course #	Title	Credits
ENG 101	Composition I: College Writing	3
OFC 130	Microsoft Office Word Specialist	3
OFC 131	Microsoft Office Excel Specialist	3
OFC 132	Microsoft Office PowerPoint Specialist	3
OFC 133	Microsoft Office Access Specialist	3
OFC 134	Microsoft Office Outlook Specialist	3
OFC 136	Microsoft Project	3
	Elective	3

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
ENG 101	Composition I: College Writing	3
OFC 130	Microsoft Office Word Specialist	3
OFC 131	Microsoft Office Excel Specialist	3
OFC 132	Microsoft Office PowerPoint Specialist	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
OFC 133	Microsoft Office Access Specialist	3
OFC 134	Microsoft Office Outlook Specialist	3
OFC 136	Microsoft Project	3
	Elective	3
<b>Total credits:</b>		<b>24</b>

## Office Administration Certificate

### Program Goals Statement

This advanced-level certificate helps upgrade skills to improve job opportunity. Students examine the latest office technologies and procedures, learn the advanced functions of Microsoft Office software and speech recognition software, and develop database and writing skills. If you have no working experience of Microsoft Office software, choose the Office Support certificate program.



### Program Information

- Transfer credits for any course in the Office Administration Department must be approved by the Office Administration Department Chairperson.
- This advanced-level certificate provides the most up-to-date training that addresses the fast-changing computer needs of today's offices. The advanced level of skills developed provides excellent job mobility.
- Credits from the Office Support certificate program transfer into the Administrative Assistant certificate program and the Executive Administrative Assistant degree program.
- Cooperative Education (CED 210) is highly recommended before graduation.

### Recommendations

- In addition to the requirements of this program, it is recommended that students enroll in CED 210 - Cooperative Work Experience after completion of the OFC courses listed in the program. Students may gain valuable work experience by enrolling in CED 210 which places students in office positions related to their academic program.
- Students must type 30 wpm and have working knowledge of Microsoft Office software.

**Type:** Certificate of Achievement

Campus

**Campus:**

Fall River

### Program Requirements

Course #	Title	Credits
ACC 114	Introduction to QuickBooks Pro	1
ENG 101	Composition I: College Writing	3
OFC 150	Speech Recognition	3
OFC 214	Advanced Microsoft Word	3
OFC 215	Records Management	3
OFC 255	Executive Office Procedures	3
OFC 260	Writing Skills for the Administrative Assistant	3
OFC 262	Desktop Publishing Projects and Web Design	3
OFC 266	Administrative Office Management	3
OFC 294	Office Administration Colloquium	3

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
ENG 101	Composition I: College Writing	3
OFC 150	Speech Recognition	3
OFC 214	Advanced Microsoft Word	3
OFC 215	Records Management	3
OFC 255	Executive Office Procedures	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ACC 114	Introduction to QuickBooks Pro	1
OFC 262	Desktop Publishing Projects and Web Design	3
OFC 266	Administrative Office Management	3
OFC 294	Office Administration Colloquium	3
OFC 260	Writing Skills for the Administrative Assistant	3
<b>Total credits:</b>		<b>28</b>

### Office Skills Training Program Certificate Program Goals Statement

The Office Skills Training program provides students with useful and relevant job training for entry-level office positions. Such positions include office assistant, word processing typist, receptionist, and any position requiring Microsoft Office skills. The program focuses on computer applications and job readiness. Upon



successful completion, students are prepared to take the Microsoft Certified Application Specialist exams (MCAS) offered by Microsoft.

### Program Information

- This program focuses on computer applications and job readiness.
- Transfer credits for any course in the Office Administration Department must be approved by the Office Administration Department Chairperson.
- In addition to the requirements of this program, it is recommended that students enroll in CED 210 - Cooperative Work Experience after completion of the OFC courses listed in the program. Students may gain valuable work experience by enrolling in CED 210 which places students in office positions related to their academic program.

**Type:** Certificate of Achievement

Campus

**Campus:**  
Fall River

### Program Requirements

Course #	Title	Credits
ACC 114	Introduction to QuickBooks Pro	1
ENG 101	Composition I: College Writing	3
	OFC 102: Computer Keyboarding0-1	
OFC 113	Introduction to Microsoft Word	3
OFC 120	Text Editing	3
OFC 131	Microsoft Office Excel Specialist	3
OFC 132	Microsoft Office PowerPoint Specialist	3
OFC 134	Microsoft Office Outlook Specialist	3
OFC 214	Advanced Microsoft Word	3
OFC 255	Executive Office Procedures	3
OFC 294	Office Administration Colloquium	3

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
ACC 114	Introduction to QuickBooks Pro	1
	OFC 102: Computer Keyboarding0-1	
OFC 113	Introduction to Microsoft Word	3
OFC 120	Text Editing	3
OFC 131	Microsoft Office Excel Specialist	3
OFC 132	Microsoft Office PowerPoint Specialist	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 101	Composition I: College Writing	3
OFC 214	Advanced Microsoft Word	3
OFC 134	Microsoft Office Outlook Specialist	3
OFC 255	Executive Office Procedures	3
OFC 294	Office Administration Colloquium	3
<b>Total credits:</b>		<b>28-29</b>

### Office Support Certificate

#### Program Goals Statement

This certificate prepares students for entry-level positions in corporate offices, educational, medical, and legal facilities, and government agencies. Credits can be transferred into other related certificates and degree programs.

#### Program Information

- This program is designed for those who need to enter the job market as soon as possible.
- Distance Learning courses are available for students who enjoy the convenience of working from home.
- Transfer credits for any course in the Office Administration Department must be approved by the Office Administration Department Chairperson.
- OFC 102 may be waived through previous course work or a demonstrated keyboarding speed of 20 wpm based on a three-minute timing administered by the Office Administration Department Chair.



### Recommendations

- In addition to the requirements of this program, it is recommended that students enroll in CED 210 - Cooperative Work Experience after completion of the OFC courses listed in the program. Students may gain valuable work experience by enrolling in CED 210 which places students in office positions related to their academic program.
- Take any developmental courses needed prior to enrolling in ENG 101.

**Type:** Certificate of Achievement

Campus

**Campus:**

Fall River

### Program Requirements

Course #	Title	Credits
ACC 114	Introduction to QuickBooks Pro	1
ENG 101	Composition I: College Writing	3
	OFC 102: Computer Keyboarding0-1	
OFC 113	Introduction to Microsoft Word	3
OFC 117	Introduction to Computers and Software Applications	3
OFC 120	Text Editing	3
OFC 214	Advanced Microsoft Word	3
OFC 215	Records Management	3
OFC 255	Executive Office Procedures	3
OFC 266	Administrative Office Management	3
OFC 294	Office Administration Colloquium	3

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
ACC 114	Introduction to QuickBooks Pro	1
ENG 101	Composition I: College Writing	3
	OFC 102: Computer Keyboarding0-1	
OFC 113	Introduction to Microsoft Word	3
OFC 117	Introduction to Computers and Software Applications	3
OFC 120	Text Editing	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
OFC 214	Advanced Microsoft Word	3
OFC 215	Records Management	3
OFC 255	Executive Office Procedures	3
OFC 266	Administrative Office Management	3
OFC 294	Office Administration Colloquium	3
<b>Total credits:</b>		<b>28-29</b>

### Office Technology Management Certificate

#### Program Goals Statement

This certificate combines traditional office administration skills with the business and computer skills needed to manage an office. Students gain basic office skills and build upon that knowledge with additional computer and management courses.

#### Program Information

- Transfer credits for any course in the Office Administration Department must be approved by the Office Administration Department Chairperson.
- All OFC courses transfer into the Office Administration degree program.

**Type:** Certificate of Achievement

Campus

**Campus:**

Fall River

### Program Requirements



Course #	Title	Credits
ACC 114	Introduction to QuickBooks Pro	1
BUS 111	Business and Financial Mathematics	3
CIT 131	Business Creativity	3
ENG 101	Composition I: College Writing	3
	OFC 102: Computer Keyboarding0-1	
OFC 113	Introduction to Microsoft Word	3
OFC 117	Introduction to Computers and Software Applications	3
OFC 262	Desktop Publishing Projects and3 Web Design	
	MAN 101 or OFC 266	3
	Office Technology Electives	6

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
ACC 114	Introduction to QuickBooks Pro	1
ENG 101	Composition I: College Writing	3
	OFC 102: Computer Keyboarding0-1	
OFC 113	Introduction to Microsoft Word	3
OFC 117	Introduction to Computers and Software Applications	3
CIT 131	Business Creativity	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
	Office Technology Electives	6
BUS 111	Business and Financial Mathematics	3
OFC 262	Desktop Publishing Projects and3 Web Design	
	MAN 101 or OFC 266	3
	<b>Total credits:</b>	<b>28-29</b>

## Paralegal Studies

### Paralegal Studies

#### Program Goals Statement

The Associate of Science in Paralegal and Legal Studies (Career Concentration) combines a liberal arts foundation with a career concentration in one of the fastest growing professions in America. Students have an opportunity to explore the field of law and gain marketable skills to perform a wide range of supportive

legal functions. Please note that a Certificate or Degree in Paralegal Studies does not enable a person to practice law, represent clients in court or give legal advice; only licensed attorneys can perform these functions.

#### Upon completion of the program our graduates will be able to:

1. Understand the legal process and fundamental concepts of substantive areas of law
2. Identify and manage resolution of practical ethical dilemmas commonly encountered by working paralegals.
3. Manage modern law offices through the use of technology and robust time management skills
4. Develop the skills to perform effective research and to prepare draft legal documents, including various memoranda and court-related correspondence, pleadings and forms

### Program Information

- Acquire basic understanding of substantive and procedural areas of law for a variety of legal settings.
- Acquire skill in legal research and writing.
- Gain work experience by participating in the Paralegal Internship, PLS 243, which places students in office positions related to their academic program.
- Some courses are offered online.
- PLS courses are taught by licensed attorneys with J.D.s from ABA-accredited law schools.
- Nine (9) credits may be applied to the Legal Administrative Assistant degree.
- Twelve (12) credits may be applied to the Legal Office Assistant certificate.

### After Bristol

- Employment in a variety of settings including law firms, corporate law departments, financial institutions, government agencies, or courts.



- Some graduates continue their education in advanced paralegal studies or pursue law degrees.

**Type:** Associate in Science

Campus  
**Campus:**  
Fall River

**Degree Requirements**

General Courses

Course #	Title	Credits
COM 101	Fundamentals of Public Speaking	3
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
GVT 111	U.S. Government	3
HST 114	United States History from 1877	3
SOC 212	The Sociology of Social Problems	3
	BUS 111 or MTH 119	3

Elective Courses

Course #	Title	Credits
	Science Elective	3-4

Program Courses

Course #	Title	Credits
PLS 105	Law Office Management	3
PLS 100	Introduction to Legal Studies and Ethics	3
PLS 101	Civil Litigation and Procedure	3
PLS 102	Torts Law	3
PLS 120	Basic Legal Research	3
PLS 121	Family Law and Procedure	3
PLS 230	Criminal Law and Procedure	3
PLS 232	Advanced Legal Research and Writing	3
PLS 240	Real Estate Law	3
PLS 241	Wills, Estates, and Trusts	3
PLS 243	Paralegal Internship	3
	Paralegal Elective	3

Recommended Course Sequence - Semester 1

Course #	Title	Credits
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
	BUS 111 or MTH 119	3
PLS 105	Law Office Management	3
PLS 100	Introduction to Legal Studies and Ethics	3
PLS 101	Civil Litigation and Procedure	3

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3
GVT 111	U.S. Government	3
HST 114	United States History from 1877	3
PLS 120	Basic Legal Research	3
PLS 121	Family Law and Procedure	3

Recommended Course Sequence - Semester 3

Course #	Title	Credits
SOC 212	The Sociology of Social Problems	3
PLS 230	Criminal Law and Procedure	3
PLS 232	Advanced Legal Research and Writing	3
PLS 102	Torts Law	3
	Paralegal Elective	3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Science Elective	3-4
COM 101	Fundamentals of Public Speaking	3
PLS 240	Real Estate Law	3
PLS 241	Wills, Estates, and Trusts	3
PLS 243	Paralegal Internship	3
	<b>Total credits:</b>	<b>60-62</b>

Paralegal Studies Certificate

**Program Goals Statement**

The Paralegal Studies certificate provides a career concentration in one of the fastest growing professions in America. Students have an opportunity to explore the



field of law and gain marketable skills to perform a wide range of supportive legal functions. Please note that a Certificate or Degree in Paralegal Studies does not enable a person to practice law, represent clients in court or give legal advice; only licensed attorneys can perform these functions.

Upon completion of the program our graduates will be able to:

1. Understand the legal process and fundamental concepts of substantive areas of law
2. Identify and manage resolution of practical ethical dilemmas commonly encountered by working paralegals.
3. Manage modern law offices through the use of technology and robust time management skills
4. Develop the skills to perform effective research and to prepare draft legal documents, including various memoranda and court-related correspondence, pleadings and forms

### Program Information

- Acquire basic understanding of substantive and procedural areas of law for a variety of legal settings.
- Acquire basic skills in legal research.
- Gain work experience by selecting PLS 243- Paralegal Internship, which places students in legal positions related to their academic program and career goal.
- Courses are offered day and evening.
- Some courses are offered online.
- PLS courses are taught by licensed attorneys with J.D.s from ABA - accredited Law Schools.
- All credits may be applied to an associate's degree in Paralegal Studies.

### Related Programs

- Paralegal Studies degree
- Legal Administrative Assistant degree
- Legal Office Assistant certificate

### After Bristol

- Employment in a variety of legal settings including law firms, corporate law departments, financial institutions, government agencies, or courts.

- Some graduates continue their education in advanced paralegal studies or pursue law degrees.

**Type:** Certificate of Achievement

### Campus

**Campus:**

Fall River

### Program Requirements

Course #	Title	Credits
ENG 101	Composition I: College Writing	3
PLS 105	Law Office Management	3
PLS 100	Introduction to Legal Studies and Ethics	3
PLS 101	Civil Litigation and Procedure	3
PLS 120	Basic Legal Research	3
PLS 121	Family Law and Procedure	3
PLS 230	Criminal Law and Procedure	3
PLS 241	Wills, Estates, and Trusts	3
PLS 243	Paralegal Internship	3

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
ENG 101	Composition I: College Writing	3
PLS 105	Law Office Management	3
PLS 100	Introduction to Legal Studies and Ethics	3
PLS 101	Civil Litigation and Procedure	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
PLS 120	Basic Legal Research	3
PLS 121	Family Law and Procedure	3
PLS 230	Criminal Law and Procedure	3
PLS 241	Wills, Estates, and Trusts	3
PLS 243	Paralegal Internship	3
<b>Total credits:</b>		<b>27</b>



## Project Management

### Project Management Certificate

#### Program Goals Statement

As companies look to gain efficiencies and improve their bottom line, the awareness of project management as a valuable skill and the demand for skilled project managers have definitely increased in the United States. Job opportunities for project practitioners are in the sectors of energy, healthcare, construction, finance, IT, and aerospace and defense. Project managers motivate and direct team members to achieve the goal of project completion - preferably on time and under budget. And to the team performing the work, project managers remain a visible presence for its duration.

#### Program Information

This program is designed to prepare graduates to manage and lead project teams across a spectrum of business areas. Upon completion of the program, you will acquire the tools and techniques to enhance your project management skills, earn a Certificate in Project Management and be prepared to sit for the Certified Associate in Project Management exam (CAPM).

The curriculum provides a framework of leadership principles with project management strategies and skills that are needed by successful project managers in any organization.

The program is aligned with the core processes found in the Project Management Body of Knowledge (PMBOK) Guide.

#### After Bristol

Enter into a highly rewarding career that cuts across the private, non-profit, and government sectors.

**Type:** Certificate of Achievement

Campus  
**Campus:**  
Fall River

#### Program Requirements

Course #	Title	Credits
ENG 101	Composition I: College Writing	3
PRM 101	Foundations of Project Management	3
PRM 102	Organizational Behavior and Projects	3
PRM 104	Project Stakeholder and Communications Management	3
PRM 201	Project Scope, Resource, Cost and Time Management	3
PRM 202	Project Risk, Change and Quality3 Management	3
PRM 204	Advanced Project Management Concepts	3
PRM 205	CAPM Exam Preparation	3
OFC 131	Microsoft Office Excel Specialist	3
OFC 136	Microsoft Project	3

#### Recommended Course Sequence - Semester 1

Course #	Title	Credits
PRM 101	Foundations of Project Management	3
PRM 102	Organizational Behavior and Projects	3
PRM 104	Project Stakeholder and Communications Management	3
OFC 131	Microsoft Office Excel Specialist	3
ENG 101	Composition I: College Writing	3

#### Recommended Course Sequence - Semester 2

Course #	Title	Credits
PRM 201	Project Scope, Resource, Cost and Time Management	3
PRM 202	Project Risk, Change and Quality3 Management	3
PRM 204	Advanced Project Management Concepts	3
PRM 205	CAPM Exam Preparation	3
OFC 136	Microsoft Project	3
<b>Total credits:</b>		<b>30</b>



## Social Science

### Gerontology Certificate

#### Program Goals Statement

The Gerontology certificate program prepares students to understand and effectively respond to myriad issues, challenges, choices, and problems encountered in the aging process.

#### Program Information

Students, especially those pursuing a degree in General Studies, are invited to consider a two-for-one program, using their electives wisely to include Gerontology as a special expertise in the degree program. Students are invited, but are not required, to take PSY 267 as a foundation for other Gerontology courses. In the event that core courses fit better with a student's schedule, they have permission to register for those courses.

#### After Bristol

Students are prepared to seek employment in various senior agencies, retirement communities, health care facilities, home- and adult-care programs, hospice organizations, and the myriad entrepreneur possibilities that respond to senior needs and interests.

**Type:** Certificate of Achievement

Campus

**Campus:**

Fall River

#### Program Requirements

Course #	Title	Credits
ENG 101	Composition I: College Writing	3
	PSY 101 or SOC 101	3
PSY 267	Introduction to Gerontology: The Study of Aging	3
PSY 269	Geropsychology	3
SOC 262	Social Issues in Aging	3
SOC 263	Senior Life - Choices and Challenges	3
	Health/Human Services Elective 3-4	
	Thanatology Elective	3

#### Recommended Course Sequence - Semester 1

Course #	Title	Credits
ENG 101	Composition I: College Writing	3
PSY 267	Introduction to Gerontology: The Study of Aging	3

#### Recommended Course Sequence - Semester 2

Course #	Title	Credits
	PSY 101 or SOC 101	3
PSY 267	Introduction to Gerontology: The Study of Aging	3

#### Recommended Course Sequence - Semester 3

Course #	Title	Credits
	Health/Human Services Elective 3-4	

#### Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Thanatology Elective	3
<b>Total credits:</b>		<b>24-25</b>

## Thanatology and Funeral Service Preparatory Certificate

#### Program Goals Statement

This certificate examines how loss affects physical, psychological, and social well-being. This program is unique to Bristol and can be taken on its own or as a program to enrich such care giving and service professions as education, nursing, criminal justice, human services, and pastoral ministry.

#### Recommendations

Students should complete PSY 101 and PSY 262 before registering for PSY 264 and PSY 266.

**Type:** Certificate of Achievement

Campus

**Campus:**

Fall River

#### Program Requirements



Course #	Title	Credits
ENG 101	Composition I: College Writing	3
PSY 101	General Psychology	3
PSY 262	Introduction to Thanatology	3
PSY 264	Psychology of Grief	3
PSY 266	Introduction to Grief Counseling	3
SOC 257	Social Issues in Loss	3
	Thanatology Elective	3
	Elective	3-4

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
ENG 101	Composition I: College Writing	3
PSY 101	General Psychology	3
PSY 262	Introduction to Thanatology	3
	Thanatology Elective	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
PSY 264	Psychology of Grief	3
PSY 266	Introduction to Grief Counseling	3
SOC 257	Social Issues in Loss	3
	Elective	3-4
	<b>Total credits:</b>	<b>24-25</b>

## Substance Abuse Counseling

### Substance Abuse Counseling Certificate

#### Program Goals Statement

The goal of this program is bimodal: The program will provide students the opportunity to prepare for positions as Substance Abuse Counselors as well as meet the education and supervised clinical experiences that are required to qualify for licensure for Certified Alcohol and Drug Abuse Counselor that is offered through the Massachusetts Board of Substance Abuse Counseling Certification.

#### Program Information

- Prepare students to recognize and respond to the challenges of Substance Abuse Counseling in varied settings.
- Understand ethical implications working in the field of Substance Abuse Counseling.

- Gain skills necessary to work effectively with this population in a myriad of settings.
- Hands on experience in the field will allow students the opportunity to accrue the number of hours of experience needed before licensing.

### After Bristol

- This program is designed to prepare students to work in the field of Substance Abuse Counseling.
- Students who complete the program and pass the CADC will be prepared for a myriad of positions including: Individual and familial counseling with persons living with addiction; group counseling; case management; inpatient and outpatient rehabilitation facilities; psycho-educational and prevention work in the community.
- This certificate program will prepare students who wish to further their education in psychology, human services and sociology.

**Type:** Certificate of Achievement

#### Campus

##### Campus:

Fall River  
New Bedford  
Taunton

### Program Requirements

Course #	Title	Credits
ENG 101	Composition I: College Writing	3
PSY 101	General Psychology	3
PSY 255	Abnormal Psychology	3
PSY 281	The Effects of Drugs on the Body and Mind	3
PSY 287	Introduction to Addiction Studies	3
SAC 255	Counseling in the Community and Case Management	3
SAC 260	Introduction to Substance Abuse Counseling	3
SAC 265	Family Therapy in Substance Abuse Treatment	3
SAC 290	Substance Abuse Counseling Practicum I	2
SAC 291	Substance Abuse Counseling Practicum II	3



### Recommended Course Sequence - Semester 1

Course #	Title	Credits
ENG 101	Composition I: College Writing	3
PSY 101	General Psychology	3
PSY 281	The Effects of Drugs on the Body and Mind	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
PSY 255	Abnormal Psychology	3
SAC 265	Family Therapy in Substance Abuse Treatment	3
PSY 287	Introduction to Addiction Studies	3
SAC 290	Substance Abuse Counseling Practicum I	2

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
SAC 255	Counseling in the Community and Case Management	3
SAC 260	Introduction to Substance Abuse Counseling	3
SAC 291	Substance Abuse Counseling Practicum II	3
<b>Total credits:</b>		<b>29</b>

## Sustainable Agriculture

### Sustainable Agriculture Certificate

#### Program Goals Statement

Gain the academic knowledge and practical skills to enter the expanding world of sustainable organic agriculture and technology. The program is for those with an appreciation for the natural world, ecology, human health and welfare, and a spirit of entrepreneurship.

#### Program Information

- The program addresses the growing need to make food and agriculture production more local, sustainable, and ecologically sound.
- Students learn business and technical skills to pursue an organic agricultural enterprise.

- Hands-on experience gives students practical skills and connections in the agriculture community.

### After Bristol

- The certificate provides graduates with a credential to pursue employment as a skilled technician in agricultural production, as a farm manager, or to develop their own agricultural enterprise. Graduates who also receive an Associate degree are eligible to join the U.S. Peace Corps as an international agricultural development volunteer or work with a nonprofit community development organization. Graduates may pursue an Associate of Science degree at the University of Massachusetts/Stockbridge or a bachelor's degree in Organic/Sustainable Agriculture at a number of four-year universities including University of Massachusetts/Amherst, University of Rhode Island, University of Vermont, Green Mountain College (VT), and Sterling College (VT).

**Type:** Certificate of Accomplishment

**Campus:**

**Campus:**

Fall River

### Program Requirements

Course #	Title	Credits
AGR 114	Sustainable Agriculture	4
AGR 116	Water Acquisition and Conservation	2
SCI 115	Science and Care of Plants	4
SOC 216	Food, Famine, and Farming in the Global Village	3
AGR 122	Natural Beekeeping Practices	2
AGR 123	Entomology and Plant Disease	3
AGR 125	Specialized Crops	3



### Recommended Course Sequence - Semester 1

Course #	Title	Credits
AGR 114	Sustainable Agriculture	4
SOC 216	Food, Famine, and Farming in the Global Village	3
	AGR 123 or AGR 125	3

### Recommended Course Sequence - Semester 2

Course #	Title	Credits
SCI 115	Science and Care of Plants	4
AGR 116	Water Acquisition and Conservation	2
AGR 122	Natural Beekeeping Practices	2
	<b>Total credits:</b>	<b>21</b>

## Veterinary Health Care

### Veterinary Health Care

#### Program Goals Statement

The Veterinary Health Care program prepares entry-level, non-certified veterinary technician, assistants and other paraprofessionals to practice under the supervision of certified veterinarians and animal rehabilitators in a variety of animal care and wellness settings. Participants gain the basic principles, attitudes, and experiences needed to work as veterinary support staff in veterinary hospitals, animal shelters, wildlife rehabilitation and exotic centers, as well as large animal and laboratory animal facilities.

\*All ANS classes will also be open for enrollment as electives to Biotechnology students, with the exception of ANS 221.

#### Program Information

- ORIENTATION - Students are expected to attend program-specific orientation prior to their first class meeting.
- Due to the inherently unpredictable behavior of animals, there is an element of assumed risk in all animal studies. A waiver of liability is required and only students enrolled in the Veterinary Health Care program will be covered by BCC's malpractice insurance policy.

## Special Requirements for the Program

### Health Requirements

- Please refer to the program handbook for details and explanations regarding the Technical Standards for physical and mental criteria required by the program. Many animal industry and veterinary careers require good physical health, the ability to lift up to 50 lbs., multitask, be observant of surroundings, handle stressful situations with composure, have good interpersonal communication skills, emotional stability, and use fine motor skills. Students with issues in any of these areas should discuss them with the program director prior to enrolling.

- Rabies and tetanus, among other vaccinations for health and safety, are highly recommended and outlined in the program handbook.

### Criminal Records Check/Drug Testing

- A CORI check demonstrating a conviction of an animal cruelty related misdemeanor/felony prohibits admittance to the program.

- A criminal background check (CORI) and/or drug test may be required by and at the discretion of the field experience host location prior to participation in the field experience. If any host facility refuses to allow the student to participate in the field experiences at that facility, that student may not be able to progress in and/or graduate from the program. CORI form

### Field Work

- Transportation to field experience and field trip locations is the responsibility of the student. Carpooling with classmates is highly encouraged. Field work is integrated into many of the animal science classes in order to increase comprehension, skills, and professionalism.

- Field experience hours may include day, evenings or weekends. Students should expect to travel up to one hour from campus to their individual host location.

### Additional Costs



- Students are responsible for the cost of uniforms, professional liability insurance, vaccinations and independently endorsed achievement testing certificates.

#### *Functional Abilities Essential for Veterinary Health Care*

Students enrolled in the Veterinary Health Care program should be prepared to meet the standards established by the following physical and mental criteria.

Veterinary medicine is a practice discipline, with cognitive, sensory, affective, and psychomotor performance requirements. The functional eligibility requirements for participation in the Veterinary Health Care program are essential for the delivery of optimal and safe patient care.

- Have the ability to stand, walk, or run for prolonged periods of time in various outdoor environments and weather conditions.
- Have the ability to assess environmental, behavioral, or physical changes for potential problems, prioritize, report, and correct issues through integration of information and situational details
- Have the ability to collaboratively work with all program students, program faculty, and other animal care professionals in the classroom, during off campus activities, lab and field experience settings.
- Have the ability to respond calmly and appropriately to directions in stressful environments and situations or impending deadlines.
- Have the ability to communicate and respond effectively in English using verbal, non-verbal and written formats with other students, program faculty and other animal care professionals.
- Have sufficient motor ability to execute the movement and skills required swiftly and accurately for safe and effective performance of animal care practices.
- Have sufficient auditory, visual, and tactile ability with or without correction to monitor and work safely with animals and assess health needs.

- Demonstrate emotional stability, professional behaviors, and a strong work ethic in an emotionally charged environment.

### **Academic Expectations**

- Computer technology is integrated in animal science courses. Computer access is required outside of class time for independent training certificates, supplemental materials and independent presentation assignments.
- Students must achieve a minimum of "C" (73) in all animal science courses in order to progress in the program and graduate. Students must pass all co-requisites and electives to remain in the program and graduate.
- All students are required to earn a "C" (73) or better in all ANS course requirements in order to be eligible to enroll in a field experience course and to satisfy graduation requirements. In addition, all students are required to earn a "C" (73) or better in all courses required to satisfy co/prerequisites in the Veterinary Health Care A.A.S. program
- A passing grade of a C (73) or better in the laboratory portion of all ANS classes with laboratory activities is required to receive a final passing grade for the course.

### **For Transfer Pathway**

- Take BIO 121 Fundamentals of Biological Science I as an option to meet the Scientific Reasoning and Discovery competency and as a prerequisite option for ANS 201 Anatomy and Physiology of Domestic Animals and ANS 240 Animal Nutrition and Feeding; take MTH 119 Fundamental Statistics or MTH 131 Elements of College Mathematics

### **For Career Pathway**

- Take BIO 111 General Biology I; take MTH 125 Modern College Mathematics as an option to meet the Quantitative and Symbolic Reasoning competency and as prerequisite option for ANS 216 Veterinary Pharmacology and ANS 240 Animal Nutrition and Feeding



### Hints for Successful Completion

It is highly recommended to take classes during summer session. Recommendations for summer session include: HST 114, MTH 131/MTH 119/MTH 125, or SOC 252. This program is challenging: limit outside responsibilities (e.g. work, extracurricular activities, etc).

### After Bristol

- Graduates work as veterinary technician assistants in a variety of animal facilities, such as veterinary hospitals, animal shelters, wildlife rehabilitation centers, and laboratory animal facilities.
- Graduates of this program can transfer into a certified veterinary technician program or into a more general animal science program at another two-year or four-year institution.

**Type:** Associate in Applied Science

Campus  
**Campus:**  
Fall River

### Degree Requirements

#### General Courses

Course #	Title	Credits
	BIO 111 or BIO 121	4
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
ENG 102	Composition II: Writing about Literature	3
HST 114	United States History from 1877	3
SCI 125	Social and Ethical Issues in Science, Technology, and Health Science	3
SOC 252	The Sociology of Human Relations	3
	MTH 119, MTH 125 or MTH 131	3

### Program Courses

Course #	Title	Credits
ANS 101	Introduction to Animal Care & Management	3
ANS 103	Applied Animal Behavior	3
ANS 107	Medical Terminology for Animal Science I	1
ANS 108	Medical Terminology for Animal Science II	1
ANS 115	Community Health and Zoonosis	4
ANS 121	Animal Handling and Restraint	4
ANS 147	Veterinary Office Procedures	3
ANS 153	Animal Health and Diseases	3
ANS 201	Anatomy & Physiology of Domestic Animals	4
ANS 205	Clinical Methods	4
ANS 216	Veterinary Pharmacology	2
ANS 221	Veterinary Health Care Field Experience & Seminar	3
ANS 222	Humane Euthanasia Seminar	2
ANS 240	Animal Nutrition and Feeding	4

### Recommended Course Sequence - Semester 1

Course #	Title	Credits
ANS 101	Introduction to Animal Care & Management	3
ANS 103	Applied Animal Behavior	3
SCI 125	Social and Ethical Issues in Science, Technology, and Health Science	3
CSS 101	College Success Seminar	1
ENG 101	Composition I: College Writing	3
ANS 147	Veterinary Office Procedures	3



### Recommended Course Sequence - Semester 2

For Career Pathway: Take BIO 111 and MTH 125

For Transfer Pathway: Take BIO 121 and MTH 119 or MTH 131

Course #	Title	Credits
ANS 107	Medical Terminology for Animal Science I	1
ANS 115	Community Health and Zoonosis	4
ANS 121	Animal Handling and Restraint	4
	BIO 111 or BIO 121	4
	MTH 119, MTH 125 or MTH 131	3

### Recommended Course Sequence - Semester 3

Course #	Title	Credits
ANS 108	Medical Terminology for Animal Science II	1
ANS 153	Animal Health and Diseases	3
ANS 201	Anatomy & Physiology of Domestic Animals	4
ANS 205	Clinical Methods	4
SOC 252	The Sociology of Human Relations	3

### Recommended Course Sequence - Semester 4

Course #	Title	Credits
ANS 240	Animal Nutrition and Feeding	4
ENG 102	Composition II: Writing about Literature	3
ANS 216	Veterinary Pharmacology	2
ANS 221	Veterinary Health Care Field Experience & Seminar	3
ANS 222	Humane Euthanasia Seminar	2
HST 114	United States History from 1877	3
<b>Total credits:</b>		<b>63-64</b>

## World Languages

### English/Portuguese Community Interpreting Certificate

#### Program Goals Statement

This certificate prepares bilingual students to work as interpreters in a variety of community settings.

Students develop specialized vocabulary and communication skills and learn the standards and practices of professional interpreters and translators.

#### Program Information

- Interpreters are required to demonstrate written and oral fluency in both English and Portuguese.
- ENG 101 is a co-requisite to HUM 156.
- Students with prior experience as interpreters should consult with the program director or PEL Coordinator to discuss Prior Experiential Learning (PEL) credits.

#### After Bristol

- Students with a bachelor's degree can prepare to take the Office of Court Interpreter Services (OCIS) certification exam.
- The program follows Massachusetts Medical Interpreters Association (MMIA) guidelines.

**Type:** Certificate of Achievement

Campus

**Campus:**

Fall River

#### Program Requirements

Course #	Title	Credits
COM 160	Intercultural Communication	3
ENG 101	Composition I: College Writing	3
HUM 156	Fundamentals of Interpreting and Translating	3
POR 321	Portuguese for Interpreters	3
POR 322	The Portuguese Language in the 3 World: An Introduction to the Lusofonia	3
POR 352	Written and Sight Translation for 3 English and Portuguese	3
POR 353	Interpreting Portuguese/English	3
HUM 390	Fieldwork in Interpreting Portuguese/Spanish	3
	CRJ 101, CRJ 113 or MAA 101	3



**Recommended Course Sequence - Semester 1**

Course #	Title	Credits
	CRJ 101, CRJ 113 or MAA 101	3
ENG 101	Composition I: College Writing	3
HUM 156	Fundamentals of Interpreting and Translating	3
POR 321	Portuguese for Interpreters	3

**Recommended Course Sequence - Semester 2**

Course #	Title	Credits
POR 322	The Portuguese Language in the World: An Introduction to the Lusofonia	3
POR 352	Written and Sight Translation for English and Portuguese	3
POR 353	Interpreting Portuguese/English	3
COM 160	Intercultural Communication	3

**Recommended Course Sequence - Semester 3**

Course #	Title	Credits
HUM 390	Fieldwork in Interpreting Portuguese/Spanish	3
<b>Total credits:</b>		<b>27</b>

**Spanish/English Community Interpreting Certificate**

**Program Goals Statement**

This certificate prepares bilingual students (Spanish and English) to work as interpreters in a variety of community settings. Students develop specialized vocabulary and communication skills and learn the standards and practices of professional interpreters and translators.

**Program Information**

- Interpreters are required to demonstrate written and oral fluency in both English and Spanish by taking a written and oral exam before being accepted to the program.
- A passing score on the written and oral Spanish exams are prerequisites to HUM 156.
- ENG 101 is a co-requisite of HUM 156.

- Students with prior experience as interpreters should consult with the program director to discuss Credit for Prior Learning (CPL) credits.

**After Bristol**

- Students with a bachelor's degree can prepare to take the Office of Court Interpreter Services (OCIS) certificate exam.
- The program follows the Massachusetts Medical Interpreters Association (MMIA) guidelines.

**Type:** Certificate of Achievement

**Campus:**

Fall River

**Program Requirements**

Course #	Title	Credits
COM 160	Intercultural Communication	3
ENG 101	Composition I: College Writing	3
HUM 156	Fundamentals of Interpreting and Translating	3
HUM 390	Fieldwork in Interpreting Portuguese/Spanish	3
SPA 321	Spanish for Interpreters	3
SPA 322	The Spanish Language in the World	3
SPA 353	Spanish/English Interpreting	3
SPA 354	Written and Sight Translation for English and Spanish	3
	CRJ 101, CRJ 113 or MAA 101	3

**Recommended Course Sequence - Semester 1**

Course #	Title	Credits
	CRJ 101, CRJ 113 or MAA 101	3
ENG 101	Composition I: College Writing	3
HUM 156	Fundamentals of Interpreting and Translating	3
SPA 321	Spanish for Interpreters	3



Recommended Course Sequence - Semester 2

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
SPA 322	The Spanish Language in the World	3
SPA 353	Spanish/English Interpreting	3
SPA 354	Written and Sight Translation for English and Spanish	3
COM 160	Intercultural Communication	3

Recommended Course Sequence - Semester 3

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
HUM 390	Fieldwork in Interpreting Portuguese/Spanish	3
<b>Total credits:</b>		<b>27</b>



## Course Descriptions

## Accounting

### **ACC 101: Principles of Accounting I**

This course focuses on the basic structure of financial record keeping. Attention is directed to journalizing, adjusting, closing and reversing entries. Emphasis is placed on the preparation of financial statements for service and merchandising firms. Other topics covered include deferrals and accruals, cash reconciliation, receivables and payables, payroll accounting, internal control and accounting ethics. Computer applications are integrated into the course in a variety of ways, including in a computerized lab setting. Three lecture hours and one computer laboratory hour per week. Fall, Spring, Summer.

### **Course Student Learning Outcomes**

1. Define and discuss terms used in contemporary accounting.
2. Explain the functional role of accounting and its impact on the success of an organization.
3. Define ethics as it relates specifically to accounting as well as to business and to society generally.
4. Journalize basic transactions and prepare basic adjusting and closing entries.
5. Prepare basic financial statements for service and merchandising firms.
6. Prepare and maintain a payroll for a business.
7. Assess the ability of financial controls to deter fraud.

**Credits: 4**



Instructional Support Fee Applies

**ACC 102: Principles of Accounting II**

This course is designed to continue with the study of financial accounting. The course covers inventory costing systems, fixed assets and intangible assets, corporations, bonds payable, cash flows and financial analysis. Additionally, the course introduces students to managerial accounting topics, including internally generated reports used to direct operations and make decisions. Computer applications are integrated into the course in a variety of ways, including in a computerized lab setting. Three lecture hours and one computer laboratory hour per week. Fall, Spring, Summer

**Credits:** 4

**Prerequisites:**

ACC 101 with C or better or permission of the department chair.

Instructional Support Fee Applies

**Course Student Learning Outcomes**

1. Define and discuss terms used in contemporary accounting.
2. Explain the functional role of accounting and its impact on the success of an organization.
3. Define ethics as it relates specifically to accounting, as well as to business and to general society.
4. Journalize advanced transactions involving inventory, fixed and intangible assets, as well as bonds.
5. Perform basic financial analysis.
6. Prepare a statement of cash flow and communicate its impact on an enterprise.
7. Utilize managerial accounting skills to help managers make decisions.



**ACC 114: Introduction to QuickBooks Pro**

This is an introductory course to familiarize the student with the most widely used financial software in small business. It is recommended for any individual who would like to learn, hands-on, how to record accounting data in a computerized environment. Topics presented include the basic procedural steps to create a QB company, process sales and receipts, record purchases and payments, reconcile banking transactions and create and customize forms. Prior knowledge of accounting procedures is not necessary. ACC 114 will be waived for students who have taken ACC 150. Three hours of lecture per week over 5 weeks. Fall, Spring

**Course Student Learning Outcomes**

In addition to fulfilling the objectives stated at the beginning of each covered chapter, the students should also be able to:

1. Open A Portable Company File.
2. Create Customer-Related Reports.
3. Enter and Pay Bills.
4. Manage Debit and Credit Card Transactions.
5. Plan and Create A Company File.
6. Customize Reports and Graphs.
7. Apply the Accounting Cycle and Process to GAAP.
8. Much, Much More!

**Credits: 1**

Instructional Support Fee Applies

**ACC 150: Small Business Financial Software**

This is an introductory course, which is recommended for any individual who would like to learn the basics of the most widely used financial software applications in small business today. Utilizing a hands-on approach to learning, students are introduced to the latest version of QuickBooks Pro and the business applications of Excel Spreadsheet Analysis. QuickBooks topics include the basic procedural steps to create a QB company, process sales and receipts, record purchases and payments, reconcile banking transactions, and create and customize forms. The Excel portion of the course covers basic functions with a business-oriented approach, including the creation of charts. Upon completion of the course, students can choose to take the Microsoft Office Certified Specialist Exam in Excel. Knowledge of accounting procedures is not necessary. ACC 114 will be waived for students who have taken ACC 150. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

Upon successful completion of this course, the students should have a basic understanding of or able to:

1. Key Accounting Concepts and Cycle.
2. The definition of Computerized Accounting & Cloud-Based Computing.
3. Create a company and make changes to Account and Settings.

4. Enter and manage Sales Invoices (Service Items)
5. Enter and manage Purchases Invoices (Service Items)
6. Reconcile Bank Statements.
7. Record End-Of-Period Adjustments.
8. Close the End of a Period.
9. Generate and print Financial Reports.
10. Enter and manage Sales Invoices (Inventory Items).
11. Enter and manage Purchases Invoices (Inventory Items).
12. Activate and Process Payroll.
13. Create and edit Workbooks, Formulas and Functions.
14. Manage multiple Tabs in Worksheets.
15. Create and edit Charts.
16. Conditional Functions.

**Credits: 3**

Instructional Support Fee Applies



**ACC 201: Intermediate Accounting I**

A study of accounting using comprehensive problems that expand the treatment of cash, receivables, investments, inventories, plant assets, current and long-term liabilities, and financial statements. The course involves Excel spreadsheets, financial analysis, and use of the Internet. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Define and discuss terms used in contemporary accounting.
2. Explain the functional role of accounting and its impact on the success of an organization.
3. Define ethics as it relates specifically to accounting as well as to business and to general society.
4. Explain the need for accounting standards.
5. Identify the major policy setting bodies and their role in the standard setting process.
6. Explain the meaning of GAAP and the role of the codification of GAAP.
7. Describe the major disclosure techniques for the balance sheet as well as the usefulness of the statement of cash flows.

**Credits:** 3

**Prerequisites:**

ACC 102 with a C or better or permission of department chair.

**ACC 202: Intermediate Accounting II**

This course studies stockholders' equity, contributed capital, treasury stock, retained earnings, dilutive shares and earnings per share, investments, revenue recognition, income taxes, pensions and post-retirement benefits, statement of cash flows, full disclosure in financial reporting, and basic financial statement analysis. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

1. Define and discuss terms used in contemporary accounting.
2. Explain the functional role of accounting and its impact on the success of an organization.
3. Define ethics as it relates specifically to accounting as well as to business and to general society.
4. Explain the accounting procedures for issuing shares of stock as well as accounting for stock dividends and stock splits.
5. Compute EPS for simple and complex capital structures.
6. Describe the accounting for stock compensation plans under GAAP.
7. Identify differences between pretax financial and taxable income.

**Credits:** 3

**Prerequisites:**

ACC 201 with C or better or permission of department chair.

**ACC 253: Cost Accounting**

This course studies basic concepts and cost procedures as applied to any project-oriented enterprise. It examines job order and process cost systems and explores the relationship of cost accounting to control and decision-making functions of management. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Define and discuss terms used in contemporary cost accounting.
2. Explain the functional role of cost accounting and its impact on the success of an organization.
3. Define ethics as it relates specifically to cost accounting as well as to business and to general society.
4. Explain basic cost concepts, including cost-volume-profit relationships.
5. Perform standard cost and variance analyses to help control costs within an organization.
6. Recognize the types of cost accounting systems used effectively to track costs incurred to produce and sell various product and service lines.
7. Explain cost procedures as applied to any project-oriented enterprise.
8. Utilize the knowledge of product and service costs to set pricing and to analyze relative profitability.
9. Use the appropriate techniques to measure



financial and nonfinancial performance and to motivate managers toward organization goals.

**Credits:** 3

**Prerequisites:**

ACC 102 with C or better or permission of department chair.

**ACC 255: Federal Taxation I**

This course provides a study of federal income tax laws as they apply to individuals. Topics include income, including inclusions and exclusions; capital gains and losses; deductions and losses; itemized deductions; bad debts; employee expenses and deferred compensation; and preparation of returns for individuals, including sole proprietors. The course emphasizes decision making and tax planning. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

Upon successful conclusion, students should:

1. Identify the sources of gross income subject to federal income taxation and be able to apply that identification to specific taxpayer situations.
2. Know the exclusions from income in the federal income tax scheme and be able to apply those exclusions to specific taxpayer situations.
3. Determine adjustments to and from adjusted gross income and realize the significance of each on specific taxpayer situations.
4. Determine the itemized deductions that various taxpayers can properly take.
5. Identify the various business expenses and losses.
6. Identify deductible employer business expenses.
7. Develop an understanding of passive activities and passive losses.
8. Identify the various tax credits and be able to properly apply those

credits.

9. Develop an understanding of adjusted taxable basis and the exemption provisions of the federal.

**Credits:** 3

**Prerequisites:**

ACC 102 with C or better or permission of department chair. Instructional Support Fee Applies



**ACC 256: Federal Taxation II**

This course completes the study of federal income tax laws as they apply to individuals, then moves on to corporations. Topics include depreciation, amortization and depletion, accounting periods and methods, property transactions, special tax computation methods, tax research, corporations, partnerships and S corporations, and investment planning. The course emphasizes decision making and tax planning. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

Upon successful conclusion, students should:

1. Explain federal tax differences and similarities of business entities.
2. Apply basic tax rules on operation and formation of business entities for tax compliance and planning purposes.
3. Explain the historical, operational and policy reasons for the basic federal tax rules governing business entities.
4. Develop conceptual and analytic skills with real world applications.
5. Identify, understand and resolve complex and multi-jurisdictional tax issues within the context of our global economy and society.
6. Learn and acquire research skills for exploring both familiar and novel areas of the tax law and to communicate the findings using clear terms.
7. Appreciate tax policy issues and foundations of the tax law.
8. Understand the ethical implications of tax practice.

**Credits:** 3

**Prerequisites:**

ACC 255 with C or better or permission of department chair.  
Instructional Support Fee Applies

**ACC 257: Managerial Accounting**

This course examines the accountant's role in the business organization. It covers cost-volume-profit relationships with emphasis on break-even computations, profit planning, relevant costs and the contribution approach to short-term decisions, cost-behavior patterns, operational budgeting, financial budgeting, and capital budgeting. Students create management reports using Excel spreadsheet techniques. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Define and discuss terms used in contemporary managerial accounting.
2. Explain the functional role of managerial accounting and its impact on the success of an organization.
3. Define ethics as it relates specifically to managerial accounting, as well as to business and to general society.
4. Do break-even computations, as well as other types of profit planning estimates.
5. Explain operational, financial and capital budgeting, both verbally and in writing.
6. Prepare internal performance reports of the business, including using excel spreadsheet techniques, and be able to communicate the results verbally and in writing.
7. Analyze internal performance reports of the business,



including using excel spreadsheet techniques, and be able to communicate the results verbally and in writing.

**Credits: 3**

**Prerequisites:**

ACC 102 with C or better or permission of department chair.

**Recommended:**

MAN 101 and MAR 101.

Instructional Support Fee Applies

**ACC 258: Auditing**

This study of the audit function, as performed by the outside public accounting firm, covers all stages- planning the audit, gathering evidence, review of internal control provisions, development of working papers, analysis of accounts, and preparation of statements and audit reports. The ethics of the accounting profession are stressed throughout the course. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

1. Define and discuss terms used in contemporary audits.
2. Explain the functional role of auditing and its impact on the success of an organization.
3. Define ethics as it relates specifically to auditing, as well as to business and general society.
4. Explain the demands for financial statement audits.
5. Describe the relationship between accounting and auditing.
6. Explain the overall process of planning, benchmarking, gathering evidence, analytical thinking and deliverables involved in conducting a financial audit.

**Credits: 3**

**Prerequisites:**

ACC 102 with a grade of C or better or permission of department chair.

**ACC 259: Analysis of Financial Statements**

This course examines accounting as a device for evaluating past and current business activity. It emphasizes common analytical measures such as vertical analysis, common-size statements, ratio analysis, working capital flows, and cash flows. Other topics include proforma statements, operational and cash budgets, capital budgeting, and stock market fundamentals. Throughout the semester, students apply the fundamentals of each lesson to the financial statements of a real-life company of their choice. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

By the end of the class you will:

1. Analyze financial statements using knowledge of the underlying accounting principles, and financial analysis techniques.
2. Recognize the impact of operating, investing, and financing decisions on financial statements and how financial analysts interpret results.
3. Identify SEC rules affecting financial reporting and disclosure.
4. Demonstrate the ability to prepare prospective financial information.
5. Become familiar with the organization and disclosure of information reported in 10-K filings and the notes to the



financial statements. You will have a detailed understanding of assets and liabilities reported on the balance sheet.

6. Be proficient at calculating and interpreting financial ratios. You will understand how to use ratios to compare a firm to its competitors and to evaluate changes in ratios over time and know how to use these ratios to help forecast the future.
7. Understand major valuation models. You will learn a unified framework for evaluation and be comfortable moving between discounted cash flow models, residual income models, and models based on market multiples such as the price-earnings ratio and the market-to-book ratio.

**Credits:** 3

**Prerequisites:**

ACC 102 with a grade of C or better or permission of department chair.

**Recommended:**

MAN 101 and MAR 101.

## American Sign Language

### **ASL 101: Elementary American Sign Language I**

This beginning course introduces students to American Sign Language (ASL), the language used by the American Deaf community and parts of Anglophone Canada. Students focus on developing visual-spatial orientation, using their face and body expressively, and learning basic vocabulary and grammar necessary to converse in ASL. Lessons are presented in a meaningful/functional context. Receptive (what you understand) skills are emphasized; however, expressive (what/how you sign) skills are practiced as well. Cultural aspects of the Deaf community are explored through literature and community events. Three class hours and one language lab hour per week. Competency met: Humanities (6.0). Fall

### **Course Student Learning Outcomes**

1. Exchange information in American Sign Language about everyday life, such as routines, family and school.
2. Establish a visual-spatial foundation.
3. Exhibit and discuss ASL community values and behaviors.
4. Demonstrate understanding and awareness that ASL has a distinct grammar and community of users and is not simply "English on the hands."
5. Practice successful ASL active-learning/listening behaviors.



**Credits: 3**

Instructional Support Fee Applies

**ASL 102: Elementary American Sign Language II**

A continuation of ASL 101, this course continues student development of visual-spatial orientation, face and body expression, vocabulary and grammar. Lessons are presented in a meaningful/functional context. Analysis of expressive (what/ how you sign) skills is explored, however, receptive (what you understand) skills are emphasized. Cultural aspects of the Deaf community are explored through literature and community events. Three class hours and one lab hour per week. Competency met: Humanities (6.0). Spring

**Course Student Learning Outcomes**

1. Sustain conversations and/or present information in American Sign Language.
2. Create, perform and digitally record original narratives, as well as re-telling of narrative models.
3. Examine the self-perceptions and identity formation of culturally Deaf individuals.
4. Demonstrate an understanding of ASL syntax.
5. Practice successful ASL active-learning behaviors.

**Credits: 3**

**Prerequisites:**

ASL 101.

Instructional Support Fee Applies

**ASL 181: Visual/Gestural Communication**

This seminar provides students with a foundation in the visual/ gestural skills necessary for acquiring American Sign Language. Students engage in activities that promote visual-spatial awareness, gestural awareness and visual processing skills. One lecture hour and one laboratory hour per week. Spring

**Course Student Learning Outcomes**

1. Effectively communicate ideas and/or supplement a signed or spoken message using visual-gestural techniques.
2. Explain the difference between gesture and ASL to anyone in layman's terms.
3. Engage in appropriate gestural communication in society and the workplace that demonstrates communication sensitivity with non-English speakers when required.

**Credits: 1**

Instructional Support Fee Applies

**ASL 201: Intermediate American Sign Language I**

This course focuses on further developing and refining basic receptive and expressive American Sign Language skills, and visual-spatial orientation acquired in ASL 101 and ASL 102. More complex vocabulary and grammar are presented in context and figurative language introduced. Expressive skills will be stressed. To further develop receptive and expressive competence, students are expected to attend community events and/or perform community service in an American Sign Language environment. Three class hours and one lab hour per week. Competency met: Humanities (6.0). Fall

**Course Student Learning Outcomes**

1. Comprehend intermediate ASL I expressions receptively.
2. Express themselves accurately at an intermediate ASL I level.
3. Analyze and react to their experiences in the Deaf community and their language development.
4. Demonstrate understanding that ASL is a complex language in class discussion, exams and papers.
5. Recognize the Deaf community as a cultural/ linguistic minority in class discussion, exams and papers.

**Credits: 3**

**Prerequisites:**

ASL 102 with a grade of C or better.



Instructional Support Fee Applies

**ASL 202: Intermediate American Sign Language II**

This course is a continuation of ASL 201. This course further develops and refines the receptive and expressive American Sign Language skill, visual-spatial orientation, vocabulary, figurative language, and complex syntax acquired in ASL 101, ASL 102, and ASL 201. The course stresses expressive skills. Students are expected to attend community events and/or perform community service in an American Sign Language environment to further develop receptive and expressive competence. Three class hours and one lab hour per week.

Competency met: Humanities (6.0)  
Spring

**Credits:** 3

**Prerequisites:**

ASL 201 with a grade of C or better.  
Instructional Support Fee Applies

**ASL 284: ASL/Deaf Studies Capstone Seminar**

This is the capstone course for all Deaf Studies degree options. By course's end, students will demonstrate they have met program outcomes by completing the Deaf Studies/ASL portfolio. Students are also expected to develop and reflect on their individual culminating project (based on their chosen career path and plans) One class hour and one lab hour per week. Spring.

**Course Student Learning Outcomes**

1. Demonstrate that they have met program outcomes via an e-portfolio shared with the college campus, planning and implementing two events, and completing individual service and research projects.
2. Further develop skills and knowledge that are necessary for becoming an educated person, skills you can take with you into other classes, transfer and the workforce.

**Credits:** 1

**Prerequisites:**

ASL 201, ASL 181, DST 101, and DST 110.

**Co-Requisites:**

ASL 202, DST 151 and/or DST 252.

**ASL 285: Community-based Learning in Deaf Studies**

Students develop and demonstrate their understanding of professionalism and engage in American Sign Language and Deaf cultural norms through community-based learning and community engagement. Students are immersed in a professional environment serving the Deaf/Hard-of-hearing community. Requirements include: four to six hours weekly in a non-paid, supervised, community-based learning site, and an orientation followed by three seminar meetings with the program director and cohort for guided reflection, discussions, and readings related to these experiences. Course should be taken during the final semester of any Deaf Studies degree program. One lecture hour per week. Spring

**Course Student Learning Outcomes**

1. Compare and contrast hearing professional environments with Deaf professional environments.
2. Report an increased level of comfort signing with native signers.
3. Identify areas within their sign language skills that they need to further work on.
4. Cite a professional reference that can be listed on a college application or resume.
5. Identify agencies and schools in their area that service the Deaf/HH community engagement.



**Credits:** 1

**Co-Requisites:**

ASL 284.

Instructional Support Fee Applies

**ASL 301: Advanced American Sign Language I**

This course further develops and refines the American Sign Language receptive and expressive skills and visual-gestural skills acquired in ASL 101 - ASL 202 to ensure discourse competency. This course builds the student's lexical base to include sign variations found across regions, ethnicities and generations. The course introduces formal and informal narrative styles. Students engage in a more intense study of the non-manual, linguistic features found in ASL as well as more sophisticated communication and narration, in general. This course is conducted entirely in ASL. Students are required to engage in ASL or Deaf cultural events as part of this course. Three class hours and two lab hours per week. Competency met: Humanities (6.0) Fall

**Credits:** 4

**Prerequisites:**

ASL 202 with a C or better.

**ASL 302: Advanced American Sign Language II and Structure**

This course is a continuation of ASL 301. The course builds on the skills examined and practiced in AMS 21 and provides an intense study and application of advanced American Sign Language competencies. This course also provides a survey of the linguistic structure of ASL particularly its phonology, morphology, syntax and semantics. This course is conducted entirely in ASL. Expressive and receptive abilities are enhanced and practiced in native/immersion environments. Three class hours and two lab hours per week. Competency met: Humanities (6.0) Spring

**Credits:** 4

**Prerequisites:**

ASL 301 with a C or better.

## Animal Science

**ANS 101: Introduction to Animal Care & Management**

This course introduces general concepts for the daily care of most companion animals. Topics include a basic understanding of the role of animals in society, safety, animal welfare issues, and species-specific requirements for good health and husbandry practices. Emphasis is placed on feeding, breeding, health maintenance, and housing of various species (dogs, cats, ferrets, birds, reptiles, amphibians, rodents, small exotic pets, etc.). Upon completion, students will be able to demonstrate a basic understanding of the issues related to the animal care industry. A training certificate by Animal Care Technology Programs is available with successful completion and testing in this course. Fall, Spring, Summer

### Course Student Learning Outcomes

1. Students will be able to discuss issues related to animal welfare and industry.
2. Understand and use appropriate animal industry terminology in oral and written communications.
3. Identify common animals species, breeds, and sexes.
4. Provide daily care and record-keeping according to species husbandry requirements.

**Credits:** 3



**ANS 103: Applied Animal Behavior**

This course provides the foundation for a comprehensive and coherent understanding of behavior analysis as it relates to facilitating the interaction and care of captive and companion animals. Topics include fundamental principles of learning and behavior, normal and abnormal behavior patterns, communication, social development, and the prevention and correction of problem behaviors. Upon completion, students will be able to recognize behavior patterns and assess, prevent, and correct problem behaviors. Fall, Summer

**Course Student Learning Outcomes**

1. Distinguish between human and animal based cognition.
2. Understand and utilize appropriate animal behavior terminology.
3. Analyze exhibited animal behavior based on species/ breed/sex, environment, and posturing.
4. Implement humane behavior modification techniques.

**Credits: 3**

**ANS 107: Medical Terminology for Animal Science I**

This section of the two-part course is designed to give the animal care worker a vocabulary which will facilitate and enhance their communication with veterinary medical professionals. The focus will be on learning the major components (prefixes, suffixes, combining root terms, abbreviations, units of measure, animal body structure, position, and disease terminology) of veterinary medical terms, synthesizing useful medical terms from the components, and interpreting the meaning of technical information containing common veterinary medical terms. One lecture hour per week. 1 Credit Spring

**Course Student Learning Outcomes**

1. Define, spell, and pronounce key components of veterinary medical terminology, abbreviations and symbols.
2. Decode and synthesize common veterinary medical terminology.
3. Communicate using proper veterinary medical terminology in both oral and written formats.

**Credits: 1**

**ANS 108: Medical Terminology for Animal Science II**

This course is a continuation of ANS 107. In this course, students will continue to explore medical terms needed to enhance accuracy in communications with veterinary professionals. Areas of specific interest will be terminology dealing with body cavities, specific body systems, the functions of their parts, and associated surgical terms and clinical procedures. Students are expected to learn and be able to interpret the meaning of technical information containing specific, systematic veterinary medical terms. One lecture hour per week. 1 Credit Fall

**Course Student Learning Outcomes**

1. Acquire a basic vocabulary of common veterinary medical terms associate with animal body systems, their functions, and related medical procedures.
2. Define, spell, and pronounce terminology associates with animal body systems and medical procedures.
3. Demonstrate understanding of the parts and functions associated with animal body systems.
4. Communicate using proper veterinary medical terminology in both oral and written formats.

**Credits: 1**

**Prerequisites:**

ANS 107 with a grade of C or better.



**ANS 115: Community Health and Zoonosis**

This course introduces the basics of disease transmission with particular emphasis on disease transferred from animals to humans. Topics include zoonotic diseases, modes of transmission, symptoms, and personal protection of animal care technicians through immunization. Upon completion, students should be able to discuss zoonotic diseases and the animal care technician's role and responsibility related to the control of such diseases. A training certificate by Animal Care Technology programs is available upon successful completion and testing in this course. A passing grade of a C (73) or better in the laboratory portion of this course is required to receive a final passing grade for the course. Two lecture and three laboratory hours per week. 4 Credits Spring

**Course Student Learning Outcomes**

1. Understand the development of modern zoonosis recognition and testing through historical perspectives.
2. Acquire an understanding of the relevant zoonosis, their signs, diagnosis, treatments, and control practices.
3. Acquire clinical skills in flea detection, fecal analysis, gastrointestinal parasite identification, and bacterial culturing and identification.

**Credits: 4**  
**Prerequisites:**

ANS 107.  
**Co-Requisites:**  
ANS 107.

**ANS 121: Animal Handling and Restraint**

This course introduces the principles and techniques of animal handling and restraint. Topics include handling and control techniques for lab animals, domestic animals, and other varieties, as well as species specific techniques for medical procedures. Upon completion, students should be able to demonstrate proper handling techniques for animals that are frightened, injured, confined, diseased or trapped. A passing grade of a C (73) or better in the laboratory portion of this course is required to receive a final passing grade for the course. Two lecture and three laboratory hours per week. 4 Credits Spring, Summer

**Course Student Learning Outcomes**

1. Understand how to interact safely with a variety of animals, knowing potential dangers associated with individual species.
2. Apply animal behavior analysis to decision making regarding animal restraint procedures to decrease the stress of the animal and maintain safety for animals and people alike.
3. Comprehend and recognize issues that may arise from animal restraint procedures and understand protocol for addressing them.
4. Acquire the reasoning and skills to properly restrain



animals humanely for specific activities or medical procedures.

**Credits:** 4

**Prerequisites:**

ANS 103 with a grade of C or better.

**ANS 147: Veterinary Office Procedures**

This course provides a fundamental knowledge of the administrative aspects of working in a veterinary practice. Topics include veterinary practice ethics, staff roles and limitations, professionalism, front office duties, communication skills, marketing, accounting systems, and veterinary practice computer software experience. A training certificate by Animal Care Technology Programs is available with successful completion and testing in this course. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Implement rules of ethical and professional conduct, decision making, appearance, and communication in the classroom setting.
2. Discern the delineation and overlap of duties within a veterinary facility.
3. Triage phone calls for all clients, as well as, communicate and problem solve accurately, politely, and with respect.
4. Display confidence in handling difficult clients and financial issues.
5. Explain the staff's role and impact on marketing.
6. Utilize Cornerstone software to: add/update clients/ patients, create and customize an estimate, Invoice the client, create a recheck appointment and take a
7. payment.

**Credits:** 3

**ANS 153: Animal Health and Diseases**

This course is designed to introduce the veterinary assistant to the nature of health versus disease and many common diseases encountered in veterinary practice. A systems approach is used and students are encouraged to bring questions from the work experience to class. Within each system, congenital, infectious, traumatic, and other disease processes are explored as are the diagnostic and therapeutic approaches appropriate to each system. Three lecture hours per week. 3 Credits Fall

**Course Student Learning Outcomes**

1. Understand what health is, signs of a healthy animal, factors that effect health, and management procedures to insure health of animals.
2. Develop skills in recognizing signs that may indicate disease or illness.
3. Acquire a baseline knowledge of common animal diseases, their signs, diagnostic procedures, and accepted treatments.
4. Participate in case study and antidotal scenarios to apply reason and knowledge in the assessment of health.

**Credits:** 3

**Prerequisites:**

ANS 115 with a grade of C or better

**Co-Requisites:**

ANS 108.



**ANS 201: Anatomy & Physiology of Domestic Animals**

An introductory course in the comparative anatomy and physiology of vertebrate animals to include bird and mammal dissections. Emphasis is placed on distinguishing gross anatomical structures, critical organ systems, and functional relationships with a comparative focus on gastrointestinal tracts, respiratory systems, and reproductive systems. Notation of the normal anatomy and physiology with references made to deviation from the norm, which might constitute a diseased state, and extrapolating learned material to additional species is also covered. A passing grade of C (73) or better in the laboratory portion of this course is required to receive a final passing grade for the course. (For Career Pathway, take BIO 111, for Transfer Pathway, take BIO 121.) Three lecture and two laboratory hours per week. Fall

**Course Student Learning Outcomes**

1. Identify major organs and structures of birds and mammals.
2. Explain the associated nature of organs and structures in the healthy functioning of the animal body.
3. Compare normal and abnormal morphology of the animal body.
4. Compare aspects of the gastrointestinal tract, respiratory tract, and

reproductive tracts of different classifications of animals.

**Credits:** 4

**Prerequisites:**

BIO 111 or BIO 121 with a grade of C or better.

**ANS 205: Clinical Methods**

This course is an introduction to clinical skills consisting of both lecture and laboratory work. Veterinary nursing procedures and teamwork will be thoroughly discussed. Lecture topics include physical examinations of domestic animals, animal behavior and training, nutrition, animal diseases, preventive health care and immunity, restraint/handling, and client education/communication. Laboratory experiences include restraint, physical examinations, parenteral medication administration, and other clinical nursing skills. Medical terminology will be reinforced in all aspects of lecture and lab. Two lecture hours and three laboratory hours per week. A passing grade of a C (73) or better in the laboratory portion of this course is required to receive a final passing grade for the course. 4 Credits Fall

**Course Student Learning Outcomes**

1. Utilize OSHA safety guidelines in the laboratory and in medical waste disposal.
2. Create SOAP notes.
3. Give a generalized physical exam, taking histories, temperature, pulse, respiration, etc.
4. Demonstrate proficiency in wound care, bandaging, CPR, and rescue breathing.
5. Acquire skills in blood collection and hematology analysis.



6. Demonstrate proficiency in vaccine administration and associated documentation procedures.
7. Perform urinalysis and apply to health evaluation.
8. Acquire skills in fluid therapy administration.
9. Understanding of principles and practices of dentistry.
10. Apply client skills and animal handling skills in a clinical environment.

**Credits:** 4

**Prerequisites:**

ANS 121 with a grade of C or better

**Co-Requisites:**

ANS 108, ANS 147, and ANS 153,.

**ANS 216: Veterinary Pharmacology**

This course covers the basic principles of pharmacology, including general drug types, dosage forms, drug administration, pharmacokinetics, and pharmacodynamics. Drug packaging, labeling, and dispensing are covered, as are record keeping for pharmacologic agents. The legal and ethical factors involved in handling pharmaceuticals are considered. Prescription notation and review of drug calculations are also included. The course surveys the many pharmacologic agents used in veterinary medicine, emphasizing the modes of action, indications, contraindications, methods of administration, and appropriate client communication for these agents. Two lecture hours per week. Spring

**Course Student Learning Outcomes**

1. Recognize common pharmaceuticals used for specific treatments in domestic animals and be able to discuss their dosage and associated side effects.
2. Demonstrate proficiency at reading, filing, recording, and administration of topical, oral, and injectable medications as prescribed and in accordance with FDA requirements.
3. Convert English and metric units.
4. Demonstrate accuracy in dosage calculation and preparation of pharmaceuticals.

**Credits:** 2

**Prerequisites:**

ANS 107 with a grade of C or better; MTH 119, MTH 125 or MTH 131 with a grade of C or better. (For Career Pathway, take MTH 125. For Transfer Pathway, take MTH 119 or MTH 131.)

**ANS 221: Veterinary Health Care Field Experience & Seminar**

This course provides 20 hours per week of skill training and usage under the supervision of licensed veterinary staff with periodic supervision from Animal Science faculty. This course also requires a one hour per week seminar to provide additional topics for increased career success and address issues and experiences gained at the host facility in a timely and educational manner. One lecture hour per week and twenty laboratory hours. Spring

**Course Student Learning Outcomes**

1. Apply interpersonal skills within a veterinary setting.
2. Demonstrate professionalism in performance of veterinary assistant duties within a veterinary setting.
3. Complete ACT Programs Veterinary Assistant Skills Validation Check-List.

**Credits:** 3

**Prerequisites:**

ANS 147, ANS 153, and ANS 205 with a grade of C or better.



**ANS 222: Humane Euthanasia Seminar**

This course covers the principles and practices of humane euthanasia as outlined by the American Veterinary Medical Association. Topics include effective and humane euthanasia concepts, the necessity for euthanasia, the related personal and professional stress, understanding the grief process, and facilitation of compassionate client and staff communications and interactions. Two lecture hours per week. Spring

**Course Student Learning Outcomes**

1. Examine how the roles of animals have changed in society and family settings.
2. Define euthanasia, pain, and suffering.
3. Identify signs of the stages of grief and when professional intervention may be required.
4. Apply the steps of the grief process to euthanasia education and communication with clients.
5. Employ coping mechanisms for dealing with euthanasia related stress in personal and professional settings.

**Credits: 2**

**ANS 240: Animal Nutrition and Feeding**

This course covers the fundamentals of animal feeding and nutrition. Topics include nutrient requirements and their functions, digestive tracts, diet formulation, and classification. Upon completion, students will be able to demonstrate a knowledge of appropriate feeding guidelines for a variety of animals contingent upon stage of development and disease condition. Three lecture and two laboratory hours per week. Spring

**Course Student Learning Outcomes**

1. Understand the classifications of nutrients, their functions, and general feed sources.
2. Apply species specific anatomy to understanding of nutrition, digestion, and feed requirements.
3. Understand the feed industry and process as it applies to the ability to provide wholesome rations for animals.
4. Integrate nutrient requirements and nutrient analysis of feed content to formulate appropriate animal diets.
5. Problem solve for nutrition deficiency and feed intake issues.
6. Present the nutritional information relevant to a specific species.

**Credits: 4**

**Prerequisites:**

MTH 119, MTH 125 or MTH 131 with a grade of C or better. (For Career Pathway, take MTH 125; for Transfer Pathway, take MTH 119 or MTH 131).

**Anthropology**

**ANT 101: Social and Cultural Anthropology**

This course is a study of basic anthropological thought with emphasis on the characteristics and development of early cultures, contemporary primitive societies, comparative studies of institutions, culture change, and the influence of culture on individual behavior. Three lecture hours per week. Competency met: Social Phenomenon (5.4) Evening/Weekend only

**Course Student Learning Outcomes**

1. Survey the diversity of human cultural ecological adaptations over time and space.
2. Demonstrate an understanding of the relationships between biological, linguistic and cultural evolution.
3. Demonstrate an understanding of the history and theory of cultural anthropology.
4. Apply ethnographic and comparative methods.

**Credits: 3**



## Architecture

### **ARC 201: Introduction to American Architecture**

This course examines the stylistic characteristics, architectural details, and social influences associated with American architecture with particular emphasis on common genres found in southeastern New England. Buildings and structures are viewed as artistic entities, characterized by various formal predilections including the handling of the massing, facade composition, surface treatment, artistic handling of detail and the like. The interconnectivity between stylistic developments, advances in building technology and economic influences (including green building practices) and the cultural aesthetics are investigated. Competency met: Humanities (6.0), Ethical Dimensions (7.0). Three lecture hours per week. Spring

### **Course Student Learning Outcomes**

1. Identify building architectural styles and the associated historical phase and periods.
2. Compare building styles, sites, and architects found in their community to buildings they have studied.
3. Use architectural terms in an informed discussion of techniques, site names, major works, patrons, geography, building techniques, and practices, etc.
4. Use acquired knowledge of architecture to develop positions on projects in their community and assess their

responsibilities as an individual citizen to support, oppose or remain neutral.

5. Use writing, research, and visual analytical skills to critically analyze and communicate architectural building information.

**Credits:** 3

**Prerequisites:**  
ENG 101

## Art Transfer

### **ART 101: Visual Art Colloquium**

This course will consist of career seminars, visiting artist talks, and workshops to help students explore career possibilities in art and design. This course will provide an overview of art and design careers, including fine arts, textile design, fashion design, industrial design, graphic design, web and multimedia design. Students will gain skills in analyzing works of art and design in addition to exploring career options. They will be introduced to concepts central to design and art pedagogy, including the structure and sequencing for art and design education, the creative process, the design process and oral and written critiques. Two class hours a week, or a total of 32 hours during the semester. Competencies met: Critical Thinking, First Year Experience (9.0) Fall

**Credits:** 1

Instructional Support Fee Applies



**ART 105: Survey of Art History I: Ancient through Renaissance Art**

This course examines art and architecture from its earliest origins through the Renaissance. The course explores the relationship between art and its social, political, cultural, and economic contexts. The development of world civilization is chronicled in a fashion that emphasizes the interconnectedness between different world cultures. Students think and write critically on how art both reflected and influenced political, social, religious, and economic states of affair. Through lectures, readings, slides, web resources, and films, students learn about the history and art of the Prehistoric periods, the Ancient world, the Medieval period and the Renaissance. Students also learn how visual art traditions help define our understanding of world culture. Three lecture hours per week. Competency met: Global Awareness (5.2), Social Phenomenon (5.4), Humanities (6.0) Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Demonstrate introductory knowledge of the periods of art from the beginnings of artistic expression through the Renaissance Period.
2. Students will be able to identify specific artists and works and place them within their historical context.

3. Demonstrate knowledge of the principles and elements of design as they relate to art historical works.
4. Read with comprehension and critically interpret and evaluate written work within an art historical context.

**Credits: 3**

**ART 106: Survey of Art History II: Modern Art**

This course examines art and architecture from the beginning of the Modern era through the present. This course builds upon the foundation students acquire in ART 105. Students continue to explore the relationship between art and its social, political, cultural, and economic contexts. The development of the modern world is discussed in a way that emphasizes the interconnectedness between different world cultures. Students think and write critically on how art both reflected and influenced political, social, religious, and economic states of affair. Through lectures, readings, slides, web resources, and films, students learn about the history of Modern art from the Neoclassical period to the present. Students also learn how visual art traditions help define our understanding of contemporary culture. Competency met: Global Awareness (5.2), Social Phenomenon (5.4), Humanities (6.0) Three lecture hours per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Demonstrate an introductory knowledge of the periods of art from the beginnings of the Modern period to the present.
2. Students will be able to identify specific artists and works and place them within their historical context.



3. Demonstrate knowledge of the principles and elements of design as they relate to art historical works.
4. Read with comprehension and critically interpret and evaluate written work within an art historical context.

**Credits:** 3

**Prerequisites:**

ART 105 is recommended.

**ART 111: Drawing I**

Through studio experiences, students will learn the basic elements of drawing, including observational skills and building eye/hand coordination. This course will also introduce the psychological and emotional elements of drawing. Individual and inventive expression is encouraged. A variety of media such as pencil, charcoal, pastel, and brush and gouache will be explored. Two hours critique and four hours studio a week. Competency met: Humanities (6.0) Fall

**Course Student Learning Outcomes**

1. Demonstrate the basic principles of observational drawing, including drawing mechanics, line, value, perspective and composition.
2. Create a portfolio of observational drawings.
3. Critically analyze drawings.

**Credits:** 3

Instructional Support Fee Applies

**ART 112: Drawing II**

This course is a continuation of ART 111. This course emphasizes observing and drawing the human form. A live model is studied to express gesture, structure, and movement in space, with objective accuracy and increased ability to visualize a concept as important goals. The techniques and media explored in ART 111 are applied to the figure, including pencil, charcoal, conte, ink, wash, and pastels. Two hours critique and four hours studio a week. Competency met: Humanities (6.0) Spring

**Course Student Learning Outcomes**

1. Demonstrate increased proficiency in observational drawing skills introduced in Drawing I; specifically line, value, perspective and composition.
2. Draw the figure from life.
3. Demonstrate an introductory knowledge of figure drawing that focuses on gesture, proportion, and Gross Anatomy.
4. Create a portfolio that expands on the skills introduced in Drawing I.
5. Critically analyze figure drawings.

**Credits:** 3

**Prerequisites:**

ART 111 with a grade of C- or higher or permission of the instructor.

Instructional Support Fee Applies

**ART 121: Two-Dimensional Design**

This is a design course introducing the fundamental principles of organizing visual elements on a two-dimensional surface. Problems explore the dynamics of line, form and color on the spatial life of the picture plane. Students work in black and white and color. Materials include ink, gouache and cut paper. Three hours critique/lecture and three hours studio a week. Competency met: Humanities (6.0) Fall

**Credits:** 3

Instructional Support Fee Applies

**ART 122: Two-Dimensional Design II**

This design course is a continuation of the problems involved in Two Dimensional Design I (see ART 121). This half will follow the introduction line, form, and color principles on the Two Dimensional surface. Materials will include: gouache, ink papers, and boards. Three hours critique/lecture time and three hours studio a week. Competency met: Humanities (6.0) Spring

**Credits:** 3

**Recommended:**

ART 121 first.

Instructional Support Fee Applies



**ART 131: Three-Dimensional Design**

This course investigates the construction of three dimensional forms using a wide variety of materials including cardboard, clay, plaster, wood and found objects. Emphasis is on the translation of an idea into tangible form. Inventive and personal solutions to problems are encouraged. Three hours critique and three hours studio a week. Competency met: Humanities (6.0) Fall

**Credits:** 3

Instructional Support Fee Applies

**ART 132: Three-Dimensional Design II**

The purpose of this course is to investigate various processes of achieving three dimensional form making. Materials and methods will include a selection of clay modeling, wood and/or stone carving, moldmaking, geometrics, linear forms, plastics, and soft forms. Three hours critique and three studio hours a week. Competency met: Humanities (6.0). Spring

**Credits:** 3

**Recommended:**

ART 131 first.

Instructional Support Fee Applies

**ART 140: Art Exploration**

This course, developed for non-art majors, allows students to explore the basic elements of drawing, painting and design, through a series of studio projects. Class projects include a study of line, value, texture, composition, perspective, and color, through which hand skills, eye coordination, and new visual perceptions help students develop their own unique expressive skills. Media used in the course include pencil, charcoal, brush and ink, and water-based paints. Three class hours a week. Competency met: Humanities (6.0) Fall, Spring, Summer

**Credits:** 3

**ART 151: Digital Photography**

Students in this course learn the fundamentals of the art and craft of making digital images. This hands-on course allows students to explore the basics of photography, including composition and lighting, while developing skills in pixel-based photographic design and processing. It introduces students to the use of the digital camera, scanner, and Adobe Photoshop to create and manipulate images. Students learn how to evaluate images for effectiveness in terms of aesthetics and communication goals: i.e., what makes a good photo? The course also aids students in understanding the role digital photography can play in areas such as illustration, documentation, graphic design, web design, and fine arts. One lecture hour and one laboratory hour per week. Competency met: Humanities (6.0), Technical Literacy (8.0) Fall, Spring, Summer

**Credits:** 1

Instructional Support Fee Applies



**ART 201: Careers in the Visual Arts**

This course consists of career seminars, visiting artist talks and critiques, field trips, professional artist demonstrations and workshops to help students further explore career choices in art and design. Activities include research, critical thinking, oral and written presentations, and evaluations. Workshops and demonstrations assist students in developing digital portfolios for transfer applications or for job applications, including selection of work, sequencing, and format. In addition, students participate in a field experience or service learning project. Four class hours a week or a total of sixty-four hours during the semester. Fall

**Credits: 2**

**Recommended:**

Students should take this course in their last year. Students should not take this course in their first year. Instructional Support Fee Applies

**ART 205: Topics in Contemporary Art**

This seminar-style course presents an in-depth examination of contemporary art. The course is designed to strengthen writing skills of the art major while exploring relevant themes such as: formalism, iconography, identity, gender, the body, traditional craft, and new media. Students are introduced to critical theory and methods of interpretation through an examination of contemporary art within the broader context of political, social, intellectual, and cultural issues. Three class hours a week. Competency met: Humanities (6.0) Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Read with comprehension and critically interpret and evaluate written work within an art historical context.
2. Demonstrate rhetorically effective, art historical writing.
3. Demonstrate, at an advanced level of competence, control of art historical language, modes of development and formal conventions.
4. Demonstrate intermediate information literacy skills by selecting, evaluating, integrating and documenting information gathered from multiple sources into art historical writing.
5. Understand their place and role in the contemporary art world, through writing and

presentation assignments that require an original viewpoint.

**Credits: 3**

**Prerequisites:**

ART 106 and ENG 101.



**ART 211: Drawing III**

Through further studies of the human form, students explore form, structure, mass, and proportion. The figure in relation to its immediate environment is emphasized. In addition, students explore the expressive range the human figure brings to art. Live models are used the majority of the time. This course strengthens students' ability to draw the human form in expressive positions as required for many forms of art, including fine art, illustration, graphic design, and animation. Two hours critique/lecture and four hours studio per week.

Competency met: Humanities (6.0)  
Fall

**Course Student Learning Outcomes**

1. Demonstrate increased proficiency in observational drawing skills introduced in Drawing II; specifically gesture, proportion, and Gross Anatomy.
2. Draw the figure from life with a focus on its expressive potential.
3. Demonstrate an advanced knowledge of figure drawing that focuses on individual artistic expression.
4. Create an advanced portfolio that expands on the skills introduced in Drawing II.
5. Critically analyze advanced figure drawings.

**Credits:** 3

**Prerequisites:**

ART 112 with a grade of C- or higher, or permission of the instructor.

Instructional Support Fee Applies

**ART 212: Drawing IV**

In this advanced figure drawing course students will continue to study the human figure with an emphasis on personal exploration. Students will further their understanding of form, structure, mass, proportion and relative environment. Students will be encouraged to experiment with new materials and techniques as they relate to the expressive potential of the human figure. Live models will be used the majority of the time. This course will continue to strengthen students' ability to draw the human form in expressive positions as required for many forms of art, including fine art, illustration, graphic design and animation. Two lecture hours and four laboratory hours per week.  
Fall, Spring

**Course Student Learning Outcomes**

Students who successfully complete this course will be able to:

1. Demonstrate increased proficiency in observational drawing skills introduced in Drawing III; specifically gesture, proportion, and Gross Anatomy.
2. Draw the figure from life with a focus on its expressive potential.
3. Demonstrate an advanced knowledge of figure drawing that focuses on individual artistic expression.
4. Create an advanced portfolio that expands on the skills introduced in Drawing II.



5. Critically analyze advanced figure drawings.

**Credits:** 3

**Prerequisites:**

ART 211 with a grade of C- or higher or permission of the instructor.

**ART 216: Introduction to Illustration**

This course introduces students to a variety of commercial situations in illustration such as magazine illustration, books, CD covers and/or poster design, to acquaint them with the scope of commercial illustration. The course exposes students to a variety of media including pencil, charcoal, scratchboard, colored pencil, watercolor and/or gouache, pastel, and computer graphics. The course requires students to keep a notebook of sketches, project files, and a portfolio of all assignments. Two hours of critique and four studio hours a week. Competency met: Humanities (6.0). Not offered every year

**Credits:** 3

**Prerequisites:**

ART 111 or permission of instructor; ART 112 is recommended as a pre-requisite. Instructional Support Fee Applies

**ART 221: Painting I**

This course explores the fundamental techniques of oil painting. Basic problems are designed for beginners as well as students with some previous experience. Realism and Impressionism are studied through still life and landscape projects, while the basics of theory and composition are stressed. This course will help students to understand form and space as a foundation for more advanced painting techniques. Two hours critique/lecture and four hours studio a week. Competency met: Humanities (6.0) Fall

**Credits:** 3

**Prerequisites:**

ART 111 or permission of instructor.  
Instructional Support Fee Applies

**ART 222: Painting II**

This course continues the painting process in oils while students are also introduced to other painting mediums. Increased emphasis on modern painting techniques and styles replaces more traditional methods. While still life and landscape studies continue to be explored, the figure will also be included as will some conceptual problems. Students will be encouraged to develop their own style throughout the process. Two critique/lecture hours and four hours studio per week. Competency met: Humanities (6.0) Spring

**Credits:** 3

**Recommended:**

ART 221 first.  
Instructional Support Fee Applies

**ART 225: Working from the Landscape**

Taking impressionism and romanticism as precedents, this course is for those who want to explore their own responses to the landscape. Working outdoors with a variety of media (watercolor, oil, pastel, charcoal, etc.), the course explores issues that have challenged the great landscape painters of all time. Issues such as space, color, light, and composition will be addressed in depth. Subjective responses to the landscape will also be explored such as content, metaphor, personal iconography, and mood. Ultimately, the deeper ramifications of the role of humankind to nature will be addressed through readings and discussions. One 3 hour class meeting per week. Competency met: Humanities (6.0) Summer only

**Credits:** 3



**ART 226: Printmaking: Relief**

This course is an introduction to relief printmaking techniques such as woodcut, collagraph, and monotype processes. Students carve images from blocks of wood and linoleum or build plates from cardboard and found materials. Printed either by hand or on the press, both methods offer unlimited potential to create a variety of images. Students learn through lectures, demonstration, hands-on projects, and critique. Projects include one-color prints, reduction, and multi-block processes. Two hours of critique and four studio hours per week. Competency met: Humanities (6.0). Spring

**Credits:** 3

**Prerequisites:**

ART 111 or permission of the instructor.

Instructional Support Fee Applies

**ART 227: Printmaking: Intaglio**

This course offers instruction in engraving, photo, and dry-point processes and explores core printmaking concepts. Through a number of assignments, students learn to develop a personal vocabulary, while building skills in a variety of traditional and non-traditional printmaking methods. Two hours critique and four studio hours a week. Competency met: Humanities (6.0). Summer

**Credits:** 3

**Prerequisites:**

ART 111 or permission of the instructor or program coordinator. Instructional Support Fee Applies

**ART 231: Sculpture**

In this course, emphasis is placed on investigation and experimentation. Students will discuss ideas and the many media available for expressing or illustrating them in physical form. The course reviews some technical aspects of building, along with a hands-on survey of materials. Students will keep notes and drawings in sketchbooks and also will take photographs as idea devices. Field trips to local museums are part of the class. Students go on several walking excursions (near the College) to talk about issues and ideas and find them in our surroundings. Two critique and four studio hours a week. Competency met: Humanities (6.0). Fall

**Credits:** 3

**Prerequisites:**

ART 132 or permission of instructor.

Instructional Support Fee Applies

**ART 236: Figure Sculpture I**

This course is an introduction to creating figurative sculpture. Students build basic armatures for both portraits and figures and work in clay from the live model. Students develop an understanding of structural anatomy and how it relates to surface forms. Additionally, students are encouraged to explore the expressive potential of the human figure. Basic methods of plaster casting (waste molds) are demonstrated at the end of the semester. Lectures and class discussion focus on both historical and contemporary forms of figurative sculpture. Two lecture/critique hours and four studio hours a week. Instructional support fee applies. Spring

**Course Student Learning Outcomes**

Through their active participation in critique discussions, as well as through written critique, their ability to:

1. Evaluate their own work as well as that of other members of the class
2. Articulate their understanding of the figure in the context of contemporary art  
Through their project they will demonstrate an understanding of:
3. Human anatomy and proportion
4. Measurement
5. Gesture and movement
6. Aesthetics of the human form  
Students will demonstrate technical proficiency with:



7. Oil based clay
8. Traditional mold making techniques.

**Credits: 3**

**Prerequisites:**

ART 112 and ART 132 with a grade of C- or higher, or permission of the instructor.

Instructional Support Fee Applies

**ART 240: Introduction to Visual Communication**

This hands-on course provides an overview of graphic design for those considering a career in a related field. Through lectures, readings, demonstrations, class discussions, critiques, exercises, and creative projects, students learn the basics of visual-language and creative-thinking techniques in order to create effective visual communication. They work through the design process and learn how to incorporate communication and basic marketing principles into their problem-solving activities. Students explore color, layout, typography, and imagery as they create graphics, brochures, and newsletters. In this project-based course, the students incorporate the concepts taught and demonstrated into their own work. Students sketch possible design solutions by hand and finalize their work on the computer using Photoshop and a page-layout program. Three class hours plus one studio/lab hour per week. Fall, Spring

**Credits: 3**

**ART 245: Art for the Child**

This course is intended primarily for those planning to work with children. Emphasis is on the nature of artistic expression and how to provide an atmosphere that encourages growth, creativity and imagination. Practical studio experiences using art materials to make crayon resists, collages, puppets, papier mache, print making techniques and other projects will be taught. Students will examine the developmental patterns of children at various age levels through short readings and films. Three class hours a week.

Fall, Spring

**Credits: 3**

Instructional Support Fee Applies

**ART 251: Photography II: Digital**

Students build on their knowledge and skill base in photography in this course, which provides a firm technical and aesthetic foundation in contemporary photography practice. Lectures, demonstrations, and projects develop photographic imaging skills utilizing a digital camera and Adobe Photoshop software. Assignments and group critiques provide opportunities for students to connect their emerging technical skills with their personal vision and to understand their work in the context of both the history of photography and contemporary trends. Students must have access to a digital SLR camera with manual controls for this course (an SLR is available for loan on a limited basis if needed) Two lecture/critique hours and four laboratory hours per week. Competency met: Humanities (6.0), Technical Literacy (8.0) Fall, Spring.

**Credits: 3**

**Prerequisites:**

ART 256 or ART 151 or permission of instructor or program coordinator.

Instructional Support Fee Applies



**ART 256: Photography I**

This is a basic introductory course in black and white photography as an art form. It emphasizes developing darkroom skills as well as learning how to operate a 35mm camera. In addition to darkroom printing procedures, including developing negatives and using the enlarger, it covers the use of different films and filters for various effects, printing papers, lighting issues, and the presentation of prints for portfolio. Lectures and demonstrations cover various technical issues as well as the basics of photo history and aesthetic guidelines for photographing, developing, and critiquing work. Students are required to supply their own 35mm camera with adjustable controls. Two lecture/critique hours and four laboratory hours per week. Competency met: Humanities (6.0) Fall, Spring, Summer.

**Credits: 3**

Instructional Support Fee Applies

**ART 257: Photography II: Darkroom**

In this intermediate darkroom-based photography course, the emphasis is on advanced study of composition and the elements of good photography, including use of both natural and studio lighting. Further emphasis is placed on the development of the student's ability to apply creative thinking and contemporary techniques in executing meaningful and effective photographs. Students should have a foundation in photographic practices including basic black and white darkroom techniques and use of an adjustable camera. Lectures and class discussion incorporate aesthetics, art criticism, and art history, as well as the communication of meaning through photography. Projects and group critiques help the student develop an individualized visual language, problem solving, and craftsmanship. Students must supply their own 35mm print camera with adjustable controls. Two lecture/critique hours and four darkroom hours per week. Spring

**Course Student Learning Outcomes**

1. Demonstrate their ability in ideation, problem solving, intuitive exploration, and aesthetics (lighting, design, creativity).
2. Demonstrate their technical proficiency with the 35 mm camera (aperture, shutter speed, film, lens, and exposure, darkroom and printing techniques, lighting

techniques, both using natural light and studio lights).

**Credits: 3**

**Prerequisites:**

ART 256 or permission of the instructor or program coordinator.

**Co-Requisites:**

ART 256 or permission of the instructor or program coordinator. Instructional Support Fee Applies

**ART 260: Computer Graphics**

This course provides an overview of page layout, scanning, illustration, and image manipulation on the computer. Industry-standard graphics programs on the Mac are used such as Adobe Illustrator, InDesign, and Photoshop. Through lectures, software demonstrations, and hands-on exercises and projects, students acquire the basic skills and knowledge to use the computer as a design tool. Class meets for two lecture hours and four lab hours a week. Competency met: Humanities (6.0), Technical Literacy (8.0). Fall, Spring, Summer

**Credits: 3**

Instructional Support Fee Applies



**ART 261: Graphic Design I**

This course introduces basic graphic design concepts, tools, and images. The intent is to strengthen visual and conceptual aspects of image making while exposing students to the graphic design field. The focus of this course is on developing a range of styles, media, and techniques for graphics creation. Two critique and four studio hours a week. Competency met: Humanities (6.0). Fall

**Credits:** 3

**Prerequisites:**

ART 111 or permission of instructor.

**Co-Requisites:**

ART 260 or permission of instructor.

Instructional Support Fee Applies

**ART 262: Graphic Design II**

This course is a continuation of ART 261. It further develops the design process through projects that explore graphic/textural relationships using the written word and visual imagery. The course focuses primarily on the development of visual language as a means of conveying information through effective methods of design. It implements contemporary and traditional skills and methods. It also covers the investigation of printing, production, and service bureaus. Six class hours per week.

Instructional Competency met: Humanities (6.0). Fall

**Credits:** 3

**Prerequisites:**

ART 261 and ART 266 are recommended.

**ART 265: Artists' Books**

The creation of artists' books is approached through a number of fine art media. The book format as a structure for communication and art making is the primary focus. Various methods such as collage, montage, drawing, photocopy imaging, computer imaging, and printmaking are implemented. Personal anecdotes, sociopolitical perspectives, and other sources for image making are explored. Artists' books are original works of art that can be held, and therefore provide a different experience for the viewer. Two class hours a week.

Fall, Spring

**Credits:** 1

**ART 266: Typography Design**

This course introduces typography, the art of organizing letters in space and time. The course covers all aspects of typography through lectures, demonstration, and studio work. It explores the history of the alphabet, written and drawn from primitive times, through the invention of printing from moveable type to the present. Students immerse themselves in the culture of typography and begin to understand the social and aesthetic importance of the visual word. The course further sensitizes students to the continuing evolution of letterforms, to problem-solving, and to the aesthetic use of display and text type through a series of exercises and projects. Two lecture/critique hours and four studio hours a week. Two lecture/critique hours and four studio hours a week.

Competency met: Humanities (6.0). Fall, Spring

**Credits:** 3

**Prerequisites:**

ART 111 or permission of instructor or program coordinator; ART 260 recommended.

**Co-Requisites:**

ART 111 or permission of instructor or program coordinator; ART 260 recommended.

Instructional Support Fee Applies



**ART 267: Publication Design**

Students learn the fundamentals of designing publications, focusing on typographic systems and the hierarchy of information and using a grid for multi-page documents. The course introduces electronic page-layout using industry-standard page-software such as InDesign. Students acquire the basic skills and knowledge to design multi-page documents through lectures and hands-on exercises and projects. Two hours critique/lecture and four hours studio per week. Competency met: Humanities (6.0). Fall, Spring

**Credits:** 3

**Prerequisites:**

ART 260 and ART 266, or permission of the instructor or program coordinator.

**Co-Requisites:**

ART 260 and ART 266, or permission of the instructor or program coordinator.  
Instructional Support Fee Applies

**ART 271: Web Design I**

This course introduces students to the process of creating a website, with an overview of organizational issues, marketing concerns, navigation, typography on the Web, and other design considerations. It uses industry-standard imaging software and graphical interface-based web design software such as Adobe Photoshop and Dreamweaver. The course uses lectures, software demonstrations, exploration and analysis of existing websites, hands-on exercises, and projects to enable students to acquire the basic skills and knowledge to create web pages for the World Wide Web. Two hours critique/lecture and four hours studio per week. Competency met: Humanities (6.0), Technical Literacy (8.0). Spring

**Credits:** 3

**Prerequisites:**

ART 260 recommended, or previous Photoshop experience.

**Co-Requisites:**

ART 260 recommended, or previous Photoshop experience.  
Instructional Support Fee Applies

**ART 272: Web Design II**

This course introduces the fundamentals of interactive design theories and their applications to web design. Students will integrate design principles, image creation, text, video, sound and simple animations to create dynamic websites. The course will emphasize use of multimedia to achieve specific communication goals for a client. Scripting and storyboarding will be introduced as part of the design process. Students will produce an interactive multimedia website that demonstrates their use of the basic concepts and principles of interactive design. Two lecture and four studio class hours per week. Competency met: Humanities (6.0). Fall

**Credits:** 3

**Prerequisites:**

ART 271.

Instructional Support Fee Applies



**ART 273: Advanced Web Design Studio**

This course provides students with a hands-on opportunity to apply their web design skills to develop functional and effective websites that meet specific real-world objectives. It focuses on communication design issues related to the creation of complex websites, including development of content and communication strategies, information architecture, prototypes and testing site usability, and workflow management. Students integrate their application of these issues with their facility with color, image-creation, typography and composition to create a culminating portfolio-quality project. Two lecture and four studio class hours per week. Competency met: Humanities (6.0). Spring

**Credits:** 3

**Prerequisites:**

ART 271.

Instructional Support Fee Applies

**ART 276: Multimedia Design**

This course teaches students the basic conceptual, design, and technical components of creating digital multimedia projects. Good design is key to effective interactive multimedia development. The course focuses on the creative design process, including interface design, information design, and design that occurs over time and space and incorporates images, typography, audio, video, and animation components. Lectures, demonstrations, and hands-on projects using industry-standard software such as Director and Premiere enable students to create a portfolio-quality multimedia project for the Web or CD-ROM. Two hours critique/lecture and four hours studio per week.

Competency met: Humanities (6.0), Technical Literacy (8.0).

Spring

**Credits:** 3

**Prerequisites:**

ART 260 recommended.

Instructional Support Fee Applies

**ART 280: Electronic Imaging**

This course focuses on creative and technical issues related to the production of digital images for multimedia and the Web. It emphasizes concept development and application of design principles and color theory to imaging for visual storytelling. Technical issues include storyboarding, drawing for the moving image, image creation, and photo manipulation using industry-standard imaging software such as Adobe Photoshop. Students acquire the knowledge and skills required to create compelling image sequences for linear and non-linear narratives using the digital medium through lectures, examples of professional work, and hands-on projects. Two hours critique/lecture and four hours studio per week. Competency met: Humanities (6.0). Spring

**Credits:** 3

**Prerequisites:**

ART 260 or permission of instructor.

Instructional Support Fee Applies



**ART 281: Web Animation**

Animation is becoming an essential component of multimedia and web design. This course requires a strong foundation in drawing and design. It builds on this foundation and introduces animation design concepts such as character development, timing, sequencing, nuancing, and style. Students apply computer animation techniques, using industry-standard animation programs such as Macromedia Flash to create two-dimensional animation sequences. Completed projects demonstrate the use of typography and illustration to convey a specific concept. Two lecture and four studio class hours per week. Instructional Support Competency met: Humanities (6.0), Technical Literacy (8.0). Spring

**Credits:** 3

**Prerequisites:**

ART 260; ART 113 or drawing experience recommended.

**ART 282: Character Animation**

This course examines concepts, characters, and storyboards for character animation design and production. It emphasizes creating movement and expression using hand-drawn and electronically-processed image sequences. Character animation design practice focuses on a range of screen-based applications, including animation in information design and narrative animation, as well as experimental animation. Students study the basic principles of classical animation and produce a character cameo. They learn the basics of motion perception and the principles of character animation as well as the basics of vector animation, 3-D animation, and combining animation and interactivity in graphical user interfaces. Two lecture/critique hours and four studio hours a week. Competency met: Humanities (6.0). Spring

**Credits:** 3

**Prerequisites:**

ART 112 and ART 260 or permission of the instructor or program coordinator.  
Instructional Support Fee Applies

**ART 285: Motion Graphics**

From TV ads and Flash-based narratives on the Web to the opening credits of movies and TV shows, motion graphics have become an integral part of our day-to-day visual experience. Students in this course explore ways of animating static images and text, as well as compositing digitized elements. They create motion graphics projects using a combination of Adobe After Effects with other video, image, and audio manipulation software. Three lecture hours and three laboratory hours per week. Competency met: Humanities (6.0). Spring

**Credits:** 3

**Prerequisites:**

ART 260 or permission of the instructor or program coordinator.

**Recommended:**

ART 276 or ART 281.

Instructional Support Fee Applies



### **ART 292: Design Studio**

This course provides students with hands-on opportunities to apply the design and production skills they have gained to real-world web and print projects. The class functions as a design studio with a creative director, art directors, designers, copywriters, illustrators, photographers, and production staff. Students learn and apply practical skills related to design studio work, including meeting clients, creating design briefs, creating budgets, projecting costs, and developing projects from initial research through brainstorming, thumbnails, comps, and final production (pre-press for print projects, publishing for Web projects). Students work in typical design studio teams to integrate their application of these issues with their design and production work to create client-driven projects. Two lecture/critique and four studio class hours per week. Competency met: Humanities (6.0). Spring

**Credits:** 3

#### **Prerequisites:**

ART 262 or ART 267 or ART 271 or ART 276 or COM 112 or CIT 132 or permission of instructor or program coordinator.

#### **Co-Requisites:**

ART 262 or ART 267 or ART 271 or ART 276 or COM 112 or CIT 132 or permission of instructor or program coordinator.  
Instructional Support Fee Applies

## Astronomy

### **AST 103: Introduction to Astronomical Observing**

This course is an introduction to astronomical observing, focusing on the study of the night sky with telescopes and other astronomical equipment. Topics covered include the use and application of small aperture telescopes and binoculars, star charts, constellation identification, celestial coordinate systems, solar and sidereal time systems, astronomical software, naked-eye observing, and deep-sky observational techniques. The college planetarium, computer labs, and observing decks are used extensively. Several evening meetings are scheduled for observational work. Two lecture hours per week. Fall, Spring, Summer

### Course Student Learning Outcomes

1. Define terms used in observational astronomy.
2. Find and identify bright stars and constellations.
3. Explain the motions of the sky and its celestial contents.
4. Use binoculars and small telescopes to find objects in the night sky.
5. Use star charts and planispheres to locate celestial objects.
6. Describe the properties of telescopes and basic optical systems.
7. Sketch and otherwise record astronomical phenomena in detail.



8. Find, identify, and observe non-stellar objects such as planets and their moons.
9. Describe astronomical time systems and their use.
10. Distinguish between different types of astronomical objects such as planets, stars, nebulae, clusters, and galaxies.

**Credits: 2**

**AST 111: Introduction to Astronomy:  
The Solar System**

This course is a descriptive, conceptual introduction to astronomy as a scientific discipline, focusing on the solar system and its contents. Topics include the history of astronomy, the motions of the sky, gravity and orbits, light, telescopes, planetary interiors, surfaces, atmospheres, the origin of the solar system, the sun, and life beyond the earth. The planetarium, computer labs and other visual aids are used extensively. This course complements the material covered in AST 112, but may be taken independently. High school sciences and basic algebra are highly recommended. Three class hours and two laboratory hours per week. A few meetings will be scheduled at night for observing with the College's telescope. Competency met: Scientific Reasoning and Discovery Fall, Spring, Summer

**Course Student Learning  
Outcomes**

1. Students will demonstrate their knowledge of basic facts, principles, theories, and methods of a modern science, astronomy, as well as its relevance to modern culture and society.
2. Students will recognize the physical processes and dynamics that shape the solar system and its contents.
3. Students will be able to describe the characteristics of objects within the solar

system including the Sun, planets, moons, asteroids, and comets.

4. Students will learn key events in the history of science; with particular emphasis on astronomy, as well as some of the latest results in the field.

**Credits: 4**

Instructional Support Fee Applies



**AST 112: Introduction to Astronomy: Stars, Galaxies, and the Universe**

This course is a descriptive, conceptual introduction to astronomy as a scientific discipline that focuses on the sun, stars, galaxies, and the universe as a whole. Topics include the properties of light and spectra, telescopes, gravity and orbits, the sun, the nature of stars and their evolution, galaxies and large-scale cosmic structure, and the origin of the universe and its evolution over time. Other important aspects of the course include scheduled observing sessions, discussion of recent discoveries in astronomy and cosmology, and laboratory exercises that reinforce concepts covered. Computer-based labs and other visual aids are used extensively. This course complements the material covered in AST 111 but may be taken independently. High school sciences and basic algebra are recommended. Three class hours and two laboratory hours weekly in a combined lecture/laboratory setting. A few meetings will be scheduled at night for observing with the College's telescope. applies Competency met: Scientific Reasoning and Discovery Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Describe the physical principles, tools, and techniques by which we understand the nature of the universe.
2. Articulate key events in the history of the universe, and

will be able to explain the physical processes that underlie cosmic evolutionary processes.

3. Explain the social and philosophical implications of scientific discoveries towards understanding the universe and our place in it.
4. Articulate the nature of the various phenomena that comprise the universe as a whole as well as its contents.
5. Identify and describe the various types of objects such as nebulae, stars, and galaxies that make up the universe.

**Credits:** 4  
Instructional Support Fee Applies

**AST 160: Special Topics in Astronomy**

This course covers topics in astronomy not normally covered in AST 111 and AST 112. Topics may include: current events and discoveries in astronomy, the early history of the universe, general and special relativity, foundations of quantum mechanics, multiverse and multiple-dimension theories, astrobiology and the search for extraterrestrial intelligence (SETI) as well as others. One to three lecture hours per week. 1- Fall, Spring.

**Course Student Learning Outcomes**

1. Define and discuss terms and concepts used in contemporary astronomy and physics.
2. Describe and discuss leading theories on the nature of the universe and its evolution.
3. Explain the methods of scientific inquiry and its benefits.
4. Explain the philosophical and cultural implications of scientific discoveries towards understanding the universe and our place in it.
5. Describe and explain some of the major experiments and technological applications of leading theories of physics and cosmology.

**Credits:** 3  
**Prerequisites:**  
Completion of AST 111 or AST 112 with a grade of C- or better.



**AST 192: Life in the Universe - Introduction to Astrobiology**

Are we welcome in the universe? What are the requirements for life to exist in a long term sustainable way on planet? This course explores these questions while exploring key concepts in the natural sciences that determine the distribution of Earth-like life, planets, and intelligent civilization in the universe. Topics such as star and planet formation, planetary geology, biological conditions for life, and sustainability are considered in a broad and introductory way to explore these questions. Three lecture hours and three laboratory hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. After taking this course students will be able to:
2. Utilize basic concepts in geoscience, astronomy, physics, chemistry, and life science to describe and understand the essential features of the world around them, quantitatively and qualitatively.
3. Define the characteristics that are essential to habitable environments.
4. Critically compare and contrast the potential habitability of different planets.
5. Critically assess potential changes in the Earth environment that may occur as a result of human impacts or environmental processes.

**Credits:** 4

**Prerequisites:**

High school science and Intermediate Algebra or equivalent.  
Instructional Support Fee Applies

**AST 211: Introduction to Astrophysics(Short)**

This majors-level course is an introduction to the theory, principles, and application of modern astrophysics. Topics include the internal structure of the Sun and stars, orbital dynamics, theories of special and general relativity, and properties of stars and their evolution. The laboratory section is focused on the application of these topics to real-world examples and may include analysis of data from space telescopes, computational physics, and mathematical modeling of astronomical phenomena. Three lecture hours and three laboratory hours per week. Competency met: Scientific Reasoning and Discovery (3.0) Fall, Spring

**Course Student Learning Outcomes**

1. Students will demonstrate their knowledge of basic facts, principles, theories, and methods of a modern physics, astronomy and mathematics, as well as their relevance to modern culture and society.
2. Students will have a fundamental understanding and awareness of stellar parameters and how they determine the stellar classification system.
3. Students will have experience with the four ordinary differential equations describing stellar structure and their boundary conditions.



4. Students will have a description of basic stellar formation and evolution from the main sequence of the Hertzsprung-Russell diagram to a star's death.
5. Students will have an understanding of hydrostatic equilibrium, nuclear fusion, degeneracy pressure and the life of a star.
6. Students will have a basic understanding of cosmology with a focus on the the Big Bang Theory.
7. Students will have a basic understanding of the roles of relativity theory and quantum mechanics as to how they inform astrophysics.

**Credits:** 4

**Prerequisites:**

PHY 212.

Instructional Support Fee Applies

**AST 212: Introduction to Astrophysics II**

This course is a continuation of the astrophysics course sequence begun with AST 211. Course topics may include interstellat gas and dust, variable stars, composition and kinematics of the Milky Way and other galaxies, evolution of galaxies, the early universe, and cosmology. Three lecture hours and three laboratory hours per week. Competency met: Scientific Reasoning and Discovery (3.0) Fall, Spring

**Course Student Learning Outcomes**

1. Students will demonstrate their knowledge of basic facts, principles, theories, and methods of a modern physics, astronomy and mathematics, as well as their relevance to modern culture and society.
2. Students will have a fundamental understanding and awareness if stellar parameters and how they determine the stellar classification system.
3. Students will have experience with the four ordinary differential equations describing stellar structure and their boundary conditions.
4. Students will have a description of basic stellar formation and evolution from the main sequence of the Hertzsprung-Tussell diagram to a star's death.
5. Students will have an understanding of hydrostatic

equilibrium, nuclear fusion, degeneracy pressure and the life of a star.

6. Students will have a basic understanding of cosmology with a focus on the Big Bang Theory.
7. Students will have a basic understanding of the roles of relativity theory and quantum mechanics as to how they inform astrophysics.

**Credits:** 4

**Prerequisites:**

AST 211.

Instructional Support Fee Applies



## Banking

### **BNK 101: Principles of Banking**

The course provides a broad perspective of the banking industry touching on nearly every aspect of bank functions. Topics include the language and documents of banking, check processing, teller functions, deposit function, trust services, bank bookkeeping, bank loans, and the banks' role in the community. Fall, Spring

### Course Student Learning Outcomes

1. Identify and describe the various financial market and financial instruments.
2. Describe monetary policy through the operating procedures of the Federal Reserve System.
3. Create and maintain positive customer relations by understanding the practices fostering customer retention and loyalty.
4. Understand ethical responsibilities and consequences as they relate to a financial services work environment.
5. Develop critical thinking and problem-solving abilities.
6. Describe core functions of mortgage banking: origination, underwriting, servicing, loss mitigation for both residential and commercial.

**Credits: 3**

## Biology

### **BIO 110: Biology of Human Reproduction**

This is a one semester, combined lecture/discussion course on various aspects of human reproduction. Topics include: human anatomy and physiology, childbirth, fertility, fertility control, fertility impairment, birth control, V.D., sexually transmissible diseases, and pregnancy termination. Extensive use will be made of films and other A.V. materials as they relate to the above topic. Three class hours a week. Competency met: Scientific Reasoning and Discovery Spring

### Course Student Learning Outcomes

1. Compare and contrast Mitosis and Meiosis. Describe the two cell division processes and identify differences in the final outcomes of each process.
2. Label and explain the functioning of the internal and external organs of the male and female reproductive systems.
3. Describe hormonal control in the physiological processes related to sexual functioning and in the female menstrual cycle.
4. Analyze atypical sexual development related to chromosomal and hormonal disorders.
5. Recognize common ailments of the reproductive system related to STDs caused by viruses, bacteria or miscellaneous organisms.



6. Explain physiological changes involved in pregnancy and childbirth and some causes of infertility.
7. Compare various methods of contraceptives and how they may be used effectively.
8. Distinguish how DNA and RNA compare in structure and function.
9. Summarize when, where, and how DNA replication takes place.
10. Relate how DNA and the three types of RNA work together to control protein synthesis and heredity.
11. Distinguish between different modes of inheritance, such as autosomal dominant and recessive, sex-linked, polygenetic, incomplete dominance, multiple allele, etc.
12. Review techniques being utilized in the field of biotechnology and appraise existing products currently manufactured in this field.

**Credits: 3**

**BIO 111: General Biology I**

This course is designed for non-science and health science majors. Science majors should take BIO 121. This course is an introductory survey of biological principles and topics representing a range of levels of organization, including general background chemistry, cell biology, genetics, evolution and ecology. Three lecture hours and two laboratory hours per week. Competency met: Scientific Reasoning and Discovery Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Identify the characteristics of life.
2. Follow the steps of the scientific method in order to solve a problem.
3. Understand the major taxonomic categories and the basis of classification theory.
4. Describe the composition and functions of organic molecules.
5. Explain the role of enzymes in biochemical reactions.
6. Relate cell parts/organelles to their functions.
7. Differentiate between prokaryotic cells and eukaryotic cells.
8. Distinguish between plant and animal cells.
9. Identify the reactants and products in the general reactions of photosynthesis and cellular respiration, as well as explain how they are related.

10. Describe and compare the processes of mitosis and meiosis.
11. Describe the structure and function of DNA and its importance in gene expression.
12. Differentiate between the different types of genetic traits and how these traits are passed on.
13. Use a Punnett Square to determine genotype and phenotype.
14. Analyze a Pedigree.
15. Summarize the processes of Darwinian Evolution & Natural Selection.
16. Use a food web to identify and distinguish producers, consumers, and decomposers.
17. At the end of the lab, students will be able to:
18. Use the scientific method to solve problems.
19. Use basic laboratory skills to complete lab exercises.
20. Apply the information learned in lecture to solve problems in a laboratory setting.

**Credits: 4**

Instructional Support Fee Applies

**BIO 115: Survey of Human Anatomy and Physiology**

A one-semester survey of organs and systems of the human body with regard to basic structure and function. Cells, tissues, chemistry and abnormalities will be considered. Laboratory activities reinforce information discussed in class. Three lecture hours and two laboratory hours per week. This course does not substitute for BIO 111, BIO 121, BIO 233 or BIO 234. Competency met: Scientific Reasoning and Discovery Fall, Spring, Summer

**Course Student Learning Outcomes**

Upon completion of this course, students should be able to:

1. Differentiate between Anatomy and Physiology.
2. Discuss how structure dictates function in the body.
3. Describe the structure and function of the Integumentary System, Skeletal System, Muscular System, Nervous System, Circulatory System, Respiratory System, Digestive System, Urinary System, Endocrine System and Reproductive System.
4. Identify organs from all the major systems on models and/or dissected specimens.
5. Identify Tissue types under the microscope.

**Credits: 4**

Instructional Support Fee Applies

**BIO 117: Physiology of Wellness**

An introduction to the concept of wellness, nutrition basics, exercise habits, weight control, and cardiovascular disease prevention. Topics include wellness concepts, exercise, diet and nutrition, set point theories, and environmental influences. Three class hours a week. Competency met: Scientific Reasoning and Discovery Fall

**Course Student Learning Outcomes**

1. Locate and critically read a food label.
2. Analyze their diet and exercise habits based on current government guidelines.
3. Identify the components of health and wellness.
4. Evaluate the risk factors involved with many diseases including cancer, addiction and sexually transmitted diseases.
5. Make connections between diet and exercise behaviors and heart disease.

**Credits: 3****BIO 121: Fundamentals of Biological Science I**

This course is designed for science majors. An examination of three areas of contemporary biological science including selected topics in chemistry, necessary as background for cell biology, the structure and function of cells with emphasis on reproduction, membrane functions, and cell energetics, and the molecular mechanisms of genetic control and patterns of inheritance. Three lecture hours and three laboratory hours per week. Competency met: Scientific Reasoning and Discovery Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Discuss and evaluate the various theories of evolutionary science.
2. Describe and explain the scientific evidence for Darwinian evolution.
3. Explain and apply the principles of natural selection.
4. Analyze and predict the genetic processes involved in the evolution of populations.
5. Discuss the biological mechanisms of origin and extinction of species.
6. Compare/contrast the theories of the origins and evolution of life.
7. Describe and apply systematics and taxonomy of organisms.
8. Discuss and apply taxonomic keys to classify species of plants and animals.



9. Describe and explain biotic and abiotic factors that limit populations.
10. Explain and differentiate the ecological relationships among species.
11. Discuss and illustrate nutrient cycles, energy flows, and food webs.
12. Describe and debate human impacts on biological systems, including climate change, biodiversity loss, and resource degradation.
13. Critically analyze and discuss scientific literature in a written and oral report.
14. Demonstrate and report on successfully completed laboratory exercises describing methods, results, data analysis, and conclusions.

**Credits:** 4

**Prerequisites:**

One year of high school biology or chemistry with labs with a grade of C or better, or CHM 090 with a grade of C or better.

Instructional Support Fee Applies

**BIO 122: Fundamentals of Biological Science II**

A consideration of evolutionary theory, including population genetics and a survey of major taxonomic groups of organisms with emphasis on their adaptations and ecology. Three lecture hours and three laboratory hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. Discuss and evaluate the various theories of evolutionary science.
2. Describe and explain the scientific evidence for Darwinian evolution.
3. Explain and apply the principles of natural selection.
4. Analyze and predict the genetic processes involved in the evolution of populations.
5. Discuss the biological mechanisms of origin and extinction of species.
6. Compare/contrast the theories of the origins and evolution of life.
7. Describe and apply systematics and taxonomy of organisms.
8. Discuss and apply taxonomic keys to classify species of plants and animals.
9. Describe and explain biotic and abiotic factors that limit populations.
10. Explain and differentiate the ecological relationships among species.
11. Discuss and illustrate nutrient cycles, energy flows, and food webs.

12. Describe and debate human impacts on biological systems, including climate change, biodiversity loss, and resource degradation.
13. Critically analyze and discuss scientific literature in a written and oral report.
14. Demonstrate and report on successfully completed laboratory exercises describing methods, results, data analysis, and conclusions.

**Credits:** 4

**Prerequisites:**

BIO 121 with a grade of C or better.

Instructional Support Fee Applies



**BIO 126: Introduction to Biotechnology**

The course covers the tools of the biotechnician: gene manipulation, biotechnological applications in medicine, forensics, and industry, bioethics, and biological risk assessment. Three class hours per week. Spring

**Course Student Learning Outcomes**

1. Discuss and evaluate the various theories of evolutionary science.
2. Describe and explain the scientific evidence for Darwinian evolution.
3. Explain and apply the principles of natural selection.
4. Analyze and predict the genetic processes involved in the evolution of populations.
5. Discuss the biological mechanisms of origin and extinction of species.
6. Compare/contrast the theories of the origins and evolution of life.
7. Describe and apply systematics and taxonomy of organisms.
8. Discuss and apply taxonomic keys to classify species of plants and animals.
9. Describe and explain biotic and abiotic factors that limit populations.
10. Explain and differentiate the ecological relationships among species.
11. Discuss and illustrate nutrient cycles, energy flows, and food webs.
12. Describe and debate human impacts on biological

systems, including climate change, biodiversity loss, and resource degradation.

13. Critically analyze and discuss scientific literature in a written and oral report.
14. Demonstrate and report on successfully completed laboratory exercises describing methods, results, data analysis, and conclusions.

**Credits:** 3

**Prerequisites:**

high school chemistry and biology.  
Instructional Support Fee Applies

**BIO 127: Introduction to Biotechniques**

This course provides an introduction to laboratory research techniques and background as to how they are used in a variety of medical, clinical and scientific disciplines. Students will gain theoretical background and practical experience in lab safety, solid and liquid measurement, solution preparation, protein and DNA concentration determination, DNA and protein gel electrophoresis, immunoblotting, ELISA and column chromatography. Good documentation, laboratory and manufacturing practices will be applied throughout the lab. This course emphasizes basic laboratory skills essential for beginning level employment in clinical, academic, and industrial biotechnology laboratories. Two lecture hours and three laboratory hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. After successful completion of this course, students should be able to:
2. Demonstrate appropriate chemical and biohazard safety procedures.
3. Maintain good documentation and quality control in laboratory.
4. Collect, analyze and present data from experimental procedures.
5. Identify and accurately use appropriate equipment for experimental procedures.
6. Perform calculations and produce accurate solutions.



7. Demonstrate skills necessary to produce and analyze recombinant DNA.
8. Demonstrate skills necessary to maintain and manipulate both bacteria and mammalian cells in culture.
9. Demonstrate skills necessary to isolate, separate, and analyze protein.
10. Identify and utilize DNA and protein databases.

**Credits:** 4

Instructional Support Fee Applies

#### **BIO 129: Field Biology**

This is an introduction to natural history with special emphasis on identification of Massachusetts terrestrial plants and animals in the outdoors. A wide range of topics will be presented including animal behavior, map reading, geology, basic principles of natural history, biogeography, taxonomy, and collecting. Combined lecture/laboratory two meetings a week. Three class hours and two laboratory hours a week. Competency met: Scientific Reasoning and Discovery Fall

#### **Course Student Learning Outcomes**

1. Describe and discuss the essential concepts of ecology, botany, ornithology, and entomology.
2. Explain the difference between native, non-native and invasive species, and apply taxonomic principles and tools to identify organisms.
3. Identify various habitats based on biotic and abiotic components.
4. Compile, accurately label and present a collection of organisms for further study.
5. Model the process of science through ecological field study focused on local ecosystems in Southeastern Massachusetts, including the way in which scientists collect, analyze and communicate data.

**Credits:** 4

Instructional Support Fee Applies

#### **BIO 130: The Biology and Behavior of Birds**

This is an introduction to the biology of birds and their behavior. Special emphasis will be given to species of the United States and Massachusetts. A wide range of topics will be presented including: field identification; bird diversity and taxonomy; courtship and nesting; feather structure, flight, and migration; physiology, including respiration, circulation and feeding strategies; and visual and vocal communication. Students will be required to attend two field trips on either Saturday or Sunday (weather permitting). Classes meet twice weekly in a combined lecture/laboratory setting. Three class hours and two laboratory hours weekly. Instructional Competency met: Scientific Reasoning and Discovery Spring

#### **Course Student Learning Outcomes**

1. Appreciate the diversity of birds of the world and distinguish how birds are classified.
2. Examine and describe how birds evolved and are still evolving.
3. Describe various features of anatomy and physiology of birds and explain how these characteristics contribute to the dynamics of flight.
4. Distinguish some of the ways that birds are physically adapted to fly, communicate, find food, attract mates and reproduce.



5. Analyze and explain the ecological role of birds in the world and how they interact with humans, particularly in relation to the threats and conservation efforts in our state.

**Credits:** 4

**BIO 132: Marine Biology**

This is a one-semester course designed to provide an introduction to the biology of the marine environment. It incorporates the study of the physical and biological components of the oceans, including the formations of the seas and land masses, physical nature of the oceans, and chemistry of seawater with emphasis on types of marine organisms, the ecology of the marine environment, and man's impact on the ocean and its inhabitants. Field trips may be required as part of the lab component of the course, including one all-day trip on a whale watch boat. Three lecture and two laboratory hours per week. Competency met: Scientific Reasoning and Discovery Spring, Summer

**Course Student Learning Outcomes**

1. Identify the unique challenges of life in the marine environment and describe some of the adaptations and strategies found in marine organisms.
2. Describe the diversity of marine habitats, demonstrating knowledge of the organisms that live there and applying fundamental ecological concepts such as habitat, niche, population, survivorship, and trophic levels.
3. Summarize the physical, chemical, and geological characteristics of the ocean.

4. Apply the scientific method by generating hypotheses, designing controlled experiments and field studies, and analyzing results.
5. Utilize taxonomic keys to identify a variety of marine organisms.
6. Analyze the role humans play in the marine environment, from direct intervention such as extracting resources, to indirect intervention such as caused by global climate change.

**Credits:** 4

**Prerequisites:**

High school chemistry and biology with a grade of C or better or BIO 111 or BIO 121 or SCI 112 or SCI 119 or any CHM course.  
Instructional Support Fee Applies



### **BIO 140: Nutrition for Culinaricians**

This course emphasizes the principles of nutrition and the health-related roles of carbohydrates, fats, proteins, vitamins, and minerals. The course also covers energy metabolism, food-product labeling, and nutritional requirements throughout the lifespan. Various eating behaviors, recommended dietary intakes, and tools for diet and menu planning are explored. Class projects will include: students keeping a record of their food intake then analyzing it for nutritional adequacy and using nutrition analysis software to adjust recipes to make them more healthful. This course is intended for students enrolled in the Culinary Arts degree program. 3 Credits Spring

### **Course Student Learning Outcomes**

#### **Student Learning Outcomes**

1. Students will read current media articles related to nutrition and use the steps in the Scientific Method to determine the validity of the presented information.
2. Students will read, discuss and conduct research about foods and their effect on health.
3. Students will focus on health-related dietary recommendations. Students will record a two-day food recall, and perform a nutritional analysis.
4. Students will be given a project-based workshop to

familiarize them with standardized recipes that they will analyze and revise to meet nutritional criteria.

5. Students will compare the taste, texture and desirability of the revised product.
6. Students will study how nutritional requirements change throughout the human life cycle. They will learn about Basal Energy Expenditure and Body Mass Index.
7. Students will be given the opportunity to follow an exercise program to reduce their Body Mass Index.

**Credits:** 3

#### **Prerequisites:**

Culinary: CUL 112 or Baking CUL 152 or Permission of the Program Director.  
Instructional Support Fee Applies

### **BIO 145: Introduction to Forensic Science**

Forensic Science is the application of science to the law and encompasses various scientific disciplines. This course is designed to give students a basic overview of the crime scene investigation process, with a specific focus on the biological tests used when preparing forensic evidence for processing and presentation in court. Topics discussed include organic and inorganic chemical analyses of physical evidence, principles of serology and DNA analysis, arson, fingerprint analysis, drug analysis, and document examination. Three lecture hours and three laboratory hours per week. Fall, Spring, Summer

### **Course Student Learning Outcomes**

1. After successful completion of this course, students should be able to:
2. Develop an understanding for theories and principles associated with the science of forensics and how it applies to law enforcement.
3. Illustrate the role and importance of the crime laboratory.
4. Identify the differences between qualitative and quantitative analysis.
5. Demonstrate an understanding for DNA collection and handling at the crime scene for analysis in the crime lab.
6. Identify, collect, and understand the importance of



the various types of physical and trace evidence at the crime scene.

7. Describe the proper procedures for documenting a crime scene through photography, videotape and crime scene diagramming.
8. Discuss the various methods for analyzing physical evidence.
9. Demonstrate an understanding for fingerprint composition and comparison.
10. Employ the various techniques in the development and collection of latent fingerprints at the crime scene and in the crime lab.
11. Appraise the physiological changes and postmortem artifacts from the body at the crime scene.
12. Organize the preparation and presentation of the forensic evidence in the courtroom.
13. Define and understand the concept of chain of custody.
14. List the schedules of the Controlled Substances Act.
15. Understand the basics of explosives, trace evidence, firearms, handwriting, and computer analysis.

**Credits: 4**

Instructional Support Fee Applies

**BIO 154: Human Physiology**

This course acquaints the student with the biological, chemical and physical functions of the human body. The focus of the course is on the cardiovascular, respiratory, gastrointestinal, endocrine, and excretory systems. Laboratory activities will include tests on blood, urine, the heart, and occasional dissections. Not available for credit to students with a C or better in BIO 233 or 234. Three class hours and two laboratory hours a week. Competency met: Scientific Reasoning and Discovery Fall

**Course Student Learning Outcomes**

1. Define physiology and how the physiology of a structure is related to its anatomy. Give the steps of the Scientific Method and describe the role of clinical trials, such as double blind studies, to development of new therapies.
2. Describe and explain the concept of homeostasis, how it is maintained by negative feedback, and how failure to maintain homeostasis causes diseases with a particular focus on diabetes.
3. Demonstrate knowledge of the basic physical and chemical underpinnings of physiology and its clinical application such as acid-base and pH, osmosis, electrolytes, radioisotopes, hydrogen bonding, protein structure, membrane structure & function.

4. Demonstrate knowledge of the physiology, and its related anatomy, of the cardiovascular, endocrine, urinary, and respiratory systems and disorders (homeostatic imbalances) of those systems.
5. Complete laboratory exercises in a safe and proper manner, including those that may involve dissections of preserved or fresh animal specimens, the acquiring and handling of human blood and body fluid specimens, proper handling of laboratory models, microscopes, and spectronic analysis of fluids. Demonstrate knowledge of the Scientific Method & the application of this method to the performance and analysis of laboratory experiments, such as hematocrit, RBC count, ECG, urinalysis, as well as proper graphic representation and interpretation of the data.

**Credits: 4**

**Prerequisites:**

High school Biology or BIO 111 and high school Chemistry or CHM 090. Instructional Support Fee Applies

**BIO 155: Topics in Biology**

A one-semester course on a specific topic in biology. Topic to be announced each semester. One to three class hours per week. 1 - Fall, Spring

**Credits: 3**

**Prerequisites:**

B or better in one college lab science.



**BIO 160: Introduction to Food Science**

Food science is the multidisciplinary study of food, utilizing biology, chemistry, nutrition, engineering and other sciences. This course is designed to give students a basic overview of the food science disciplines, with a specific focus on the scientific method. Topics discussed include the physical and chemical properties of food, food microbiology, food analysis, sensory science, and the effects of food processing and preservation. Three lecture and two laboratory hours per week. Instructional Support fee applies. Competency met: Scientific Reasoning and Discovery Fall, Spring, Summer

**Course Student Learning Outcomes**

1. After successful completion of this course, student should be able to:
2. Use the scientific method to conduct inquiry based experiments.
3. Identify and describe the importance of microorganisms in food processing, spoilage and preservation.
4. Explain how the cooking process affects food on a molecular level.
5. Identify and describe methods of food preservation including refrigeration, freezing and pasteurization.
6. Explain the role of foods and beverages as a vehicle of infection and intoxication.
7. Prepare a line graph to present experimental data.

8. Describe the regulatory oversight of the food industry in the United States.

**Credits: 4**

Instructional Support Fee Applies

**BIO 205: Animal Behavior**

This course is designed to give students an introduction to the principles of Animal Behavior. Topics include Learning, Communication, Cultural Transmission, Mating Systems, Kinship, Predator/Prey interactions, and Aggression, among other. The lab will include field and laboratory experiments. Three lecture hours and three laboratory hours per week. Spring

**Course Student Learning Outcomes**

1. After completion of this course, students will be able to:
2. Evaluate the major principles of Animal Behavior
3. Compare the behavior of animals to the behavior of humans, when applicable
4. Apply the principles of Animal Behavior to design and implement an Ethogram project
5. Demonstrate a basic understanding of how to collect and analyze data
6. Analyze data and draw conclusions from collected data

**Credits: 4**

**Prerequisites:**

BIO 121.

Instructional Support Fee Applies

**BIO 220: Introduction to Nutrition**

This course focuses on human dietary needs. The course emphasizes the health-related roles of carbohydrates, fats, proteins, and vitamins. The course also covers minerals, energy metabolism, food-product labeling, and nutritional requirements of the pregnant woman and fetus. Issues of consumer concern are considered throughout this course. Three class hours per week. Spring

**Course Student Learning Outcomes**

1. List the organs of the digestive system and their functions.
2. Define metabolism and explain its role in energy production.
3. Compare and contrast carbohydrates, proteins and lipids and list the functions of each.
4. State the recommended number of servings for each food group in the Dietary Guidelines for Americans.
5. List the 13 vitamins and state the differences between water-soluble and fat-soluble vitamins.
6. Describe the significance of body mass index and its association with overweight, underweight and obesity.
7. Discuss the importance of water and minerals in the body.
8. State the general recommendations for calories from carbohydrates, proteins and fats for an athlete.



9. Describe the two main ways that pathogenic bacteria can cause food-borne illness.
10. List the most common food allergies and some of the symptoms of food allergies.
11. List the most common food preservation techniques.
12. List the 3 major concerns about genetically-engineered crops.

**Credits:** 3

**Prerequisites:**

BIO 111 or BIO 121 or BIO 233 with a grade of C or better; CHM 111 or higher with a grade of C or better.

**BIO 230: Seminar in Scientific Literature and Research Design**

Student will learn to locate, read, and interpret peer-reviewed science journal articles. They will examine the characteristics that distinguish quality research in the biological sciences, and write a review paper related to a topic of their choosing. Students will then delve further into aspects of experimental design, culminating in the production of a research proposal related to their topic of choice. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. After completing this course students should be able to:
2. Critically evaluate a peer reviewed scientific journal article
3. Synthesize information from multiple primary sources into a clear concise review paper
4. Apply the scientific method through development of a detailed practical research proposal
5. Critique the research proposals of peers, and apply constructive criticism to their own proposal
6. Demonstrate oral communication skills through presentation of research methods and rationale

**Credits:** 3

**Prerequisites:**

BIO 121.

Instructional Support Fee Applies

**BIO 233: Human Anatomy and Physiology I**

This course studies the structure and function of human tissues, organs, and organ systems. Topics include tissues; integumentary, skeletal, and muscular systems; and the nervous system. The laboratory component includes occasional dissections. The course is intended primarily for students in the health sciences. Three lecture hours and two laboratory hours per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Define anatomy and physiology and differentiate the levels of structural organization of the human body.
2. Differentiate anatomical structures in the tissue level of organization (epithelial, connective, muscle, and nervous).
3. Analyze and interpret anatomical and physiological aspects of the integumentary system.
4. Identify the anatomical structures of the skeletal and muscular systems at the different levels of organization, and describe the physiological aspects of these systems.
5. Distinguish and classify the divisions, structures, and functions of the nervous system.
6. Summarize the physiology of conduction of a nervous impulse or action potential with particular attention to



the events which happen at synapses and neuromuscular junctions.

7. Perform laboratory exercises in a safe and appropriate way, including proper handling of models, microscopes and other laboratory equipment, and the safe handling of any fresh or preserved animal specimens during assigned laboratory dissections.

**Credits:** 4

**Prerequisites:**

High school chemistry with a grade of C or better or CHM 090 with a grade of CC or better, and BIO 111 or BIO 121 with a grade of C or better.

Instructional Support Fee Applies

**BIO 234: Human Anatomy and Physiology II**

This course is a continuation of BIO 233. The course covers endocrine, reproductive, digestive, cardiovascular, respiratory, and urinary systems. This course is intended for students in health sciences. The laboratory component includes occasional dissections. Three lecture hours and two laboratory hours per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Utilize knowledge of the form and function of human body tissues acquired in Human Anatomy & Physiology I (BIO 233) to learn about the role of those tissues as components of organs in the Sensory, Endocrine, Reproductive, Cardiovascular, Respiratory, Digestive and Urinary Systems.
2. Demonstrate knowledge of the correct anatomical terminology for the Sensory, Endocrine, Reproductive, Cardiovascular, Respiratory, Digestive and Urinary organ systems, and relate structures to the proper functioning of each system.
3. Summarize the interrelated physiology of the various organ systems studied, describing their positive and negative impacts upon one another as well as the homeostatic mechanisms that regulate the function of the body as a whole through various feedback pathways.

4. Critically analyze information read in their textbooks or other scientific literature, and interpret graphs and tables in similar sources.
5. Demonstrate the ability to write summaries and reports of data from textbooks, laboratory manuals, library sources and/or online sources to support topics related to Anatomy and Physiology using acceptable formats for scientific papers with proper citation of source material.
6. Complete laboratory exercises in a safe and proper way, including those which may involve dissections of preserved or fresh animal specimens, the acquiring and handling of human blood or body fluid specimens, proper handling of laboratory models, compound microscopes and other laboratory equipment, and participation and recording of data in physiology experiments.
7. Demonstrate a working knowledge of the scientific method, and the application of this method to the analysis of case studies, laboratory experiments, or analysis of published literature in the field of study.

**Credits:** 4

**Prerequisites:**

BIO 233 or equivalent Anatomy & Physiology with laboratory with a grade of C or better.

Instructional Support Fee Applies



**BIO 235: Fundamentals of Ecology**

This is an introduction to the principles of ecology, including the interaction of abiotic and biotic components of ecosystems, population biology and interactions, and the effects of human intervention. Emphasis is placed on conducting and communicating research in ecology. This course is intended for students in the life sciences AS program. Some labs are field trips. Three lecture hours and three laboratory hours per week. Fall

**Course Student Learning Outcomes**

1. After completion of this course, students will be able to
2. Describe and discuss the essential concepts of ecology
3. Explain the process of ecological change both in the long term (evolutionary change) and in the short term (succession)
4. Utilize the tools of science through ecological field study focused on local ecosystems in Southeastern Massachusetts
5. Analyze data, modeling the way in which scientists handle data, including the use of statistical methods and computers for analysis of data sets.
6. Compile scientific findings using the primary methods by which scientists communicate with their peers including composing original research papers, oral, and poster presentations.
7. presentations.

**Credits:** 4

**Prerequisites:**

MTH 119 or MTH 152, or MTH 172

**Co-Requisites:**

BIO 121.

Instructional Support Fee Applies

**BIO 239: Elements of Microbiology**

This course considers the general and medical aspects of microorganisms and discusses methods of identification, sources and modes of infection, inhibition and control of growth, and principles of sanitation. This course includes a study of bacterial physiology and genetic engineering. The laboratory component studies basic techniques. Three class hours and three laboratory hours a week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Summarize the major physical, chemical and physiological characteristics of microorganisms as a whole and explain their roles in geochemical cycles, as members of the normal human microbiota and as causative agents of infection and disease.
2. Compare the major groups of microorganisms with respect to the unique physical properties of each group and the unique requirements of each group with respect to nutrition, growth and reproduction.
3. Summarize the major physical and chemical means of controlling microbial growth, comparing and including an analysis of the roles of antiseptics and disinfectants, and that of antibiotics.
4. Demonstrate the ability to carry out standard bacteriological techniques,



and to utilize that knowledge to separate mixed cultures of bacteria, and to identify specific bacteria in those cultures from the results of standard microbiological tests.

5. Explain the relationship between microorganisms and infectious disease, and describe some of the methods for slowing or preventing the spread of disease from one individual to another.
6. Summarize the functions of the human immune system with regard to warding off infectious disease; compare and contrast the roles of proper sanitation, immunization and community planning in preventing and controlling the spread of infectious diseases.
7. Explain the role of Microbial Genetics, Genetic Engineering and Recombinant DNA in our modern world.

**Credits:** 4

**Prerequisites:**

BIO 233, or BIO 154, or BIO 121, each with a C or better.  
Instructional Support Fee Applies

**BIO 240: Cell Biology**

This course considers the molecular structure of cells, cell energetics, the role of nucleic acids, cell division, and fertilization. The laboratory covers microscopic studies of cells and methods for studying macromolecules and cells. Three lecture hours, and three laboratory hours per week. Spring

**Course Student Learning Outcomes**

1. Become familiar with the various subcellular structures and organelles inside eukaryotic cells.
2. Understand how proteins and lipids are synthesized, transported, and degraded.
3. Learn about vesicular trafficking, endocytosis, and exocytosis.
4. Gain an introduction to cellular signal transduction mechanisms, also known as cell signaling.
5. Become familiar with the molecular structure and behaviors of the cytoskeleton.
6. Understand the basic events of the cell cycle and the importance of programmed cell death (apoptosis) and what happens when the cell cycle becomes uncontrolled (cancer).
7. Become familiar with the various categories of stem cells.
8. Gain an appreciation for the relevance of cell biology to human disease and current medical practices.

**Credits:** 4

**Prerequisites:**

BIO 121 with a grade of C+ or better.  
Instructional Support Fee Applies

**BIO 250: Introduction to Immunology**

This course describes the molecular and cellular interactions involved in immune responses. Topics include: development of the immune system, innate immunity, immunoglobulin structure and genetics, antigen-antibody reactions, the major histocompatibility complex and antigen presentation, T cell receptors (genetics, structure, selection), T cell activation and effector functions, immune responses to infections, organisms and tumors, autoimmune diseases, allergies, immune deficiencies and AIDS, activation and regulation of the immune response. Antibody structure and function; applications of monoclonal antibodies in biotechnology and medicine; tolerance. Laboratory involves antibody purification, immunoprecipitation assays, immunoblotting, and ELISAs. Three lecture hours and three laboratory hours per week. Spring

**Credits:** 4

**Prerequisites:**

BIO 239 with a grade of C+ or better.



## Business

### **BUS 101: Introduction to Financial Literacy**

This course will provide students with the basic knowledge of financial literacy, including the basic knowledge of budgeting and saving, banking, credit reporting, credit cards, debt management, insurance (auto, home, life), and retirement planning. BUS 101 will be waived for students who have taken BUS 112. One lecture hour per week. Fall, Spring, Summer

### Course Student Learning Outcomes

Students who successfully complete this course should be able to:

1. Define and discuss basic terms used in contemporary personal financial planning.
2. Explain the functional role basic personal financial planning and its impact on an individual success and individual compliance with tax laws and regulations.
3. Define ethics as it relates specifically to basic personal financial planning as well as to business and to society generally.
4. Demonstrate ability to prepare a basic individual personal financial plan.
5. Explain the importance starting retirement planning and saving at an early age.
6. Perform basic individual financial activities such as balancing a checking account monthly and appropriate use of credit.

**Credits: 1**

### **BUS 111: Business and Financial Mathematics**

This course provides a presentation of mathematical calculations related to business analysis. It includes solving for unknowns such as present and future values. Selected accounting topics, retailing and consumer mathematics, payroll records, bank statement reconciliations, information concerning corporate stocks and bonds, as well as mutual funds, and business statistics used to make decisions are covered. This course emphasizes critical thinking. Three class hours a week. Competency met: Quantitative and Symbolic Reasoning (4.0) Fall, Spring, Summer.

### Course Student Learning Outcomes

1. Develop and manipulate analytic skills to evaluate information regarding retail, consumer, and banking mathematics (i.e. fractions, decimals, percentages).
2. Categorize payroll records and taxes to record and report the correct results to the proper entry.
3. Compare multiple investment strategies.
4. Research various statistical methods to help make business decisions.
5. Generate equations to formulate and enhance logic development related to business finances.
6. Examine personal finances.

**Credits: 3**



**BUS 112: Personal Financial Planning**

This course will provide students with the basic knowledge to manage their personal finances including the basics of saving, debt management, and investing for retirement via 401k, IRAs, and annuities. Three class hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. Demonstrate the required knowledge in preparing a monthly budget.
2. Demonstrate the required knowledge of the U.S. Banking System which includes deposits, loans and interest rates
3. Calculate Present Values and Future Values using a financial calculator.
4. Demonstrate an understanding of the Federal Reserve System.
5. Prepare a Financial Plan which includes all components (budgeting and tax planning, managing liquidity, planning and financing large purchases, protecting wealth and income through various types of insurance plans, investing money, and retirement and estate planning).
6. Demonstrate the proper use of credit and how to maintain a good credit rating.
7. Demonstrate an understanding of annuities.

**Credits: 3**

**BUS 113: Introduction to Business Functions and Practices**

This course provides a general survey of the functions and practices of a business and the external institutions and organizations that facilitate the operation of business units. The course introduces students to the various functional activities of business organizations. It provides an overview of careers in accounting, marketing, general management, human resource management, finance, purchasing, and production and operations management. College study skills, critical thinking, and time management techniques are integrated into the course presentation. Students will learn how to develop a job search strategy, including how to prepare a resume and a cover letter and to prepare for job interviews. Three class hours a week. Fall, Spring

**Course Student Learning Outcomes**

1. Explain how external factors of culture, economics, legal requirements, political activity, technology, the internet and the news media affect the operation of a business.
2. Explain basic functions of accounting, marketing, general management, human resource management, finance, purchasing, and production and operations management within a business.
3. Demonstrate the skills needed to develop ideas and

make strategic business recommendations based on ethics, proper research, analysis, and critical thinking.

4. Apply basic marketing principles to recommend and develop a strategy to solve a marketing business challenge.
5. Develop a job search strategy, including the preparation of a resume, and a cover letter.

**Credits: 3**



**BUS 114: Small Business Planning**

This is an introductory course to familiarize the student with the critical aspects of small business planning through the development of a business plan. It is recommended for any individual who would like to learn, hands-on, how to start a business properly. Topics presented include the basic procedural steps to forming a business, innovative marketing strategies, the borrowing/lending process, and QuickBooks overview. Upon completion, all participants will have completed a solid business plan. One hour of lecture per week over twelve weeks. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. All students will be actively engaged in the procedural steps to starting a business.
2. Upon completion, all students will have written a solid business plan. The business plan encompasses key elements to properly forming a business including: Business structure, organization name, trademark, insurance, accounting, legal, and marketing considerations.
3. By the end, they will have gained valuable insight into the complex steps of starting a business.

**Credits: 1**

**BUS 115: Fundamentals of an Enterprise**

This course is designed for students in majors other than Business Administration such as Information Technology, Health Sciences, and Engineering, who will likely be working within a profit or not-for profit enterprise. Topics such as global operating environments, economic systems, organizational structure, and management systems will be discussed. This course is not open to students majoring in Business Administration. One lecture hour per week. Fall, Spring

**Course Student Learning Outcomes**

1. Understand, define and grasp key terms and principles involved in the components of business.
2. Obtain a broad understanding of business and be able to employ strategies for making timely, and profitable decisions within an organization.
3. Learn processes and techniques used in various business organizations.
4. Explain how factors of culture, economics, legal requirements, political activity, technology, the internet and the news media affect the operation of organizations in a global environment.
5. Describe the key actions to be taken to effectively and efficiently utilize

organizational resources to achieve stated purpose and goals.

6. Demonstrate leadership and develop a professional growth plan for lifelong learning.

In addition to fulfilling the learning objectives stated at the beginning of each covered chapter, a student should also be able to:

1. Provide an understanding of business basics.
2. Generate an understanding of ethics in business.
3. Create an appreciation for the role business plays in a global economy.
4. Develop an understanding of the basic business functions of management, finance, marketing, human resource management, production, operations management, economics, and consumer behavior.
5. Learn how to perform critical thinking when making major business decisions.
6. Enhance business communication skills through the use of written and verbal exercises.
7. Develop an appreciation for contemporary issues and potential future business trends.

**Credits: 1**



**BUS 116: Introduction to Logistics**

This course provides general knowledge of current management practices in logistics management. This course will teach students the foundations in product distribution, such as inventory control, warehousing, packaging, and distribution planning. Fall

**Course Student Learning Outcomes**

1. Differentiate physical distribution, inventory management and materials management.
2. Distinguish between the concepts of supply chain management and logistics terminology.
3. Explain inventory controls and warehousing.
4. Develop decision strategies in transportation and traffic management.

**Credits: 3**

**BUS 117: Inventory Management**

This course emphasizes the relationships of inventory and warehouse management to customer service and profitability of the wholesale distributor. The course will focus on the role of computerized systems and resulting information for effective management of inventory and the warehouse under various conditions

**Course Student Learning Outcomes**

The student should be able to:

1. Demonstrate an understanding of warehousing terms and concepts.
2. Apply new warehouse developments and trends.
3. Explain inventory fundamentals and warehouse management.
4. Explain inventory information and inventory technology.
5. Identify warehousing operational principles.

**Credits: 3**

**BUS 155: Business Ethics**

This course is an examination of the moral, legal, and social dimensions of decision making in business-related situations. Actual business cases are analyzed in terms of morality, legality and social considerations. The course will provide students with multifaceted views, allowing them in their analysis to come to business decisions that incorporate ethical standards. Three lecture hours per week. Competency met: Ethical Dimensions (7.0) Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Explain how factors of culture, economics, legal requirements, political activity, technology, the internet and the news media affect the operation of organizations in a global environment.
2. Demonstrate the skills needed to develop ideas and make decisions based on ethics, proper research, analysis, and critical thinking.
3. Explain the relationship of business, government, and society.
4. Explain the stakeholder approach to business, society, and ethics.
5. Demonstrate the interpersonal skills to communicate effectively through operating in teams, writing, participating in classroom discussions, and in-class presentations.



**Credits:** 3

**BUS 205: Warehouse Center  
Distribution Center**

This course provides a foundation for the role of transportation from a micro and macro perspective in supply chain management. It discusses and evaluates the theoretical and managerial dimensions of transportation in supply chains, including regulations and public policy. This course focuses on air, water, rail, pipeline, and road transportation emphasizing their operating and service characteristics, cost structure and current challenges. Strategic activities and challenges involved in the movement of goods through the supply chain will be reviewed and evaluated.

**Course Student Learning  
Outcomes**

1. Describe the basic concepts of transportation management and its essential role in demand fulfillment.
2. Identify the key elements and processes in managing transportation operations and how they interact.
3. Explain the critical role of technology in managing transportation operations and product flows.
4. Define the requirements and challenges of planning and moving goods between countries.
5. Apply standard metrics and frameworks to assess the performance of transportation operations.

**Credits:** 3  
**Prerequisites:**  
**BUS 116**

**BUS 215: Global Supply Chain  
Management**

This course provides knowledge of globalization and international trade, supply chain relationships, supply chain strategies, collaborative planning, procurement and ethical standards, information flows and technology, measuring and managing logistic performance, supply chain vulnerabilities, sustainable supply chain systems, reverse logistics, service supply chains, and emerging supply change designs.

**Credits:** 3  
**Prerequisites:**  
**BUS 116**



**BUS 251: Business Law**

An introductory course in laws applicable to business transactions. Covers a basic study of the federal and state court systems as well as criminal, tort, and contract law. Three class hours a week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. The Student will learn to understand case law and court decisions as they relate to all forms of business activities.
2. The student will be introduced to the basic legal principles that impact business relationships and commercial activities.
3. The student will be able to demonstrate an understanding of the organization and procedures of the federal and state court systems, the sources of business law in the global legal environment and the impact of the United States Constitution and the Bill of Rights in the business context.
4. The student will learn the legal function of contracts in the business world, their impact upon business participants, consumers, debtors, creditors, employers and employees.
5. The student will learn the law of agency and be exposed to the Uniform Commercial Code (UCC).
6. The student will be able to recognize the different

approaches to ethical decision-making, and to identify social responsibility issues in the business world.

7. The student will gain a basic understanding of current criminal and tort laws as they apply to U.S. businesses.
8. The student will gain a basic understanding of contracts: the elements of a contract; what constitutes a contract; what is a breach of contract; and what remedies are available for a breach.

**Credits:** 3

**Prerequisites:**

Sophomore standing or permission of department chair.

**Recommended:**

MAN 101 and MAR 101 first.

**BUS 253: Corporation Finance**

A study of the forms and sources of financing available to large and small business. Emphasis is placed on financial analysis, financial planning, working capital management and source of short- and long-term financing. Basic concepts of investment analysis are introduced. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

In addition to fulfilling the learning objective stated at the beginning of each covered chapter, the student should have a basic understanding of:

1. The function of financial managers.
2. How to compute ratios and use ratio analysis.
3. Understand the importance of cash flows to the financial manager.
4. Time value of money.
5. Interest rates, bond valuation, and stock valuation.
6. How to use net present value and other investment criteria.
7. The importance of capital budgeting.
8. Short and long term financing.

**Credits:** 3

**Prerequisites:**

ACC 102 or ACC 101 with a C or better and permission of instructor.

**Recommended:**

MAN 101 first.



**BUS 265: Investments**

Students will learn about capital markets and the investment management industry. They will learn how to make sound investment decisions through the use of fundamental analysis. Students will learn about mutual funds, stock and bond investments and create a portfolio management software. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Identify the role capital markets play in our economy and society.
2. Apply the economic concepts and measures, such as supply and demand, GDP, business cycles, interest rates, inflation and exchange rates and their impact on asset values.
3. Differentiate between the fundamental and technical analysis approach to asset valuation and the terminology used.
4. Build an optimal client portfolio with allocation of wealth between risky assets and risk free securities.
5. Apply an asset allocation strategy based upon a client's risk tolerance.
6. Make recommendations when allocating 401K plan assets, mutual fund assets, or bond fund assets.

**Credits: 3**

**Prerequisites:**

ACC 102 or BUS 112 or BUS 253 or permission of the department chair or division dean.

**Cape Verdean Creole**

**CVC 101: Elementary Cape Verdean Creole I**

Students begin training in the four basic skills: reading, writing, speaking, and aural comprehension. The course also includes an introduction to Cape Verdean culture. This course is for students with no language background. Three lecture hours and one language laboratory hour per week. Fall

**Course Student Learning Outcomes**

Students will be able to provide information using short simple sentences about topics such as family, friends, hobbies, health, campus life, shopping, colors, numbers, time, place and events, travel and work.

**Credits: 3**

Instructional Support Fee Applies

**CVC 102: Elementary Cape Verdean II**

In this course, students continue training in the four basic skills: reading, writing, speaking, and aural comprehension. Cultural and daily living topics are included. Three lecture hours and one language laboratory hour per week. Spring

**Course Student Learning Outcomes**

1. Provide information using short simple sentences about topics such as family, friends, hobbies, health, campus life, shopping, colors, numbers, time, place and events, travel and work.
2. Will be able to understand more about the language culture and history of Cape Verde.

**Credits: 3**

**Prerequisites:**

CVC 101.

Instructional Support Fee Applies



## Chemistry

### **CHM 090: Introduction to Chemistry**

This course is designed for students who have not studied chemistry in high school or need a refresher introductory chemistry course. Topics under the description of CHM 111 will be covered, but somewhat less in depth. Three lecture hours and three laboratory hours per week. Fall, Spring, Summer. Note: CHM 090 cannot be used to meet the General Education Science requirement nor does it carry degree credits. Grade points earned in this course will NOT be included in GPA calculations.

### Course Student Learning Outcomes

1. Record and analyze scientific measurements.
2. Classify and differentiate matter by composition and properties.
3. Describe and explain atomic structure and its relationship to the periodic table.
4. Identify and name compounds based upon the type of bonding and describe the process of ionic and covalent bond formation.
5. Categorize and complete chemical reactions and represent them with balanced chemical equations.
6. Explain relationships among moles, particles and mass and perform stoichiometric calculations using balanced chemical equations.

**Credits:** 4

Instructional Support Fee Applies

### **CHM 111: General College Chemistry**

This course in fundamentals of modern chemistry is for students not planning to major in science. Topics include the metric system, exponential notation, atomic structure, and the periodic table, the writing and use of chemical equations, stoichiometry of compounds and chemical reactions, the mole, chemical reactivity, properties of chemical bonds, solutions, and acids and bases. The laboratory component provides applications of concepts covered in lecture. Three class hours and three laboratory hours a week. Competency Met: Scientific Reasoning and Discovery Fall

### Course Student Learning Outcomes

1. Use the dimensional analysis method to make unit conversions in addition to making a scientific measurement.
2. Demonstrate knowledge of the basic concepts about matter such as classification of matter, properties and changes of matter.
3. Describe the structure of atoms and explain the relationship between the electronic structure of atoms and chemical periodicity.
4. Classify, name, and write formulas of binary ionic, molecular compounds, and ions.
5. Solve stoichiometric problems using balanced chemical equations.



6. Calculate the mass percent and molarity of solutions given the necessary information.

**Credits:** 4

**Prerequisites:**

C or better in high school science or CHM 090 and a C or better in high school algebra both within the last five years. Students who have not completed Algebra II in high school should complete the Intermediate Algebra Competency.  
Instructional Support Fee Applies

**CHM 113: Fundamentals of Chemistry I**

This course is designed for students majoring in science and engineering. Topics covered include scientific measurements and dimensional analysis, the structure of matter, chemical nomenclature, chemical formulas, chemical equations, mole and stoichiometry, thermochemistry, the gas laws, the quantum model of the atom, and periodicity of atomic properties. The laboratory component provides applications of concepts covered in lecture. Three class hours, one recitation hour and three laboratory hours a week. Competency Met: Scientific Reasoning and Discovery Fall, Spring.

**Course Student Learning Outcomes**

1. Classify chemical substances as elements, compounds, or mixtures, recognize the names and formulas of pure substances, and perform calculations involving the mole concept.
2. Accurately measure and record physical quantities such as mass, volume, length, etc. and analyze their data using techniques such as the method of dimensional analysis.
3. Employ balanced chemical equations to solve stoichiometric problems.
4. Perform calculations involving volume, temperature, pressure, and amount of gas using the correct gas laws.

5. Carry out calculations involving amounts of reactants, products, and enthalpy of reaction.
6. Explain the relationship between the electron configuration of elements and their chemical properties.

**Credits:** 4

**Prerequisites:**

C or better in high school Chemistry or in CHM 090.  
Instructional Support Fee Applies

**CHM 114: Fundamentals of Chemistry II**

Topics include theories of chemical bonding, intermolecular forces in solids and liquids, solutions and colligative properties, kinetics, equilibria, acids and bases, thermodynamics, and electrochemistry. The laboratory includes semimicroqualitative analysis along with traditional experimental procedures. Three class hours, one recitation hour, and three laboratory hours a week. Competency met: Scientific Reasoning and Discovery Fall, Spring

**Course Student Learning Outcomes**

1. Apply the Lewis Theory, Valence Bond Theory, and Molecular Orbital Theory to explain bonding in simple molecules and polyatomic ions.
2. Use solute-solvent interactions to predict solubility and apply colligative properties of solutions to solve real life problems.
3. Explain the factors that influence rates of reactions and calculate rates of reactions using kinetics data.
4. Write equilibrium constant expressions and solve problems that require the use of principles of chemical equilibrium.
5. Perform calculations involving Gibbs free energy, equilibrium constant, enthalpy and entropy.
6. Balance redox reactions, calculate cell potentials and know the relationship

between amount of electricity used and amount of product in an electrolysis experiment.

**Credits:** 4

**Prerequisites:**

C or better in CHM 113.

Instructional Support Fee Applies

**CHM 115: Health Science Chemistry I**

This course is designed for students in the health sciences. Topics include: a survey of measurements and the metric system; energy and matter; atomic structure and its relationship to chemical bonding; nomenclature; the periodic table; chemical reactivity; the mole and stoichiometric relationships; a consideration of the gas laws; solutions (molarity and % concentration); chemical equilibrium; acids and bases with an emphasis on Bronsted theory, pH, and buffers. Three class hours and three laboratory hours a week. Fall, Spring

**Course Student Learning Outcomes**

1. Classify matter based on physical state and composition and perform heat calculations using specific heat, mass, and change in temperature.
2. Use the correct gas law to perform calculations involving volume, pressure, temperature, and amount of gas.
3. Describe the structure of an atom and write electron configurations of atoms and ions.
4. Write the correct names and chemical formulas of molecular and ionic compounds; employ balanced chemical equations to solve stoichiometric problems.
5. Write equilibrium constant expressions and carry out



calculations of equilibrium concentrations of reactants and products.

6. Perform pH, pOH, [H<sup>+</sup>], [OH<sup>-</sup>] calculations and solve acid-base titration problems.

**Credits:** 4

**Prerequisites:**

One year of high school biology and one year of high school chemistry. Instructional Support Fee Applies

**CHM 116: Health Science Chemistry II**

This course is a continuation of CHM 115. Topics include: an introduction to the chemistry of carbon; the hydrocarbons; organic functional groups (their structural and functional characteristics); the relationship of these functional groups to the chemistry of carbohydrates, lipids, proteins, and nucleic acids; protein synthesis; and metabolism. The metabolic pathways of fermentation, glycolysis, the citric acid cycle and the utilization of carbohydrates, lipids, and proteins by these metabolic pathways are discussed. Three class hours and three laboratory hours a week. Spring

**Credits:** 4

**Prerequisites:**

CHM 115 or its equivalent, as determined by the department. Instructional Support Fee Applies

**CHM 120: Environmental Chemistry**

A one semester course designed primarily for students in an environmental studies program. Topics covered will include areas of inorganic, organic and biochemistry as they pertain to environmental issues and pollution. The formation of toxic substances in the air, water and soil will be discussed including the methods of their formation and how to remedy the problems created by them. Current topics will be included such as acid precipitation, heavy metal deposition, pesticides, polymers (PCB, PVC, etc.) and thermal pollution. Three lecture hours and three laboratory hours per week. Spring

**Course Student Learning Outcomes**

1. Define Environmental Chemistry.
2. Understand the movement of major chemical constituents through the atmosphere, hydrosphere, geosphere and biosphere.
3. Understand major sources, reactions, and fates of chemicals in the environment.
4. Explain the energy balance on the earth, utilizing black body theory, albedo, and the greenhouse effect.
5. Understand the electromagnetic spectrum and the relationships between wavelength, frequency and energy.
6. Understand the effects of human technology on environmental systems.

7. Perform analyses to determine levels of chemical constituents in soil and water.
8. Determine the energy contents of fuels.
9. Understand the processes utilized in producing energy from renewable sources.
10. Distinguish between the major categories of plastics utilized in society for the purposes of recycling.

**Credits:** 4

**Prerequisites:**

C or better in CHM 111, 112, 113, 114, or 116. Instructional Support Fee Applies



**CHM 220: Introductory Analytical Chemistry**

This course is designed for students pursuing higher education in chemical sciences. Topics will include: Experimental measurements and tools used by analytical chemists; basic statistical tools and methods of determining and expressing experimental error; a review of chemical equilibrium and common titration methods in the context of specific applications; and a review of gravimetric analytical methods. Laboratory activities will be designed to re-enforce theories learned in lecture. Spring

**Course Student Learning Outcomes**

Upon successful completion students will be able to:

1. Apply the scientific method in solving problems of scientific nature.
2. Explain the theoretical principles and important applications of classical analytical methods within titration and various techniques within gravimetric and coulometric methods.
3. Prepare scientific reports from chemical experiments and do oral and written presentations.

**Credits:** 4

**Prerequisites:**

C or better in **CHM 111** or CHM 114.  
Instructional Support Fee Applies

**CHM 225: Biochemistry**

This course covers the chemistry of biologically important molecules: amino acids, proteins, carbohydrates, lipids, and nucleic acids. Bioenergetics, biosynthesis, genes, chromosomes, and DNA metabolism round out the course. The lab introduces analytical and synthesis techniques for the biologically significant compounds. Three lecture hours and one laboratory hour per week. Spring

**Course Student Learning Outcomes**

Biochemistry aims to describe the structure, organization, and functions of organisms in molecular terms. By the end of this course, you should be able to:

1. Explain the physical and chemical properties of water and describe why water serves as the solvent for most biochemical reactions.
2. Solve problems involving buffers and apply acid-base concepts to formulate buffer systems used in biochemical reactions.
3. Distinguish the main chemical and biological differences between carbohydrates and lipids.
4. Recognize the various functional groups found in amino acids and predict how they determine the secondary and tertiary structure of proteins.
5. Describe the structure and mechanism of representative enzymes in biochemical pathways.

6. Interpret plots of enzyme kinetic data.
7. Describe the primary catabolic pathways of carbohydrates.
8. Distinguish the key regulatory points, the energetics of the reactions, and the key chemical transformations involved in carbohydrate catabolism.

**Credits:** 4

**Prerequisites:**

BIO 121, CHM 115, and CHM 116.  
Instructional Support Fee Applies

**CHM 235: Organic Chemistry I**

Part one of a two-semester science majors level course on the facts and principles of chemistry as they apply to carbon-based compounds. The course has a mandatory lab that complements the lecture. Topics include re-emphasis of lab safety, mixture separation techniques; spectroscopy; Lewis, Valence and Molecular orbital bonding theory; representing organic compounds; acid-based theory; relationship between structure and properties including polarity, stability, acidity and physical properties; stereochemistry; nomenclature; patterns in the physical and chemical properties of aliphatic cyclic and acyclic alkanes, alkenes, alkyl halides and alcohols; applying the principles of thermodynamics, kinetics and mechanism to substitution, addition, redox and elimination reactions. Three lecture hours and three laboratory hours per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Apply the basic principles that govern covalent bonding concepts to the structure of organic compounds including the octet rule, Lewis structures, formal charge, hybridization and resonance.
2. Recognize families of organic compounds based on their functional groups, and apply nomenclature rules to draw formulas, structures, and write names of organic compounds.

3. Explain the role of chemical structure, hybridization, resonance and inductive effects on acid/base strength, and apply acid/base theory to correlate structure and reactivity in the context of the reactions and mechanisms of organic compounds.
4. Use molecular and/or computational models, structural drawings, and proper terminology to describe the conformations of alkanes and cycloalkanes, to distinguish stable versus reactive molecular conformations, and to explain chemical reactivity.
5. Apply the concepts of isomerism and chirality in organic chemistry, draw Fischer projections, recognize and assess configurations.
6. Apply the knowledge of functional group reactivity to propose reasonable mechanisms to predict and explain the outcome of a reaction, relative reactivity and stereochemistry.

**Credits:** 4**Prerequisites:**

CHM 114 with a grade of C or better.

Instructional Support Fee Applies

**CHM 236: Organic Chemistry II**

Part two of a two-semester science majors level course on the facts and principles of chemistry as they apply to carbon-based compounds. The course has a mandatory lab that complements the lecture. Topics include re-emphasis of lab safety; synthetic techniques; spectroscopy; patterns in the nomenclature, structure, physical properties, spectra; reactivity; stability, stereochemistry and chemical reactions of conjugated systems, benzene and its derivatives, aromatic systems, ethers, carbonyls, amines, carboxylic acids, esters, amides; acid chlorides; anhydrides; nitriles, enols, steroids, lipids, carbohydrates and amino acids; applying the principles of thermodynamics, kinetics and reaction mechanisms to the substitution addition, redox, condensation and elimination reactions of these compounds. Three lecture and three laboratory hours per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Recognize families of organic compounds based on their functional groups, and apply nomenclature rules to draw formulas, structures, and write names of organic compounds
2. Apply the concepts of isomerism and chirality in organic chemistry, draw Fischer projections, recognize and assess configurations.



3. Apply knowledge of functional group reactivity to propose reasonable mechanisms for basic organic chemistry reactions, and apply knowledge of reaction mechanisms to predict and explain the outcome of a reaction, relative reactivity and stereochemistry
4. Explain the concept of aromaticity and determine if a compound is aromatic, anti-aromatic or non-aromatic
5. Describe the techniques of Nuclear Magnetic Resonance spectrometry, Infrared spectroscopy, and Mass Spectroscopy, and use spectroscopic data to determine molecular structures
6. Plan multi-step synthesis of organic compounds using retrosynthetic analysis and functional group interconversions

**Credits:** 4

**Prerequisites:**

CHM 235 with a grade of C or better.

Instructional Support Fee Applies

## Clinical Laboratory Science

### **MED 101: Introduction to Clinical Laboratory Science**

This course explores the nature and scope of clinical laboratory work. The primary focus is the role of the laboratory in the delivery of health care in various settings, emphasizing types of health care facilities, regulatory agencies affecting laboratory operations, responsibilities, duties and professional conduct expected of clinical laboratory technicians, standard precautions, safety in the laboratory, laboratory mathematics and quality assessment, and medical terminology and procurement of blood specimens. A phlebotomy workshop develops the fundamental skills required to procure and prepare blood specimens for testing. A field trip will be scheduled to a clinical laboratory. Three hours of lecture per week. Fall

### Course Student Learning Outcomes

1. Discuss the history of Clinical Laboratory Science to present day.
2. Describe the role of the laboratory in health care delivery.
3. Discuss the hospital and laboratory organizational structure.
4. Discuss the impact of regulatory agencies and legislation on laboratory operations.
5. Discuss professionalism and the appropriate ethical conduct required to work in a clinical setting and in the



- delivery of health care to the diverse ethnic population in the service area.
6. Discuss the duties and responsibilities of phlebotomists and clinical laboratory technicians in the various types of laboratory and healthcare facilities.
  7. Communicate appropriately using proper medical and laboratory terminology.
  8. Discuss and utilize standard safety practices as outlined by OSHA and CDC.
  9. Describe the type of computer applications used in laboratory information system.
  10. Utilize the basic concepts of laboratory mathematics inclusive of Systems of Measurement involving metric unit conversion and temperature conversions.
  11. Discuss quality control and quality assurance applications necessary to ensure reliability of test results and equipment.
  12. List venipuncture and micro sampling blood collection equipment including the tube additives and color-coding system.
  13. List the steps of both the venipuncture and micro sampling procedures.
  14. Prepare materials and supplies for blood collection.
  15. Perform successful venipuncture on the training arms.
  16. Describe the preparation of blood specimen for testing.
  17. Follow the program safety policies in the CLS classroom.

18. Prepare a written report approved by the instructor using LRC references and internet sources.
19. Work cooperatively with fellow students.

**Credits: 3**

**Prerequisites:**

CLS and Phlebotomy students only.  
Instructional Support Fee Applies

**MED 102: Urinalysis**

This course consists of integrated instruction between the College and an affiliated hospital laboratory. The principles and procedures of the routine urinalysis will be studied as well as the normal and abnormal physiological functions of the renal system. Two hours lecture and two hours lab per week. At the end of the semester students will spend one week (30 hours) in an affiliated laboratory.  
Spring

**Course Student Learning Outcomes**

1. Perform, interpret and analyze laboratory tests.
2. List procedure, principle and normal values for specified laboratory tests.
3. Recognize abnormal results and describe corrective action.
4. Accurately perform specimen dilutions when necessary and include appropriate calculations when determining specimen results.
5. Apply routine and specialized calculations.
6. Discuss clinical significance of urinalysis and body fluid testing.
7. Discuss professionalism and the appropriate ethical conduct required to work in a clinical setting and in the delivery of health care to the diverse ethnic population in the service area.
8. Communicate appropriately using proper medical and laboratory terminology.



9. Discuss and utilize standard safety practices as outlined by OSHA and CDC.
10. Apply concepts of instrumentation to chemical and physical analysis of urine and body fluids.
11. Maintain patient confidentiality.
12. Discuss and interpret quality control and quality assurance applications necessary to ensure reliability of test results and equipment
13. Prepare materials and supplies for laboratory testing.
14. Describe collection, appropriateness and preparation of specimens for testing.
15. Follow the program safety policies in the CLS laboratory.
16. Work cooperatively with fellow students, instructors and college staff.

**Credits: 3**

**Prerequisites:**

MED 101, BIO 154, CHM 115 all with a grade of C or better.

**Co-Requisites:**

MTH 119, and CHM 116.

Instructional Support Fee Applies

**MED 200: Hematology**

This course consists of integrated instruction between the College and an affiliate hospital laboratory. The theory and practice of routine hematology is studied. Topics include the collection and handling of clinical specimens, the origin, development, and function of human blood cells in health and disease, hemostasis and coagulation, automation, computerization, and quality control. Routine hematology and coagulation testing is emphasized. This course includes 30 hours of lecture and 30 hours of teaching laboratory to be completed at the College during the first half of the fall semester, and 120 hours of clinical laboratory experience at an affiliate hospital laboratory and 6 hours of clinical seminar at the College during the second half of the semester. Fall

**Course Student Learning Outcomes**

1. Perform, interpret and analyze routine hematology and coagulation testing including manual push smears and stains, manual differentials, automated complete blood counts, manual cell counts, erythrocyte sedimentation rates, manual coagulation testing and automated coagulation testing.
2. List procedure, principle and normal values for specified laboratory tests.
3. Recognize abnormal results and describe corrective action.

4. Apply routine hematology calculations.
5. Discuss clinical significance of hematology testing and its relation to disorders of the blood and body fluids including; erythrocyte abnormalities, leukocyte abnormalities, platelet abnormalities, bone marrow dysfunction, genetic disorders, microorganisms, tumors and coagulation disorders.
6. Discuss professionalism and the appropriate ethical conduct required to work in a clinical setting and in the delivery of health care to the diverse ethnic population in the service area.
7. Communicate appropriately using proper medical and laboratory terminology.
8. Discuss and utilize standard safety practices as outlined by OSHA and CDC.
9. Apply concepts of instrumentation to hematology analysis.
10. Maintain patient confidentiality.
11. Discuss and interpret quality control and quality assurance applications necessary to ensure reliability of test results and equipment.
12. Prepare materials and supplies for laboratory testing.
13. Describe collection, appropriateness and preparation of specimens for testing.
14. Follow the program safety policies in the CLS laboratory.
15. Work cooperatively with fellow students, instructors and college staff.



**Credits: 5**

**Prerequisites:**

MED 102, BIO 239, CHM 116, and MTH 119 all with a grade of C or better.

Instructional Support Fee Applies

**MED 205: Immunology - Serology**

The course introduces theoretical principles of immunology which involve the structure, function and interactions of the immune system. The serological techniques useful in the diagnosis of many diseases will be reviewed and performed at the College. This course includes 45 hours of lecture and 30 hours of laboratory. Fall

**Course Student Learning Outcomes**

1. Perform, interpret and analyze routine immunology testing including; phagocytosis, slide agglutination testing and Enzyme Linked Immunoassay (ELISA) testing.
2. List procedure, principle and normal values for specified laboratory tests.
3. Recognize abnormal results and describe corrective action.
4. Discuss clinical significance of immunology testing and its relation to disorders of the body including immune disorders, microbial infections, viruses and parasites.
5. Discuss professionalism and the appropriate ethical conduct required to work in a clinical setting and in the delivery of health care to the diverse ethnic population in the service area.
6. Communicate appropriately using proper medical and laboratory terminology.

7. Discuss and utilize standard safety practices as outlined by OSHA and CDC.
8. Apply concepts of instrumentation to immunology analysis.
9. Maintain patient confidentiality.
10. Discuss and interpret quality control and quality assurance applications necessary to ensure reliability of test results and equipment.
11. Prepare materials and supplies for laboratory testing.
12. Describe collection, appropriateness and preparation of specimens for testing.
13. Follow the program safety policies in the CLS laboratory.
14. Describe collection, appropriateness and preparation of specimens for testing.
15. Work cooperatively with fellow students, instructors and college staff.

**Credits: 4**

**Prerequisites:**

CHM 116, BIO 239, MED 102 and MTH 119 all with a grade of C or better.

Instructional Support Fee Applies



**MED 206: Medical Microbiology I**

The course consists of integrated instruction between the College and an affiliated hospital laboratory. This is a comprehensive study of both theory and practical aspects of clinical microbiology. Emphasis is placed on the collection and handling of clinical specimens as well as the primary isolation and identification of the most frequently encountered bacteria pathogenic to humans. Other topics discussed include antimicrobial chemotherapy and host resistance. This course includes 45 hours of lecture and 45 hours of teaching laboratory to be completed at the College during the first half of the semester. The clinical laboratory experience consists of 120 hours to be completed at an affiliate hospital laboratory and 6 hours of clinical seminar during the second half of the semester. Fall

**Course Student Learning Outcomes**

1. Describe the fundamentals of specimen collection including distinguishing between acceptable and unacceptable specimens, transportation, storage and processing.
2. Culture specimens from different body sites accounting for atmosphere, pH, temperature and nutritional requirements.
3. Examine clinical specimen growth using gram stain, biochemical testing and serology to identify commonly encountered organisms.

4. Describe the steps involved in culture workup and interpretation including appropriate media and growth requirements.
5. Use judgment to analyze test results to identify pathogen and normal flora.
6. Demonstrate the ability to recognize technical problems and suggest possible corrective actions.
7. Evaluate the methods of identifying Staphylococcus, Streptococcus, Neisseria, Hemophilus, Enterobacteriaceae, fastidious and non-fermenting gram negative and gram positive bacilli.
8. Discuss disease states associated with microorganisms studied.
9. Describe the mechanism of action of different antimicrobials and their targets of action.
10. Follow the program safety policies in the CLS laboratory.
11. Maintain patient confidentiality.
12. Discuss professionalism and the appropriate ethical conduct required to work in a clinical setting and in the delivery of health care to the diverse ethnic population in the service area.
13. Work cooperatively with fellow students, instructors and college staff.

**Credits:** 6

**Prerequisites:**

BIO 239, CHM 116, MED 102, and MTH 119 ) all with a grade of C or better.

Instructional Support Fee Applies

**MED 215: Immunohematology**

The course consists of integrated instruction between the College and an affiliated hospital laboratory. Emphasis is placed on the genetic basis and immunological interaction of the major blood group antigens and antibodies. Topics will include compatibility testing, antibody screen and identification techniques, blood donations and transfusion therapy, record keeping and quality control techniques. This course includes 30 hours of lecture and 30 hours of teaching laboratory to be completed at the College during the first half of the spring semester and 120 hours of clinical laboratory experience at an affiliate hospital laboratory and 6 hours of clinical seminar at the College during the second half of the semester. Spring

**Course Student Learning Outcomes**

1. Discuss the history of blood transfusion services, the major contributors, recent advantages and trends.
2. Discuss the basic theories of human genetics and apply them to major blood groups.
3. Correlate population genetics and antigen frequency differences within indigenous groups and apply this knowledge to compatibility testing and the application of DNA probing to parentage testing and forensic science.
4. Discuss the basic theories of innate and acquired immunity and their relationships to immunohematology.



5. Perform routine serological procedures inclusive of ABO grouping, Rh typing, compatibility testing, antibody detection and identification, solving of ABO discrepancies, Rh typing and antibody identification problems.
6. Demonstrate and apply knowledge of the Rh, Lewis, Kell, Duffy, MNS, P, I, Kidd and Lutheran blood group systems.
7. Follow universal/standard precautions, OSHA safety policies and CDC recommendations in the performance of assigned tasks.
8. Discuss the regulatory process and its special impact on the blood bank industry.
9. Summarize the principles and methods of enzyme treatment, neutralizations, lectins and elutions.
10. Discuss the acceptability of a donor in accordance with AABB standards for whole blood and component donations.
11. Describe the transfusion process and identify patient risks and potential adverse reactions of transfusion.
12. Discuss the types of blood components that are available for transfusion therapy including collection, preparation, storage and appropriate use of each component.
13. Compare serological and clinical characteristics of immune hemolytic anemia.

14. Describe the quality control and the record keeping processes for donors and recipients.
15. Identify and describe current testing for transfusion transmitted diseases.

**Credits:** 5

**Prerequisites:**

MED 205 with a grade of C or better.

Instructional Support Fee Applies

**MED 216: Medical Microbiology II**

This course is a continuation of MED 206. The micro-organisms studied are those which require specialized techniques in both collection and identification. These pathogens include those organisms belonging to the following groups: anaerobic bacteria, mycobacteria, fungi and parasites. Many of the diseases caused by these organisms produce chronic infections that have plagued humanity. Society and traditional social behaviors are explored as they relate to health and disease progression across the globe. This course includes 45 hours of lecture and 45 hours of teaching laboratory at the College. Competency met: Global Awareness (5.2) Spring

**Course Student Learning Outcomes**

1. Name the anaerobic bacteria, fungal organisms, mycobacteria and parasites commonly involved in human infections.
2. Describe the infections caused by these organisms and the methods used to prevent and treat the infections.
3. Identify world and historical issues caused by these organisms.
4. Describe the fundamentals of specimen collection including distinguishing between acceptable and unacceptable specimens, transportation, storage and processing.



5. Culture the organisms listed accounting for atmosphere, pH, temperature and nutritional requirements.
6. Examine specimen growth using stain techniques, biochemical testing and serology for identification.
7. Identify organisms based on case study information, microscopic and macroscopic appearance and biochemical characteristics.
8. Demonstrate the ability to recognize technical problems and suggest possible corrective actions.
9. Apply the principles of Quality Control Procedures.
10. Follow appropriate safety precautions while working in the laboratory.
11. Work cooperatively with fellow students, instructors and college staff.

**Credits:** 4

**Prerequisites:**

MED 206 with a grade of C or better.

Instructional Support Fee Applies

**MED 217: Clinical Biochemistry**

The course consists of integrated instruction between the College and affiliate hospital laboratory. The primary focus of the course is the biochemical analysis of blood and body fluids in health and disease. Topics include routine manual and automated testing methods, electrophoreses, safety practices and quality control. The course includes 45 hours of lecture and 30 hours of teaching laboratory to be completed at the College during the first half of the semester, and 120 hours of clinical laboratory experience at an affiliate hospital laboratory and 6 hours of clinical seminar at the College during the second half of the semester. Spring

**Course Student Learning Outcomes**

1. List procedure, principle and normal values for specified laboratory tests.
2. Describe collection, appropriateness and preparation of specimens for testing.
3. Prepare materials and supplies and perform, interpret and analyze laboratory tests commonly performed in a clinical chemistry laboratory.
4. Discuss and interpret quality control and quality assurance applications necessary to ensure reliability of test results and equipment.
5. Apply concepts of instrumentation to chemical analysis.

6. Recognize abnormal results and describe corrective action.
7. Accurately perform specimen dilutions when necessary and include appropriate calculations when determining specimen results.
8. Discuss clinical significance of chemistry testing.
9. Follow the program safety policies in the CLS classroom.
10. Communicate appropriately using proper medical and laboratory terminology.
11. Maintain patient confidentiality.
12. Work cooperatively with fellow students, instructors and college staff.

**Credits:** 6

**Prerequisites:**

MED 200 with a grade of C or better.

Instructional Support Fee Applies



**MED 218: Selected Topics in Clinical Laboratory Science**

This course offers students an opportunity to study a specific topic in Clinical Laboratory Science. Course topics are announced each semester. One to three class hours per week. 1- Not offered each year.

**Course Student Learning Outcomes**

1. Identify the micro-anatomical features of the major body organs.
2. Describe the processing and handling of surgical and autopsy specimens.
3. Discuss the process of gross evaluation of tissues.
4. List and describe the steps involved in tissue processing including: fixations and embedding techniques.
5. Describe the procedures required to prepare and adequately fix tissue blocks including decalcification.
6. List the steps involved in tissue sectioning by microtomy and the production of a paraffin section.
7. Describe the procedure for preparation of a frozen section for microscopic evaluation.
8. List the instrument used in the histology department.
9. List and describe routine and special stains and techniques.
10. List and describe the steps of the Hematoxylin and Eosin staining technique to produce a coverslipped section suitable for microscopic evaluation.

11. Describe the immunohistochemistry and molecular applications currently used in the diagnosis of malignancy.
12. Discuss microwave technology applications in tissue evaluation.
13. Describe the procedure used to detect amyloid substances.
14. Describe the safety procedures necessary to comply with OSHA regulations.
15. List and discuss quality assurance and quality control procedures necessary to ensure accuracy and precision in the performance of histological techniques procedures.

**Credits:** 3

**Prerequisites:**

to be determined by the course offered.  
Instructional Support Fee Applies

**College Success Seminar**

**CSS 101: College Success Seminar**

This course facilitates the new student's transition to college. Students become familiar with the college's resources and make meaningful connections with faculty, staff, and support services. Students build a solid foundation of skills, tools, and competencies needed to be successful college students. As part of this course, students explore and utilize both technology and learning resources, identify and apply personalized study and critical thinking skills, develop academic career goals, and build financial literacy. Competencies met: First Year Experience. One lecture hour per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Students will identify, locate, and utilize college resources.
2. Students will identify and apply personalized learning and study skills that will enhance their college success.
3. Students will formulate academic and career goals.
4. Students will develop basic financial literacy.

**Credits:** 1

Instructional Support Fee Applies



**CSS 103: Career Exploration and Development Seminar**

This course encourages the student to learn career decision-making skills through a process of self awareness, individual, and group exercises. The student will explore various career options with the intent on narrowing down specific academic and career goals. Emphasis is placed on gaining knowledge of information resources used in career planning and gaining knowledge of the major themes of career development and choice. One or two class hours a week. Fall, Spring, Summer

**Credits: 1**

**CSS 104: Job Preparation: Your Credentials**

A course in resume and cover letter design. Also includes instruction in job search strategies and interviewing techniques. Students are involved in mock interviewing, learning to dress for success, and appropriate work-world communication skills - everything you need to land the right job. Fall, Spring

**Credits: 1**

**CSS 105: Technology Tools for College Success**

This course is designed to foster success in college by increasing students' information technology skills. Topics include basic computer operation, using Microsoft Office, using email, navigating Blackboard, utilizing group sharing applications, finding and assessing Internet resources, handling basic hardware issues, and assessing and using social media tools. The course also focuses on gaining facility with technology to allow students to work collaboratively to complete projects in higher level academic courses. This course is not intended for CIS, OFC, or Business Administration majors. Three lecture hours per week. Competency met: Technical Literacy (8.0) Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Create, edit, save, share and retrieve papers, simple spreadsheets and presentations using Microsoft Office.
2. Compose appropriate academic emails and attach documents.
3. Navigate e-learning to use discussion forums, Dropboxes, submit assessments, etc.
4. Utilize group sharing applications such as Google Docs and Dropbox.
5. Use reference and academic databases and search engines to find resources and assess their credibility.

6. Use online etiquette guidelines to analyze their social media presence and subsequently use social media for academic and professional growth.
7. Create, access and update an e-portfolio.

**Credits: 3**

Instructional Support Fee Applies



## Communication

### **COM 101: Fundamentals of Public Speaking**

In this course, students study and apply theoretical concepts of communicating in public settings to diverse audiences. Students research, organize, write, and deliver oral presentations for a variety of purposes. Techniques to address public speaking apprehension, critical thinking, information literacy, and technology skills, verbal and non-verbal communication, and active listening are covered in this course. Three lecture hours per week. Competency met: Oral Communication, Humanities Fall, Spring, Summer

A passing score on the College's Reading and English placement tests; or C or better or concurrent enrollment in ENG 091 or ENG 092.

### **Course Student Learning Outcomes**

1. Apply communications concepts that are appropriate to the audience and circumstance.
2. Apply communication techniques connected to overcoming apprehension.
3. Deliver at least four graded effective presentations based on scholarly research.
4. Apply effective nonverbal communication techniques.
5. Analyze contemporary issues of the human experience through critique and discussion.
6. Evaluate significant contemporary oral presentation as a form of creative expression.

**Credits:** 3

**Prerequisites:**



**COM 106: Introduction to Communication and College Success**

Strategies and resources that promote college success are explored and applied to communication in this foundational course for communication majors. Students explore the fundamentals of human communication, especially the process of exchanging meaning. The course also examines aspects of communication including theory, interpersonal, nonverbal, mass media and organizational communication, and the impact of emerging technologies on communication. Students examine careers in the field, acquire technical competencies needed to be successful in communication, and conduct both academic and internet research. Competency met: First Year Experience (9.0). Three hours of lecture per week. Fall, Spring

**Course Student Learning Outcomes**

1. Define communication within the context of intrapersonal, interpersonal, public speaking and mass communication.
2. Analyze strengths and challenges of verbal and nonverbal communication.
3. Examine ethical issues related to human communication.
4. Research potential career options in the field of communication.
5. Utilize available college-based technology services.
6. Demonstrate what is expected of a college student as

outlined in the BCC student handbook and college catalogue.

**Credits:** 3

**Prerequisites:**  
ENG 101.

**Co-Requisites:**  
ENG 101.

**COM 111: Mass Communication**

This course focuses on the mass communication process and a survey of primary mass media such as books, newspapers, magazines, recordings, movies, television, radio, and the web. The course examines the development and power of the mass media and their role in contemporary society, and explores the potential impact of media consolidation, demassification, and technology on editorial direction and mass audiences. Three lecture hours per week. Competency met: Global Awareness (5.2) Fall, Spring

**Course Student Learning Outcomes**

1. Explain how basic concepts of communication theory apply to mass media.
2. Identify key figures and events related to the development of major mass media and emerging new media.
3. Explain the potential effects of media on an increasingly diverse society.
4. Discuss some of the basic ethical, global, and legal issues related to the mass media.
5. Assess how emerging technologies may influence the shape of mass media.

**Credits:** 3

**Prerequisites:**  
ENG 101.

**Co-Requisites:**  
ENG 101.



**COM 112: News Writing and Reporting**

Students learn principles and practices of news writing and reporting for contemporary media. The course examines the fundamentals of good journalism, the role of reporters and editors in the news organization, and decision-making in the newsroom. Students analyze the qualities of good news writing and develop their skills in writing leads and organizing stories. The course explores differences in reporting for print, broadcast, and web-based media, and examines how reporters cover the news on beats and specialty areas such as general assignment, police and fire, city hall, sports, health, and politics. Students consider issues related to ethics and fairness and the impact of media consolidation and rolling deadlines on news content. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. Explain the traditions and practices of good journalism.
2. Describe the structure of specific types of stories and analyze key elements of a story.
3. Demonstrate news writing skills utilizing the qualities of good writing as it relates to contemporary media.
4. Discuss ethical and fairness issues related to the practice of contemporary news media, including an examination of the basic legal parameters within which reporters and editors function.

5. Conduct a structured interview for a writing assignment.
6. Analyze the impact of media consolidation on editorial freedom in the newsroom and recognize the impact of emerging technologies on the operation of news organizations.

**Credits:** 3

**Prerequisites:**

ENG 101.

Instructional Support Fee Applies

**COM 113: Interpersonal Speech**

The study of speaking and listening as it involves spoken language, nonverbal communication and feelings, specifically within interpersonal and small group settings. Three lecture hours per week. Competency met: Humanities; Oral Communication - Early Childhood, Elementary Education, and Human Services only. Fall, Spring, Summer.

**Course Student Learning Outcomes**

1. Define interpersonal communication.
2. Explain fundamental theoretical communication concepts related to human communication.
3. Encode and decode verbal and nonverbal messages in order to increase shared meaning.
4. Identify and apply effective listening skills.
5. Explain ethical issues related to interpersonal communication and create strategies to help address some of those issues.
6. Cultivate self-awareness and monitor self within interpersonal relationships.

**Credits:** 3

**Prerequisites:**

ENG 101.

**Co-Requisites:**

ENG 101.



### **COM 114: Professional Speaking**

This course is a study of speaking technique involving use and development of specific professional language, appropriate verbal and non-verbal communication, and visual aids within a variety of professional settings. Students study and apply theoretical concepts of communicating in public settings to the inherently diverse audiences in the professional work world. Students research, organize, write, and deliver oral presentations for a variety of purposes. Techniques to address public speaking apprehension, critical thinking, information literacy, and technology skills, verbal and non-verbal communication, and active listening are covered in this course. Speeches using appropriate visual aids are outlined, prepared, delivered and evaluated. Three lecture hours per week. Competency met: Oral Communication, Humanities Fall, Spring

### **Course Student Learning Outcomes**

1. Apply communications concepts that are appropriate to the diverse professional audience and circumstance.
2. Apply communication techniques connected to overcoming apprehension.
3. Deliver effective presentations based on scholarly research.
4. Apply effective nonverbal communication techniques for a multicultural audience.

5. Analyze contemporary issues of the human experience through topic selection and self and peer critique.
6. Evaluate significant contemporary oral presentation as a form of creative expression.

### **Credits: 3**

### **Prerequisites:**

Passing scores on the College's reading and writing placement tests, or concurrent enrollment in ENG 091 or ENG 092.

### **COM 157: Television Production**

This course addresses the fundamental principles of television production. Students produce media using both studio and field equipment, learning studio and control room operating procedures, basic lighting, camera operation, script writing, and nonlinear editing using Final Cut Pro or equivalent. Students organize materials and projects using the Mac OS operating system; backup media on external hard drives, flash drives and/or DVDs; and upload projects to an online video server. Students identify message, audience, and goal for each project and consider ethical aspects related to the field of television production. Three lecture hours per week. Fall, Spring

### **Course Student Learning Outcomes**

1. Operate television studio and field equipment.
2. Describe fundamental principles of television production.
3. Discuss ethical dimensions related to the field of television.
4. Define what comprises a target audience.
5. Write scripts for specific assignments that address message, audience and goal.
6. Edit video using non-linear techniques.
7. Manage projects using operating systems.
8. Assemble projects using different forms of media.



9. Assess other projects based on criteria discussed in the course.
10. Operate television studio and field equipment
11. Describe fundamental principles of television production
12. Discuss ethical dimensions related to the field of television
13. Define what comprises a target audience
14. Write scripts for specific assignments that address message, audience and goal
15. Edit video using non-linear techniques
16. Manage projects using operating systems
17. Assemble projects using different forms of media
18. Assess other projects based on criteria discussed in the course

**Credits:** 3

**Prerequisites:**

ENG 101.

**Co-Requisites:**

ENG 101.

Instructional Support Fee Applies

**COM 159: Video Field Production and Editing**

Students learn basic concepts of digital video field production and editing and gain hands-on experience through assignments that take them from initial planning of a project through location shooting and final editing. The course addresses pre-production planning, shot composition, lighting and audio on location, and linear editing concepts and techniques. Emphasis is on pre and post-production planning and editing and project completion. Students prepare their projects for distribution through different forms of media and uploading to the internet. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. Operate television studio and field equipment.
2. Describe fundamental principles of television production.
3. Define a target audience.
4. Write scripts for specific assignments that address message, audience, and goal.
5. Edit video using non-linear techniques.
6. Create video assignments that reflect the ethical standards discussed in the course.
7. Manage projects using operating systems.
8. Assemble projects using different forms of media.
9. Assess other projects based on criteria discussed in the course.

**Credits:** 3

**Prerequisites:**

ENG 101.

**Co-Requisites:**

ENG 101.



**COM 160: Intercultural Communication**

This course focuses on the human communications process as it occurs at the intercultural level in order to assist the student to engage in successful cross-cultural interaction. Attention will be given to differences and similarities in the patterns of communication across national cultures (for example, Americans and Japanese), as well as between members of different cultures within the same nation (for example, Portuguese Americans and African Americans).  
Competency met: Oral Communication (2.2), Multicultural Perspective (5.3), Humanities (6.0)  
Fall, Spring, Summer.

**Course Student Learning Outcomes**

1. Define culture, communication, cultural border, multiple perspective and prejudice.
2. Apply fundamental theoretical communication concepts to intercultural communication.
3. Identify culturally-determined values, behaviors and ways of thinking in themselves, their families and others.
4. Examine how cultural borders and prejudices affect relationships.
5. Explain ethical issues related to intercultural communication and create strategies to help address some of those issues.

**Credits: 3**

**Prerequisites:**

ENG 101.

**Co-Requisites:**

ENG 101.

**COM 211: Strategic Social Media Communication**

This course focuses on social media and its significant and enduring impact on society and the field of communication. Students will examine social media, as a whole and by individual channels, and translate the various meanings, purpose and impact. Topics will include classifying types of social media, discussion of social media's effects, identifying the intended audiences, selecting the proper social media for messaging. Through interactive classroom sessions and exercises, case studies and journals, students will identify and implement the strategic uses and practices of social media for personal and professional use.

**Credits: 3**

**Prerequisites:**

**ENG 101**

**Co-Requisites:**

Pre- or co-requisite: COM 111 or permission of instructor or program coordinator.

**COM 212: Field Experience - Student Newspaper Practicum**

This course provides students experiential learning through the production of the student newspaper, with targeted instruction and guidance provided by a Communication Instructor who teaches COM 112 News Writing and Reporting and the Faculty/Staff Adviser of the student newspaper, The Hawk. This course will combine the academic study of journalism with the practical elements of an on-campus internship with The Hawk. Students will develop and advance their skills in writing, editing, graphic design, photography and/or the business aspects of newspaper production. This will complement their academic preparation and will help build their portfolio and résumé. Fall, Spring

**Course Student Learning Outcomes**

Students will:

1. Identify and apply news criteria and practice critical thinking and audience adaption in proposing story ideas, creating story assignments with appropriate angle and focus instructions, and developing well-researched and edited stories for publication in The Hawk.
2. Successfully employ source interviewing strategies in gathering objective and complete information for stories.



3. Engage in secondary research to provide context to reporting using standard information literacy and research techniques.
4. Compile and edit stories from research using standard journalistic formats and styles (such as the inverted pyramid, the hourglass feature, Q&A and/or in-depth profiles).
5. Critique each other's work applying standard editing and proofing techniques to ensure the most accurate publication possible.
6. Demonstrate knowledge of applicable intellectual property laws and respect them in the print and on-line environments.
7. Participate in weekly production meetings and create editorial timelines and production schedules to achieve a timely monthly distribution.
8. Identify a particular area of interest in newspaper production (i.e. editorial, photography, graphic design, business management, or advertising sales) and collaborate with the instructor(s) and/or advisor to determine an individualized project for their portfolio.
9. Research newspaper practices, policies, and procedures at sister community colleges throughout the Massachusetts Higher Education system and beyond to inform a publication plan for Bristol's Hawk.

10. Learn and apply a consistent style-sheet (likely, the Associate Press style) in editing the publication.

**Credits: 3**

**Prerequisites:**

ENG 101 and pre or co-requisite of COM 112, and/or permission of the instructor(s) and Communication program director.

**COM 218: Business Communication**

In this course, students develop the communication skills required in business and industry. Students will learn how to define audiences and purpose, to choose the most effective communication tool for various situations, and to develop effective communications to achieve strategic communication goals. This course familiarizes students with the most prevalent forms of written and oral communication used by organizations to communicate with key stakeholders. Three lecture hours per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Describe the strategic role of communication in the business environment to achieve professional objectives.
2. Apply critical thinking to evaluate and select appropriate channels/tools to effectively communicate key messages to target audiences.
3. Create reports and proposal using appropriate tone, focus, and format to achieve the desired impact on the target audience(s).
4. Produce and deliver an oral presentation adhering to the fundamental theoretical communication concept of a fully developed message with an introduction, body and conclusion.
5. Develop and implement computer-supported



presentation to support or take the place of an in-person oral presentation.

6. Demonstrate an understanding of ethical, legal, and multicultural issues related to communication in the business environment by handling the issues appropriately in written and oral projects.

**Credits:** 3

**Prerequisites:**  
ENG 101.

#### **COM 241: Public Relations**

This course introduces students to the principles and practices of public relations. Students review historical aspects of the discipline and the theoretical foundation that informs the practice. The course helps students identify the skills and expertise that public relations professionals develop in order to be effective for their agency, nonprofit organization, or corporation. The course examines how institutions relate to their various publics and explores traditional public relations functions such as media relations, publications, crisis communication, special events, community relations, and other areas. Course discussion addresses ethical dilemmas, 24/7 deadlines, growing global demands, and the significant effects of new technologies on the profession. This course gives students a foundation for entering careers in public relations. Three class hours per week. Fall, Spring, Summer

#### **Course Student Learning Outcomes**

1. Define "public relations".
2. Explain how basic concepts of communication theory apply to public relations practice.
3. Describe historical developments that contributed to the evolution of public relations practice and identify key figures who made significant contributions to the field.

4. Utilize research methods, program planning and evaluation techniques used by public relations professionals.
5. Examine and discuss ethical and legal issues related to public relation practice.
6. Summarize key professional standards developed to help guide contemporary practice.
7. Assess how emerging technologies and globalization are influencing public relations practice.

**Credits:** 3

**Prerequisites:**  
ENG 101.



## Computer Aided Drafting

### **CAD 101: Computer Aided Drafting**

This course develops fundamental skills in forming, presenting, and interpreting ideas and concepts using a graphic language. The course provides practice in the use of freehand sketching and Computer Aided Drafting (AutoCAD) topics, including engineering geometry, orthographic projection, auxiliary and section views, fasteners and isometric pictorials. The course also covers the use of Standards, Specification and Geometric Tolerancing. Students in this course are expected to be computer literate. Two class hours and three laboratory hours per week. Note: Utilizes Windows based software Mac versions available. Competency met: Technical Literacy (8.0) Fall, Spring, Summer.

### Course Student Learning Outcomes

1. Produce freehand sketches of a variety of shapes and objects.
2. Visualize three-dimensional shapes and objects and represent them with two-dimensional projections.
3. Read and interpret engineering drawings and extract data such as surface area, volume, number of parts, etc.
4. Utilize proper and accepted drafting techniques including dimensioning, sectioning, isometrics, orthographic projecting and tolerancing.

5. Produce engineering drawings using AutoCAD through practical application of the software.

### **Credits: 3**

Instructional Support Fee Applies



**CAD 111: Mechanical Design with Solidworks**

This course utilizes the latest PC-based associative, parametric solid modeling software (SolidWorks) to produce three-dimensional models of mechanical objects and assemblies. Topics include sketching a part feature, providing dimensions and constraints to tie the features together, converting a sketch into a solid object, and creating and editing full assemblies. Working drawings are created from the part design, including a variety of views and dimension styles. The course continually emphasizes mechanical design principles using the CAD system. In addition, students learn the integration of Computer-Aided Manufacturing (CAM) with CAD to enhance the understanding of the design to manufacturing process. Two class hours and three laboratory hours per week. NOTE: Utilizes Windows based software only. Fall, Spring

**Course Student Learning Outcomes**

1. Utilize Solidworks parametric solid modeling software to demonstrate various parametric modeling functions and assembly mating features.
2. Create detail drawings following current engineering standards ANSI Y1
3. 1 utilizing standard, detail and sectional views.
4. Construct various student templates with standard view, completed title and revision blocks for various paper sizes.

5. Research various mechanical processes, terminology, and products for utilization in mechanical models and assemblies.

**Credits: 3**

**Prerequisites:**

CAD 101 is recommended.  
Instructional Support Fee Applies

**CAD 112: Advanced Mechanical Design with Solidworks**

This course is a continuation of CAD 111. It uses the latest PC-based associative, parametric solid modeling software to produce advanced 3-D models of mechanical objects and assemblies. Topics include advanced sketching, assemblies, and dimensioning. Several Solid Works modules are used to analyze and demonstrate part and assembly design. This course continually emphasizes mechanical design principles using the CAD system. Two class hours and three laboratory hours per week. NOTE: Utilizes Windows based software only. Spring

**Course Student Learning Outcomes**

1. Utilize SolidWorks parametric solid modeling software to demonstrate advanced parametric modeling functions of more complex shapes and larger assemblies.
2. Create detail drawings following current engineering standards ANSI Y1
3. 1 utilizing standard, detail and sectional views.
4. Construct various student templates with standard view, completed title and revision blocks for various paper sizes.
5. Research advanced mechanical processes, terminology, and products for utilization in mechanical models and assemblies.



- Utilize SolidWorks advance assembly mating and failure analysis functions.

**Credits:** 3

**Prerequisites:**

CAD 111 or permission of instructor.

Instructional Support Fee Applies

**CAD 122: Architectural Drawing**

In this CAD-based course students will create two-dimensional drawings of residential and commercial buildings including floor plans, elevations, sections, and structural details.

Contemporary and historical architectural styles and building materials will be integrated into the production of quality drawings that meet current industry standards.

Two class hours and three laboratory hours per week. NOTE: Utilizes Windows based software Mac versions available. Spring

**Course Student Learning Outcomes**

- Identify features of buildings that suggest the buildings belong to common architectural styles.
- Prepare floor plans, elevations and cross sections of residential and commercial buildings using Autodesk software (AutoCAD).
- Create drawings of architectural details using AutoCAD.
- Plot AutoCAD files to standard architectural scales.
- Demonstrate the ability to use an architectural scale to confirm and determine dimensions.

**Credits:** 3

**Prerequisites:**

CAD 101.

Instructional Support Fee Applies

**CAD 125: 3D Architecture, Building, and Landscape Design**

This course provides students with an understanding of all phases of architectural and construction design using parametric CAD software (AutoDesk Revit). Topics include building components and structures, interior designing, site features, landscaping, rendering, and walkthroughs. Scheduling and cost estimation are also introduced. Two lecture and three laboratory hours per week. NOTE: Utilizes Windows based software only. Fall, Spring, Summer

**Course Student Learning Outcomes**

- Utilize parametric CAD software (Autodesk Revit) demonstrating an understanding of the software commands.
- Produce renderings of the interior design of a building, landscaping and site features.
- Create CAD walkthroughs and drawings of a building showing the structural components of the building.
- Plot CAD drawings to industry standard scales.
- Prepare simple cost estimates and construction schedules for building projects.

**Credits:** 3

**Prerequisites:**

CAD 101 with a grade of C or better.

Instructional Support Fee Applies



**CAD 128: Civil Drafting and Design**

This course deals with the concepts of plan scales, bearings, latitudes and departures, property descriptions, contour lines, profiles, highway layout, earthwork cut-and-fill, and runoff analysis. This course includes a laboratory/field component and students are required to complete a CAD based site design project. Two class hours and three laboratory hours per week. NOTE: Utilizes Windows based software only. Fall, Spring

**Course Student Learning Outcomes**

1. Interpret civil engineering maps, plans and terminology.
2. Generate plot plans from property descriptions using Autodesk software (AutoCAD).
3. Create site plans using Autodesk software (AutoCAD).
4. Plot AutoCAD files to standard civil engineering scales.
5. Demonstrate the ability to use a civil engineering scale to confirm and determine measurements.

**Credits:** 3

**Prerequisites:**

CAD 101.

Instructional Support Fee Applies

**CAD 172: Mechanical Design using Inventor**

This course develops fundamental mechanical engineering design skills for the creative solution to problems associated with the production of useful devices. Application of Computer Aided Design software (AutoDesk Inventor) includes sketching, three-dimensional models and assemblies, drawing views, dimensioning, and both standard and geometric tolerancing. The course investigates the selection and modeling of common mechanical components and the use of finite element analysis. Students are required to complete an independent mechanical design project. Two class hours and three laboratory hours per week. NOTE: Utilizes Windows based software only. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Perform the steps involved in the mechanical design process and importance of graphics and geometry to the solution.
2. Utilize Computer Aided Design (CAD) software to accomplish the following tasks to:
3. Model & view three-dimensional objects from any point of view (angle and scale).
4. Utilize three-dimensional models to create working manufacturing drawings including; Orthographic views with dimensions, Auxiliary, Detail, Section and other

common drawing views and Annotated Assembly drawings.

5. Use design formulas & libraries of common mechanical components to generate mechanisms more efficiently.
6. Define dimensional tolerances (including geometric dimensioning & tolerancing) based on part function & economical manufacture.
7. Define Finite Element Analysis and the associated design processes used for to ensure safe & reliable component loadings & operation.

**Credits:** 3

**Prerequisites:**

CAD 101 with a grade of C or better or equivalent.

Instructional Support Fee Applies



### **CAD 211: Computer Aided Manufacturing**

This course is a hands-on computer-aided manufacturing course. Students will utilize the latest PC-based industrial CAM software to produce Computer Numerical Control machine tool programs for a CNC mill and CNC lathe. The students will learn to use the CAM software to select tools, enter part geometry, and convert screen graphics into a CNC program. Topics include creating programs for milling and turning operations (ID and OD turning, threading, grooving, and back turning), communication between program and machine, and editing models to improve software utilization. In addition, the student will learn the integration of Computer-Aided Design (CAD) with CAM to enhance the understanding of the design to manufacturing process. Two class hours and three laboratory hours per week. NOTE: Utilizes Windows based software only. Fall

### **Course Student Learning Outcomes**

1. Utilize parametric solid modeling Computer Aided Manufacturing software (CAMWorks) to analyze model features, determine cutting parameters, select tooling, and generate computer numerical codes.
2. Demonstrate proper set-up, download of computer numerical code, and first piece prove out procedures

for the in Fanuc Vertical Milling and Turning machine centers.

3. Generate manufacturing documentations consisting of tool list, operation sheets and drawings.
4. Demonstrate safe machine shop practices per OSHA and Industrial standards.

**Credits:** 3

**Prerequisites:**

EGR 111 or EGR 112 and CAD 111 or CAD 172.

**Co-Requisites:**

EGR 111 or EGR 112 and CAD 111 or CAD 172.

Instructional Support Fee Applies

## **Computer Information Systems**

### **CIS 105: Hardware Fundamentals**

This course introduces the student to the fundamentals of computer hardware that lay a foundation for their other courses in computers. Students develop an understanding of the fundamentals involved in buying, building and maintaining a computer. One class hour per week. Competency met: Critical Thinking Fall, Spring

### **Course Student Learning Outcomes**

1. Understand and apply a basic understanding of hardware that is a framework for many other courses in CIS/CIT.
2. Develop an understanding of the decisions that need to be made when buying a computer to meet specific needs.
3. Develop an understanding of what is involved in building and maintaining a computer.

**Credits:** 1

Instructional Support Fee Applies



**CIS 106: Operating System Scripting**

This course teaches the student how to plan, write, and debug scripts for the purpose of automating operating system tasks. Topics include use of parameters, string comparison testing, piping, input and output redirection, file manipulation, use of environmental variables, looping, if tests, running a script from a script, and using shift. One hour of lecture per week. Fall, Spring

**Course Student Learning Outcomes**

1. Design, develop, test and document batch files to effectively solve computer related problems.
2. Effectively generate and control batch-file messaging.
3. Successfully manipulate data extracted from either a command or a text file within a batch file.
4. Implement IF/Then logic to control the flow of a batch file.
5. Select and utilize the appropriate loop control to solve a problem which requires repetition.
6. Identify and use at least three methods to schedule/automate a batch file.

**Credits: 1**

**Prerequisites:**

CIS 121 with a grade of C or better

**Co-Requisites:**

CIS 120, or permission of the instructor.

Instructional Support Fee Applies

**CIS 110: Basic Computing Skills**

Students are introduced to computers and to business applications with emphasis on applications and Windows Explorer. Students learn to use applications individually and to use multiple applications to develop a project. Students learn to use email effectively and to do research on the Internet using multiple browsers and their advanced features. Students will use the Microsoft Windows operating system and the current version of Microsoft Office. This course is designed for students with no prior computing experience and is not part of any CIS options. It is not open to students who have successfully completed or currently enrolled for credit in CIS 111. Three lecture hours per week. Competency met: Technical Literacy (8.0) Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Utilize basic computer skills to navigate the computer, Windows Explorer, as well as complete basic computer tasks.
2. Utilize email effectively as a means of professional business communication.
3. Apply effective methods of searching online to conduct course related research.
4. Successfully create and make basic modifications to documents, spreadsheets, and presentations.

5. Work with and understand the business purpose and basic application of a database program.

**Credits: 3**

Instructional Support Fee Applies



**CIS 111: Introduction to Business Information Systems**

This course deals with fundamental computer concepts applicable to business and management, including software, problem solving, case studies, business models, and computer systems analysis and design, as well as basic computer applications. Students will use the Microsoft Windows operating system and the current version of Microsoft Office. Students will learn to work with a spreadsheet, a database management system, word processing and presentation software and to apply these skills to the functional areas of organizations. Case studies will be drawn from accounting, finance, marketing, information systems, operation management, and other areas of business. Students learn how to use the Web successfully to research information. Three lecture hours per week. Competency met: Technical Literacy (8.0) Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Utilize email effectively as a means of professional business communication.
2. Apply effective methods of searching online to conduct course related research.
3. Effectively create and/or modify business professional documents, spreadsheets, presentations and databases to accomplish business goals.
4. Utilize case studies and/or business models to enhance

problem solving skills through course related assignments.

5. Apply the skills necessary to prepare for core business classes as well as real-life business situations.
6. Work independently as well as collaborate with others in arriving at applicable solutions.

**Credits:** 3

**Recommended:**

Basic familiarity with computers is recommended: students without this knowledge should consider taking CIS 110 prior to this course. Instructional Support Fee Applies

**CIS 112: Advanced Business Information Systems**

This course includes an in-depth study of a spreadsheet package, including its database and graphic capabilities, and its logical functions and macro capabilities. A study of a leading word processing package, including its graphic/desktop-publishing features is included. Students work with an integrated office package and learn how to convert, link, and embed data between the word processor and spreadsheet programs. Other business applications are included. Competency met: Critical Thinking, Technical Literacy (8.0) Fall

**Course Student Learning Outcomes**

1. Use advanced document, spreadsheet, and database programs as a means to accomplish business professional goals.
2. Enhance word documents by applying advanced techniques.
3. Successfully apply advanced techniques to the creation of a complex spreadsheet.
4. Successfully apply logical functions and automate repetitious activities via the use of macros within applicable business applications.
5. Convert, link, and embed data between a word processor and spreadsheet program.
6. Gain the skills necessary to prepare for real-life business situations.

**Credits:** 3



**Recommended:**

Basic familiarity with Word and Excel is recommended; students without this knowledge should consider taking CIS 111. Instructional Support Fee Applies

**CIS 113: Hospitality Management Information Systems**

This course will give the student basic computer skills in operating systems, word processors and spreadsheets. In addition, the student will learn to use the Internet as a tool for searching and for e-mail. The student will be introduced to the wide variety of support software that is available to automate many functions that must be performed. The student will learn to evaluate the functions and processing in hospitality software packages and to make knowledgeable decisions about these packages. The student will work hands-on with software packages to better understand their functions and capabilities. Competency met: Technical Literacy (8.0) Spring

**Course Student Learning Outcomes**

1. Understand the tremendous impact of technology on the hospitality industry and how this great, driving force can be used for competitive advantage in the hospitality industries.
2. Use end user applications to produce various documents that assist in management.
3. Work with a variety of computer essentials that are important to the hospitality business.
4. Analyze networking and security needs and their impact on the processes within a hospitality organization, specifically food services.

5. Work with and understand the impact of e-commerce on the hospitality industry and the use of the Internet to promote restaurant businesses.
6. Understanding the impact of different management systems in hospitality.
7. Work with technology to develop critical thinking skills and develop the skills needed to grow with technology within the hospitality industry.

**Credits: 3**

Instructional Support Fee Applies



**CIS 115: Introduction to Cybersecurity**

Information is the new gold standard in the digital economy. Students will explore the dark side of the Internet in this immersive introductory course on cybersecurity. Students will learn about the value of information, types of cyber threats and attack vectors, how to recognize and mitigate cyber threats, and how to deploy common defense mechanism to safeguard sensitive information. The course will also explore the social media phenomena, privacy laws, how to stay safe on the Internet, and the future of cybersecurity and its societal impact. Three lecture hours per week. , Fall

**Course Student Learning Outcomes**

1. Students will be able to:
2. Apply standard statistical inference procedures to draw conclusions from data.
3. Identify the bad actors in cyberspace and compare and contrast their resources, capabilities/techniques, motivations, and aversion to risk.
4. Describe different types of attacks and their characteristics.
5. Describe their responsibilities related to the handling of information about vulnerabilities.
6. Describe potential system attacks and the actors that might perform them.
7. Describe cyber defense tools, methods and components.

8. Apply cyber defense methods to prepare a system to repel attacks.
9. Describe appropriate measures to be taken should a system compromise occur.
10. List the applicable laws and policies related to cyber defense and describe the major components of each pertaining to the storage and transmission of data.

**Credits: 3**

Instructional Support Fee Applies

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**Credits: 3**

Instructional Support Fee Applies

**CIS 120: Programming: Logic, Design and Implementation**

This course teaches the fundamentals of programming logic, design and implementation. Students learn to think logically and design programs. Examples are implemented in several languages giving students an understanding of how languages work to implement the programmer's logic and design. Students with no programming background are strongly encouraged to take this course before pursuing other languages. Three class hours per week. Competency met: Critical Thinking, Technical Literacy (8.0), First Year Experience (9.0) Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Demonstrate the development of a basic appreciation of the logic and art of programming.
2. Choose logic development strategies and demonstrate the ability to analyze problems and create logical solutions using problem-solving strategies, tools and techniques.
3. Construct the basic structure of a program including sequence, selection, repetition and modules and will be able to design and construct programs using these structures and using a variety of languages and tools.
4. Construct and manage module development using



visual tools to design and construct examples of logic and processing and will evaluate the results.

5. Recognize a variety of methods for storing data as well as design and construct basic, effective data storage.
6. Design, construct and manage the start of a portfolio website.
7. Understand and implement college success strategies.

**Credits: 3**

Instructional Support Fee Applies

**CIS 121: Operating Systems**

This course gives students an understanding of popular computer operating systems. The operating systems covered include Windows and Linux. The course leads students through basic and advanced file management tasks from a command line interface as well as from a graphical interface. Topics are covered from both an end-user and an administrative standpoint. Topics covered include hard disk management, desktop security awareness, and system configuration. Three class hours a week. Competency met: Critical Thinking, Technical Literacy (8.0) Fall, Spring, Summer.

**Course Student Learning Outcomes**

1. Use the command line to manage the file system using both absolute and relative paths.
2. Demonstrate the ability to properly read a command syntax.
3. Demonstrate an understanding of the search path.
4. Create and execute simple command macros and simple batch files with and without the use of parameters.
5. Create and remotely access shared folders using a UNC path to a shared resource.
6. Understand the essential differences between Windows and Linux command syntax.
7. Describe the type of attacks that are launched against a

desktop computer and the defenses that can be set up to protect it.

**Credits: 3**

Instructional Support Fee Applies



**CIS 122: Internet Developer**

The course emphasizes the technical design, development, and implementation of effective websites, and students learn what makes a website work effectively. The course teaches XHTML, HTML, and CSS and introduces JavaScript. It also introduces software to develop and maintain websites. Students develop and maintain their own websites using these development techniques. In addition, students learn to work effectively with Internet navigation, access tools, and analyze the techniques to attract viewers to their websites. Competency met: Critical Thinking, Technical Literacy (8.0) Fall; Spring.

**Course Student Learning Outcomes**

1. Effectively use the Internet to access the tools and information to assist in creating a web presence to meet complex requirements.
2. Design a website with the flow and design to effectively meet client needs.
3. Develop, and maintain an effective website using the current version of HTML and CSS.
4. Implement basic programming techniques of sequence, selection and repetition using JavaScript which will allow for interactivity and decision responses at the website.

**Credits: 3**

Instructional Support Fee Applies

**CIS 123: Object-Oriented Concepts**

This course is an introduction to the use of object-oriented concepts for software development. It prepares students for the CIS 157 Object-Oriented Java Programming course. The course concentrates on objects and discusses very little Java syntax. It discusses the object-oriented paradigm in detail with particular emphasis on classes, objects, and the use of objects in user applications and applets. The course introduces encapsulation, inheritance, arrays of objects, and polymorphism. Students learn how to design classes and display the interaction of objects in visual form using the Unified Modeling Language. The course introduces several concepts from procedural programming such as primitive data types, assignment, conditionals, and repetitive loops. Three class hours per week. Competency met: Critical Thinking, Technical Literacy (8.0), First Year Experience (9.0) Fall

**Course Student Learning Outcomes**

1. Compare the object-oriented model to the procedural programming model.
2. Become comfortable with the difference between a class and an object.
3. Understand how actual arguments are passed to the formal parameters of methods.
4. Learn how to design Java classes using UML.

5. Apply object oriented concepts in the design of a small application system.

**Credits: 3**

Instructional Support Fee Applies

**CIS 128: Introduction to Digital Audio Recording**

This course introduces students to the fundamentals of computer technologies to create audio productions for business, multimedia, and other applications. Students explore popular software applications, hardware and software compatibility, and understand their uses for MIDI programming and digital recording. By creating soundtracks, optimized voice-over recordings, and other projects, students develop an understanding of sound recording technology. Three class hours per week. Competency met: Technical Literacy (8.0) Spring

**Course Student Learning Outcomes**

1. Understand and implement the basics of creating digital audio recordings.
2. Understand and apply the fundamentals of software applications used in sound recording technology.
3. Develop skills to create a basic recording.
4. Research the importance of audio in business, multimedia and other applications.

**Credits: 3**

Instructional Support Fee Applies



**CIS 131: Windows Server Administration I**

In this course students will learn to administer a Windows network from a Windows Server. The class will focus on managing user accounts, group accounts, folders, files, and object security. They will learn to secure network resources with shared folder permissions and NTFS permissions. Students will also implement user profiles, user logon scripts and setup and administer network printing. Students will be provided with the knowledge and skills necessary to perform post-installation and day-to-day administration tasks in a Windows Client-Server-based network. Competency met: Technical Literacy (8.0) Spring

**Course Student Learning Outcomes**

1. Differentiate between types of networks and know their respective advantages.
2. Use and customize Microsoft Management Console.
3. Administer Active Directory: Create and manage Active Directory Accounts.
4. Differentiate between local and domain accounts.
5. Create and manage Group Policies.
6. Administer Profiles, local and roaming.
7. Establish Shared folders and printers and properly configure the security of each.

**Credits:** 3

**Prerequisites:**

CIS 121 or permission of the instructor.

**Co-Requisites:**

CIS 121 or permission of the instructor.

Instructional Support Fee Applies

**CIS 132: Introduction to UNIX/Linux and Shell Programming**

This course introduces students to the fundamentals of the UNIX/Linux operating system and shell programming. It provides an overview of the history of UNIX/Linux and an explanation of operating systems. The course covers in detail basic commands, the vi editor, the file structure, the shell environment, and shell scripts. Competency met: Technical Literacy (8.0) Fall, Spring

**Course Student Learning Outcomes**

1. Login to a Unix/Linux system using secure shell and execute bash shell commands or shell scripts from the prompt, including the use of filename substitution.
2. Create, change to, and remove directories using absolute and relative path names.
3. Modify file and directory permissions from the command line.
4. Define standard in, standard out and standard error and apply their use with redirection or piping at command line or in a shell script.
5. Create and execute a shell script that properly applies the use of various shell looping and decision statements.
6. Create, modify and use system variables.



7. Create regular expressions to be used with applicable shell commands.

**Credits:** 3

**Prerequisites:**

CIS 121 or permission of the instructor.

**Co-Requisites:**

CIS 121 or permission of the instructor.

Instructional Support Fee Applies

**CIS 133: UNIX/Linux System Administration I**

This course covers the installation, administration and maintenance of a UNIX/Linux file server. The required hardware, system and network configurations will be discussed. Both LAN and WAN connections to the server will be covered before the installation procedure is presented in detail. Starting, controlling and shutting down the server will be covered, and each student will have hands on experience with their own server. User administration, as well as the UNIX/Linux file system organization and security features, are introduced after the student servers are functioning on the network. Process, mail management and performance tuning issues are also discussed near the end of the course. The course will use a computer lab where each student will have individual access to a UNIX/Linux server. Competency met: Technical Literacy (8.0) Fall

**Course Student Learning Outcomes**

1. Install a Linux Operating System.
2. Locate and use Help Resources in the Linux System.
3. Effectively use Linux commands at the bash shell to manage users, groups, file system security, cron, sudo and to install packages.
4. Use YaST to manage system components of the Linux

Operating System including network settings and print servers.

5. Share and secure shared folders on a server by configuring NFS Server and NFS client.
6. Configure and manage NIS.

**Credits:** 3

**Prerequisites:**

CIS 132 with a C or better or permission of the instructor.

Instructional Support Fee Applies



**CIS 134: Networking Technologies**

This course introduces students to data communications and networking concepts as they relate to both local and wide area networks. The framework for the lectures is the OSI reference model. It presents data translation, transmission media, and data transmission as well as network structures, topologies, physical layouts, and communication protocols. The course discusses the popular protocol stacks, firewalls, name resolution, and proxy servers. It discusses in detail the Internet and IP addressing. It also covers the material in the current CompTIA Network+ Exam. Competency met: Technical Literacy (8.0) Fall, Spring

**Course Student Learning Outcomes**

1. Define and compare local area (LAN) and wide area (WAN) networks and the commonly used protocols and hardware for each.
2. Define and compare the different types of switching methodologies used in data transmission.
3. Identify the basic networking elements and describe the roles of clients, servers, peers, transmission media and protocols.
4. Describe the physical characteristics of coaxial cable, STP, UTP, and fiber-optic media.
5. Define the seven layers of the OSI reference model, how the layers interact, the purpose of each layer and the

relationship between the OSI reference model and computer network protocols.

6. Explain basic data transmission concepts, including full duplexing, attenuation, latency, and noise.
7. Describe the physical characteristics of coaxial cable, STP, UTP, and fiber-optic media.
8. Design a unique TCP/IP networks, including subnetting, CIDR, and address translation.

**Credits: 4**

Instructional Support Fee Applies

**CIS 148: Programming in C#**

This course introduces the object-oriented programming language C#. Students learn to write programs to solve practical problems and work in the Visual Studio environment. Three lecture hours and three laboratory hours per week. Fall

**Course Student Learning Outcomes**

1. Understand and effectively use object oriented programming concepts.
2. Work effectively in the Visual Studio environment.
3. Design, develop and implement programs in the C# language.

**Credits: 3**

**Prerequisites:**

CIS 120 recommended.  
Instructional Support Fee Applies

**CIS 150: Oracle and SQL**

This course is an introduction to the Oracle data base. Students will learn to work with Oracle and the structured query language SQL as they design, manipulate and access the data base. In addition, the concepts and design of relational databases will be analyzed and implemented. Competency met: Critical Thinking, Technical Literacy (8.0) Fall

**Course Student Learning Outcomes**

1. Understand the concepts and logic behind the development of a normalized relational database.
2. Work with a basic set of data and an analysis of the data needs to create a normalized relational database.
3. Create a database and tables with keys to store and maintain data.
4. Generate SQL to query and maintain the database with a wide variety of criteria.
5. Use the structured query language SQL to access information in one or more tables within the database.
6. Write code using the Oracle Procedural Language SQL (PL/SQL) to enable the handling of more complex data manipulation problems.

**Credits: 3**

Instructional Support Fee Applies



**CIS 152: Database Programming and Management with Access**

This course teaches students the concepts of a relational database system. Students learn to work with a variety of Access components including Structured Query Language and Data Access Objects. Students analyze, design, develop, manage, and execute projects in this powerful database environment. Competency met: Critical Thinking, Technical Literacy (8.0) Fall

**Course Student Learning Outcomes**

1. Understand and use the concepts and logic behind the development of a normalized relational database.
2. Work with a basic set of data and an analysis of the data needs to create a normalized relational database.
3. Work effectively within the Microsoft Office Environment using Access.
4. Create a database and tables with keys to store and maintain data.
5. Work with the Access user interface manipulate and query data.
6. Work with SQL and scripting to manipulate and query data.

**Credits: 3**

Instructional Support Fee Applies

**CIS 153: Python**

Python is a widely used interpretive, open source programming language. It has a simple syntax a lot of libraries and is widely used for web, business and scientific applications. The course covers the basics of Python so students can effectively use it to solve problems. Three lecture hours per week. , Fall

**Course Student Learning Outcomes**

1. Apply logical analysis to layout a programming solution using a variety of programming tools.
2. Demonstrate the ability to implement logic and design concepts to write successful code using Python.
3. Work effectively in the Python environment.
4. Debug any problems that occur.
5. Write code to work with data collections.

**Credits: 3**

Instructional Support Fee Applies

**CIS 155: Introduction to C++ Programming**

Based on the C programming language, C++ is an improved version of C that takes the C language to the next evolution of programming languages. Proper program design using structured programming techniques is emphasized, as well as the C++ syntax. The course covers data basics, C++ operators, loops, branching, function, arrays, pointers, structures, and file processing. Three class hours a week. Competency met: Critical Thinking, Technical Literacy (8.0) Spring

**Course Student Learning Outcomes**

1. Demonstrate basic understanding of the C++ programming language.
2. Grasp the building blocks of a C/C++ program including the use of variable definitions, data types, functions, scopes and operators.
3. Understand the difference between procedural and object-oriented programming.
4. Work and become productive in Integrated Development Environment, using compiler, linker and debugger.
5. Explore various features of the command-line environment, including redirection and piped I/O.

**Credits: 3**

Instructional Support Fee Applies

**CIS 156: Visual Basic**

This course will cover object-oriented Visual Basic. The student is taught to analyze a programming problem, design a logical solution, and write and execute the program using Visual Basic. The course will emphasize the strengths of Visual Basic and its wide variety of uses as well as covering a wide range of programming applications. Three class hours a week. Competency met: Critical Thinking, Technical Literacy (8.0) Spring

**Course Student Learning Outcomes**

1. Students who successfully complete Visual Basic will be able to:
2. Work within a basic object oriented programming environment as implemented in the latest version of Visual Basic
3. Work effectively in the Visual Studio environment
4. Implement logic and design concepts to develop a computerized solution to a posed problem.
5. Design, write, execute and debug programs using Visual Basic.
6. Write Visual Basic programs that access and maintain data in a relational database

**Credits: 3**

Instructional Support Fee Applies

**CIS 157: Object-Oriented JAVA Programming I**

The course covers basic concepts in programming and an introduction to the object paradigm. It introduces the concepts of the object paradigm and teaches students how to design and implement simple programs in an object-oriented language. The course also covers the basics of using computers and basic software tools to develop programs. Three class hours and two lab hours per week. Competency Met: Technical Literacy (8.0) Fall

**Course Student Learning Outcomes**

1. Install and configure the Java development environment.
2. Use the syntax of Java object-oriented language to write applications.
3. Analyze a problem and design and develop a logical solution that can be implemented in Java.
4. Develop an understanding of the object-oriented techniques.
5. Define, create, and use objects and object communication.
6. Work with Java collections and generics.

**Credits: 4****Prerequisites:**

CIS 123 or permission of the instructor.

**Co-Requisites:**

CIS 123 or permission of the instructor.

Instructional Support Fee Applies

**CIS 158: Introduction to Procedural Programming**

Procedural Programming (C/C++) under Unix. Data types, variable declarations, arithmetic expressions, conditional statements, macros, function prototypes, standard libraries, file processing, pointers, structures, unions and dynamic memory management are discussed. Unix file system, shell scripts, input/output redirection, piping, programming with standard I/O and Unix system calls will be covered. Three class hours and two lab hours per week. Competency met: Technical Literacy (8.0) Fall, Spring

**Course Student Learning Outcomes**

1. Login to a Unix/Linux system using secure shell and execute bash shell commands or shell scripts from the prompt including the use of filename substitution.
2. Create, change to and remove directories using absolute and relative path names.
3. Create and use a function using the C programming language.
4. Create and execute make file to compile one or more C programs into binary.
5. Create C functions that properly apply the use of various shell looping and decision statements.
6. Create C functions that use pointers for variable and array access.

**Credits: 4**



Instructional Support Fee Applies

**CIS 159: MySQL and PHP**

Students in this course learn to work with the open source database MySQL. They learn the concepts of creating a relational open source database using standard query techniques, including SQL and PHP and maintaining the database using SQL and PHP. Three class hours per week. Competency met: Critical Thinking, Technical Literacy (8.0) Spring

**Course Student Learning Outcomes**

1. Work with a basic set of data and an analysis of the data needs to create a normalized relational online database.
2. Create a database and tables with keys to store and maintain data working through SQL and the MySQL database.
3. Generate SQL to query the database with a wide variety of criteria.
4. Effectively integrate SQL into PHP programs to handle the database manipulation and maintenance.
5. Create and maintain an interactive website using PHP.
6. Design, develop, execute, debug and maintain web based programs using PHP.

**Credits: 3**

Instructional Support Fee Applies

**CIS 160: The Microcomputer Environment**

This course covers the operating system requirements for the CompTIA A+ certification. It concentrates on file and memory management using the diagnostic and troubleshooting tools available in the operating systems covered. The course also covers installation, configuration, and upgrading of the three operating systems. Competency met: Technical Literacy (8.0) Fall, Spring

**Course Student Learning Outcomes**

1. Compare and contrast the features and requirements of various operating systems, including Windows and Linux.
2. Install or upgrade and configure each operating system using the most appropriate method.
3. Implement security best practices to secure a client workstation.
4. Setup, configure and troubleshoot Windows networking on a client/desktop and secure SOHO wire and wireless network.
5. Troubleshoot hard drives and RAID arrays, common video and display issues, operating system problems, and common security issues using appropriate tools and best practices.
6. Install and configure basic applications on the workstation.

**Credits: 3**

**Prerequisites:**

CIS 121 or permission of the instructor.

**Co-Requisites:**

CIS 121 or permission of the instructor.

Instructional Support Fee Applies



**CIS 162: Applications for Web Development**

This course provides students with advanced Web theory and graphics. Students will learn how to analyze the needs and desires of the client or company as related to its Web presence and translate these objectives and goals into appropriate Web architecture. Students will also explore e-commerce issues relevant to this design. Students will work with software packages for graphics and Web page creation and learn to implement the graphic and interactive needs into the Web architecture. Three lecture hours per week. Competency met: Technical Literacy (8.0) Spring

**Course Student Learning Outcomes**

1. Perform a needs analysis for a client and translate client needs into the site architecture.
2. Identify copyright infringement and the importance of abiding by copyright laws.
3. Work with software packages and tools to implement graphic and photo enhancements as well web development.
4. Identify and implement an attractive design that is appropriate for the site audience.
5. Identify usability concerns and implement solutions.
6. Implement optimization techniques to maximize search engine placement.

**Credits:** 3

**Prerequisites:**

CIT 131, or permission of instructor.

**Co-Requisites:**

CIT 131, or permission of instructor.

Instructional Support Fee Applies

**CIS 231: Windows Server Administration II**

In this course the student will install and configure a Windows server. Topics will include Network Protocols, Active Directory and Dynamic Host Configuration Services. Students will learn how to install and configure network services on the server, manage partitions, and to create and administer system policies. Other topics covered include auditing system resources and events, using Windows Diagnostics and monitoring system performance. Students will be provided with the knowledge and skills necessary to install, configure and maintain a Windows server in a Windows based network. Competency met: Technical Literacy (8.0) Fall

**Course Student Learning Outcomes**

1. Install and configure a multiple server, multiple client Microsoft-domain-based network.
2. Use Sysprep to create a default user profile.
3. Install and configure DHCP Services in the domain.
4. Configure a Windows server as a NAT router.
5. Manage a DNS database.
6. Demonstrate the ability to troubleshoot domain and network related problems.
7. Use group policies to deploy printers and software.
8. Install and configure remote desktop and terminal services.

**Credits:** 3



**Prerequisites:**

CIS 131 with a C or better or permission of the instructor.  
Instructional Support Fee Applies

**CIS 232: Unix/Linux System Administration II**

This course builds on the Linux server and Linux client administration skills learned in previous coursework. After installing a Linux server, students manage network services. These include DNS, DHCP, file and print services, Web services, directory services, and firewall services. Samba server and Samba client is installed and configured to allow Linux and Windows computers to share resources. Students also install and configure Apache Web server on a Linux server and learn to administer the Web server. Firewall services and LDAP are installed and configured to allow secure access to services. Four hours of lecture per week.  
Competency met: Technical Literacy (8.0) Fall

**Course Student Learning Outcomes**

1. Install and configure a DHCP Server and DHCP Client.
2. Configure a Linux machine as a NAT router.
3. Install and configure a DNS server and DNS Client using BIND.
4. Install and configure NFS and SAMBA file share.
5. Install and configure Network Printing using CUPS.
6. Install and configure OpenLDAP on a Linux Server.
7. Establish cross platform authentication between Linux and Windows server and client computers.
8. Install and configure Apache Web Server.

9. Installing and configuring OpenLDAP on a Linux Server.
10. Configuring iptables and ipchains to implement a firewall.
11. Install and configure a DHCP Server and DHCP Client.

**Credits: 4**

**Prerequisites:**

CIS 133 and CIS 231 both with a grade of C or better, or permission of the instructor.  
Instructional Support Fee Applies



**CIS 233: Routing and Router Configuration**

This course provides an in-depth examination of routing and router configuration as used on WANs and, specifically, the Internet. The course covers layers 2, 3, and 4 of the OSI Model. Students gain the basic knowledge to plan, implement, and control routers connecting several networks using a variety of protocols. TCP/IP and the protocols used to run and manage today's routers is covered in depth as well as commands used to implement, configure, and manage these protocols. Four hours of lecture per week. Competency met: Technical Literacy (8.0) Spring

**Course Student Learning Outcomes**

1. Describe the basic structure of a routing table including summary and default routes and how these are used to determine the best path to forward a packet.
2. Describe the relationship between router interfaces, directly connected networks, and the routing table.
3. Describe the role of dynamic routing protocols metrics and which metric types are used by several dynamic routing protocols.
4. Devise, compute and apply subnetting schemes using CIDR and VLSM standard in making efficient use of scarce IPv4 addresses.

5. Describe the designate router and backup designated backup router process in multi-access networks.

**Credits:** 4

**Prerequisites:**

CIS 134 with a C or better or permission of the instructor.  
Instructional Support Fee Applies

**CIS 250: Interactive Websites**

In this course, students create interactive Web sites using a variety of software that is current in the field. Web development is growing and changing with a wide variety of programming languages and frameworks being developed. Students will work with a variety of languages and tools as they develop sites. Students will also work with server-side data storage and retrieval. Three lecture hours per week. Competency met: Technical Literacy (8.0) Spring

**Course Student Learning Outcomes**

1. Students who successfully complete Interactive Web Sites will be able to:
2. Develop interactive web sites using a variety of scripts and/or languages (currently Perl/ CGI or ASP)
3. Develop interaction with databases using different structures
4. Develop websites that can be used on desktops, pads, and mobile devices, etc.
5. Work with data exchange through XML or similar methodologies
6. Work with protocols that govern web communication

**Credits:** 3

**Prerequisites:**

CIS 120 and CIS 122 or permission of the instructor.  
Instructional Support Fee Applies

**CIS 255: C++ Object Oriented Programming**

C++ is a widely used programming language for application development. In this course, the students learn a language that has many practical uses in the real world. The course introduces C++ syntax and functions not found in the traditional C. The fundamental concepts of the object oriented paradigm are introduced and object oriented programming is stressed in place of traditional structured programming. Object arrays, pointers to objects, and linked lists of objects are the focus of the class. Three class hours a week. Competency met: Technical Literacy (8.0) Fall

**Course Student Learning Outcomes**

1. Create C++ programs that make use of C++ classes and reference variables.
2. Apply the concepts of inheritance and polymorphism.
3. Write and use virtual functions and overloaded operators.
4. Create C++ classes with appropriate sets of constructors and destructors.
5. Dynamically allocate and deallocate memory.
6. Apply function overloading and operator overloading in C++ programs.
7. Understand static data members and static member functions as well as templates and C++ standard library (STL).

**Credits:** 3**Prerequisites:**

CIS 155 or permission of the instructor.  
Instructional Support Fee Applies

**CIS 256: Advanced Visual Basic**

In the second semester of Visual Basic, the student will learn to program with the advanced features available in Visual Basic and will focus on the logic involved in developing professional programs. The features covered will include user interfaces, controls including ActiveX controls, databases, object-oriented programming, VBScript and the Internet. Competency met: Technical Literacy (8.0) Fall

**Course Student Learning Outcomes**

1. Design and develop Visual Basic programs using object oriented programming.
2. Design, develop, execute and debug Visual Basic programs using advanced Visual Basic features.
3. Work with more advanced features in accessing and maintaining databases.
4. Work with web development using Visual Basic development.

**Credits:** 3**Prerequisites:**

CIS 156 or permission of the instructor.  
Instructional Support Fee Applies

**CIS 257: Object-Oriented JAVA Programming II**

The course addresses software development using advanced object-oriented concepts and JAVA. It covers concurrency and synchronization issues and advanced topics of the object paradigm such as inheritance and polymorphism. It introduces the programming of graphics using JAVA Swing classes and examines File Streams and I/O Processing in detail. It compares the procedural paradigm with the object paradigm. It also addresses issues of programming with multiple processes and programming of systems with exception-handling capabilities. These concepts are introduced in the context of developing software using software tools, including libraries of components. Three lecture hours and two lab hours per week. Approximately 3-5 hours per week of computer time will be required to complete the programming assignments. Competency met: Technical Literacy (8.0) Spring

**Course Student Learning Outcomes**

1. Understand the principals of the object-oriented programming.
2. Learn concepts of programming by contract.
3. Design and implement classes of objects.
4. Use inheritance and polymorphism.
5. Create applications using graphical user interface.



6. Implement recursive algorithms and understand recursive programming.

**Credits:** 4

**Prerequisites:**

CIS 157.

Instructional Support Fee Applies

**CIS 258: Advanced Interactive Programming**

In this course, students write advanced programs and scripts for server-side Web development, building on the framework laid in previous courses. They increase their ability to use language and frameworks effectively in developing for a variety of mobile devices as well as laptop and desktop computers. The Web sites they build effectively support databases, data collection and passing, selection and advanced web handling. Three lecture hours per week. Competency met: Technical Literacy (8.0) Fall

**Course Student Learning Outcomes**

1. Work with Responsive Web Design to develop pages for a wide variety of devices and configurations.
2. Work with some of the latest techniques in interactive programming.
3. Implement advanced programming/scripting skills.
4. Work with alternative methods of data exchange.
5. Work with development for mobile devices.

**Credits:** 3

**Prerequisites:**

CIS 120 and CIS 159 or permission of the instructor.

Instructional Support Fee Applies

**CIS 260: Software Specification and Design**

This course covers object-oriented analysis and design, methodologies and tools. It focuses on methodologies of specification and design of software systems. It addresses the issues of user interface design and software prototyping. The course also presents the state of the art in the tool and environments supporting the front end of the software development cycle. Three lecture hours and two lab hours per week. Competency met: Technical Literacy (8.0) Spring

**Course Student Learning Outcomes**

1. Learn about significance of modeling as a backbone of software development.
2. Gain basic understanding of software process including quality management.
3. Develop understanding and appreciation for formalism in software modeling and development.
4. Learn Unified Modeling Language (UML) and its effective use in software development.
5. Study wide range of design patterns and understand their role in software engineering.

**Credits:** 4

**Prerequisites:**

CIS 158 or CIS 257 or permission of the instructor.

Instructional Support Fee Applies

**CIS 261: Introduction to Computer Systems**

This course is an introduction to major components of computer systems. The course introduces fundamental concepts of computing systems such as binary arithmetic and data representation, the Von Neumann model for processing computer programs, the operation of memory, instruction set, and machine and assembly language programming. It systematically presents the levels of transformations from machine language to assembly language to high-level language. The course studies the role of such systems software components as assemblers, compilers, linkers, loaders, and operating systems. The course has a strong project component. Three lecture hours and two lab hours per week. Competency met: Technical Literacy (8.0) Fall

**Course Student Learning Outcomes**

1. Identify and describe different types of computing machines.
2. Describe distinguishing components of Von-Neumann Architecture.
3. Understand principals of machine language and program in assembly.
4. Describe the relation between high level languages and assembly.
5. Explain how bits and bytes are organized to represent data electronically.
6. Describe how digital logic is used to build circuits to process information.

**Credits:** 4**Prerequisites:**

CIS 158 or permission of the instructor.

**Co-Requisites:**

MTH 243.

Instructional Support Fee Applies

**CIS 262: Computer Organization and Design**

Laws of computer organization and design for RISC architectures. Interfaces between hardware and software are studied. Influence of instruction set on performance is presented. Design of a processor with pipelining is analyzed. Computer arithmetic is studied. Memory hierarchy and their influence on performance are documented. Elements of interfacing and I/O organization are included. The course has design, implementation, and analytical components. Three lecture hours and two lab hours per week. Competency met: Technical Literacy (8.0) Spring

**Course Student Learning Outcomes**

1. Explain how a program written in a high level language such as C or Java is translated into the language of the hardware.
2. Explain how hardware executes programs that have been translated.
3. Determine the interface between hardware and software.
4. Describe how software instructs hardware to perform a certain task.
5. Understand how hardware design determines the performance of a program.

**Credits:** 4**Prerequisites:**

CIS 261 or permission of the instructor.

Instructional Support Fee Applies



**CIS 263: Information Systems Seminar**

Students develop their skills in a variety of computing areas, research career options, and develop a project that demonstrates the programming, database, and other skills they have acquired. Students develop a professional level Web portfolio using a variety of computing skills. One lecture hour per week. Spring

**Course Student Learning Outcomes**

1. Demonstrate their skills in programming, database and a variety of computing areas acquired in the courses they have taken.
2. Develop a professional online portfolio using a variety of tools, techniques and web based skills.
3. Embellish their skills in research, web development and computer software as they complete their project and develop their portfolio.

**Credits:** 1

**Prerequisites:**

Enrolled in or have taken a second-semester programming course and a database course or permission of the instructor.

**CIS 270: Systems Analysis and Design Seminar**

Analyzing and designing effective business systems are the focus of this course. Emphasis is placed on today's tools for analyzing business problems, designing solutions and documenting the results. The student will learn the effective use of systems tools, the use and integration of microcomputer applications, the development of an effective database, and they will develop an understanding of the analysis and design processes. Three lecture hours per week. Competency met: Technical Literacy (8.0) Spring

**Course Student Learning Outcomes**

1. Do a preliminary and detailed analysis of a basic business problem using a variety of tools.
2. Use a variety of tools to logically analyze business issues as part of the process of designing a computerized solution.
3. Design a computerized solution including input, output, data and processing.
4. Present the analysis and the design.
5. Document the system effectively.
6. Design and explain the testing and implementation of the system.
7. Present an online portfolio of their work that can also be used in job searches.

**Credits:** 3

**Prerequisites:**

CIS 150 or CIS 152 or CIS 159 or permission of the instructor.

**Co-Requisites:**

CIS 150 or CIS 152 or CIS 159 or permission of the instructor.

Instructional Support Fee Applies



**CIS 271: Network Installation and Configuration Seminar**

This is a hands-on capstone course. It covers installation and upgrade procedures for current server operating systems. An Internetwork is planned, designed, implemented, managed, and documented. The network includes print, file and web hosting services as well as other current network services. Four hours of lecture per week. Competency met: Technical Literacy (8.0) Spring

**Course Student Learning Outcomes**

1. Install and configure Windows and Linux servers in a multi NOS, multi-client OS environment.
2. Install and configure a Linux and Windows workstation that can simultaneously access Windows and Linux servers via mounted or mapped drives.
3. Work as an active member of a team to design, select, configure and troubleshoot the server, clients, and services including DHCP and DNS in a business environment.
4. Design and implement the IP address structure, subnets, subnet masks, VLANS and addresses on hosts.
5. Design and implement Active Directory services with primary and backup domain controllers.
6. Research, describe and evaluate new technologies as they could be used for the current network environment.

**Credits:** 4

**Prerequisites:**

CIS 231 with a grade of C or better

**Co-Requisites:**

CIT 150 and CIS 232 and CIS 233 or permission of instructor.

Instructional Support Fee Applies

**CIS 272: Program Development Seminar**

Student learn to analyze difficult programming problems and develop traditional or web based solutions for them. The course deals with sophisticated concepts of logic, program development, and data structures. It also covers the programming life-cycle and the concepts applicable to the development of standard and web based solutions. Students develop and implement individual programming projects using the languages they have learned. Three class hours a week. Competency met: Technical Literacy (8.0) Spring

**Course Student Learning Outcomes**

1. Analyze complex problems and code appropriate solutions that successfully consider business goals and effective user interaction.
2. Integrate advanced programming techniques, advanced data handling and manipulation into a series of programs that demonstrates the programming skills they have acquired.
3. Effectively explore areas of programming that have not been covered in class and integrate their findings into projects they develop.
4. Present an online portfolio of their work that can also be used in job searches.

**Credits:** 3

**Prerequisites:**



Two prerequisites or one pre and one co-requisite from the following: CIS 250, CIS 255, CIS 256, CIS 257, CIS 258 or permission of the instructor.

Instructional Support Fee Applies

**CIS 283: Selected Topics in CIS**

A Distance Learning course that offers students the opportunity to take selected courses via the Web. The list of courses available for a particular semester will be published prior to each semester when the course is being offered. Students select the curriculum they will complete from the published list of options. The student will then follow the Web based learning criteria for the selected course and receive credit for that course. There will be one orientation meeting at the beginning of the semester. Competency met: Technical Literacy (8.0) Not offered every year.

**Course Student Learning Outcomes**

1. students can take a variety of 3 credit courses and each course will have the designated outcomes

**Credits: 3**

Instructional Support Fee Applies

**Computer Information Technology**

**CIT 102: Security Awareness**

This course introduces students to security and data confidentiality. The course presents a broad overview to help the student become more aware of computer security. Topics include securing data, confidentiality, integrity of data, password policies, and issues related to liability. One hour of lecture per week. Spring

**Course Student Learning Outcomes**

1. Identify and classify security threats and vulnerabilities facing an organization.
2. Understand basic security concepts.
3. Evaluate the potential of security products to meet identified threats.
4. Secure Windows-based software and hardware platforms.
5. Identify attacks against networks.

**Credits: 1**

Instructional Support Fee Applies

**CIT 113: Applied Technology Exploration**

This course gives students hands-on experiences in a wide variety of technology applications. The students work with projects in areas such as web design and development, social networking, multimedia, logic, programming, operating systems, and databases. The students will also explore issues of security, privacy, ethics and networking. Throughout this course students develop an understanding of the components of information technology systems and will explore career opportunities in technology. Three lecture hours per week. Competency met: Critical Analysis (1.0) Fall

**Course Student Learning Outcomes**

1. Students that successfully complete this course will be able to:
2. Understand and effectively implement important aspects of Information Technology
3. Evaluate career possibilities and requirements in Information Technology
4. Apply critical thinking to solving Information Technology
5. Experiment with a variety of developments within Information Technology

**Credits: 3**



**CIT 121: Information Technology Fluency I**

This course introduces students to the technical and application concepts of information technology. The students develop a basic understanding of computing, operating systems, application packages in word processing and Excel and the basics of developing a web site. Students continue to acquire the intellectual knowledge as well as the concepts, skills, and the capabilities essential to a deep understanding of information technology. This course is the first of three courses needed to fulfill this objective. Three lecture hours per week. Instructional Competency met: Technical Literacy (8.0) Fall, Spring, Summer

**Course Student Learning Outcomes**

1. List and define the basic components of a computer system.
2. Effectively use a word processing document formatting features.
3. Define basic networking terms.
4. Create and publish a basic web page using HTML.
5. Apply techniques to perform effective online searches and analyze the credibility of websites.
6. Effectively create a spreadsheet using absolute and relative cell addresses in formulas.
7. Explain the meaning of computer security and privacy and list the ways a computer can be compromised.

8. Name three permitted/not permitted uses of licensed software.
9. Create and post to a blog.
10. Design and create a basic presentation using presentation software.

**Credits: 3**

**CIT 122: Information Technology Fluency II**

This course introduces students to logic and problem solving in the computing environment. Students develop a basic idea of programming, communicating with data, debugging, and solving computing problems. Students continue to acquire the intellectual knowledge as well as the concepts, skills, and capabilities essential to a deep understanding of information technology. This course is the second of three courses needed to fulfill this objective. Three lecture hours per week. Competency met: Technical Literacy (8.0) Spring

**Course Student Learning Outcomes**

1. Effectively read, write and evaluate algorithms.
2. Design and create effective databases.
3. Effectively structure and execute Structured Query Language (SQL) queries.
4. Optimize data structures and tables that eliminate duplication, unnecessary data entry.
5. Explain the rules of relational database and database normalizations.
6. Create and publish HTML pages which contain Embedded JavaScript.

**Credits: 3**

**Prerequisites:**

CIT 121 or permission of the instructor.  
Instructional Support Fee Applies



**CIT 131: Business Creativity**

Business Creativity introduces students to basic graphic design and typographic principles in a computerized business environment. The course will give students the background necessary to identify and later apply these principles to create effective and aesthetically pleasing forms of computerized visual business communications. Competency met: Technical Literacy (8.0) Fall, Spring.

**Course Student Learning Outcomes**

1. Students who successfully complete Business Creativity will be able to:
2. Understand the basic principles that apply to graphic design and typography as they apply to the needs of business communications
3. Work with and exhibit these principles in a computerized environment
4. Implement these principles through the creation of effective forms of valid business communications

**Credits:** 3

Instructional Support Fee Applies

**CIT 132: Desktop Publishing**

The course covers the most common application packages used in business communications and commercial publishing. The student learns to combine text and graphics to create effective advertisements, brochures, newsletters, newspaper pages, and other printed material. An understanding of the printing process is developed so the student knows what is needed for professionally printed documents. Competency met: Technical Literacy (8.0) Fall

**Course Student Learning Outcomes**

1. Use industry appropriate graphical tools to enhance graphics and photos for use in print publications.
2. Use illustration software to create basic illustrations.
3. Create and design professional, effective, and aesthetically pleasing print publications, such as brochures, flyers, and newsletters, using popular desktop publishing software packages.

**Credits:** 3

**Prerequisites:**

CIT 131 or permission of the instructor.

**Co-Requisites:**

CIT 131 or permission of the instructor.

Instructional Support Fee Applies

**CIT 133: Electronic Publishing**

This course provides an introduction to electronic imaging, manipulating graphics, and presentation software. The class includes a module devoted to applications on the World Wide Web and covers how to combine graphics and text imported from a variety of files and applications. Emphasis is placed on designing and developing professionally finished products. Three lecture hours per week. Competency met: Technical Literacy (8.0) Spring

**Course Student Learning Outcomes**

1. Create and design professional, effective, and attractive electronic images.
2. Manipulate graphics and photos.
3. Create professional publications and/or presentations.
4. Create and maintain a professional website and/or blog.

**Credits:** 3

**Prerequisites:**

CIS 162 or permission of instructor.

**Co-Requisites:**

CIS 162 or permission of instructor.

Instructional Support Fee Applies



**CIT 134: Social Media and the Web**

Students will learn how to use social media as an effective promotional outlet. They will also increase their social media knowledge base via a variety of strategies and techniques. Topics covered will include YouTube, LinkedIn, Twitter, Facebook, etc. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

1. Create multiple social media accounts (i.e. Facebook, LinkedIn, Twitter, etc.) to allow for hands-on learning.
2. Effectively utilize a variety of social media tools.
3. Understand and design a successful social media campaign strategy and evaluate the industry applications and possibilities.

**Credits:** 3

**Prerequisites:**

BUS 115.

**Co-Requisites:**

BUS 115.

**CIT 136: Web Development for Mobile Devices**

Students use HTML5, JavaScript, and a JavaScript framework to develop web applications for implementation on mobile devices. Students use server-side scripting to connect to and access database information. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Understand the possible development strategies for mobile applications development, evaluate the possibilities to prepare for development.
2. Learn to use framework for developing web based mobile applications effectively.
3. Develop a series of web-based mobile applications that included connection to and accessing a server database.

**Credits:** 3

**Prerequisites:**

CIS 122

**Co-Requisites:**

CIS 159 or permission of instructor.

**CIT 140: Electronic Game Development I**

This course is an overview of electronic game development that takes students from the conception of electronic games in the 1970s up through the next generation console and PC games of today. Students study the game design process, the research and development of the game, and prepare a game proposal. Three lecture hours per week. Competency met: Technical Literacy (8.0) Fall

**Course Student Learning Outcomes**

1. Students who successfully complete Electronic Game Development I will be able to:
2. Understand the history of electronic games
3. Understand the basic logic and concepts of game play
4. Understand the business of the game industry.
5. Analyze critique, discuss and present games with appropriate terms and contexts.
6. Understand the game creation process
7. Understand writing for game development
8. Understand researching and developing games
9. Create a design document

**Credits:** 3

Instructional Support Fee Applies



**CIT 141: Visual Concepts for Game Designers**

This course is an introduction to visual concepts and the software that supports their development. Students will learn what game developers need to create the realistic visuals seen in many popular games titles. Emphasis is placed on concepts needed to create actual assets for use in actual games. Three lecture hours per week. Competency met: Technical Literacy (8.0) Fall

**Course Student Learning Outcomes**

1. Students who successfully complete Visual Concepts for Game Designers will be able to:
2. Understand the visual concept in game development.
3. Understanding the importance of good visual development as it relates to game development.
4. Demonstrate gain proficiency in visual development.
5. Work in 2D and 3D visual development
6. Research resources for visual development

**Credits:** 3

**Prerequisites:**

CIT 140.

**Co-Requisites:**

CIT 140.

Instructional Support Fee Applies

**CIT 142: Computer Game Level Building**

This course provides an introduction to planning and building game levels with a level editor. Students learn the importance of good level building and puzzle creation. Students are exposed to more than one level editor, and their strengths and weakness will be discussed. Three class hours per week. Competency met: Technical Literacy (8.0) Fall, Spring

**Course Student Learning Outcomes**

1. Students who successfully complete Computer Game Level Building will be able to:
2. Understand Level editing techniques
3. Understand the principles of classic architecture in level design
4. Understand optimization techniques for efficient level design
5. Test play the levels, and examine them for defects

**Credits:** 3

**Prerequisites:**

CIT 140 or permission of the instructor.

**Co-Requisites:**

CIT 140 or permission of the instructor.

Instructional Support Fee Applies

**CIT 143: Programming for Game Developers I**

This course introduces programming for game developers. Students learn the basics of game programming using a popular game programming language and start out creating simple text games and move on to windows programming with an introduction to DirectX. The student leaves this course with a basic understanding of programming and the basic programming skills to start programming games. Three lecture hours per week. Competency met: Technical Literacy (8.0) Fall, Spring

**Course Student Learning Outcomes**

1. Design a program to solve a problem.
2. Create and differentiate structured and object-oriented programming.
3. Recognize and use data types including arrays and strings.
4. Understand how to put all of this together to develop simple games.

**Credits:** 3

**Prerequisites:**

CIT 140 and CIS 120 or permission of the instructor.

Instructional Support Fee Applies



**CIT 150: Cybersecurity Principles**

This course introduces the principles and practices of security in computer networks. It covers the foundations of securing computer networks, including cryptography models, authentication, communications security, infrastructure security, operational and organizational security. Students learn the risks, threats, hazards, and concerns of computer networks and enhance their abilities to perform security research. Three lecture hours per week. Competency met: Technical Literacy (8.0) Fall, Spring

**Course Student Learning Outcomes**

1. Define information security and explain why it is important.
2. List, define and describe the basic steps of an attack.
3. Describe the five basic principles defense.
4. Describe the difference between a virus and a worm.
5. List, define and describe the types of malware that conceals its appearance.
6. List and describe techniques for mitigating and deterring attacks.
7. List the steps for securing a host computer.
8. Define and describe authentication services and the three types of authentication credentials.
9. Describe hash, symmetric, and asymmetric cryptographic algorithms.

**Credits:** 3

**Prerequisites:**

CIS 134 or permission of the instructor.  
Instructional Support Fee Applies

**CIT 155: Introduction of Computer Forensics**

This is an introductory course in computer and digital forensics. The course covers the principles, procedures, and techniques used in computer forensic crime investigations. Topics include understanding computer investigations, current computer forensics tools, processing crime and incident scenes, and digital evidence controls. Students are introduced to file systems, data acquisition, and computer forensics analysis. Three hours of lecture per week. Competency met: Technical Literacy (8.0) Fall.

**Course Student Learning Outcomes**

1. Students who successfully complete Introduction of Computer Forensics will be able to:
2. Familiarize with computer forensics as a profession
3. Understand computer crime investigations
4. Familiarize with current computer forensics tools
5. Respond to incidents and process a scene of a crime
6. Grasp the principals of Windows and Unix file systems
7. Develop basic experience with computer forensics analysis tools
8. Differentiate between tools for Unix, Mac, and Windows forensics

**Credits:** 3

Instructional Support Fee Applies



**CIT 165: Game Scripting**

The course covers an introduction to game scripting. It will both be an introductory programming course and an intro to game modification and design using scripting languages. Offers students an opportunity to understand the basic principles of game engines and how to control games and game engines through relatively simple scripting techniques. Examines several different game engines, including those where scripting is visual and those where scripting is textual. Studies critical concepts, including the game loop and triggering/collision events. Students choose game engines and scripts to implement based on critical analysis of existing games and on their own aspirations for being innovative game designers. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

1. Students will identify, discuss, evaluate the role of scripts in the development of games.
2. Apply appropriate scripting structure and syntax for game development.

**Credits:** 3

**Prerequisites:**

CIS 120 and CIT 143 or permission of the instructor.

**CIT 170: Digital Experience Management**

Digital Experience Management combines traditional web content management and customer experience management. Students will explore software options that manage relationships with customers including interacting with websites and social media, chat, email, phone and other options. Topics include web analytics, content personalization, digital asset management and marketing automation. Three lectures hours per week. Spring

**Course Student Learning Outcomes**

1. Apply digital experience management software at a level appropriate to basic application in the business setting.
2. Communicate effectively to convey technical information to the groups they support and to understand their needs.
3. Assess software options that manage relationships with customers including interacting with websites and social media, chat, email, phone and other options.
4. Demonstrate the ability to employ web analytics, content personalization, digital asset management and marketing automation.

**Credits:** 3

Instructional Support Fee Applies

**CIT 175: Print and Digital Publishing**

Print and Digital Publishing covers the industry standard software used in business, commercial, educational and other professions for print and digital output. Students create production-ready files for print, mobile and other digital devices. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Produce production-ready files for both print and digital devices.
2. Use industry appropriate graphical tools to enhance graphics and photos for use in print and digital publications.
3. Use illustration software to create basic illustrations.
4. Create and design professional, effective, and aesthetically pleasing print and digital publications using popular software packages.

**Credits:** 3

**Prerequisites:**

CIT 131 or permission of the instructor.

**Co-Requisites:**

CIT 131 or permission of the instructor.

Instructional Support Fee Applies



**CIT 231: Introduction to Multimedia Development**

Multimedia allows the development of dynamic presentations involving sound, motion, and interactivity. In this course, students learn to prepare business presentations using specialized programs. Emphasis is placed on learning the technical skills to utilize the multimedia software effectively to create business presentations and demonstrations. Three hours of lecture per week. Competency met: Technical Literacy (8.0) Fall

**Course Student Learning Outcomes**

1. Create an effective multimedia presentation.
2. Use multimedia software package to implement effective design in multimedia.
3. Demonstrate an understanding of how to use multimedia effectively as a business communication tool.

**Credits:** 3

**Prerequisites:**

CIS 162 or permission of the instructor.  
Instructional Support Fee Applies

**CIT 240: Modding I**

A mod can be anything from a simple game modification to new levels or even to a new game. This course examines the mod community online. The goal is to understand what it takes to make a top-notch mod. Aspiring game developers can choose from hundreds of semiformal mod groups to study. Students seek out existing mods and reviews them with a critical eye. Three lecture hours per week. Competency met: Technical Literacy (8.0) Spring

**Course Student Learning Outcomes**

1. Students who successfully complete Modding I will be able to:
2. Understand what a mod is
3. Understand how a mod is created
4. Understand how a mod team is organized
5. Understand what makes a good mod
6. Create a mod team using basic knowledge
7. Understand how to market a finished game in order to gain funding or find a full-time job in the game industry. Students will utilize this understanding in later courses when they are required to create their own mod.

**Credits:** 3

**Prerequisites:**

CIT 141 and CIT 142 or permission of the instructor.  
Instructional Support Fee Applies

**CIT 241: Electronic Game Development II**

This course is a continuation of CIT 140 and focuses on more advanced concepts of game development and production. Students work on scripting and developing characters, as well as exploring and understanding the concepts of game shells and game engines. Three class hours per week. Competency met: Technical Literacy (8.0) Spring

**Course Student Learning Outcomes**

1. Students who successfully complete Electronic Game Development II will be able to:
2. Understand the concept of the development team and of game development.
3. Understand how to script a game and develop characters.
4. Understanding the roles involved in game development and working together to accomplish the game.
5. Use simple game engines.

**Credits:** 3

**Prerequisites:**

CIT 141 and CIT 142 or permission of the instructor.  
Instructional Support Fee Applies



**CIT 242: Programming for Game Developers II**

This course expands the knowledge base in programming that was begun in CIT 143. Students further their knowledge of programming and DirectX and focus on more complex gaming techniques. Topics include advanced use of graphics, sound, and input, and an understanding of new and emerging software technologies as they relate to game development. Three lecture hours per week. Competency met: Technical Literacy (8.0) Fall, Spring

**Course Student Learning Outcomes**

1. Students who successfully complete Programming for Game Developers II will be able to:
2. Create code that is well organized and commented
3. Create simple games with sound, graphics and input (while using a game developer kit or game engine).
4. Understand simple and advanced 2D graphics concepts and be able to use them
5. Understand simple 3D graphics concepts and be able to use them.

**Credits:** 3

**Prerequisites:**

CIT 143 or permission of the instructor.

Instructional Support Fee Applies

**CIT 243: Game and Sound Production**

This is a project-oriented course. Students work together to create an end product. Students gain an understanding of sound and how to effectively incorporate it into games and multi-media projects. At the end of the course, students will develop and disseminate a simple game. Three lecture hours per week. Competency met: Technical Literacy (8.0) Spring

**Course Student Learning Outcomes**

1. Students will:
2. Successfully edit sound files.
3. Record and edit voice-over soundtracks using a variety of tools.
4. Analyze impact of audio as a production element.
5. Evaluate and compare an assortment of software tools.

**Credits:** 3

**Prerequisites:**

CIT 241

**Co-Requisites:**

CIS 162 or permission of the instructor.

Instructional Support Fee Applies

**CIT 245: Game Design on Paper**

In this course, students create games on paper only. Understanding the history of paper games is a key to understanding game design. The course includes analysis of games ranging from Tic-Tac-Toe to Dungeons and Dragons. No computers are used in the course. Three lecture hours per week. Competency met: Technical Literacy (8.0) Fall

**Course Student Learning Outcomes**

1. Students who successfully complete Game Design on Paper will be able to:
2. Be able to design a game, from scratch, on paper
3. Be able to think about and analyze games outside the computing environment
4. Have a deep understanding of what makes games fun, what keeps players interested and how to balance rules with fun.

**Credits:** 3

**Prerequisites:**

CIT 140 and ENG 101, or permission of instructor.

Instructional Support Fee Applies



**CIT 246: Modding II**

Students collaborate on a complete game level mod in this course, developing it from start to finish. The course emphasizes using an existing mod and adding and modifying elements with a focus on gameplay. Students also develop supporting materials that can be used to promote their mod. Competency met: Technical Literacy (8.0) Spring

**Course Student Learning Outcomes**

1. Students who successfully complete Modding II will be able to:
2. Understand how to create a game mod from start to finish
3. Develop a mod
4. Use an existing mod and add elements to it with a focus on gameplay.
5. Use an existing mod and alter elements in it with a focus on gameplay
6. Develop supporting materials that can be used to promote the mod that they developed

**Credits: 3**

**Prerequisites:**

CIT 240 and CIT 245 or permission of the instructor.  
Instructional Support Fee Applies

**CIT 247: Pre-Production Game Development**

In this project-oriented course, students work together to design and plan the development cycle of one or more games, which they will develop cooperatively in CIT 276. Students learn to write a game proposal and to schedule development resources. Students examine various game development tools used to create all the necessary game assets. Three hours of lecture per week. Competency met: Technical Literacy (8.0) Fall

**Course Student Learning Outcomes**

1. Students who successfully complete Pre-Product Game Development will be able to:
2. Understand the structure of a game proposal
3. Understand the scheduling considerations necessary to schedule development resources
4. Understand the development cycle in creating a game
5. Work effectively as a member of a team
6. Communicate effectively within the team
7. Develop a plan for implementation the following semester

**Credits: 3**

**Prerequisites:**

CIT 241 or CIT 242 and CIT 260 or permission of the instructor.

**Co-Requisites:**

CIT 241 or CIT 242 and CIT 260 or permission of the instructor.  
Instructional Support Fee Applies

**CIT 248: Data Structures in the Game Environment**

This is the third of a sequence of programming courses, following CIT 143 and CIT 242. This course focuses on data structures and algorithms commonly used in computer games. Topics include tables, lists, trees, queues, and stacks, as well as algorithm analysis. Three lecture hours per week. Competency met: Technical Literacy (8.0) Spring

**Course Student Learning Outcomes**

1. Students who successfully complete Data Structures in the Game Environment will be able to:
2. Write code that can process data efficiently
3. Recognize what algorithms work best under what conditions and why
4. Understand what data structures can help the processing of game data in certain situations
5. Know how the choice of data structures and algorithms affect the performance of a program.
6. Know how to write several types of data sorting algorithms.

**Credits: 3**

**Prerequisites:**

CIT 242 or permission of instructor.  
Instructional Support Fee Applies



**CIT 249: Visual Concepts for Game Designers II**

This course continues the study of visual concepts and the software that supports their development. Students will work on more advanced concepts. Emphasis is placed on the concepts and skills needed to create actual assets for use in actual games. Three lecture hours per week. Fall.

**Course Student Learning Outcomes**

1. At the completion of this course, the students should be able to do the following:
2. Create models for games.
3. Create textures for games.
4. Animate characters for games.
5. Export game ready assets.
6. Import assets into games.

**Credits: 3**

**Prerequisites:**

CIT 141 or permission of the instructor.

**CIT 250: Cyber Defense and Firewall Security**

This course explores the role of firewalls in building a secure Local Area Network. Students learn how firewalls fit into network security, the role they play, and how they can be effectively combined with other security components to enhance network security. Topics include planning, installation, building, and maintenance of a firewall as well as decision-making and troubleshooting firewall issues. Three lecture hours per week. Competency met: Technical Literacy (8.0) Fall

**Course Student Learning Outcomes**

1. Understand and explain a firewall, how it works, why security is necessary and the cost factors.
2. Describe the types of attacks on firewalls and network security and securing the network and its data.
3. Use firewalls to protect networks from malicious software and to recover from an attack.
4. Explain encryption methods and authentication methods and how they are used, as well as attacks on these methods.
5. Explain and configure IP subnetting.
6. Discuss, explain and configure firewall policies.
7. Implement firewall rules based on IP address, subnet, ports and protocols.

8. Explain VPN types and uses and the TCP/IP "Three Way Handshake".

**Credits: 3**

**Prerequisites:**

CIT 150 or permission of the instructor.

Instructional Support Fee Applies



**CIT 251: Operating Systems  
Vulnerability Management & Risk**

This course covers operating system security, including Internet and email security, border security, and wireless security. It also covers a variety of operating systems to assure that the student's knowledge extends to multiple platforms. Three lecture hours per week. Competency met: Technical Literacy (8.0) Fall

**Course Student Learning  
Outcomes**

1. Configure security for wireless interfaces in workstation operating systems.
2. Configure security settings for browsers, VPN services and e-mail clients.
3. Create a System Fault Tolerance and Disaster Recovery plan.
4. Apply techniques to protect operating systems from malicious software and to recover from an attack.
5. Implement Public Key and Private Key encryption methods.
6. Implement and configure multiple factor authentication methods.
7. Implement file and directory/ folder security using group security methods.
8. Implement and configure physical security for network, desktop and server operating systems, IEEE 802.11 and Bluetooth networking.

**Credits:** 3  
**Prerequisites:**

CIT 150 or permission of the instructor.  
Instructional Support Fee Applies

**CIT 252: Critical Security Controls**

This course emphasizes the creation and maintenance of a secure information system. Students learn how to integrate security during the development of an information system and how to preserve the security during the complete IS life cycle. Students also learn how to create, implement, and test a disaster recovery plan and the related procedures. Three lecture hours per week. Competency met: Technical Literacy (8.0) Spring

**Course Student Learning  
Outcomes**

1. Discuss the need for information security and the related issues including legal and ethical.
2. Describe how to plan for security and how to manage, access, evaluate and mitigate risk and how to use a variety of security technologies.
3. Explain what cryptography is and how it is used.
4. Discuss eDiscovery.
5. Discuss the difference between DR and BC and laws and acts related to DR/BC and DR planning, services, procedures and tools.
6. Discuss risk controls polices and countermeasures.
7. Discuss data storage technologies.

**Credits:** 3  
**Prerequisites:**  
CIT 150 or permission of the instructor.  
Instructional Support Fee Applies



**CIT 255: Advanced Computer Forensics**

This course expands on topics covered in CIT 155 and discusses advanced topics in computer and digital forensics analysis. The course focuses on the areas of data acquisition, computer forensics analysis, recovering image files, network forensics, mobile devices, and email investigations, as well as the boot process and file system of Macintosh and Linux computers. Three hours of lecture and two hours of laboratory per week. Competency met: Technical Literacy (8.0) Spring

**Course Student Learning Outcomes**

1. Gain experience with advanced data acquisition and analysis techniques.
2. Concentrate on advanced computer forensics tools and apply them at the scene of an investigation.
3. Use multiple methodologies for identifying and acquiring assets.
4. Adapt numerous tools and techniques for extracting key data from evidence in an investigation.
5. Experience hands-on approach to learning the steps to the processing of crime and incident scenes.

**Credits:** 4

**Prerequisites:**

CIS 134 and CIT 155 or permission of the instructor.

Instructional Support Fee Applies

**CIT 256: File System Forensic Analysis**

This course discusses how data is stored on disk and where and how digital evidence can be found on the disk. The majority of digital evidence is found on a disk and knowing how and why the evidence exists can help an investigator to provide testimony in a more knowledgeable manner. Basic concepts and theory of a volume and file system are covered and the applied to an investigation. The course also explores analysis techniques and special considerations that the investigator should make based on the file system. In addition, the data structures associated with volume and file systems are given and disk images are analyzed. The phases and guidelines of a digital investigation are also presented. Three hours of lecture per week. Competency met: Technical Literacy (8.0) Spring

**Course Student Learning Outcomes**

1. Understand digital investigation foundation.
2. Gain experience with different file systems.
3. Acquire a variety of analysis techniques.
4. Work with multiple operating systems and tools.
5. Learn how data is stored on computer persistent storage.
6. Practice finding digital evidence on computer disks.

**Credits:** 3

**Prerequisites:**

CIT 155 and CIS 106 and CIS 134, or permission of the instructor.

Instructional Support Fee Applies

**CIT 260: Topics in Game Programming**

This course covers a variety of issues that are important in game development. Topics include artificial intelligence, game world dynamics, human interfaces, and supporting tools. The course incorporates new developments in the programming area as they emerge. Students use their foundation in C++ to apply each topic to a computer game program. Three lecture hours per week. Competency met: Technical Literacy (8.0) Fall

**Course Student Learning Outcomes**

1. Program basic artificial intelligence in a game.
2. Understand how to use game world dynamics to create a richer game experience.
3. Understand the concepts and application of human interface programming.
4. Understand the concepts, development of and use of supporting tools.
5. Gain further proficiency in programming.
6. Apply these diverse topics to the development of a game program.

**Credits:** 3

**Prerequisites:**

CIT 242 or permission of the instructor.

**Co-Requisites:**

CIT 242 or permission of the instructor.

Instructional Support Fee Applies



**CIT 261: Fundamentals of Game Engine Design**

This course covers various components of game engine design. A well-designed game engine handles processing and reduces the unique coding requirements, making the game more efficient and effective. Students learn how to put together a game engine that can be used by multiple games. The course addresses such aspects of game engines as graphics, sound, input, and tools. Three lecture hours per week. Competency met: Technical Literacy (8.0) Spring

**Course Student Learning Outcomes**

1. Be able to write a game engine that has 2D graphics, sound and input.
2. Know how to create a library that could be used by multiple programs.
3. Understand the pros and cons of writing your own game engine versus licensing a pre-made engine.

**Credits:** 3

**Prerequisites:**

CIT 242 or permission of the instructor.

**Co-Requisites:**

CIT 242 or permission of the instructor.

Instructional Support Fee Applies

**CIT 262: Advanced Game Analysis**

In this course, students examine current computer and console games with a critical eye. This process solidifies their experience in mod development and game design. Students increase the depth of their understanding by continual review of a variety of games. The course also focuses on developing student awareness of the differing quality levels of games. Three class hours per week. Competency met: Technical Literacy (8.0) Spring

**Course Student Learning Outcomes**

1. Students who successfully complete Advanced Game Analysis will be able to:
2. Learn constructive criticism techniques
3. Understand why some games are more popular than others
4. Understand how to improve games
5. Understand the difference between taste and technical considerations

**Credits:** 3

**Prerequisites:**

CIT 245 or permission of instructor.

**Co-Requisites:**

CIT 245 or permission of instructor.

Instructional Support Fee Applies

**CIT 270: Seminar in Desktop Publishing, Imaging and Multimedia Design**

By working in design teams on multifaceted projects, this course will allow students to apply their skills in creative design, desktop publishing, electronic imaging, and multimedia applications by developing projects needed by businesses, industries, and the community. Students will master at least one suite of design and/or multimedia products, and will produce professional quality work which then may be printed, distributed electronically, and/or accessed via the internet, CD or kiosk. Competency met: Technical Literacy (8.0) Spring

**Course Student Learning Outcomes**

1. Apply their skills in creative design, desktop publishing, electronic imaging, and multimedia applications.
2. Develop projects that implement the needs of businesses, industries, and/or the community.
3. Utilize at least one suite of design and/or multimedia products.
4. Produce professional quality work which then may be printed, distributed electronically, and/or accessed via the internet, kiosk or other method.

**Credits:** 3

**Prerequisites:**

CIT 131, CIT 132, CIT 133, and CIT 231, or permission of instructor.

Instructional Support Fee Applies



**CIT 274: Cybersecurity and Forensics Seminar**

This hands-on capstone course provides students with the opportunity to use the computer security and computer forensics skills they have developed to work on a comprehensive capstone project. Students will plan, design, implement, manage, and document an intranetwork such that access to internal services, both to the LAN and the Internet, can be allowed or denied in a secure manner. Students will work with firewalls, disaster recovery plans, a public key server for access to data and email encryption as well as a plan for performing system updates and virus and spyware protection. Students will work with forensically sound procedures in collecting, analyzing, and documenting digital evidence. Three lecture and two lab hours per week. Competency met: Technical Literacy (8.0) Spring

**Course Student Learning Outcomes**

1. Use research tools for trouble-shooting network devices.
2. Define and describe the different RAID levels.
3. Install and configure Windows and Linux servers and workstations in a multi NOS and client OS environment.
4. Troubleshoot the server and network.
5. Identify the components of the TCP/IP protocol suite and relate them to the OSI model.
6. For IP, describe and define the address structure, network

classes, subnets, subnet masks, and assigning addresses to hosts.

7. Install, configure, and troubleshoot Webserver, DHSP, DNS and NAT.
8. Implement Active Directory services with primary and backup domain controllers.
9. Describe Network Security models.
10. Describe how firewalls, encryption and proxy servers work.
11. Install a router and firewall.
12. Explain the capabilities and requirements for remote access.
13. Explain the need and strategies for backup and anti-virus protection.
14. Create and implement anti-virus protection.
15. Describe disaster recovery options.
16. Prepare a disaster recovery plan for servers.
17. Implement and test the disaster recovery plan.
18. Determine the need for conducting the analysis of computer, handhelds, and/or network equipment.
19. Determine the best acquisition method and forensics tools to be used.
20. Design your own method for conducting the acquisition and forensics data.
21. Perform the acquisition and analysis of forensics data.
22. Describe the method used to conduct the acquisition.
23. Describe the method used to perform the analysis.
24. Describe in detail the steps used to acquire and analyze the forensics data.

25. Present the forensics analysis and be prepared to justify your conclusions.

**Credits: 4**

**Prerequisites:**

CIT 250 and CIT 251

**Co-Requisites:**

CIT 252, CIT 255 or permission of the instructor.

Instructional Support Fee Applies



**CIT 275: Computer Forensics Seminar**

This is a capstone course in the Computer Forensics option. It allows students to use the computer forensics skills they have developed to work on a comprehensive capstone project. The project includes case studies in which the student is expected to use forensically sound procedures in collecting, analyzing, and documenting all digital evidence. Three hours of lecture and two hours of laboratory per week. Competency met: Technical Literacy (8.0) Spring

**Course Student Learning Outcomes**

1. Students who successfully complete Computer Forensics Seminar will be able to:
2. Show that they can properly identify digital evidence
3. Show proper chain of custody for digital evidence they process
4. Show proficiency in the proper techniques and procedures for imaging numerous different pieces of digital media
5. Show proficiency in searching identifying and exporting relevant digital evidence in a method that will maintain the forensics status of all meta data
6. Write and produce a forensics report on their procedures and findings
7. Demonstrate an understanding of testifying about their findings in Courts, administrative hearings and disciplinary hearings

**Credits:** 4

**Prerequisites:**

CIT 255 with a grade of C or better

**Co-Requisites:**

CIT 256.

Instructional Support Fee Applies

**CIT 276: Game Production**

This project-oriented course brings together all components of the game development program to create a unique game. At the end of the course, students each have a game that they can show to prospective employers. Two lecture hours and four laboratory hours per week. Spring

**Course Student Learning Outcomes**

1. Students who successfully complete Computer Game Production will be able to:
2. Understand the concepts of marketing a game
3. Create a playable demo-grade game.
4. Participate as a member of a team.
5. Work in a team environment which integrates a variety of skills into the product production
6. Understand the concepts of working in a team including skill balancing, delegation, team building, communication, asset management within a team, successful strategies
7. Modify and implement a production plan
8. Apply time and resource management principles to the development and production of games.
9. Employ production schedules as part of the project management process.
10. Maintain workflow documentation and production log.



**Credits:** 4

**Prerequisites:**

CIT 247.

Instructional Support Fee Applies

**CIT 277: Cybersecurity Capstone**

The capstone course for the Cybersecurity Certificate is a practical application of the control framework that guides an information security plan. It includes boundary controls, access controls, integrity controls, cryptographic controls and auditing controls. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

1. Students will identify, discuss, evaluate and plan implementation of boundary controls, access controls, integrity controls, cryptographic controls and auditing controls within a critical control framework. Students will successfully complete case studies that relate to the security needed for a given scenario.

**Credits:** 3

**Prerequisites:**

CIT 250

CIT 251

**Co-Requisites:**

CIT 252 or permission of instructor.

**Cooperative Education**

**INT 101: Work-Based Experience**

This course is a one-semester, introductory, work-based experience course. Students observe, participate in, and develop a mentoring relationship in an environment related to their chosen program of study for the purpose of career exploration using project-based learning. A total of 45 hours in the field during the semester and a one hour weekly seminar is required. Students complete career assessments and develop learning goals. Self-assessment is integrated using reflection assignments. All community placements must be approved by the Experiential Education Center. Fall

**Course Student Learning Outcomes**

1. Identify foundational knowledge of technical skills and professional communications in a work setting.
2. Recognize industry standards and organizational structures, culture, and ethics.
3. Summarize the connections between academic theory and practice through reflection.
4. Practice critical thinking, research skills, and problem solving skills within the context of work.
5. Identify an awareness of self, others, and society across multiple contexts (personal, community, industry, and global).
6. Establish a network of professional contacts, mentors, and references.



**Credits: 1**

**Prerequisites:**

Permission from the Experiential Education Center.  
Instructional Support Fee Applies

**INT 110: Internship Experience**

This course offers students an opportunity to apply classroom learning and academic skills in a supervised work experience related to their chosen field of study. It assists students in exploring and wisely choosing a career, while promoting personal growth and development. The work-based learning component helps students develop the skills of problem-solving, decision-making, and reflective thinking that increases their overall success in the workforce. Students work 5-8 hours a week in their internship position for a minimum total of 80 hours and must participate in a weekly seminar. The internship seminar helps students develop an interdisciplinary perspective of the world of work by discussing related topics and sharing on-the-job concerns with peers. Faculty and employers provide professional guidance to students in setting and achieving career goals. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Identify and apply technical skills and professional communication skills in a work setting.
2. Recognize industry standards, organizational structures, culture, and ethics and align with long-term career goals.
3. Connect competencies to academic theory and practice through reflection.

4. Utilize critical thinking, research skills, and problem solving skills.
5. Identify an awareness of self, others, and society and integrate this knowledge across multiple contexts (personal, community, industry, and global).
6. Establish a network of professional contacts, mentors, and references.

**Credits: 2**

**Prerequisites:**

Permission from the Experiential Education Center.  
Instructional Support Fee Applies



### **INT 210: Internship Experience I**

This course offers students an opportunity to apply classroom learning and academic skills in a supervised work experience related to their chosen field of study. It assists students in exploring and wisely choosing a career, while promoting personal growth and development. The work-based learning component helps students develop the skills of problem-solving, decision-making, and reflective thinking that increases their overall success in the workforce. Students work 10-12 hours a week in their internship position for a minimum total of 120 hours and must participate in a weekly seminar. The internship seminar helps students develop an interdisciplinary perspective of the world of work by discussing related topics and sharing on-the-job concerns with peers. Faculty and employers provide professional guidance to students in setting and achieving career goals.

### **Course Student Learning Outcomes**

1. Employ technical and professional communication skills in a work setting.
2. Recognize industry standards, organizational structures, culture, and ethics.
3. Connect competencies to academic theory and practice through reflection.
4. Develop critical thinking, research skills, and problem-solving skills.

5. Integrate knowledge of self, others, and society across multiple contexts (personal, community, industry, and global).
6. Establish a network of professional contacts, mentors, and references.

#### **Credits: 3**

#### **Prerequisites:**

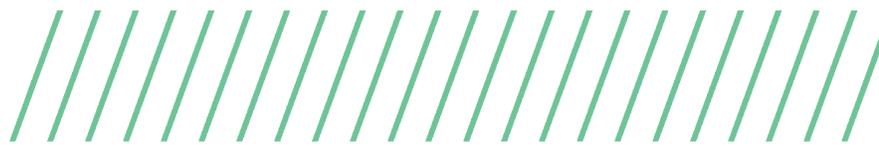
Permission from the Experiential Education Center.  
Instructional Support Fee Applies

### **INT 220: Internship Experience II**

This course offers students an additional opportunity to gain valuable work experience in a different or advanced position. It allows for further enhancement of personal and professional development and improvement in critical thinking skills, communication skills, and self-management skills. INT 220 builds directly upon the work-based learning experience acquired through INT 210, and better prepares students for a satisfying career in the complex and challenging workplaces of the future. The seminar encourages students to seek information related to labor market trends, educational requirements needed for advancement in their careers, and professional organizations and networks in their field. Faculty and employers provide professional guidance, supervision, and assessment of established learning objectives and career goals. Students work 10-12 hours a week in their internship position for a minimum total of 120 hours and must participate in a weekly seminar (online). Spring

### **Course Student Learning Outcomes**

1. Evaluate and integrate industry appropriate technical skills and professional communication skills.
2. Apply knowledge of industry and organizational structures, culture, and ethics and integrate into long-term career goals.



3. Evaluate and connect competencies to academic theory and practice through reflection.
4. Integrate critical thinking, research skills, and problem solving skills across personal, academic, and career contexts.
5. Evaluate personal performance as it affects self, community, and industry and create a plan that demonstrates progression.
6. Establish a network of professional contacts, mentors, and references.

**Credits:** 3

**Prerequisites:**

INT 210 and permission from the the Experiential Education Center.  
Instructional Support Fee Applies

## Criminal Justice

### **CRJ 101: Introduction to Criminal Justice**

This is a survey course designed to provide students with an overview of the criminal justice system. The principles and practices of police, courts, and corrections are examined. The constitutional basis of our system of justice is explored and emphasized. This course provides the foundation needed for more advanced coursework. Three lecture hours per week. Fall

### Course Student Learning Outcomes

1. Be able to demonstrate knowledge of the principles, theories, and practices of the criminal justice system including the police, courts, correctional systems, and the juvenile justice system.
2. Be able to understand and explain the importance of ethics and ethical behavior in the achievement of justice within a diverse environment.
3. Be able to synthesize and apply United States Supreme Court decisions regarding arrest and detention, search and seizure, interrogation, and the assistance of counsel in a professional environment.
4. Demonstrate proficiency through oral and written communication.
5. Acquire and analyze information from a variety of academic and professional sources in a critical and scientific manner.

**Credits:** 3



**Prerequisites:**  
ENG 101.

**Co-Requisites:**  
ENG 101.

**CRJ 111: College Success Seminar for Criminal Justice**

This foundational course is for all Criminal Justice majors and should be taken in their freshman year, first semester. In this course, strategies and resources that promote general college success are explored and applied to relevant topics in the field of Criminal Justice. Students also begin to reflect on what it means to be a Criminal Justice professional, acquire technical competencies needed to be successful in this major, and conduct both academic and internet research. The requirements of both the Career and Transfer Programs will be discussed, as well as the Internship Programs and employment opportunities. Students engage with course content through an active learning environment that may include discussions, readings, service-learning projects, and lectures. Critical reading, thinking, and writing are stressed. The importance of ethics in Criminal Justice will be examined in detail. Competency met: First Year Experience (9.0). One lecture hour per week. Fall, Spring

**Course Student Learning Outcomes**

1. Students will utilize college and program resources that are relevant to Criminal Justice majors, including opportunities for service learning.
2. Students will identify program and college (print and e) resources to demonstrate knowledge of

program, college, state standards and codes of ethics related to being a Criminal Justice Career or Transfer major.

3. Students will apply personalized learning/study skills and evaluate the impact of learning differences to their chosen profession.
4. Students will utilize skills required for success in Criminal Justice professions and formulate academic and career goals that are appropriate for their personal situation and chosen future goals.

**Credits:** 1

**Co-Requisites:**

Students are encouraged to enroll in sections of CRJ 111 linked with sections of CRJ 101 specifically designated as Learning Communities for Criminal Justice.



**CRJ 113: Criminal Law**

Primary focus is on the substantive law. General legal principles applicable throughout the majority of the states are covered as well as the substantive law of the Commonwealth of Massachusetts. The nature and development of criminal law and legal systems, jurisdiction, the criminal act, the criminal state of mind and matters affecting responsibility are studied. Three lecture hours per week. Competency met: Ethical Dimensions (7.0) Fall

**Course Student Learning Outcomes**

1. Be able to synthesize and apply United States Supreme Court decisions regarding arrest and detention, search and seizure, interrogation, and the assistance of counsel in a professional environment.
2. Demonstrate proficiency through oral and written communication.
3. Will acquire and analyze information from a variety of academic and professional sources in a critical and scientific manner.

**Credits:** 3

**Prerequisites:**  
ENG 101.

**Co-Requisites:**  
ENG 101.

**CRJ 115: Report Writing and Information Systems**

This course enables students to determine report content through collection, interpretation, and evaluation of data. Emphasis is placed upon interpersonal communication and its application in role-playing experiences in interviews and interrogations. Students complete many report-writing assignments, including operational and administrative reports. Implications of the individual report for an agency's total information capability are studied along with examination of several contemporary information systems, including the processes used for report review and control. Three class hours a week. Spring

**Course Student Learning Outcomes**

1. Demonstrate proficiency through oral and written communication.
2. Acquire and analyze information from a variety of academic and professional sources in a critical and scientific manner.
3. Understand and explain the importance of ethics and ethical behavior in the achievement of justice within a diverse environment.

**Credits:** 3

**Prerequisites:**  
ENG 101 and a grade of C- or higher in both CRJ 101 and CRJ 113.

**Co-Requisites:**  
ENG 101 and a grade of C- or higher in both CRJ 101 and CRJ 113.

**CRJ 219: Police and Society**

Emphasizing the concept that each human being is unique, this course is an in-depth study of the police role in the community. Police-initiated programs directed toward improving intergroup relations are examined and discussed along with selected issues confronting the police and the public they serve. Maximizing the degree of police/community cooperation and interaction is the primary objective. Three lecture hours per week. Competency met: Multicultural Perspective (5.3), Social Phenomenon (5.4) Fall, Spring

**Course Student Learning Outcomes**

1. Identify and consider various perspectives and positions related to law and justice.
2. Select, evaluate, incorporate, and document research information effectively.
3. Articulate and present ideas in a clear, organized manner that demonstrates critical analysis skills.
4. Make connections between human behaviors and consequences.
5. Discuss the pervasive realities of discrimination and stereotype due to race, gender, religion, ethnicity, social class, disability, and sexual orientation.
6. Explain the principles of group behavior and social organizations, how power is wielded in society, and the responsibilities and rights of the human society.



Students will develop an understanding of:

7. Differing points of view on the same issue
8. The underlying concepts of justice and fairness
9. The standards for judging human behavior
10. The importance of considering the ramifications of decisions and incorporate and document research information effectively.
  - Students will be able to articulate and present ideas in a clear, organized manner that demonstrates critical analysis skills.
  - Students will be able to make connections between human behaviors and consequences.
  - Students will be able to discuss the pervasive realities of discrimination and stereotype due to race, gender, religion, ethnicity, social class, disability, and sexual orientation.
  - Students will be able to explain the principles of group behavior and social organizations, how power is wielded in society, and the responsibilities and rights of the human society. Students will develop an understanding of:
    - Differing points of view on the same issue.
    - The underlying concepts of justice and fairness.
    - The standards for judging human behavior.
    - The importance of considering the ramifications of decisions.

**Credits:** 3

**Prerequisites:**  
SOC 101.

### **CRJ 221: Juvenile Offenders**

This course provides for a holistic approach to the study of the many factors that relate to juvenile delinquency. The scope and nature of delinquency, methods of prevention, environmental influences, the juvenile justice system, and juvenile corrections will be among topics examined and discussed. Three lecture hours per week. Spring

### **Course Student Learning Outcomes**

1. Demonstrate knowledge of the principles, theories, and practices of the Criminal Justice System including the police, court, correctional systems, and the juvenile justice system.
2. Understand and explain the importance of ethics and ethical behavior in the achievement of justice within a diverse environment.
3. Demonstrate proficiency through oral and written communication.
4. Acquire and analyze information from a variety of academic and professional sources in a critical and scientific manner.

**Credits:** 3

### **CRJ 245: Corrections**

This course is a comprehensive study of the correctional system in the United States. It will provide students with an understanding of the historical framework, theoretical principles, legal precedents, and philosophies that guide correctional practices. Sentencing philosophies, treatment and rehabilitation theories, alternatives to incarceration, probation, parole, and community-based corrections are examined. The civil rights of prisoners and contemporary correctional management practices are discussed to fully understand how our correctional system functions within a larger criminal justice system. Three lecture hours per week. Fall, Spring, Summer

### **Course Student Learning Outcomes**

- Students will be able to:
1. Discuss the historical framework within which the American correctional system has evolved.
  2. Explain how the U.S. Supreme Court decisions have shaped the administration of U.S. correctional facilities and the treatment of offenders.
  3. Critically analyze the various offender treatment and rehabilitation theories as well as the relevant sentencing philosophies.
  4. Discuss the important differences between probation, parole, and community-based correctional programs.



5. Explain how a correctional system operates to ensure public safety while also respecting the civil rights of offenders.

**Credits:** 3

**Prerequisites:**

C- or higher in CRJ 101 and CRJ 113.

**CRJ 251: Criminology**

The study of the nature of crime, the criminal, and society's approach to the crime problem; the causes of crime; research methods in criminology; the criminal justice system in theory and reality; an introduction to penology. Three lecture hours per week. Competency met: Social Phenomenon (5.4) Fall

**Course Student Learning Outcomes**

1. Apply criminological theories to the various causes of crime.
2. Utilize criminological research methods.
3. Identify and critique methods and outcomes in regards to issues of penology.
4. Evaluate various law enforcement strategies in dealing with criminal behavior.

**Credits:** 3

**Prerequisites:**

SOC 101 or permission of program director.

**CRJ 256: Criminal Investigation**

Emphasis is placed on the special techniques most appropriate for particular kinds of investigations, including arson, burglary, robbery, electronic-based crime, homicide, and other crimes. Constitutional aspects of investigative procedures are discussed along with procedures for interviewing and recording statements of witnesses and suspects. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

1. Understand and explain the importance of ethics and ethical behavior in the achievement of justice within a diverse environment.
2. Synthesize and apply United States Supreme Court decisions regarding arrest and detention, search and seizure, interrogation, and the assistance of counsel in a professional environment.
3. Demonstrate proficiency through written communication.
4. Acquire and analyze information from a variety of academic and professional sources in a critical and scientific manner.

**Credits:** 3

**Prerequisites:**

Grade of C- or higher in both CRJ 101 and CRJ 113.

**CRJ 258: Criminal Procedure**

An intensive study and analysis of the United States Constitution and an examination of judicial interpretations of it. Particular attention is placed on the Supreme Court's decisions and impact on criminal justice processes and procedures with respect to arrest, search and seizure, interrogation and confessions, assistance of counsel and freedom of speech. Three lecture hours per week. Competency met: Ethical Dimensions (7.0) Fall

**Course Student Learning Outcomes**

1. Students will be able to demonstrate knowledge of the principles, theories, and practices of the criminal justice system including the police, courts, correctional systems, and the juvenile justice system.
2. Students will be able to understand and explain the importance of ethics and ethical behavior in the achievement of justice within a diverse environment.
3. Students will be able to synthesize and apply United States Supreme Court decisions regarding arrest and detention, search and seizure, interrogation, and the assistance of counsel in a professional environment.
4. Students will demonstrate proficiency through oral and written communication.
5. Students will acquire and analyze information from a



variety of academic and professional sources in a critical and scientific manner.

**Credits:** 3

**Prerequisites:**

Grade of C- or higher in CRJ 101, CRJ 113 and CRJ 245.

**CRJ 259: Introduction to Criminalistics**

An introductory course in forensic science with emphasis on the recognition, collection, and analysis of physical evidence. Students participate in practical exercises utilizing appropriate lab equipment and field kits and investigate simulated crimes and introduce physical evidence at mock trials. Three lecture hours per week. Spring

Grade of C- or higher in CRJ 101, CRJ 113, CRJ 219, CRJ 245, CRJ 251, and CRJ 258.  
Instructional Support Fee Applies

**Course Student Learning Outcomes**

1. To develop an understanding of the development of forensic sciences; its origin, advances, and trends for the future.
2. To become familiar with the functions and capabilities of the crime lab in its supportive role to the investigator.
3. To become acquainted with the legal and scientific considerations and procedures essential for effective collection, preservation and transmittal of physical evidence.
4. To learn how to properly "process" a Crime Scene.
5. To develop an awareness of the methods used by the Police and the Crime Lab in the analysis of physical evidence.
6. To be able to present the analysis of physical evidence in a Court of Law.

**Credits:** 3

**Prerequisites:**



## Culinary Arts

### **CUL 100: Introduction to College/ Culinary Experience**

This course facilitates the new Culinary Arts students' transition to college and the Culinary Arts Program. Students will be introduced to the college's resources and familiarize themselves with the expectations, skills and information necessary to succeed in the Culinary Arts Program. As part of this course, students will begin their Professional Career Portfolio that will document their education. Applies. One lecture hour per week. Fall

### Course Student Learning Outcomes

1. Identify their learning style and develop a personal approach to their learning that establishes a clear pathway to success in a culinary arts career.
2. Utilize time management skills in balancing academic, personally, and career activities.
3. Demonstrate a basic level knowledge in the culinary arts such as kitchen equipment, kitchen management, measurement calculation, professionalism (attitude and appearance), teamwork, and basic cooking methods for both the hot kitchen and the bakeshop.
4. Begin to work in a professional career portfolio that will demonstrate the student's achievements throughout the course of the program.

**Credits:** 1

### **Prerequisites:**

Open to Culinary Arts Students Only.  
Instructional Support Fee Applies

### **CUL 102: Culinary Art**

This course develops skills that allow culinary and baking and pastry arts students to present food in an artistically pleasing manner utilizing art skills which includes the creation of three dimensional plates and platters utilizing the principles of form, function, and color. Three lecture hours per week for five weeks. Fall

### Course Student Learning Outcomes

1. Understanding of design/art principles.
2. Observational drawing skills.
3. Proficiency with varied media.
4. Aptitude to actively use the imagination.

**Credits:** 1

Instructional Support Fee Applies



**CUL 103: Culinary Photography**

This course develops skills that allow culinary and baking and pastry arts students to present food in an artistically pleasing manner and digitally record it by the use of a digital camera and correct them for improved professional appearance by means of image editing software. Three lecture hours per week for five weeks. Fall

**Course Student Learning Outcomes**

1. Understanding of design/art principles.
2. Observational drawing skills.
3. Proficiency with varied media.
4. Aptitude to actively use the imagination.

**Credits: 1**

Instructional Support Fee Applies

**CUL 104: Culinary Ice Carving**

This course develops skills that allow culinary and baking and pastry students to present food in an artistically pleasing manner and enhance the food service area by introducing them to the basic skills needed to prepare centerpieces and socles to enhance the appearance of food presentation. Two lecture hours and eight lab hours for two weeks. Fall

**Course Student Learning Outcomes**

1. The student will be able to describe the use of ice as a decoration and its place in the culinary world.
2. The student will demonstrate the use of ice carving tools and operate them safely.
3. The student will demonstrate the ability to prepare a usable template.
4. The student will demonstrate the ability to display both single and multi-block ice sculptures.

**Credits: 1**

Instructional Support Fee Applies

**CUL 111: Essentials of Culinary Arts I**

This course covers the procedures and techniques of cooking. It develops basic skills including applicable kitchen safety and sanitation. It continues the introduction of and practical use of commercial kitchen equipment and hand tools as well as essential cooking principles. The course includes stocks, sauces and soups; vegetables and starch products; and cold pantry and breakfast preparation. This course requires participation in evening functions. Students continue to develop their culinary portfolios in this course. Two lecture hours and eight laboratory hours per week. Fall; Day only

**Course Student Learning Outcomes**

1. Understand their role as a professional food service worker.
2. Demonstrate the ability to work in a full service kitchen, utilizing proper culinary techniques.
3. Demonstrate the ability to prepare and serve the food products for the required Culinary Arts functions.

**Credits: 4**

**Prerequisites:**

ServSafe certified or concurrent enrollment in CUL 140. A grade of C- or better or concurrent enrollment in CUL 100.

Instructional Support Fee Applies



**CUL 112: Essentials of Culinary Arts II**

This course is a continuation of CUL 111 and builds on the essentials developed in CUL 111. The course is a practicum in the application of the procedures and techniques of cooking. This course includes meats, poultry and fish. The course focuses on the individual and group preparation and presentation of meals and their components as well as on the skills to assess and critique them. It culminates in a final practical assessment. The course requires participation in evening functions and continuation of the student's personal portfolio. Two class hours and eight laboratory hours per week. Spring; Day only

**Course Student Learning Outcomes**

1. Demonstrate the ability to fabricate and utilize a variety of proteins used in a full service kitchen.
2. Demonstrate the ability to mise en place, prepare and present the assigned menu items.
3. Demonstrate the ability to work in a professional manner with all the class members, both individually and as a team to achieve a common goal.
4. Pass the Final PRACTICAL exam.

**Credits: 4**

**Prerequisites:**

CUL 111 with a grade of C- or better, or permission of the program director, and valid ServSafe certification.

Instructional Support Fee Applies

**CUL 113: Baking Skills for Cooks**

This course focuses on the baking skills cooks or chefs working in smaller establishments should possess, including breads and rolls, quick breads, pies, cookies and simple pastries, and basic cake decorating and seasonal items. One class hour and four lab hours per week. Fall, Spring; Day only.

**Course Student Learning Outcomes**

1. Demonstrate the ability to perform a variety of basic baking procedures in a commercial bakeshop/ kitchen, including breads, pastries and cakes.
2. Demonstrate the creativity and skill necessary to prepare, bake and decorate a seasonal holiday display item.

**Credits: 2**

**Prerequisites:**

Passing scores on the College Writing, Reading, and Arithmetic placement tests, or concurrent enrollment in or prior completion of ENG 090, ENG 091, ENG 092 or MTH 011, or RDG 080 or RDG 090, as applicable; ServSafe certified or concurrent enrollment in CUL 140. Instructional Support Fee Applies

**CUL 121: Dining Room Functions I**

This course introduces students to the proper dining room procedures and the relationship of the dining room to the kitchen. It covers a variety of service styles including American, Buffet, Banquet and Family Style. The course also covers beverage service relative to these types of service. The course requires participation in evening functions. Two lecture hours per week. Fall; Day only

**Course Student Learning Outcomes**

1. Demonstrate the ability to work in a professional dining room in a variety of foodservice settings including; a la carte, buffet, banquet, American and family services.
2. Demonstrate the ability, through role play and functions, to interact with all guests, including those requiring additional services and/or dietary restrictions.
3. Demonstrate the ability to work the various stations assigned at the required Culinary Arts functions.
4. Demonstrate familiarity with the tools, service ware and equipment utilized in basic dining room service including their location, use and proper maintenance.

**Credits: 2**

Instructional Support Fee Applies



**CUL 122: Dining Room Functions II**

This course focuses solely on the practical aspect of operating an a la carte dining room. Students develop their front-of-the-house skills by greeting customers, taking and delivering orders, and collecting cash. This course requires evening function participation. One lecture hour and four laboratory hours per week. Spring; Day only

**Course Student Learning Outcomes**

1. Function at the various dining room stations.
2. Demonstrate table settings, meal and beverage service.
3. Demonstrate the ability to work professionally as an individual and as a team in the Grady Dining Room.
4. Demonstrate the ability to interact with all kitchen personnel and develop an understanding of the relationship between the front and the back of the house.

**Credits:** 2

**Prerequisites:**

CUL 121 with a grade of C- or better, or permission of the program director, and valid ServSafe certification.  
Instructional Support Fee Applies

**CUL 123: Mixology and Bar Management**

A major focus of this course includes: "Training for Intervention Procedures by Servers of Alcohol" (TIPS), centered around a nationally recognized course, culminating in a standardized exam and certificate. Also covered are proper procedures for a bar setup, the art of drink preparation and service, and an introduction to the history, service and storage of wine. Two lecture hours per week. Spring; Day only

**Course Student Learning Outcomes**

1. Demonstrate all aspects of bar service and management.
2. Demonstrate the ability to work individually and as a team in the Grady Dining Room bar and at College functions.
3. Pass both the TIPS exam (Training for Intervention Procedures for Servers of Alcohol) and the practical Drinks exam portions of the class.

**Credits:** 2

Instructional Support Fee Applies

**CUL 140: Sanitation for Culinarians**

This course focuses on the safe and sanitary operation of a restaurant and pastry shop and, using the Hazard Analysis Critical Control Point System (HACCP), focuses on the safe and sanitary purchasing, receiving, storing, cooling, and reheating of meats, produce, seafood, and baking ingredients (flours, fruits, dairy products, thickeners) to prevent food borne illness. The course centers on a nationally certified course sponsored by the National Restaurant Association and culminates in a standardized exam and the awarding of the ServSafe certificate. It also meets one of the mandatory requirements for certification in the American Culinary Federation (ACF). Two lecture hours per week. Fall; Day only

**Course Student Learning Outcomes**

1. Develop an awareness of food-borne illnesses, what causes them, and how they can be prevented.
2. Assess the need for a Hazard Analysis Critical Control Point food safety system in a foodservice establishment and implement that system.
3. Develop an awareness of and be able to discuss sanitation in purchasing and receiving practices as they apply to the food service industry.
4. Demonstrate the ability to properly issue, prepare, hold, serve, cool, and store food and leftovers and re-heat food for service to insure



proper sanitation and prevention of food-borne illness.

**Credits: 2**

Instructional Support Fee Applies

**CUL 151: Essentials of Baking I**

This course teaches the principles of professional baking, including sanitation, safety regulations, and personal hygiene. It also expands on the use and care of the bakeshop utensils and equipment and the knife skills used in baking and pastry production. The course begins to examine the chemistry of baking through the preparation of quick breads, yeast dough, and Artisan breads. The course emphasizes yeast fermentation, ingredient functions, flavors, and bread baking. The course requires two seasonal projects and participation in the evening Culinary Arts functions. Students continue to develop their personal portfolios in this class. Two lecture hours and four laboratory hours per week. Fall/Spring

**Course Student Learning Outcomes**

1. Utilize the twelve steps of bread baking to demonstrate an understanding of the yeast bread baking process.
2. Demonstrate the ability to mix, shape and bake a basic variety of lean, rich and laminated yeast dough products for foodservice outlets and decorative displays.
3. Demonstrate the ability to produce Artisan breads utilizing pre-ferments and starters.
4. Design, prepare, bake and decorate seasonal decorative items for display.

**Credits: 3**

**Prerequisites:**

ServSafe certified or concurrent enrollment in CUL 140. Grade of C- or better in CUL 100 or concurrent enrollment.

Instructional Support Fee Applies



**CUL 152: Essentials of Baking II**

This course is a continuation of CUL 151 and focuses on laminated dough and pâte a choux as an introduction to classical pastries. The course introduces the preparation and use of custards, creme anglaise, and dessert sauces, and emphasizes the mixing methods, shaping, and portioning, filling, baking and finishing of cookies, petit fours, pies, and cakes. The course further emphasizes slicing, filling, and decorating layer cakes with a variety of decorating techniques, including icings and piping. This course requires participation in evening functions and continuation of the student's personal portfolio. It culminates in a final practical assessment which the student must pass with a "Pass" grade. Two classroom hours and eight laboratory hours per week. Spring; Day only

**Course Student Learning Outcomes**

1. Demonstrate the ability to prepare a variety of puff pastry products using laminated dough.
2. Demonstrate the ability to prepare and produce pie and sweet dough for the production of pies and pastries.
3. Demonstrate the ability to prepare a variety of cooked and baked desserts such as custards, cheesecakes, puddings and souffles.
4. Demonstrate the ability to mix, bake and decorate a

variety of cakes using different methods and techniques.

5. Pass the Final PRACTICAL exam.

**Credits:** 4

**Prerequisites:**

CUL 151 with a grade of C- or better or permission of the program director, and valid ServSafe Certification.  
Instructional Support Fee Applies

**CUL 153: Baking Technologies**

This course focuses on and examines the principles and functions of ingredients (flours, fats, sweeteners, dairy) used in baking and pastry production. It explores the variables of bakery ingredients and the physical behavior of the product from ingredients through formulation and production. The course uses oral and written reports to emphasize the analysis of the final products. Two classroom hours and three laboratory hours per week. Fall; Day only

**Course Student Learning Outcomes**

1. Identify ingredients used in baking and pastry products.
2. Demonstrate an understanding of the functions of ingredients and the changes that occur during processing and production of bakery products.
3. Evaluate the production techniques and formulas of the pastry products and explain and demonstrate how to improve the products if necessary.
4. Adjust ingredients, change production methods and create new recipes to meet consumer tastes.

**Credits:** 3

**Prerequisites:**

ServSafe Certified or concurrent enrollment in CUL 140, and a grade of C- or better or concurrent enrollment in CUL 100.  
Instructional Support Fee Applies



**CUL 154: Introduction to Showpieces and Displays**

This course explores the design and techniques of contrasting amenities, showpieces, and displays of various sizes, shapes, and themes, using a variety of media. Students plan, execute, and maintain the Culinary Arts public display area. Students continue to develop their personal portfolio. Two class hours and three laboratory hours per week. Spring; Day only

**Course Student Learning Outcomes**

1. Demonstrate an understanding of function themes in order to enhance and display food and decorative work.
2. Design and execute seasonal, celebratory and holiday themed decor as it relates to themed functions.
3. Demonstrate the ability to arrange plates for a la carte, platters, buffets and centerpieces, utilizing the principles of form and color.
4. Manage the ongoing display area.

**Credits: 3**

**Prerequisites:**

CUL 151 and CUL 153 with grades of C- or better or permission of program director, and valid ServSafe Certification. Instructional Support Fee Applies

**CUL 155: Cooking Skills for the Baker**

This course focuses on the cooking skills for bakers or pastry chefs working in smaller establishments. The learning skills include meat fabrication, preparation cooking and utilization of protein, stock, vegetable, and starch items. One lecture hour and four laboratory hours per week. Fall

**Course Student Learning Outcomes**

1. Demonstrate the ability to perform a variety of basic cooking methods in a commercial kitchen, including meat fabrication, preparation cooking, utilization and storage of a variety of protein, stock, vegetable and starch items.
2. Demonstrate an understanding of doneness and seasoning and the skill necessary to prepare a generated meal using a protein, starch, vegetable and sauce.

**Credits: 2**

**Prerequisites:**

ServSafe Certification or concurrent enrollment in CUL 140. Instructional Support Fee Applies

**CUL 160: Introduction to Hospitality Food Services**

This course will provide an introduction for the hospitality student to the basic culinary roles found in commercial food production. Through lecture/ demonstration, the student will gain a practical knowledge applicable to professional kitchens as well as hand tools and large equipment in order to develop the confidence necessary to interact with and supervise food service professionals. Additionally, all aspects of menu production utilized in full service kitchens will be covered. Students will also be instructed in CPR (Cardio Pulmonary Resuscitation) and must pass the practical exam and receive their certificate to pass the course. Culinary Function participation is required. Two lecture hours and three laboratory hours per week. Proper Uniform required for all sessions. Instructional support fee applies. Fall, Spring.

**Course Student Learning Outcomes**

1. Name and demonstrate the use of all of the small hand tools used in the commercial kitchen.
2. Demonstrate a working knowledge of the refrigeration and cooking equipment in the commercial kitchen.
3. Demonstrate a knowledge of all of the various food production methods demonstrated by the chef/ instructor.



4. Dress in a professional manner.
5. Demonstrate the ability to discuss foods and menu production using the correct terminology.

**Credits: 3**

Instructional Support Fee Applies

**CUL 165: Culinary Arts or Baking Arts Certificate Seminar**

This course is the capstone course for the Certificate of Achievement in Culinary Arts or Baking and Pastry Arts. Students will develop a Professional Portfolio that will record their progress through writing assignments and portfolio requirements. One lecture hour and one online laboratory hour per week. Spring

**Course Student Learning Outcomes**

1. Establish a clear education plan for their culinary arts education and career which demonstrates a pathway from their first semester to their first professional culinary arts position through kitchen and academic organization.
2. Create a professional portfolio that records their progress for an entry level foodservice position.

**Credits: 1**

**Prerequisites:**

Culinary Arts Majors: Valid ServSafe Certificate and CUL 121 and CUL 140. Baking and Pastry Arts Majors: Valid ServSafe Certificate and CUL 140.

**Co-Requisites:**

Culinary Arts Majors: CUL 112, CUL 113, and CUL 240. Baking and Pastry Arts Majors: CUL 152, CUL 154 and CUL 240.

**CUL 211: Advanced Culinary Techniques I**

This course encompasses a wide variety of high-level practical preparation skills in the areas of Garde Manger, Classical French Cuisine, and Cuisine of the Americas. The section on Garde Manger builds on the basic essential skills and applies them at an advanced level to the art of presenting food in a decorative manner. The course also includes various components of the garde manger's skills, including cheese and sausage making, appetizers and canapé preparation, decorative vegetable carving and food smoking, pâté, galantines, and cold food presentation. The class lessons in the Classical French Cuisine segment reflect the very foundations of formal cuisine, studying and preparing the recipes of Escoffier, Carame, and other early masters. The Cuisine of the Americas' section covers the cooking of North and South America, focusing on the important culinary regions in each area. Three class hours and twelve lab hours per week. Fall; Day only

**Course Student Learning Outcomes**

- A. Regional American Cuisine:
1. Demonstrate an academic knowledge of the various regions and the uses of a variety of ingredients (indigenous and assimilated and commonly used raw and prepared) in this country and the states which make up those regions.



2. Demonstrate the ability to prepare and present American regional dishes.
3. Demonstrate the ability to exchange the regional ingredients with similar ingredients from other regions without changing the integrity of the dish.
4. Demonstrate an academic knowledge of the terms, phrases and cooking procedures to replicate the dishes from the regions.
5. Demonstrate an academic knowledge of the evolution of the recipes and dishes in the various regions from their roots to modern day applications.  
B. Garde Manger:
6. Demonstrate an understanding of and the ability to plan and execute basic principles of buffet presentation.
7. Demonstrate the ability to prepare a variety of forcemeats and use them to prepare sausages, pates, terrines, galantines and roulades.
8. Demonstrate the ability to use proper methods for brining, curing and smoking meats and fish.
9. Demonstrate the ability to prepare a variety of salads, cold sauces, condiments and pickles appropriate for buffet service.
10. Demonstrate the preparation of a variety of appetizers and hors d'oeuvres.  
C. Classical French Cuisine:
11. Demonstrate an academic knowledge of the various individuals involved in Classical Cuisine such as

Caesar Ritz and Auguste Escoffier and the evolution of Classical Cuisine from earlier cuisine into modern cuisine.

12. Demonstrate knowledge of the ingredients, applicable cooking methods and procedures and meal service of classical cuisine.
13. Demonstrate the ability to convert classical recipes into modern recipes using modern procedures and ingredients.

**Credits: 6**

**Prerequisites:**

CUL 112 with a grade of C- or better, a "Pass" grade in the Practical Exam and satisfactory progress in the student's personal portfolio, or permission of the program director.

Instructional Support Fee Applies

**CUL 212: Advanced Culinary Techniques II**

This course applies the skills acquired in CUL 111 and CUL 112. The course applies a variety of International Cuisines studied through classroom lecture and practical work in the kitchen. In addition to the classroom participation in the evaluation of the products prepared, students also prepare food for sale in the Grady Dining Room for lunch one day a week. The course covers Asia, the Mediterranean/Europe, and the African continent. It requires participation in evening functions and continued development of the student's culinary portfolio. Three class hours and twelve lab hours per week. Spring; Day only

**Course Student Learning Outcomes**

1. Demonstrate an academic knowledge of the history, geography, food ingredients and general characteristics of the International cuisines covered in this course.
2. Prepare and present a variety of dishes from these regions.
3. Create and execute an International Menu.
4. Demonstrate the ability to mise en place and execute the various stations necessary to operate an a la carte kitchen.

**Credits: 6**

**Prerequisites:**

CUL 211 with a grade of C- or better or permission of the program director.

Instructional Support Fee Applies



**CUL 216: The Capstone Experience for Culinarians**

This course is the capstone course for Culinary Arts majors and culminates in the presentation of the Senior Recognition Dinner. Students develop a menu, determine the nutritional analysis for the menu, and plan and execute the plate presentations and beverage services. Students complete their Culinary Arts Personal Portfolio by the conclusion of this course. Successful completion of the practical exam, with a grade of "Pass" is required. In conclusion of this course, Culinary students will have accumulated a minimum of 175-225 practicum hours. Three class hours per week. Spring; Day only

**Course Student Learning Outcomes**

1. Research and create a gourmet, banquet menu consisting of a Cocktail Reception with both passed hors d'oeuvres and stationary service areas accompanied with appropriate wines and a served, multi-course meal consisting of a soup, small course (meat, fish, poultry), pasta, and entree with accompanying vegetable, starch and salad.
2. Establish the method of service appropriate for the menu.
3. Experiment with and determine a variety of acceptable plate designs for each of the courses.

4. Create and photograph an acceptable tray/ plate setup for each item.
5. Determine the nutritional values and adjust the recipes to fall within acceptable nutritional guidelines.
6. Establish the cost for each item on a 10-person recipe and individual portion basis utilizing acceptable commodity ordering sheets.
7. Complete the PERSONAL PORTFOLIO.
8. Pass the final PRACTICAL Mystery Basket Exam.

**Credits: 3**

**Prerequisites:**

CUL 212 with a grade of C- or better or concurrent enrollment; or permission of the program director. Instructional Support Fee Applies

**CUL 221: Advanced Table-side Service**

This course introduces the student to a variety of international table services focusing on table-side dinner menu preparations. This course culminates in a required public evening function featuring an advanced service style. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Demonstrate the ability to work professionally as an individual, and as a team, at the College's various functions and in the Grady Culinary Arts Dining Room.
2. Demonstrate and explain the mise en place of various preparation methods and procedures for presentation of appetizers, salads, entrees, drinks and desserts as they pertain to Tableside Cookery.
3. Demonstrate International Service and wine service techniques as they pertain to Tableside Service.
4. Demonstrate, from set-up to break down, a dining room table for multicourse and formal dining presentations as it pertains to Tableside Service.

**Credits: 3**

**Prerequisites:**

CUL 121 with a grade of C- or better, or permission of the program coordinator, and valid ServSafe Certification. Instructional Support Fee Applies



**CUL 240: Purchasing for Culinarians**

This course focuses on proper purchasing techniques and how to correctly identify, purchase, receive, evaluate and store a variety of perishable and non-perishable products. It introduces students to a variety of foods in various market forms, whose use is further expanded in the Culinary/ Baking production labs. Principles of cost control, yield testing, and forecasting are discussed and demonstrated. Two class hours per week. Spring; Day only.

**Course Student Learning Outcomes**

1. Apply generally accepted principles and procedures of selection and procurement in the hospitality industry.
2. Analyze specific product characteristics, especially their market distribution, quality standards and seasonal availability.
3. Prepare product specifications.

**Credits: 2**

Instructional Support Fee Applies

**CUL 241: Foodservice Operations and Career Development**

In this course students design a complete food-service or bakery operation. This introduces the student to the information necessary to start and run a successful restaurant and/or bakery. Students develop a concept, business plan, conduct a market analysis, plan a menu, recipe costing, write purchase specifications, and design a facility that can adequately meet the project standards. Students create a yearly income balance statement that includes calculated food cost percentages, labor, and over-head expenses. Final project consists of written job descriptions, job specifications, as well as framework for the orientation and training program for their employees. Resume writing and interview principles are reviewed. Two class hours per week. Spring; Day only

**Course Student Learning Outcomes**

1. Develop a concept for a foodservice operation and use the parts of the concept to develop a business plan.
2. Plan and cost out a menu for a foodservice operation: design an appropriate kitchen layout to produce that menu, create a description for each job required for that kitchen, and outline a training program to train individuals for that job.
3. Identify the steps necessary to open a restaurant.
4. Explain the fiscal and legal roadblocks to owning a restaurant.

**Credits: 2**

**Prerequisites:**

CUL 216 CUL 256 and MTH 115 or MTH 119 or MTH 125 or permission of the program director.

**Co-Requisites:**

CUL 216 or 256 or permission of the program director.

Instructional Support Fee Applies



**CUL 251: Advanced Pastry Arts I**

This course studies the history and background of Classical cakes and tortes from various American and international regions. Students learn to deviate from the classics and create unique desserts, sauces, and garnishes with a variety of flavors, textures, and ingredients. The course emphasizes the plating of desserts created in class. It also covers frozen cakes, ice cream, and sorbet desserts. The course emphasizes scaling for individual and volume production and a la carte and dessert buffet presentation. Two class hours and eight lab hours per week. Fall; Day only

**Course Student Learning Outcomes**

1. Demonstrate an academic understanding of classical and international desserts and their origin.
2. Demonstrate the ability to prepare a variety of classical and neoclassical desserts.
3. Demonstrate the ability to prepare a variety of dessert sauces, garnishes and accompaniments to execute a multi-elemental plated dessert presentation.
4. Create, prepare and present an international dessert menu to correspond with the regions researched.

**Credits:** 4

**Prerequisites:**

CUL 152 with a grade of C- or better and satisfactory progress in personal portfolio or permission of the program director.

Instructional Support Fee Applies

**CUL 252: Advanced Pastry Arts II**

This course focuses on decorative work and display pieces. It requires projects in chocolate and pastillage and focuses on the use of pastillage, sugar, and chocolate in showpieces. It also explores candy making and poured, pulled, and blown sugar. Three class hours and twelve lab hours per week. Spring; Day only

**Course Student Learning Outcomes**

1. Demonstrate an academic knowledge of the history of chocolate, chocolate tempering, and a variety of uses for chocolate.
2. Demonstrate the ability to make confections using tempered chocolate, sugar and a variety of fillings.
3. Demonstrate an academic knowledge of sugar and its uses for decorative purposes.
4. Demonstrate the ability to design a variety of sugar media pieces for decorative purposes.
5. Demonstrate the ability to create a sugar showpiece using an array of techniques and procedures with cooking, blowing and pouring sugar, airbrushing and other decorating media.
6. Create, produce, design and plate international desserts and breads for the CUL 212 International menu.
7. Produce bakery and pastry products simultaneously with CUL 256 for the Senior Recognition Dinner.



**Credits:** 6

**Prerequisites:**

CUL 251 with a grade of C- or better or permission of the program director.

Instructional Support Fee Applies

**CUL 253: The Art of the Cake**

This course focuses on the history of decorated cakes such as tiered wedding cakes and theme cakes. Students learn a variety of decorating and finishing techniques using media such as rolled fondant and gum paste. The course also covers the pricing, selling, decorating, and displaying of these cakes. It requires the preparation of a multi-tiered wedding cake and a theme cake. Two lecture hours and three lab hours per week. Fall; Day only

**Course Student Learning Outcomes**

1. Demonstrate the ability to design, create, build and decorate a three-tiered wedding cake.
2. Demonstrate the ability to make a variety of flowers using gum paste and pastillage.
3. Demonstrate the ability to cover a mini-tiered cake and traditional tiered wedding decorating with coverings such as buttercream, royal icing, fondant and marzipan.
4. Demonstrate the capability to create a decorative piece using pastillage as a decorating medium.

**Credits:** 3

**Prerequisites:**

CUL 152 or permission of the program director.

Instructional Support Fee Applies

**CUL 256: The Capstone Experience for Bakers**

This course is the capstone course for Culinary Arts majors and culminates in the presentation of the Senior Recognition Dinner. Students develop a menu, determine the nutritional analysis for the menu, and plan and execute the plate presentations and beverage services. Students complete their Culinary Arts Personal Portfolio by the conclusion of this course. In conclusion of this course, Baking and Pastry students will have accumulated a minimum of 125-150 practicum hours. Students must have completed or be concurrently enrolled in all courses required for graduation or permission of the program coordinator. Three class hours per week. Spring

**Course Student Learning Outcomes**

1. Research and create a gourmet dessert buffet menu consisting of: Chocolates and candy confections, three breads that differ in flavor, texture and presentation, a sorbet to complement and enhance the dinner menu, a selection of petit fours or mini pastries, and a selection of cakes and entremets that complement the dinner and dessert menu.
2. Plan and design the presentations used in a full buffet menu and a final menu presentation.



3. Create and photograph an acceptable tray/plate setup for desserts and showpieces.
4. Present and serve a dessert buffet with individual desserts and cut pastries appropriate to the event.
5. Establish the method of service appropriate for the menu.
6. Decorate and present showpieces or table amenities using one or more of the following media: Sugar/Chocolate/Pastillage/Ice/Gumpaste.
7. Determine the nutritional value of each portion of dessert.
8. Establish the cost for each item on a 10-person recipe and individual portion basis, utilizing acceptable commodity ordering sheets.
9. Pass the final PRACTICAL exam.

**Credits:** 3

**Prerequisites:**

CUL 251 with a grade of C- or better or permission of the program director.

Instructional Support Fee Applies

## Deaf Studies

### **DST 101: Introduction to Deaf Studies**

This is the foundation course for Deaf Studies majors. Students survey various discourse communities and key concepts within Deaf Studies, the diversity of membership in the Deaf community, technology supported in the Deaf world, and careers/professions involving ASL and Deaf people. Students develop their professional goals, their perspective on Deaf people as both consumer and expert, and their personal role in the Deaf community as member or ally. The course consists of lectures, projects, professional observations, and community service and/or attendance at Deaf events. Students also develop the critical thinking, reading, and writing and "e-learning skills of a Deaf Studies major. Open to Deaf Studies degree and certificate majors, or by permission of program director for non-majors. Four lecture hours per week as well as outside hours. Competency met: Critical Thinking, Technical Literacy, First Year Experience . Fall

### Course Student Learning Outcomes

1. Readily recall and use the language of Deaf Studies through their survey of discourse communities.
2. Define Deaf Studies to a layman.
3. Explain their role as member of ally to the Deaf community.
4. Discuss a variety of Deaf Studies professions.



5. Recognize technology used by Deaf people, such as TTY, list-serv, Video Relay, and traditional relay systems.
6. Seek resources to continue developing academically as Deaf Studies majors and direct other students to key locations on the Fall River Campus.
7. Identify their learning style, personality type, communication style, work habit, strengths, etc.

**Credits: 4**

Instructional Support Fee Applies

**DST 110: Deaf Culture**

This course explores the culture of the American Deaf community, focusing on enculturation; values, attitudes and norms; social, political and athletic organizations; the visual and performing arts; folklore and humor; and diversity of membership. The late 19th and 20th century of Deaf experience is studied with specific reference to cultural implications of technology, Deaf education, and (hearing) societal perspectives. Readings, lectures, discussions and videos emphasize the Deaf as a cultural and linguistic minority group. Competency met: Multicultural Perspective (5.3), Social Phenomenon (5.4), Humanities (6.0), Technical Literacy- Deaf Studies only (8.0). Fall

**Course Student Learning Outcomes**

1. Recognize and defend the Deaf as a cultural/linguistic minority group.
2. Identify Deaf values, attitudes, norms, and behaviors.
3. Explain the unique circumstances/process in which the Deaf are enculturated.
4. Cite examples of social, political, athletic, and arts organizations (and individuals) in the Deaf community.  
Upon completion of this course, students will have:
5. Been exposed to diversity of membership including: Deaf-

- Black, Deaf-Latino, Deaf-Native American, Deaf-Gay, and Deaf-Blind populations.
6. Analyzed the effects of technology, Deaf education, and hearing society's perspectives on Deaf culture.
  7. Explored common myths believed true regarding the Deaf.
  8. Explored the contributions of Deaf Americans.
  9. Explored the perspective and daily life of a "Visual person".
  10. Explored Deaf human rights, highlighted through civil rights movements, political actions, and present day examples of oppression of various Deaf cultures of the world.

**Credits: 3**

**Prerequisites:**

ENG 101.

**Co-Requisites:**

ENG 101.



### **DST 151: Deaf History**

This course examines the social, political, and cultural forces that brought together Deaf people as a cohesive, American co-culture. The course emphasizes the 19th and 20th century experiences, events, and institutions that have shaped the Deaf Community as we know it today. Deaf people are also studied as unique contributors to the heritage of the United States. Three lecture hours per week. Competency met: Historic Awareness (5.1), Humanities (6.0) Fall

### **Course Student Learning Outcomes**

1. Read, interpret and synthesize information from Deaf Studies primary and secondary sources relating to a specific topic or question in Deaf History.
2. Analyze the influence of power, paternalism and oppression on Deaf people as they emerged as an American co-culture in the 19th and 20th centuries.
3. Analyze history to predict contemporary issues (history in the making) that will most impact the Deaf community of the future.
4. Synthesize past and present events in Deaf history to formulate a personal understanding of the Deaf experience and perspective.

**Credits:** 3

**Prerequisites:**

DST 110 with a C or better.

### **DST 160: Topics in Deaf Studies**

This is a one semester course on a specific topic in Deaf Studies. A topic will be announced yearly. Spring

**Credits:** 3

### **DST 251: Deaf Literature and ASL Folklore**

This course surveys the signed and written works of Deaf authors, storytellers, and artists; this course includes both written works (originals and English translations) and American Sign Language works that have been preserved on film or video--often these works defy standard genre classification. Students study and analyze fiction, non-fiction, poetry, drama, memoirs, anecdotes, and tales. Special attention is given to the tradition of storytelling and storytellers in ASL, folklore (which includes original ASL works such as improvisations), success stories, poetry, handshape poetry, ASL films, humor/jokes, and drum songs. Students broaden their understanding of 'literature' through examination of the Deaf cultures' oral tradition, which transmitted, developed and expanded the literature at residential schools, Deaf Clubs, "literary nights" and festivals. All works are considered in a cultural, historical, and political context to develop an understanding of Deaf people as an American co-culture. Competency met: Humanities (6.0) Spring

### **Course Student Learning Outcomes**

1. Compare and contrast orature and traditional literature.
2. Site and categorize examples of ASL literature and folklore.
3. Discuss the significance of residential schools, Deaf clubs, literary nights and



festivals, and new technology to the propagation of ASL folklore and ASL Lit.

4. Name and recognize celebrated poets, storytellers and artists, and their works.
5. Identify and discuss Deaf themes and other common elements found in Deaf literature and ASL folklore.
6. Survey a variety of Deaf Art, poetry, drama, fiction and non-fiction-- ASL and written works done by Deaf authors/ poets/artists.
7. Defend Deaf Literature as a viable minority American Literature.
8. Contrast Deaf Literature with Deaf writing and deaf image in mainstream literature, challenging the latter as stereotype.

**Credits:** 3

**Prerequisites:**

DST 110 with a C or better.

## Deaf Studies Career

### **DSC 221: Introduction to Speech to Text Support Services in the Deaf Community**

This course presents an overview of the transcription and note-taking support services profession for students interested in becoming computer-assisted, speech to text transcriptionists and/or note-takers. Students develop an understanding of, and appreciation for, the support services professions as course content focuses on the similarities and differences in the roles, responsibilities and aptitudes of a typical support services team. Emphasis is placed on the fundamentals of their vocation, including but not limited to, ethical behavior, professional standards, business practices, consumers and settings, access law, resources and organizations. The course introduces students to the basic principles of the C-Print software and is supported by training materials developed by the National Technical Institute for the Deaf. The course also examines, and practices the cognitive processes involved with meaning-for-meaning, speech to text transcription. Students begin to apply cognitive skills and C-Print principles to beginning recorded audio exercises at the word and sentence level. The course also requires students to observe a professional support service provider in an education setting and spend one hour a week in a lab setting. Three lecture hours and one laboratory hour per week.  
Spring



## Course Student Learning Outcomes

1. Compare and contrast speech-to-text, meaning-for-meaning, transcription with note-taking, medical transcription, automated speech recognition software and closed/open captioning.
2. Identify and discuss the various professional aspects of transcription/note-taking support service and defend the need for, and consumers of, this type of access.
3. Compare and contrast the role, responsibilities and ethics of a transcription/note-taker to that of other professionals in a typical support services team.
4. Decode spoken words into phonemes.
5. Replicate, condense and/or summarize auditory information into text at the sentence level using computer assisted programming at 50 words per minute.
6. Identify, practice and reflect on the cognitive processes involved with speech to text transcription.

**Credits:** 3

**Prerequisites:**

DST 101 with a C or better.

Instructional Support Fee Applies

## **DSC 225: Introduction to ASL/English Interpreting**

This course presents an overview of the American Sign Language/ English interpreting profession for students interested in becoming interpreters as well as students who plan to go on to a related field in the Deaf community. Students develop an understanding of and appreciation for the profession, as course content focuses on the role, responsibilities, and aptitudes of interpreters; the fundamentals of their vocation, including but not limited to ethical behavior, professional standards, business practices, setting, audience, resources, and organizations; and the history of the profession. The course examines various models of the interpreting process. Students begin to analyze and apply models to functional sight translation as well as beginning interpreting exercises. The course also requires students to observe professional interpreters. Three lecture hours per week. Spring

## Course Student Learning Outcomes

1. Discuss the role, responsibilities and aptitudes of a professional interpreter.
2. Discuss the history of the profession including the assessment and credentialing system on the state and national level.
3. Name pertinent laws, resources and organizations affiliated with interpreting.

4. Apply at least one interpreting process model to a consecutive translation, but be able to explain others.
5. State, explain and apply the RID Code of Professional Conduct to mock scenarios.
6. Discuss the name transfer institutions that offer BA/BS Interpreting degrees.
7. Discuss interpreting and the interpreting process using a professional interpreters language/jargon that includes elements of interpreting such as "register", "setting", "special populations", etc.
8. Compare and contrast different types of interpreters and different types of interpreting specialists.

**Credits:** 3

**Prerequisites:**

ASL 201 with a B- or better or permission of the instructor.



**DSC 226: Fundamental Pre-Interpreter Skills**

This course provides the foundation of pre-interpreter skills and experiences. Students practice the cognitive skills used in the process of interpreting, such as visualization, prediction, listening/concentrating, dual tasking, memory, abstracting, and closure. Through numerous observations (non-interpreted), they develop and increase their awareness of and appreciation for the vocabulary, environment, and ethical considerations presented in a variety of interpreter settings such as education, human services, medicine, mental health, performance, religion, and substance abuse. Two lecture hours and one laboratory hour per week; 20 hours of observation per semester. Spring

**Credits:** 3

**Prerequisites:**

ASL 201 with a B- or better, and DST 213.

**Co-Requisites:**

ASL 202 and DSC 225. ASL 202 and DST 221.

Instructional Support Fee Applies

**DSC 235: Speech to Text for Deaf Community**

This course identifies, evaluates, and develops transcription and note-taking competencies needed to provide computer-assisted, speech to text services to the Deaf community. Students process and condense auditory information, expand and build dictionaries, practice editing and formatting techniques, and increase both their typed and keyed words/minute. Course content explores the integration of handwritten notes and graphics with keyed text. Students apply cognitive skills and C-Print principles to recorded audio exercises at the lecture level, as well as, acquire more advanced technical skills. Students also gain practical experience with condensing and/or summarizing auditory information through a note-taking service learning project. The course is supported by training materials developed by the National Technical Institute for the Deaf. Three lecture hours and one laboratory hour per week. Fall

**Course Student Learning Outcomes**

1. Replicate, condense and/or summarize auditory information (up to 70 wpm) into text at the lecture level both manually and by using computer-assisted programming.
2. Revise/Format and save computer assisted raw transcription (or notes) into formatted electronic files that can be easily shared with consumers.

3. Integrate external notes (power point, graphics, images, handwritten notes) with transcription or keyed notes.
4. Create supplemental dictionaries and add to existing ones.
5. Predict and problem solve common technical and environmental issues related to computer assisted note taking.
6. Complete modules 4 and 5 of the NTID on-line training.

**Credits:** 3

**Prerequisites:**

DSC 221 with a C or better or permission of the program director

**Co-Requisites:**

DSC 236.

Instructional Support Fee Applies



**DSC 236: Speech to Text for the Deaf Community Practicum I**

This course provides one semester of field-based observations and keying experiences that are integrated into seminar discussions and assignments. Students explore and reflect on the real life challenges and rewards of being a speech to text, support service provider in and out of the Deaf community. Students are required to complete 30 hours minimum of experiences in a variety of settings (on and off campus; in and out of the Deaf community) and to engage in a one-hour, bi-weekly seminar. Students are eligible for the NTID C-Print certificate upon the successful completion of this class. One-half hour of lecture per week. Fall

**Course Student Learning Outcomes**

1. Apply speech-to-text keying, editing, and delivery processes to live stimuli.
2. Demonstrate an understanding of, and reflect on, applying the code of ethics to the daily work of a speech-to-text transcriptionist (how ethics are real- see the connections).
3. Discuss standard business practices and professionalism.
4. Identify and discuss common challenges with technology, settings, consumers, and other members of the support service team and viable, practical, professional solutions.

**Credits:** 1

**Prerequisites:**

DSC 221 with a C or better

**Co-Requisites:**

DSC 235.

**DSC 281: Speech to Text for the Deaf Community Practicum II**

This course provides one-semester of introductory field-based experiences providing direct support services for Deaf or Hard-of-Hearing consumer(s) as a transcriptionist/note-taker. Students apply the principles, competencies, and ethics they have acquired to an educational or agency environment. Students must demonstrate their ability to transcribe, summarize, or note-take auditory information, edit and deliver text effectively, and work as a professional part of the support services team. The accompanying seminar provides a forum for students to share reflections, raise questions, and extend their understanding of their future role as a professional in this field. The student is supervised by college faculty and all placements must be approved by the Deaf Studies program coordinator. One-quarter hour of lecture per week and four to six hours of laboratory per week. Spring

**Course Student Learning Outcomes**

1. Create formatted transcripts or notes for Deaf or Hard-of-hearing consumers.
2. Predict possible challenges faced in various settings or with various consumers and suggest possible solutions.
3. Effectively troubleshoot technical and environmental issues.
4. Demonstrate an ethical decision-making process and professional behavior that



reflects the code of ethics, standard business practices, pertinent laws, and institutional policies.

**Credits: 1**

**Prerequisites:**

DSC 235 and DSC 236 with a grade of C or better

**Co-Requisites:**

ASL 102 or permission of the Deaf Studies program coordinator.  
Instructional Support Fee Applies

## Dental Hygiene

**DHG 111: Dental Anatomy, Oral Histology and Embryology**

This course is a study of the tooth morphology and adjoining structures of the oral cavity. In addition, the classification of different types of occlusion is studied. This course is also a study of embryological and histological processes of the oral cavity. In addition, the microscopic anatomy of the oral cavity is studied. Three lecture hours per week. Fall; Day only

**Credits: 3**

**Prerequisites:**

Open to DHG students only.  
Required first semester course for the fall semester.  
Instructional Support Fee Applies

**DHG 113: Orientation to Clinical Dental Hygiene**

This course is an introduction to the theoretical and practical aspects of all major areas of clinical dental hygiene, including dental hygiene process of care, instrument design and use, primary preventive clinical techniques, medical and dental emergencies, and patient education. Laboratory practice requires working with mannequins and on laboratory session partners. Three lecture hours and six laboratory hours per week. Fall; Day only

### Course Student Learning Outcomes

Competencies for Dental Hygiene Graduates identify and organize the knowledge, skills, and attitudes our graduates must attain for entry into the dental hygiene practice in public and private settings. Three domains have been identified: Professionalism, Health Promotion and Disease Prevention, and Process of Care. Within these three domains, major competencies are identified:

I. Professionalism

1. Ethics. The new dental hygiene graduate must be able to discern and manage ethical issues of dental hygiene practice in a rapidly changing environment.
2. Information Processing. The new dental hygiene graduate must be able to acquire and synthesize information in a critical, scientific, and effective manner.

3. Professional Identity. The new dental hygiene graduate must contribute to improving the knowledge, skills, and values of the profession.

II. Health Promotion and Disease Prevention

1. The Individual. The new dental hygiene graduate must be able to provide planned educational services using appropriate interpersonal communication skills and educational strategies to promote optimal health.
2. The Community. The new dental hygiene graduate must be able to initiate and assume responsibility for health promotion and disease prevention activities for diverse populations.

III. Process of Care

1. Assessment. The new dental hygiene graduate must be able to systematically collect, analyze, and accurately record baseline data on the general, oral, and psychosocial health status of patients using methods consistent with medico-legal principles.
2. Planning. The new dental hygiene graduate must be able to discuss the condition of the oral cavity, identify actual and potential problems, etiological and contributing factors, and available treatments.
3. Implementation. The new dental hygiene graduate must be able to provide treatment that includes preventive and therapeutic services designed



to achieve and maintain oral health and assist the patient in achieving oral health goals.

4. Evaluation. The new dental hygiene graduate must be able to evaluate the effectiveness of planned clinical and educational services and modify as necessary.

**Credits:** 5

**Prerequisites:**

Open to DHG students only.  
Instructional Support Fee Applies

**DHG 119: Head and Neck Anatomy**

A study of the structures of the human head and neck. The normal anatomy and physiology of the various systems which are present in the head and neck are described in order to enable the students to better recognize abnormal conditions. The study of the head and neck anatomy as it relates to dentistry is stressed. Two lecture hours per week. Fall; Day only

**Credits:** 2

**Prerequisites:**

Open to DHG students only.  
Instructional Support Fee Applies

**DHG 120: Dental Hygiene Theory II**

This course is a continuation of theoretical and practical aspects of dental hygiene with emphasis on infection control, pain management, ethical situations related to dental hygiene practice, cultural diversity among patients, and evidence-based clinical decision making. Students study patient management, including the child patient, and non-surgical dental hygiene treatment planning, including fluoride therapy. Two lecture hours per week. Spring; Day only

**Credits:** 2

**Prerequisites:**

DHG 113.  
Instructional Support Fee Applies

**DHG 122: Clinical Dental Hygiene II**

This course is a clinical practicum in which the student provides direct patient care that incorporates the principles of instrumentation and the dental hygiene process of care. Emphasis is placed on patient assessment, dental hygiene treatment planning, and implementation of care. Nine class hours per week. Spring; Day only

**Credits:** 2

**Prerequisites:**

DHG 113.  
Instructional Support Fee Applies

**DHG 124: Oral Radiography**

This course is the study of the nature, physical behavior, biological effects, methods of control, safety precautions, and techniques for exposing, processing, mounting, and evaluating oral radiographs, including clinical practice of radiographic techniques. Laboratory practice includes exposure, evaluation, and interpretation of intraoral and panoramic radiographs. Two lecture hours and three laboratory hours per week. Fall

**Course Student Learning Outcomes**

Competencies for Dental Hygiene Graduates Identifies and organizes the knowledge, skills, and attitudes our graduates must attain for entry into dental hygiene practice in public and private settings. Three domains have been identified: Professionalism, Health Promotion and Disease Prevention, and Patient Care. Within these three domains, major competencies are identified.

I. Professionalism

1. Ethics. The new dental hygiene graduate must be able to discern and manage ethical issues of dental hygiene practice in a rapidly changing environment.
2. Information Processing. The new dental hygiene graduate must be able to acquire and synthesize information in a critical, scientific, and effective manner.



3. Professional Identity. The new dental hygiene graduate must contribute to improving the knowledge, skills, and values of the profession.

II. Health Promotion and Disease Prevention

1. The Individual. The new dental hygiene graduate must be able to provide planned educational services using appropriate interpersonal communication skills and educational strategies to promote optimal health.
2. The Community. The new dental hygiene graduate must be able to initiate and assume responsibility for health promotion and disease prevention activities for diverse populations.

III. Process of Care

1. Assessment. The new dental hygiene graduate must be able to systematically collect, analyze, and accurately record baseline data on the general, oral, and psychosocial health status of patients using methods consistent with medico-legal principles.
2. Planning. The new dental hygiene graduate must be able to discuss the condition of the oral cavity, identify actual and potential problems, etiological and contributing factors, and available treatments.
3. Implementation. The new dental hygiene graduate must be able to provide treatment

that includes preventive and therapeutic services designed to achieve and maintain oral health and assist the patient in achieving oral health goals.

4. Evaluation. The new dental hygiene graduate must be able to evaluate the effectiveness of planned clinical and educational services and modify as necessary.

**Credits:** 3

**Co-Requisites:**

DHG 113.

Instructional Support Fee Applies

**DHG 126: Periodontology**

This course is a study of the pathology of periodontal disease and the philosophy of periodontal treatments, including both surgical and non-surgical therapy procedures. The course focuses on the etiology, epidemiology, pathogenesis, methods of assessment, diagnosis, and classification of periodontal disease. The course emphasizes the relationship between periodontal health and systemic health and risk factors. Three lecture hours per week. Spring; Day only

**Credits:** 3

**Prerequisites:**

Open to DHG students only.

Instructional Support Fee Applies

**DHG 128: Pharmacology for Dental Hygienists**

A study of drugs to familiarize the student with their origin, physical and chemical properties, dosage and therapeutic effects. Special consideration is given to those drugs affecting dental or dental hygiene procedures. One lecture hour per week. Spring; Day only

**Credits:** 1

**Prerequisites:**

Open to DHG students only.

Instructional Support Fee Applies



**DHG 230: Local Anesthesia for the Dental Hygienist**

This course is a study of the theory of pain management in dental hygiene and dentistry. Topics include general anesthesia, local anesthesia, nitrous oxide-oxygen sedation and topical anesthesia. The course includes a review of head and neck anatomy; neurophysiology; anesthetic pharmacology; management of local and systemic anesthetic complications; evaluation of the patient; mandibular and maxillary local anesthesia techniques; and infection control and exposure control protocols. Laboratory exercises are designed to provide students the opportunity to administer mandibular and maxillary injection techniques. The laboratory hours are completed during the first half of the fall semester. One lecture hour and two laboratory hours per week. Fall; Day only

**Course Student Learning Outcomes**

Competencies for Dental Hygiene Graduates Identifies and organizes the knowledge, skills, and attitudes our graduates must attain for entry into dental hygiene practice in public and private settings. Three domains have been identified: Professionalism, Health Promotion and Disease Prevention, and Patient Care. Within these three domains, major competencies are identified.

**I. Professionalism**

1. Ethics. The new dental hygiene graduate must be

able to discern and manage ethical issues of dental hygiene practice in a rapidly changing environment.

2. Information Processing. The new dental hygiene graduate must be able to acquire and synthesize information in a critical, scientific, and effective manner.
3. Professional Identity. The new dental hygiene graduate must contribute to improving the knowledge, skills, and values of the profession.

**II. Health Promotion and Disease Prevention**

1. The Individual. The new dental hygiene graduate must be able to provide planned educational services using appropriate interpersonal communication skills and educational strategies to promote optimal health.
2. The Community. The new dental hygiene graduate must be able to initiate and assume responsibility for health promotion and disease prevention activities for diverse populations.

**III. Process of Care**

1. Assessment. The new dental hygiene graduate must be able to systematically collect, analyze, and accurately record baseline data on the general, oral, and psychosocial health status of patients using methods consistent with medico-legal principles.
2. Planning. The new dental hygiene graduate must be able to discuss the condition

of the oral cavity, identify actual and potential problems, etiological and contributing factors, and available treatments.

3. Implementation. The new dental hygiene graduate must be able to provide treatment that includes preventive and therapeutic services designed to achieve and maintain oral health and assist the patient in achieving oral health goals.
4. Evaluation. The new dental hygiene graduate must be able to evaluate the effectiveness of planned clinical and educational services and modify as necessary.

**Credits: 2**

**Prerequisites:**

DHG 119, DHG 128 and sophomore standing.

Instructional Support Fee Applies



**DHG 231: Dental Hygiene Theory III**

This course is a continuation of the theoretical aspects of dental hygiene clinical practice. Special patient populations and topics are discussed and integrated to provide critical examination of the dental hygiene process of care related to patient assessment, dental hygiene diagnosis, dental hygiene treatment plan, implementation and evaluation of treatment to provide comprehensive dental hygiene care. Two lecture hours per week. Fall; Day only

**Course Student Learning Outcomes**

Competencies for Dental Hygiene Graduates identifies and organizes the knowledge, skills, and attitudes our graduates must attain for entry into dental hygiene practice in public and private settings. Three domains have been identified: Professionalism, Health Promotion and Disease Prevention, and Patient Care. Within these three domains, major competencies are identified.

**I. Professionalism**

1. Ethics. The new dental hygiene graduate must be able to discern and manage ethical issues of dental hygiene practice in a rapidly changing environment.
2. Information Processing. The new dental hygiene graduate must be able to acquire and synthesize information in a critical, scientific, and effective manner.

3. Professional Identity. The new dental hygiene graduate must contribute to improving the knowledge, skills, and values of the profession.

**II. Health Promotion and Disease Prevention**

1. The Individual. The new dental hygiene graduate must be able to provide planned educational services using appropriate interpersonal communication skills and educational strategies to promote optimal health.
2. The Community. The new dental hygiene graduate must be able to initiate and assume responsibility for health promotion and disease prevention activities for diverse populations.

**III. Process of Care**

1. Assessment. The new dental hygiene graduate must be able to systematically collect, analyze, and accurately record baseline data on the general, oral, and psychosocial health status of patients using methods consistent with medico-legal principles.
2. Planning. The new dental hygiene graduate must be able to discuss the condition of the oral cavity, identify actual and potential problems, etiological and contributing factors, and available treatments.
3. Implementation. The new dental hygiene graduate must be able to provide treatment that includes preventive and therapeutic services designed

- to achieve and maintain oral health and assist the patient in achieving oral health goals.
4. Evaluation. The new dental hygiene graduate must be able to evaluate the effectiveness of planned clinical and educational services and modify as necessary.

**Credits: 2**

**Prerequisites:**

DHG 120 and sophomore standing.  
Instructional Support Fee Applies



**DHG 233: Clinical Dental Hygiene III**

This course is a clinical practicum in which students have an increased number of patient experiences that provide additional experience in the performance of a more complex dental hygiene process of care. Also, on service-learning rotations, students gain additional clinical experience at extramural sites providing care for patients with special needs. Fourteen laboratory hours per week. Fall; Day only

**Course Student Learning Outcomes**

1. Demonstrate a refinement of clinical dental hygiene skills from the previous two semesters.
2. Provide dental hygiene care as authorized in the prepared treatment plans of approximately 40 patients, including the following services: a. Medical dental history dialogue and record information, b. Intraoral and extra-oral examination and record, c. Dental charting, d. Periodontal charting, e. Mucogingival charting
3. Patient education individualized to patient's needs including dental biofilm control and dietary analysis.
4. Periodontal debridement using hand instruments and ultrasonic scalers for selective polishing for patients with slight to heavy stains.
5. Application of desensitizing agents.

6. Application of a topical fluoride agent.
7. Complete follow-up procedures regarding recall appointments and necessary referral for additional care.
8. Maintain sharp hand instruments without damage to the cutting edge or changing the contour of the instrument.
9. Describe and demonstrate the recording of dental, periodontal and mucogingival charting.
10. Demonstrate and record tooth mobility.
11. Demonstrate application of radiography skills learned in DHG 12
12. Demonstrate organizational skills and time management.
13. Demonstrate patient management skills related to exposing radiographs.
14. Correctly expose, process, mount and assess radiographs.
15. Demonstrate duplication of radiographs.
16. Explain the rationale and demonstrate the procedures for sealant treatment.
17. Identify various oral signs and symptoms that may indicate the presence of detrimental oral habits and explain their anatomical, physiological, and possible psychological effects.
18. Describe and demonstrate the technique for taking alginate impressions.
19. Describe and demonstrate the technique for fabrication of study casts.
20. Demonstrate understanding of digital intraoral photography.
21. Demonstrate use of computerized intraoral photography and print photograph of case study presentation.
22. Participate in service learning experience by providing dental hygiene care to patients in a variety of community practice settings.
23. Demonstrate the preparation, administration to patient and disassembly of a local anesthetic syringe.
24. Demonstrate the application of radiography skills learned in DHG 12
25. Demonstrate organizational skills and time management.
26. Demonstrate patient management skills related to exposing radiographs.
27. Correctly expose, process, mount and assess radiographs.
28. Demonstrate duplication of radiographs.
29. Correctly maintain infection control protocols.

**Credits: 4**

**Prerequisites:**

DHG 122 and sophomore standing.  
Instructional Support Fee Applies

**DHG 235: General and Oral Pathology**

A study of the diseases of the human body, especially those of concern to the dentist and dental hygienist. Pathological conditions of the oral cavity are examined in detail, emphasizing the comparison of normal and abnormal conditions. Two lecture hours per week. Fall

**Credits: 2**

**Prerequisites:**

Open to DHG students only.  
Instructional Support Fee Applies



**DHG 237: Dental Materials**

This course is a study of the science of dental materials, including physical, chemical, and biological properties, and the manipulation and care of materials used in the prevention and treatment of oral disease. The laboratory exercises are designed to illustrate the properties, applications, and uses of selected materials presented in lecture with special emphasis on the materials used within the scope of dental hygiene practice. Two lecture hours and three laboratory hours per week. Fall; Day only

**Course Student Learning Outcomes**

Competencies for Dental Hygiene Graduates Identifies and organizes the knowledge, skills, and attitudes our graduates must attain for entry into dental hygiene practice in public and private settings. Three domains have been identified: Professionalism, Health Promotion and Disease Prevention, and Patient Care. Within these three domains, major competencies are identified.

**I. Professionalism**

1. Ethics. The new dental hygiene graduate must be able to discern and manage ethical issues of dental hygiene practice in a rapidly changing environment.
2. Information Processing. The new dental hygiene graduate must be able to acquire and synthesize information in a critical, scientific, and effective manner.

3. Professional Identity. The new dental hygiene graduate must contribute to improving the knowledge, skills, and values of the profession.

**II. Health Promotion and Disease Prevention**

1. The Individual. The new dental hygiene graduate must be able to provide planned educational services using appropriate interpersonal communication skills and educational strategies to promote optimal health.
2. The Community. The new dental hygiene graduate must be able to initiate and assume responsibility for health promotion and disease prevention activities for diverse populations.

**III. Process of Care**

1. Assessment. The new dental hygiene graduate must be able to systematically collect, analyze, and accurately record baseline data on the general, oral, and psychosocial health status of patients using methods consistent with medico-legal principles.
2. Planning. The new dental hygiene graduate must be able to discuss the condition of the oral cavity, identify actual and potential problems, etiological and contributing factors, and available treatments.
3. Implementation. The new dental hygiene graduate must be able to provide treatment that includes preventive and therapeutic services designed

- to achieve and maintain oral health and assist the patient in achieving oral health goals.
4. Evaluation. The new dental hygiene graduate must be able to evaluate the effectiveness of planned clinical and educational services and modify as necessary.

**Credits: 3**

**Prerequisites:**

Open to DHG students only.  
Instructional Support Fee Applies



**DHG 240: Dental Hygiene Theory IV**

This course is a continuation of the theoretical aspects of dental hygiene practice. The study of patients with special needs continues. Domestic violence and child abuse are studied. Emphasis is placed on the law, current state regulations, and ethical dimensions of dental hygiene practice. The dental hygienist's legal responsibilities in all these areas are emphasized. The course prepares students for employment and the attainment of professional goals. Two lecture hours per week. Spring; Day only

**Course Student Learning Outcomes**

Competencies for Dental Hygiene Graduates Identifies and organizes the knowledge, skills, and attitudes our graduates must attain for entry into dental hygiene practice in public and private settings. Three domains have been identified: Professionalism, Health Promotion and Disease Prevention, and Patient Care. Within these three domains, major competencies are identified.

**I. Professionalism**

1. Ethics. The new dental hygiene graduate must be able to discern and manage ethical issues of dental hygiene practice in a rapidly changing environment.
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2. Planning. The new dental hygiene graduate must be able to discuss the condition of the oral cavity, identify actual and potential problems, etiological and contributing factors, and available treatments.
3. Implementation. The new dental hygiene graduate must be able to provide treatment that includes preventive and therapeutic services designed

to achieve and maintain oral health and assist the patient in achieving oral health goals.

4. Evaluation. The new dental hygiene graduate must be able to evaluate the effectiveness of planned clinical and educational services.

**Credits: 2**

**Prerequisites:**

DHG 231 and second semester sophomore standing.  
Instructional Support Fee Applies

**DHG 242: Clinical Dental Hygiene IV**

This course is a clinical practicum that provides the opportunity for further development of the clinical practice of dental hygiene in preparation for licensure. The focus is on the development of advanced clinical dental hygiene practice where students apply integrated, multi-disciplinary learning and a higher order of critical thinking to ensure the delivery of optimal patient care. In addition, through service-learning rotations, students gain additional clinical experience in the delivery of care for patients with special needs. Twelve to fourteen hours per week. Spring; Day only

**Credits: 4**

**Prerequisites:**

DHG 233 and second semester sophomore standing.  
Instructional Support Fee Applies



**DHG 244: Oral Health in the Community**

This course presents the methodology by which the dental hygienist plans programs to promote oral health in the community. While learning the principles of program planning, the student conducts a needs assessment and designs oral health programs. Programs are presented and evaluated in service-learning experiences in which students provide oral health education to various populations within the community. Two lecture hours per week. Spring; Day only

**Course Student Learning Outcomes**

The Student will demonstrate his/her ability to evaluate published articles by writing critiques of one article concerning dentistry or public health from periodicals found in the library, using the outline provided. The article must be related to the target group of the student's project.

**Credits:** 2

**Prerequisites:**

Open to DHG students only.  
Instructional Support Fee Applies

**Early Childhood Education**

**ECE 110: Early Childhood Growth and Development**

This course introduces the student to child growth and development in the areas of cognitive, physical, linguistic, social, and emotional development from pre-natal stages through adolescence. Leading theorists on child growth and development, such as Piaget, Erickson, Vygotsky, Ainsworth, and others will be examined. Exploration of cultural and societal influences on development, as well as discussion of individual differences will be explored. The course will also include an introduction to developmentally appropriate practice, learning activities, environments that support development and ethical decision-making when working with children and their families. This course requires 15 hours in web-available infant, toddler, preschool, and school-age classroom observations.

**Course Student Learning Outcomes**

1. Describe children's physical, cognitive, linguistic, social, and emotional development from prenatal through adolescence.
2. Analyze ethics, research, and theories in child development.
3. Identify typical and atypical child development.
4. Connect the importance of child observations and assessments in planning for the individual child.



5. Explain the impact of cultural, ethnic, and socioeconomic factors influencing child development.

**Credits:** 3

**Co-Requisites:**

EDU 101

**ECE 111: Introduction to Early Childhood Education**

This course will introduce the student to the field of early care and education from a philosophical, historical, socioeconomic, and multicultural point of view. Major theories and models of significant early childhood programs will be examined such as Head Start, Froebel's Kindergarten, Montessori, Reggio-Emilia, and the High Scope Approach. The role of the early care educator, professionalism, and managing successfully in the workplace in accordance with the National Association for the Education of Young Children's (NAEYC) code of ethical conduct. The course will include required field observations of eight hours across the full age span (0 -8) in diverse settings as determined by DEEC. Three lecture hours per week. Competencies met: Multicultural and Social Perspectives, Ethical Dimensions. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Identify principles of underlying different early childhood approaches.
2. Analyze the social, cultural, and historical context of early childhood education.
3. Describe the links between theorists, such as Piaget and Vygotsky, on current early childhood education practice.
4. Identify current trends and issues in the early childhood field related to children and families of diverse communities.

5. Explain examples of integrated early childhood education theory in classroom practice.

**Credits:** 3



**ECE 112: Observing, Recording, and Analyzing Early Childhood Settings**

Observations and classroom presentations/discussions provide students the opportunity to learn, know, and apply a variety of recording techniques, such as narratives (e.g., anecdotal, running record, and journal), time sampling, event sampling, checklists, and rating scales. Discussions focus on the classroom as a learning community, including the teacher as a learner and leader through reflective practice. Analysis of observations takes into account observer assumptions and theories of child and adult development. Assessment is determined by the quality of in-progress records, discussions, and a final assignment. Three lecture hours per week. Competency met: Critical Thinking, Written Communication. Fall, Spring

**Course Student Learning Outcomes**

1. Explain the various child observation techniques.
2. Write detailed objective descriptions of children's behaviors.
3. Interpret children's behavior based on developmental theory.
4. Identify assumptions from opinions/beliefs and focus on actuals.
5. Assess through formative and summative reflections on her/his engagement in class, content matter, and observing recording analyzing skills.

**Credits:** 3

**Co-Requisites:**

ENG 101.

**ECE 113: Health, Safety, and Nutrition in Early Childhood Environments**

The course promotes an understanding of health and safety factors in both the physical and social-emotional areas. Topics such as sanitation, infectious disease control, food preparation, classroom safety, and the safety of the facility itself form part of the physical aspect. Topics related to the emotional wellbeing and protection of children from abuse, neglect, isolation, and biases make up the social-emotional area. Students have the opportunity to discuss the strengths and weaknesses regarding the promotion of health and safety protocols and procedures within learning environments. Special attention is placed on strategies to enhance communication and collaboration with families to promote optimal child wellness within their community. Competency Met: Multicultural and Social Perspectives. Three class hours a week. Fall, Spring.

**Course Student Learning Outcomes**

1. Demonstrate the interrelationship between health, safety, and nutrition through the lens of socioeconomic status, culture, and neighborhoods.
2. Describe ideas and strategies promoting positive social and emotional well-being.
3. Identify characteristics of safe quality environments including physical environment and policies.



4. Identify nutritional concepts and feeding practices that are appropriate for the young child.
5. Explain the basic concepts of health, safety, and nutrition to children and families.

**Credits:** 3

**ECE 221: Guiding Young Children**

Practical approaches to guiding young children's behavior are based on a philosophy of problem-solving that emphasizes children's abilities and needs. Proactive techniques such as active listening, negotiation, I-messages, and similar limit-setting methods help children to accept responsibility and build their communication capacity. Solutions to conflicts in early childhood settings take a child-centered anti-bias approach based on building trust and respect for each child and his/her family's cultural background. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. Identify examples of indirect and direct guidance based on field visit experience.
2. Contrast the differences between guidance and punishment in the context of self-concept.
3. Identify signs of emotional distress, abuse, and neglect in children.
4. Identify the reciprocal relationship between the self-esteem and behavior of the child in relation to the family, school, and society.
5. Apply a prevention-based approach to guiding young children's behavior aimed at promoting prosocial development.

**Credits:** 3  
**Prerequisites:**  
ECE 110 or PSY 252

**ECE 222: Special Needs in Early Childhood**

This course focuses on student understanding of the diverse abilities and disabilities of children from birth through eight years of age. Implications of IDEA, use and preparation of Individualized Education Plan (I.E.P.) and the Individualized Family Service Plan (IFSP) is threaded through class discussion, assignments, and adaptations and procedures for children with special needs. Students identify the role of teacher in relation to parents of children with special needs in an all-inclusive classroom. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. Describe the guiding principles of the inclusionary approach.
2. Identify signs of early developmental delays.
3. Design differentiated instruction practice based on IFSP and IEP forms.
4. Create curriculum using the integration of principles and practice of inclusion.

**Credits:** 3  
**Prerequisites:**  
ECE 110 or PSY 252.  
**Co-Requisites:**  
ECE 110 or PSY 252.



**ECE 223: Infant-Toddler Development**

After a quick review of prenatal development, the course addresses the developmental stages of infants and toddlers (birth through three years) within the context of their family. It explores different areas of development--including emotional, physical, cognitive, social, language, literacy, and behavioral--in the context of relationships. The course discusses infant-toddler care-giving principles and the day-to-day practices as reflected in different families of similar and diverse cultural backgrounds. It emphasizes the characteristics of responsive care giving and high-quality early care and education and the significant relationship between emotional development and thinking. Students learn Greenspan's theory of emotional development and Floortime. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Describe and identify indicators of infant/toddler developmental milestones.
2. Identify responsive caregiving in the context of developmental theories including Greenspan, Bronfenbrenner, and Erickson.
3. Analyze dialogue that promotes healthy social-emotional development.
4. Examine the influence of cultural practices of infant/toddler development.

**Credits:** 3

**Prerequisites:**

ECE 111 or ECE 112 or PSY 252.

**ECE 224: Infant and Toddler Curriculum Development**

After a quick review of prenatal development, the course addresses the developmental stages of infants and toddlers (birth through three years) within the context of their family. It explores different areas of development--including emotional, physical, cognitive, social, language, literacy, and behavioral--in the context of relationships. Students apply knowledge of infant-toddler development in developing and implementing a responsive curriculum that supports the holistic development of the infant-toddler and is inclusive and culturally reflective of diverse cultural backgrounds. Emphasis is placed on characteristics of high-quality early care and education and the significant relationship between emotional development and thinking. Students explore and create routine and play based activities that allows the infant-toddler to engage actively and discover the world around her/him.

**Course Student Learning Outcomes**

1. Analyze the interrelationship between caregiving routines in infant/toddler curriculum within the context of developmental theories.
2. Explain the influence of cultural practices on infant/toddler development.
3. Design curriculum activities that are culturally relevant and responsive to the diverse needs of infants/toddlers.



4. Demonstrate through planned routine and play-based activities the progression of and interrelationship between and among the developmental domains.
5. Apply cognitive-developmental theories in creating infant/toddler emergent curriculum.
6. Assess the learning environment using ITERS.

**Credits:** 3

**Prerequisites:**

ECE 110 or PSY 252

**Co-Requisites:**

ECE 110 or PSY 252

### **ECE 232: Language Arts Across Preschool**

Understanding the theoretical foundations and central role of language arts during the preschool years forms the core of instruction. Language arts include listening, speaking, reading, writing, and thinking. Communication of ideas and information through the language arts adheres to rules that govern the English language, such as phonology, morphology, syntax, and semantics. Students learn strategies to address the diverse needs of young language learners in inclusive settings, to work with parents and families, and to collaborate with professionals in other fields. Three lecture hours per week. Fall, Spring

### **Course Student Learning Outcomes**

1. Identify current research and theories of early literacy development.
2. Identify the competency of a literacy-rich environment.
3. Demonstrate the interrelationship between listening, speaking, reading, and writing.
4. Formulate plans as strategies to address the needs of English language learners.
5. Demonstrate synthesis of language arts using childrens books.

**Credits:** 3

**Prerequisites:**

ECE 113 and ECE 234.

### **ECE 234: Preschool Curriculum Planning**

Through a balanced and integrated approach based on multicultural education, students plan activities related to three, four and five-year olds' need to self-discover the world around them. Activity plans include adaptations for inclusion of children with diverse learning needs with special attention to individualized education plans (IEPs), strategies for assessment of children's learning, and evaluation of planned activities. Three lecture hours per week. Fall, Spring

### **Course Student Learning Outcomes**

1. Examine the daily schedule and observe its relationship to preschool curriculum.
2. Plan a preschool curriculum utilizing Piagetian and Vygotskian theory as a guide.
3. Design play-based interactive activities for the different learning centers.
4. Create an integrated thematic unit plan.

**Credits:** 3

**Prerequisites:**

ECE 111, ECE 112, ECE 222.

**Co-Requisites:**

ECE 222



### **ECE 236: Infant-Toddler Curriculum Planning**

In this experiential course, students have the opportunity to explore and create activities that allow the infant-toddler to engage actively and discover the world around her/him. Students apply knowledge of infant-toddler development in developing and assessing a curriculum that supports all-around individual development of the infant-toddler. The course encourages the acquisition of skills to document appropriately, display, and describe children's work, and involve parents. Three lecture hours per week. Fall, Spring

#### **Course Student Learning Outcomes**

1. Analyze and synthesize the interrelationship between caregiving routines in infant/toddler curriculum.
2. Demonstrate through planned activities the interrelationship between and among the developmental domains.
3. Assess the learning environment using ITERS.
4. Apply cognitive developmental theories in creating infant/toddler emergent curriculum.

**Credits:** 3

**Prerequisites:**

ECE 112, ECE 223.

**Co-Requisites:**

ECE 223.

### **ECE 244: Parent-Teacher Communication Partnerships**

Students develop knowledge and skills in understanding and building partnerships with parents based on the recognition that families have diverse styles of parenting. Building increased awareness and sensitivity to ethnic, racial, class, abilities, and linguistic issues is key to the affirmation of differences. Students study contemporary models and practices that support the involvement of parents in their child's education. Students learn to use appropriate oral and written communications, discover parents' priorities, and design activities and structures for ongoing collaborations with parents. Three lecture hours per week. Fall, Spring

#### **Course Student Learning Outcomes**

1. Develop written forms of parent communication.
2. Self-evaluate oral communication skills using defined criteria.
3. Examine families and appreciate differences from the perspectives of ethnicity, race, socioeconomic status, abilities, and linguistic background.
4. Identify strategies for initiating and enhancing parent-teacher relationships.

**Credits:** 3

**Prerequisites:**

ECE 110 or PSY 252 and ECE 112

### **ECE 245: CDA Portfolio**

This course introduces students to the CDA (Child Development Associate Credential) competency standards designated by the Council for Professional Recognition. Students enhance their knowledge of developmentally appropriate practices and curriculum for children birth through age eight. Specific focus includes the six competency goals and thirteen functional areas of the CDA. Emphasis is placed on applying for the CDA and preparing students for the CDA Professional Portfolio, passing the CDA exam and preparation for a PD Specialist visit.

#### **Course Student Learning Outcomes**

Apply for and be equipped to acquire the Child Development Associate Credential successfully.

1. Identify, establish and maintain a safe and healthy learning environment in an Early Education and Care setting.
2. Apply developmentally appropriate and responsive strategies in and ECE classroom environment.
3. Support age appropriate social and emotional development to provide positive guidance.
4. Utilize family engagement strategies to maintain a positive and productive relationships with families.
5. Implement continual professional development



and practice the Review Observe and Reflect model utilizing the completed CDA Portfolio

**Credits: 3**

**Prerequisites:**

PSY 252, ECE 113, and ECE 234 or ECE 236.

**Co-Requisites:**

ECE work verification from current employer and any verification needed showing up to a minimum of one year at 20 hours a week in an Infant, Toddler, Preschool or Family Child Care setting.

**ECE 251: Teaching Practicum I and Seminar I**

Students select to work with either infants and toddlers or preschool children in inclusive settings that are approved by the Department of Early Education and Childcare (DEEC). The group day care services are staffed by a Lead Teacher. During this period, the student demonstrates his/her ability to work as a team member and to develop, implement and evaluate developmentally appropriate activities for small groups of infants/toddlers or preschool children. Students develop important qualities and skills, including the ability to initiate and expand responsive communications with children and to interact in ways that help develop mutuality and trust. The accompanying seminar provides a forum for students to share reflections, raise questions, and extend their understanding of the teacher's responsibility. This student-internship is supervised by college faculty.

Note: C.O.R.I., S.O.R.I., and Health Requirements must be met and students must meet with the Program Coordinator the semester prior to enrollment in ECE 251. Required: 150 hours of field experience per semester, orientation, and seven two-hour seminars per semester on alternating weeks. Please note different requirements for different early education settings. Fall, Spring

**Course Student Learning Outcomes**

1. Apply knowledge of developmental theory into teaching practice.
2. Design learning activities in the context of developmental appropriateness and cultural relevance.
3. Plan curriculum to meet individual needs and abilities of all learners.
4. Evaluate the classroom as a learning environment for all children and recommended changes to make the classroom a high-quality learning environment.
5. Operate the classroom with assistance following the procedures, policies, and practices as outlined by state regulations.
6. Assess individual teaching practice, set-up of the physical environment, and curriculum implementation.

**Credits: 4**

**Prerequisites:**

Infant-Toddler setting: ECE 113 and ECE 224, or ECE 113, ECE 223, and ECE 236.

Preschool setting: ECE 113, ECE 222 and ECE 234.

**Co-Requisites:**

Infant-Toddler setting: ECE 113 and ECE 224, or ECE 113, ECE 223, and ECE 236.

Preschool setting: ECE 113, ECE 222 and ECE 234.

Instructional Support Fee Applies



**ECE 252: Teaching Practicum II and Seminar II-Preschool Setting**

Students continue to build upon, consolidate, and expand professional competencies acquired in ECE 251. As they take on a leading role, student-teachers participate in staff meetings; support students with diverse learning needs, and develop, prepare, and organize activities around a theme. Student-teachers are expected to demonstrate their ability to provide positive guidance to children, to take on responsibility for the physical setup of the classroom, and to implement successfully a developmentally and culturally appropriate integrated curriculum. The 150-hour field experience is complemented by an on-going seminar that focuses on drawing the connections between child developmental theory and teaching practice. The sites selected are DEEC approved facilities, and the supervising teacher-practitioner is lead-teacher certified. Students are encouraged and supported to develop an initial understanding/knowledge of their evolving professional self/role through reflective practice. Note: C.O.R.I., S.O.R.I., and Health Requirements must be met and students must meet with the Program Coordinator the semester prior to enrollment in ECE 252. 150 hours of field experience, orientation, and seven two-hour seminars per semester on alternating weeks. Fall, Spring

**Course Student Learning Outcomes**

1. Apply developmentally appropriate strategies to instruction and interaction with children.
2. Create individualized instruction plans that affirm diversity, inclusion, and fairness.
3. Analyze her/his own assumptions and impact on teaching practice.
4. Operate the classroom following the procedures, policies, and practices as outlined by state regulations.
5. Evaluate learning experiences in the context of the Department of Early Education and Care's core competencies.

**Credits:** 4

**Prerequisites:**

ECE 234 and ECE 251 with a grade of C- or better.

**Co-Requisites:**

ECE 232 or ECE 244.  
Instructional Support Fee Applies

**ECE 253: Teaching Practicum II and Seminar II-Infant-Toddler Setting**

Students continue to build upon, consolidate, and expand professional competencies acquired in ECE 251. As they take on a leading role, student-teachers participate in staff meetings; support students with diverse learning needs, and develop, prepare, and organize activities around a theme. Student-teachers are expected to demonstrate their ability to provide positive guidance to children, to take on responsibility for the physical set up of the classroom, and to implement successfully a developmentally and culturally appropriate integrated curriculum. The 150-hour field experience is complemented by an on-going seminar that focuses on drawing the connections between child developmental theory and teaching practice. The sites selected are DEEC approved facilities, and the supervising teacher-practitioner is lead-teacher certified. Students are encouraged and supported to develop an initial understanding/knowledge of their evolving professional self/role through reflective practice. Note: C.O.R.I., S.O.R.I., and Health Requirements must be met and students must meet with the Program Coordinator the semester prior to enrollment in ECE 253. 150 hours of field experience, orientation, and seven two-hour seminars per semester on alternating weeks. Fall, Spring



### Course Student Learning Outcomes

1. Apply developmentally appropriate strategies to instruction and interaction with children.
2. Create individualized instruction plans that affirm diversity, inclusion, and fairness.
3. Analyze her/his own assumptions and impact on teaching practice.
4. Operate the classroom following the procedures, policies, and practices as outlined by state regulations.
5. Evaluate learning experiences in the context of the Department of Early Education and Care's core competencies.

**Credits:** 4

**Prerequisites:**

ECE 251 with a grade of C- or better, ECE 112, and ECE 222.

**Co-Requisites:**

ECE 224, or ECE 223 and ECE 236, and ECE 221 or ECE 244.

Instructional Support Fee Applies

### **ECE 260: Play and Early Childhood Curriculum Planning**

Students examine the critical role of play in the young child's social, emotional, and cognitive development with particular reference to the theories of Piaget, Vygotsky, Greenspan and Ruben. Students actively engage with preschool children for a minimum of 8 hours in practicing the Dialogic Reading Approach. Preschool curriculum planning is based on MA Curriculum Frameworks and is reflective of anti-bias curriculum principles. Attention is paid to differentiated instruction to meet the needs of children with different abilities, special needs including the gifted and talented. Tools for assessment of learning are introduced. Using the inclusionary-integrated approach, curriculum planning lays emphasis on emerging literacy and numeracy skills. Three lecture hours per week. Fall, Spring

### Course Student Learning Outcomes

1. Assess the role of developmental play from a variety of theoretical perspectives in children pre-k through grade 3.
2. Research current theory and research practices of play.
3. Evaluate educational materials and curriculum using the anti-bias curriculum criteria.
4. Identify strategies promoting parent-teacher relationships.
5. Plan preschool activities based on MA curriculum frameworks.

6. Design a curriculum plan integrating early learning language arts, math, and science concepts.

**Credits:** 3

**Prerequisites:**

ECE 111, ECE 112, and ECE 110 or PSY 252, all with a grade of C or better.



**ECE 261: Early Childhood Licensure Teaching Practicum**

Early Childhood licensure teaching practicum is a capstone experience. The field placement may be in kindergarten or pre-kindergarten for 150 hours followed by 25 hours in grades 1 or 2 classroom in an elementary school setting selected by the Program Coordinator. Students' participation evolves from observation to demonstration of competencies (identified by DEEC) to be in-charge of a Pre-K or K.G. classroom. Observations and reflections are an integral part of curriculum implementation and teaching practice. Seminars focus on integrating theory and practice of child development, curriculum planning, individualized instruction, special needs, anti-bias curriculum, and on-going reflective assessment and children's learning. Note: CORI, SORI, Fingerprinting and Health Requirements must be met, and students must meet with the Program Coordinator the semester prior to enrollment in ECE 261. Restricted to Early Childhood Education Early Childhood Licensure Transfer option students. Orientation is held the first week of classes. Seminar meets for two hours on alternate weeks for seven weeks. Spring.

**Course Student Learning Outcomes**

1. Apply developmentally appropriate strategies to the creation, instruction, and implementation of activities and interactions with children in a

classroom setting.  
2. Operate the classroom following the procedures, policies, and practices as outlined by state regulations.  
3. Practice accepted code of ethics and professionalism of educators.  
4. Evaluate learning experiences in the context of the Department of Elementary and Secondary Education standards for educator preparation.

**Credits:** 5  
**Prerequisites:**  
ECE 260 and ECE 222 with a grade of C or better; GPA 2.75.  
Instructional Support Fee Applies

**ECE 291: Child Care Administration**

This course is designed to promote an understanding of the administrative organization and regulatory issues related to child care centers. The course investigates the role of the administrator as facilitator, mediator, and resource person in promoting a safe and positive early childhood environment. The objectives of this course meet the Department of Early Education and Child Care (EEC) Director I guidelines. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

1. Identify the multifaceted role of a director.  
2. Apply the DEEC regulations in the operation of a child care center.  
3. Apply recognized state and national quality rating standards to determine the quality of program.  
4. Demonstrate appropriate communication skills with children, staff, parents, and the community.

**Credits:** 3  
**Prerequisites:**  
ECE 251 or permission of program director.



**ECE 292: Supervision and Personnel Management in Early Childhood**

This course focuses on basic supervision and leadership styles. Supervisors of early educators learn how to promote professional development and mentor diverse staff through ongoing reflective supervision. It emphasizes techniques in staff development analysis and the enhancement of interpersonal communications, organization, supervisory styles, as well as, within the context of parents and the community. This course meets Department of Early Education and Childcare (DEEC) standards for Director II Certification in Early Childhood programs. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Apply information from early childhood education regulations and policies to inform decisions on hiring, supervising, and evaluating educators.
2. Create developmentally and culturally appropriate early childhood professional development trainings.
3. Identify community resources for purposes of staff support and professional development.
4. Evaluate an educator's performance and make recommendations for improvement and/or professional development.
5. Demonstrate the skills necessary to effectively communicate with children, staff, parents, and the community.

**Credits:** 3

**Prerequisites:**

ECE 252 or ECE 253 or permission of program coordinator.

**Co-Requisites:**

ECE 252 or ECE 253 or permission of program coordinator.

**Economics**



**ECN 111: Principles of Economics-Macro**

Principles underlying the organization and functioning of the economic system are presented in a broad social context embracing issues that affect business, government, and the community. Particular attention is given to the theory of the determination of the general levels of income, employment, and prices. In addition, contemporary economic issues are presented to reinforce theoretical concepts. Three lecture hours per week. Competency met: Social Phenomenon (5.4) Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Describe and interpret the economy in quantitative terms using employment and national statistics.
2. Utilize economic models to distinguish, describe, and analyze the interrelationships among prices, income and interest rates as they affect consumption, saving, private and government investment.
3. Explain and evaluate the economic challenges of unemployment, inflation, and economic growth.
4. Describe the contemporary banking and monetary system, and analyze the role of money, credit, and Federal Reserve monetary policy.
5. Describe the role of international trade and finance on domestic economic activity.

6. Identify and analyze the factors that contribute to or hinder economic growth, development and inequality.

**Credits: 3**

**Prerequisites:**

A passing score on the College's reading and English placement tests or C or better or concurrent enrollment in ENG 091 or ENG 092.

**ECN 112: Principles of Economics-Micro**

Principles underlying the organization and function of the market economy, including supply and demand, the theory of the firm, resource allocation under conditions of perfect competition, monopolistic competition and oligopoly, the relationship of government and business, pricing, employment of resources, and wages, rents, interests, and profits. In addition, contemporary economic issues are presented to reinforce theoretical concepts. Competency met: Social Phenomenon (5.4) Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Define scarcity and show how it relates to the concepts of choice and cost.
2. Identify the key elements of the demand and supply model and use the model to critically analyze real world examples.
3. Explain the role of prices in allocating goods, services and factors of production.
4. Explain the economic behavior of individual firms in the short run and long run.
5. Use microeconomic models to illustrate how prices and output are determined in various market structures.
6. Define economic efficiency and compare the implications for economic efficiency under different market structures.

**Credits: 3**

**Prerequisites:**



A passing score on the College's reading and English placement tests or C or better or concurrent enrollment in ENG 091 or ENG 092.

**ECN 251: Money and Banking**

Examination and analysis of money, structure and operation of the financial system, monetary theory, central banking, and monetary policy. Three lecture hours per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Explain the role of money and banks in the broader economy.
2. Explain the importance of financial markets in the economy, and identify financial market participants.
3. Identify and describe some of the more common instruments used in financial markets.
4. Describe the basic structure and functions of the Federal Reserve System.
5. Describe monetary policy through the operating procedures of the Federal Reserve System.
6. Analyze the causes, policy responses, and lessons associated with financial market crises.

**Credits:** 3

**Prerequisites:**

ECN 111 or permission of instructor.

**Education**

**EDU 101: College Success Seminar for Education**

This foundational course is for all Education Degree majors and should be taken in their freshman year - first semester. In this course, strategies and resources that promote general college success are explored and applied to relevant topics in the field of Education. Students also begin to reflect on what it means to be an Education professional, acquire technical competencies needed to be successful in these majors, and conduct both academic and internet research. Students engage with course content through an active learning environment that includes discussions, readings, projects and lectures. Critical reading, thinking, and writing are stressed. Competency met: First Year Experience. One lecture hour per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Students will identify, locate, and utilize college and program resources that are relevant to college students and Education majors.
2. Students will utilize program and college (print and e) resources to demonstrate knowledge of program, college, and state standards related to being a college student and future educator of children.
3. Students will use college-based technology to locate professional organizations, Massachusetts State regulations and policies for



Early Childhood and Elementary and Secondary Education educators, state educator licensing and/or certification, and codes of ethics.

4. Students will identify and explain their learning style and list strategies that are useful for their type/them, as well as, reflect on the impact of learning differences to their chosen profession.
5. Students will reflect on the skills required for success in higher education and Education professions and formulate academic and career goals that are appropriate for their personal situation and chosen future goals.

**Credits: 1**

**EDU 150: Language Education and Literacy**

This course offers a critical examination of the foundations of language education in the United States. Surveying different language education programs and English Language Learner students, the course will facilitate sensitivity to language issues and debates in U.S. schools and communities, including legislation, court action and research in language learning. The course will also deepen understanding of the Common Core standards and instructional literacy strategies to master reading, writing, listening and speaking standards to support ELL students. Three lecture hours per week Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Students will employ research based literacy strategies and demonstrate uses of literacy instruction for English Language Learners.
2. Students will describe how their own views and perspectives have been shaped by their backgrounds and identities by evaluating the role language of language learning in schools and society.
3. Students will identify the challenges of teaching and student learning in multicultural/multilingual society.
4. Students will develop strategies for creating authentic assessment techniques to accurately

measure the four interrelated areas of language arts (reading, listening, writing, speaking) as it applies to literacy education of English Language Learners.

**Credits: 3**

**Prerequisites:**

A passing score on the College's reading and English placement tests or C or better or concurrent enrollment in ENG 091 or ENG 092.



**EDU 220: Foundations of Education with Teaching Pre-Practicum**

This course offers students a chance to historically examine the sociopolitical, cultural, philosophical and developmental foundations of U.S. education (grades 1-6). The course investigates past and current educational reforms, school structures, and teacher practices, as well as Massachusetts Curriculum Frameworks, while stressing the significance of diversity and equity in education. The course requires a three-hour seminar and 40 hours of field experience. Through field experiences, students will keep observational journals to allow them to critically integrate seminar topics with their observations and develop ethical and critical understanding of student identity, growth and development, learning theories, issues of diversity, developmentally-appropriate practices, different approaches to teaching and professional teaching standards. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. Students will describe historical, social and structural events and policies that characterize educational settings and approaches to learning in the United States.
2. Students will analyze the needs of their diverse learners as well as develop educational strategies and critical perspectives to

develop learning practices that address and serve the needs of all learners.

3. By gaining knowledge on the competing definitions, conceptions, and trends of schooling and learning, students will critically evaluate the effects of different curriculum frameworks and instructional techniques on student learning.
4. Using Massachusetts state standards, students will develop aligned and inclusive learning plans and instructional techniques.

**Credits:** 3

**Prerequisites:**

C or better in ENG 101. Completion of 27 credits in the Elementary Education program with a GPA of 2.50 or better, or instructor's approval.  
Instructional Support Fee Applies

**EDU 225: Diversity and Multicultural Education**

This course is designed to increase sensitivity to multiplicity of social differences and power relations in complex and pluralistic U.S. education and society. By helping students acquire a critical understanding and appreciation of processes of diversity (cultural, racial, ethnic, socio-political, ability and gender) this course is designed to honor and empower the diverse experiences, knowledge and identities students and their communities bring into schools. Therefore, the course is committed to transformative democratic models of learning as well as educators who advocate for equity in education who provide practical educational conceptualizations to foster equitable, inclusive and multicultural learning for all learners. Three lecture hours per week. Competency met: Global Awareness(5.2), Multicultural Perspective (5.3), Social Phenomenon (5.4) Fall, Spring

**Course Student Learning Outcomes**

1. Students will demonstrate a critical knowledge of complexities and processes of culture and diversity in society and schools.
2. Students will describe how their own views and perspectives have been shaped by their backgrounds and identities by evaluating the components of prejudice that have influenced their worldview, using models of



ethnic and racial identity to explain and assess their perceptions of cultural identity, discrimination and other socializing agents.

3. Students will identify the challenges of teaching and student learning in multicultural settings, while highlighting the importance of empowering racial, ethnic, religious, gender, ability, language and class diversity in teaching and learning.
4. Students will examine and evaluate effective approaches, perspectives, activities, and techniques for teaching and communicating in multicultural settings.

**Credits:** 3

## Engineering

### **EGR 102: Introduction to Sustainable and Green Energy Technologies**

This course is designed to introduce students to emerging renewable energy technologies and sustainable building design practices. Both the practical applications and underlying theories are addressed. Topics include: The Construction/ Engineering Design and Implementation Process, Green Building Practices, especially those related to Energy Efficiency, Environmental Conservation, and Resource Management, Wind Turbines, Solar Energy, and other forms of renewable energy. Three hours of lecture per week. Fall, Spring

### Course Student Learning Outcomes

1. Describe different aspects of Green Technology.
2. Utilize the steps of the construction/engineering design process.
3. Demonstrate Design, Project & Time Management Skills.
4. Describe and evaluate Renewable Energy Sources and Technologies.
5. Describe and evaluate Green Building Practices and Technologies.
6. Describe and evaluate Environmental Conservation and Resource Management Methods.

**Credits:** 3

Instructional Support Fee Applies

### **EGR 103: Computer Skills for Engineers and Technicians**

This course is an introduction to the personal computer and its application to engineering and technical communication and problem solving. Topics include Windows, email communication, Web-based research, word processing, computer graphics, spreadsheets, and presentation software. Students develop the computer skills necessary for successful academic and professional careers, including the creation of effective technical messages, reports and presentations using charts, equations, graphs, scanned information, and transferred data, as well as problem solving using integrated flowchart analysis concepts. Three class hours a week in the CAD lab. Competency met: Technical Literacy (8.0) NOTE: Utilizes Windows based software Mac versions available. Fall, Spring, Summer

### Course Student Learning Outcomes

1. Navigate in a Microsoft Windows environment.
2. Choose various modes of communication, such as social, hangout/Skype, calendars and educational web platforms (e-learning/e-portfolio) to effectively corroborate and schedule with teammates and instructors within the BCC electronic classroom.
3. Research engineering and technology topics using web-based resources.



4. Produce written engineering documents, such as lab reports and technical papers, using word processing software.
5. Setup spreadsheets and create graphs.
6. Produce illustration using computer graphics from within a word processor.
7. Create presentation utilizing images and data from other sources.
8. Demonstrate problem solving skills using computer solutions.

**Credits: 3**

Instructional Support Fee Applies

**EGR 111: Fundamentals of Manual Machining**

This course covers the fundamentals of manual machine tool utilization. Topics include milling, turning, knurling, threading, surfacing grinding, tooling, feeds and speeds, blueprint reading, layout, proper tolerancing, metrology, and manufacturing processes. Three lecture hours and three laboratory hours per week. Fall

**Course Student Learning Outcomes**

1. Mill, turn, and grind common materials to create features specified by a mechanical drawing.
2. Read mechanical drawings and verify drawing dimensions on their machined project utilizing various metrology tools and procedures.
3. Select correct hand and machine tools and calculate feeds and speeds for various machining processes.
4. Demonstrate safe machine shop practices per OSHA and Industrial standards.

**Credits: 4**

Instructional Support Fee Applies

**EGR 112: Automated Machining**

This course is a continuation of EGR 111 and covers modern, advanced machining processes using Computerized Numerical Control (CNC) for both milling and turning. It also discusses best practices for safety, tooling, setup and process sheets. Students use industrial software simulations and feeds and speeds databases. Two class hours and three laboratory hours per week. NOTE: Utilizes Windows based software only. Spring

**Course Student Learning Outcomes**

1. Write standard Fanuc CNC (Computer Numeric Code) for milling and turning common materials to create features specified by a mechanical drawing.
2. Setup and operate vertical machining and turning centers that are common to the local industry.
3. Demonstrate proper set-up, download of computer numerical code and first piece prove out procedures for the in Fanuc Vertical Milling and Turning machine centers.
4. Generate manufacturing documentations consisting of tool list, operation sheets and drawings.
5. Demonstrate safe machine shop practices per OSHA and Industrial standards.

**Credits: 3**

**Prerequisites:**

EGR 111 is recommended.

Instructional Support Fee Applies



**EGR 113: Introduction to Robotics**

This is an introduction to the science of Robotics and is designed for non-engineering and engineering students. Students must understand how scientific innovation can affect their lives either directly or indirectly while researching the history of robotics and the ethical role of robotics in the modern world. Scientific inquiry is applied while building robots and testing design challenges. Students test physical constructs and analyze performance in a systematic and documented process. Physical science and programming are utilized to design and evaluate robots to complete weekly challenges. Three hours of lecture and three hours of laboratory per week. Competency met: Scientific Reasoning and Discovery, Ethical Dimensions Fall

**Course Student Learning Outcomes**

1. Apply scientific knowledge in the designing and testing of various robot challenges.
2. Research the history and applications of robotics to distinguish the various uses, components, and designs of modern robots.
3. Interpret ethical questions on the use of robotics in a modern society and discuss the merits of differing views.

**Credits: 4**

Instructional Support Fee Applies

**EGR 115: Manufacturing Processes & Measurement**

This course focuses on manufacturing and measuring processes and equipment. Quality principles, theories and analysis will be utilized in the evaluation of processes and equipment. The course will describe and discuss various applications, equipment specification, processes and capabilities. Various measuring techniques and gauging equipment will be explained with the focus of selecting the proper gauging for the application and product specification requirements. Students in this course are expected to be computer literate. Three lecture hours per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

Students will be able to:

1. Discuss and demonstrate various Manufacturing and Measurement processes, equipment and applications.
2. Compare and assess process and equipment capability in the production of various end products.
3. Utilize quality principles, theories and analysis in the evaluation of processes and equipment.

**Credits: 3**

Instructional Support Fee Applies

**EGR 123: Green Building Practices**

This course studies the methods, materials, and equipment currently used in the construction of residential and commercial buildings, roads, and highways. Students learn the proper use, selection, specifications, strength and limitations, fire resistance, and code conformity of basic construction materials and fabrication processes. The laboratory will include fieldwork and basic laboratory testing procedures. Three class hours and two laboratory hours a week. Fall.

**Course Student Learning Outcomes**

1. Outline building construction practices and materials.
2. Describe green building materials and practices.
3. Identify the benefits of sustainable design.
4. Evaluate a home or building design to determine if it qualifies for LEED certification.
5. Take the LEED Green Associates exam.

**Credits: 4**

**Prerequisites:**

Intermediate Algebra competency or concurrent enrollment in MTH 152.



**EGR 124: Soils and Foundations**

This course introduces students to geotechnical engineering. Engineering soil properties, mass/volume relationships, soil classification systems, and site exploration methods are included. In addition, structural foundations are explored. Three lecture hours a week. Spring

**Course Student Learning Outcomes**

1. Determine engineering soil properties.
2. Calculate mass-volume-weight relationships for soils.
3. Produce and interpret grain size distribution curves for soils.
4. Classify soils for design and construction purposes using standard soil classification systems.
5. Identify various types of structural foundations.

**Credits: 3**

**EGR 125: Construction Estimating**

This course introduces students to common practices used in estimating construction quantities and costs, including materials, labor, equipment, overhead, and profit. Productivity, efficiency, and project scheduling are also included. Three class hours a week. Fall

**Course Student Learning Outcomes**

1. Read and interpret construction plans.
2. Perform quantity take-offs from engineering plans.
3. Estimate construction material, labor and equipment costs.
4. Distinguish between direct and indirect costs.
5. Prepare construction bids.

**Credits: 3**

**EGR 131: Introduction to Electrical Circuits**

This course is an introduction to DC electrical circuits. It examines physics and laws of voltage, current, and power; series and parallel direct current circuit analysis. It includes equivalent circuit concepts, and methods of DC circuit analysis including Mesh and Nodal Analysis. Network theorems, including Thevenin's, Norton's and Superposition are also examined. Three lecture hours and three laboratory hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. Utilize mathematical concepts required to solve DC circuits.
2. Conduct circuit analysis on series and parallel DC circuits.
3. Develop the ability to apply Ohms law to analyze simple one loop circuits to complex mesh circuits utilizing network theorems such as Thevenin, Norton and superposition.
4. Discuss principles of transient capacitive and inductive circuits.

**Credits: 4**

**Prerequisites:**

Intermediate Algebra Competency or concurrent enrollment in MTH 152.

Instructional Support Fee Applies



**EGR 132: Electrical Circuits**

Students study advanced AC and DC circuit analysis methods, network theorems, and the analysis and principles associated with capacitors and inductors. Phasers, filters, three-phase systems, transformers, motors, the power triangle, and power factor correction are also covered in this course. Three lecture hours and three laboratory hours per week. Fall

**Course Student Learning Outcomes**

1. Describe DC/AC electric circuit operation.
2. Solve complex circuit analysis problems.
3. Troubleshoot Circuit.
4. Utilize computer simulation software.

**Credits:** 4

**Prerequisites:**

EGR 131, MTH 172.

**Co-Requisites:**

MTH 172.

Instructional Support Fee Applies

**EGR 133: Computer Configuration and Repair**

This hands-on course covers PC components and PC configuration. Students use system diagnostics to analyze and repair PC system faults. The course emphasizes troubleshooting and replacing individual system components such as memory, hard drives, floppy drives, video cards, and modems. This hardware approach provides real-world computer repair and maintenance experience. Three lecture hours and three laboratory hours per week. Competency met: Technical Literacy (8.0) Fall

**Course Student Learning Outcomes**

1. Identify & describe past and present PC architecture and components.
2. Demonstrate troubleshooting skills to solve common PC problems.
3. Use computer terminology fluently.
4. Read and utilize appropriate manufacturer's data sheets.
5. Develop hands on skills to disassemble, replace, or install all functional PC components.
6. Utilize the Internet for PC related information research.

**Credits:** 4

Instructional Support Fee Applies

**EGR 137: Digital Electronics**

The course examines number systems with particular emphasis on binary, octal, and hexadecimal counting methods. The course stresses Boolean algebra with function minimization including logic design and logic circuits for all computer elements, including the arithmetic, control, memory, and I/O system sections. Particular emphasis is given to bus-structured microprocessor-based systems. Three class hours and three laboratory hours a week. Fall

**Course Student Learning Outcomes**

1. Describe and analyze digital components and designs required in computer hardware and communication systems.
2. Use terminology and timing diagrams proficiently.
3. Read and interpret appropriate manufacturer's data sheets.
4. Use Electronics Workbench Multisim application software to model basic digital electronics.

**Credits:** 4

**Prerequisites:**

Intermediate Algebra Competency or concurrent enrollment in MTH 152.

Instructional Support Fee Applies

**EGR 140: OSHA 40-Hour Hazardous Waste Operations and Emergency Response (HAZWOPER)**

This course provides educational background and skills required by personnel involved in hazardous waste operations. It includes the required components of the 40-hour, off site training requirement for hazardous waste site workers as defined in the Code of Federal Regulations, 29 CFR 1910.120. This level of training is required, by law, for all employees working at a hazardous waste site who will be exposed to hazardous substances, health hazards, or safety hazards. Personnel who will benefit from this course include: equipment operators, general laborers, and others, as well as on-site management and supervisors directly responsible for, or who supervise employees engaged in, hazardous waste operations. Topics covered will include: hazardous waste regulations, chemical, physical, and biological hazards, toxicology, medical surveillance and first aid requirements, selection, use and care of personal protective equipment, proper handling of wastes stored in drums, confined space entry, and other safety procedures. A field mock up exercise will also be conducted. Students completing this course and successfully passing the certification exam given at the end of the course will receive the official OSHA certification of their completion of this course. Three lecture hours per week. Not offered every year.

**Course Student Learning Outcomes**

1. Work safely in a hazardous waste operations environment.
2. Chose the proper personal protective equipment for the situation and care of the equipment.
3. Understand the hazardous waste regulations and chemical, physical and biological hazards associated with hazardous waste operations and emergencies responses.
4. Properly handle hazardous waste stored in drums.
5. Enter confined spaces safely.
6. Conduct proper lock out/ tag out procedures for electrical equipment.
7. Obtain OSHA 40 hour HAZWOPER certification.

**Credits: 3**

Instructional Support Fee Applies

**EGR 141: Introduction to Environment**

This course is designed to examine the impact of human activities on the natural world in the context of our emerging awareness of the scope of environmental problems and against the background of our understanding of normal ecosystems. The focus will be on topics concerning population, agriculture, energy, air pollution, water resources and waste management. Three lecture hours per week. Competency met: Scientific Reasoning and Discovery Fall

**Course Student Learning Outcomes**

1. Define what environmental science is and why it is considered interdisciplinary.
2. Identify some of the important environmental concerns we face today.
3. Explain what sustainable development is and how it relates to society.
4. Understand the Scientific Method and how it is used to study the environment.
5. Apply critical thinking to evaluate what is sound science.
6. Apply analytical skills, models, and statistics to the study of the environment.
7. Understand the concept of systems and their importance in environmental science.
8. Explain the processes which shape the earth including the rock cycle, plate tectonics, and global air and water circulation patterns.



9. Follow the movement of water and nutrients through the biological, chemical and geological systems on the planet.
10. Define population, community, ecosystem, biome and biosphere and understand their relationships.
11. Follow the movement of energy on the planet through biotic and abiotic systems.
12. Explain the concept of evolution and how it is the thread that links all forms of life together.
13. Understand our past, present and future uses of energy and the consequences of our actions.
14. Understand the concept of climate change and its causes and consequences.

**Credits: 3**

**EGR 143: Conceptual Math for Environmental Technicians**

This course is designed to provide the Environmental Technician with the mathematical skills necessary to carry out the calculation involved in the operation and management of water systems. This course will also prepare students for the mathematical requirements of the state drinking water and wastewater certification examinations. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. Upon successful completion of this course, students will be able to:
2. Perform basic mathematical operations.
3. Manipulate mathematical formulas to solve problems.
4. Solve word problems dealing with actual plant operations.
5. Use the metric system as well as the English system.

**Credits: 3**

**EGR 145: Computerized Systems in the Water Treatment Industry**

This course will introduce students to Supervisory Control and Data Acquisition (SCADA), the Computerized Maintenance Management Systems (CMMS), Water Information Management Solutions (WIMS), and Geographic Information Systems (GIS). Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. Upon successful completion of this course, students will be able to:
2. Describe the many ways that computers are integrated into the operation of water systems.
3. Explain the benefits and functions of a Computerized Maintenance Management System (CMMS)
4. List the functions of a Supervisory Control and Data Acquisition (SCADA)
5. List the functions of a Water Information Management System (WIMS)
6. List the components of a SCADA system.
7. Create basic maps using Geographic Information System (GIS) Software
8. Prepare inventory lists and job orders.
9. Perform data input and process control calculations.
10. Use trending data to assist in process control decisions.

**Credits: 3**



### EGR 151: Electrical Machinery

This course studies the principles of AC and DC circuits including electromagnetic induction and power factor, AC motor principles including inductive and synchronous type machines and DC series, shunt, and compound wound devices. Motor starting and speed control are also covered from an operational point of view. Three class hours a week. Fall

### Course Student Learning Outcomes

1. Demonstrate the fundamentals of simple AC&DC circuit analysis and troubleshooting.
2. Apply system analysis in industrial applications.
3. Explain the function and use of various industrial transformers, voltage regulators, switches, resistors, capacitors, inductors and AC& DC motors.
4. Demonstrate safe electrical practices, such as lock out, tag out, per OSHA and Industrial standards.

**Credits:** 3

#### Prerequisites:

Intermediate Algebra competency or concurrent enrollment in MTH 152.  
Instructional Support Fee Applies

### EGR 171: Fluid Systems

This subject deals with engineering principles associated with the control and usage of fluids. Particular emphasis is placed on the concepts of work and power and how they apply to the design and troubleshooting of hydraulic and pneumatic devices and systems (circuits). Pumps, compressors, actuators, valves, gauges, conductors, and automated equipment are analyzed in both the class and laboratory. The course also covers the use of ISO Fluid Power Symbols and Standards. Three class hours and three laboratory hours a week. Fall

### Course Student Learning Outcomes

1. Identify and describe safety survival equipment for use on board vessels.
2. Identify, describe and use marine safety procedures both on the dock and at sea.
3. Use actual safety equipment and procedures in water experiences.
4. Demonstrate firefighting basics, dewatering skills, and skills to deal with emergencies at sea.

**Credits:** 4

#### Prerequisites:

Intermediate Algebra competency or concurrent enrollment in MTH 152.  
Instructional Support Fee Applies

### EGR 172: Material Science

A study of the physical, mechanical, and chemical properties of materials. The course places particular emphasis on the interdependency of atomic structure, microstructure, material phase relationships, and solid state reactions to each other and to the modification of these properties. It investigates the use of metals, plastics and advanced materials in economic, sustainable, and reliable design. The laboratory includes metallographic examination using light microscopy and the study of material science principles and treatments of metals. Three lecture hours and three laboratory hours per week. Competency met: Scientific Reasoning and Discovery  
Fall

### Course Student Learning Outcomes

1. Define and describe chemical and physical bonding, how it relates to the micro and macrostructure of materials, and how these relate to its material properties.
2. Apply these relationships to materials with known bonding and material structure to determine material properties.
3. Utilize experimental material testing techniques for determining material properties.
4. Apply basic metallographic and light microscopy techniques for microstructure analysis of materials including preparation and analysis material samples.



5. Illustrate the benefits and limitations associated with many categories of engineering materials.
6. Describe how material properties can be modified by treatments designed to change material structure.
7. Apply material science to design techniques used to create safe, economic, and reliable products.

**Credits: 4**

Instructional Support Fee Applies

**EGR 182: Wind Industry Safety**

This course is designed to provide the basic skills to work in a safe manner in the wind industry and to meet emergency response training requirements for individuals new to the global wind industry. It will equip students with the knowledge, skills and confidence to appropriately respond in the event of an emergency and to increase their safety through proper use of Personal Protective Equipment and other emergency equipment and procedures. One lecture hour and three laboratory hours per week. Spring

**Course Student Learning Outcomes**

1. Upon successful completion of this course students will be able to:
2. Understand safety regulations and have demonstrated emergency safety procedures associate with working offshore, in confined spaces and at height.
3. Understand and have demonstrated how to access, work, egress, and rescue personnel from confined spaces safely including toxic and hazardous environments.
4. Understand and have demonstrated proper and safe use of ladders, lift systems and the lifting of loads.
5. Understand the hazards and risks associated with working at height and understand and have demonstrated the safety

- equipment (harnesses, lanyards arrestors, etc.) and at height rescue procedures.
6. Understand and have demonstrated proper fire awareness and fire-fighting techniques on wind turbines and in general.

**Credits: 2**

**Prerequisites:**

Good health and the ability to climb 25 to 50 meters.

Instructional Support Fee Applies



**EGR 183: Energy Efficiency and Conservation Measures**

This course is designed to give students the skills to identify and understand energy efficiency and conservation methods used to reduce energy consumption. Students analyze residential and commercial facilities for opportunities to employ these energy-saving measures. Students become familiar with the use of energy monitoring and measuring equipment used for energy auditing. Students also learn to calculate energy savings and determine environmental impacts of these energy saving methods. Three lecture hours per week. Instructional Support fee applies. Fall

**Course Student Learning Outcomes**

1. Explain energy efficiency and conservation methods available for energy use reduction in residential and commercial settings.
2. Demonstrate energy savings and environmental impacts for most energy efficiency methods in order to identify and assess energy conservation opportunities.
3. Demonstrate the appropriate usage of energy monitoring and measuring equipment commonly used by energy specialists and energy auditors.

**Credits: 3**

Instructional Support Fee Applies

**EGR 190: Technical Projects**

This course guides the student in the design and development of a useful technical project. The student develops a functioning design solution and generates all necessary support drawings and documentation. Spring

**Course Student Learning Outcomes**

1. Utilize technical tools and methods to solve complex real world design problems using a site-based learning approach.
2. Work in an organized environment with specific educational goals.
3. Solve complex problems which require integrating many technical aspects.

**Credits: 3**

**EGR 204: Engineering Applications of MATLAB**

This course continues the study of MATLAB and discusses the built-in commands and functions. It emphasizes the mathematical capabilities of MATLAB to solve engineering problems that students encounter in their first two years of college. The students also learn programming techniques that allow them to develop their own MATLAB application programs containing interactive prompts as well as user-defined graphic outputs. One lecture hour and one laboratory hour per week. Spring

**Course Student Learning Outcomes**

1. Utilize basic MATLAB commands, functions and elements (matrices & others).
2. Apply the built-in functional capabilities to solve engineering problems encountered within the first two years of an engineering program.
3. Develop an application program that demonstrates the basic concepts of logic and program control.
4. Develop user-defined programs and graphical outputs with interactive prompts using programming techniques.

**Credits: 1**

**Prerequisites:**

MTH 214

Instructional Support Fee Applies



**EGR 211: Programmable Control Systems**

This course will provide students with the knowledge of digital systems and the skills required to install, program, operate and troubleshoot automated industrial equipment. It will concentrate on the use of Programmable Logic Controllers (PLCs), robotics and the associated proximity sensors and actuators (hydraulic and pneumatic). Additionally, this course will introduce a variety of automation methods and equipment including microprocessors, vision systems and motor controls. Three class hours and three laboratory hours per week. NOTE: Utilizes Windows based software only. Spring

**Course Student Learning Outcomes**

1. Program PLCs, microprocessors and robots using ladder diagrams and PC interfaces.
2. Use binary logic systems, Logic Gates, Boolean Algebra, Flip-Flops, Shift Registers, Timers and Counters in Digital Systems.
3. Describe the utilization and applications of limit switches, proximity sensors, ultrasonic sensor and photo-switch sensors.
4. Define terminology and utilization of Robots, PLCs and other forms of automated equipment in industry, including reliability and economics.

5. Explain the basic design and function of Microprocessors and Microcomputers.

**Credits:** 4

**Prerequisites:**

EGR 131 or EGR 151.

**Co-Requisites:**

EGR 131 or EGR 151.

Instructional Support Fee Applies

**EGR 215: Lean Six Sigma**

This course focuses on "Lean Manufacturing" methodology utilizing the fundamentals of "Six Sigma." Students are provided with the tools that enable the identification, measurement, and elimination of non-value-added activities in a manufacturing setting. Students develop a working knowledge of the best practices in quality and process management. Students in this course are expected to be computer-literate. Three lecture hours per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Students will be able to discuss and demonstrate various Lean theory and applications.
2. Students will collect data, calculate and compare information to assess process and equipment capability using six sigma processes.
3. Students will recognize various ISO standards and explain the value of the various requirements within the international industry standards.

**Credits:** 3

**Prerequisites:**

MTH 119 recommended

Instructional Support Fee Applies



**EGR 221: Surveying I**

The study of the theory and practice of plane surveying with specific applications to civil engineering. Topics will include measurement theory and errors, distance measurement, leveling, bearings, azimuths, traverses, area determinations, stadia, topographic surveys, horizontal and vertical curves, and other related topics. Three lecture and three laboratory hours per week. Fall

**Course Student Learning Outcomes**

1. Demonstrate the ability to properly use and care for common surveying equipment.
2. Identify sources of error in surveying projects.
3. Accurately and precisely lay out and measure angles, distances and elevations in the field.
4. Properly record surveying field notes.
5. Correctly perform surveying office calculations.

**Credits:** 4

**Prerequisites:**

None. MTH 172 recommended.  
Instructional Support Fee Applies

**EGR 222: Surveying II**

This course is a continuation of EGR 221 Surveying I. It includes topics such as highway curves, highway construction surveys, municipal street construction surveys, pipelines and tunnels, land surveys, construction quantity measurement and final surveys. A variety of surveying equipment and tools will be utilized in this course. Three lecture hours and three laboratory hours per week. Spring

**Course Student Learning Outcomes**

1. Demonstrate the ability to properly use and care for common surveying equipment.
2. Read and interpret engineering plans and land maps.
3. Accurately and precisely layout and measure angles, curves, distances and elevations in the field.
4. Properly record surveying field notes.
5. Design and layout horizontal and vertical curves.
6. Correctly perform surveying office calculations.

**Credits:** 4

**Prerequisites:**

EGR 221.  
Instructional Support Fee Applies

**EGR 226: Legal Aspects of Boundary Surveying**

This introductory course covers land surveyor ethics and professional responsibility, real property law, real and record evidence, conveyances, recording systems, legal aspects of boundary establishment, unwritten title, easements, prescription, water boundaries and surveying plans. The course will be offered completely online. Two lecture hours and three laboratory hours per week.

**Course Student Learning Outcomes**

Students who successfully complete this course will be able to:

1. Perform the legal research necessary to discover record evidence of property boundaries
2. Read, interpret, record evidence
3. Identify real evidence affecting boundary locations
4. Reconcile record and physical evidence where conflicts exists
5. Analyze and identify unwritten title and prescription and its effects on ownership
6. Evaluate the nature of water boundaries
7. Differentiate between express and implied easements

**Credits:** 3

**Prerequisites:**

EGR 221 or permission of instructor.



**EGR 231: Electrical Engineering I**

Basic electrical theory and techniques of electrical circuit analysis for engineering transfer students. Topics include resistive circuits, independent and dependent sources, analysis methods, network theories, energy-storage elements, RC and RL circuits, second order circuits, sinusoidal excitation and phasers. Three lecture hours and one recitation hour per week. Fall

**Course Student Learning Outcomes**

1. Apply formulas for current, charge voltage, energy and power in the solution of applied problems including the power balance equation.
2. Apply Kirchoff's laws and other axioms and definitions to determine the voltage and currents in simple circuits and to analyze the general single-loop or series circuits.
3. Use derived equivalent components to reduce more complicated networks to equivalent series or parallel circuits.
4. Apply node-voltage analysis & mesh-current analysis approaches to network analysis.
5. Apply the properties of linearity and time invariance associated with input-output equations in simplifying network analysis.
6. Apply characteristics of operational amplifiers (OP AMP) and the concept of negative feedback.

7. Describe signal models and signal characterizations as applied to electrical engineering.
8. Apply differential equation definitions to solve the response of source-free circuits.
9. Analyze circuits which include independent sources (drivers) and to solve differential equations describing the circuits.

**Credits:** 3

**Prerequisites:**

MTH 215 with a C- or better.

**Co-Requisites:**

EGR 233.

**Recommended:**

Completion of EGR 131 and 132.

Instructional Support Fee Applies

**EGR 232: Electrical Engineering II**

This course continues Electrical Engineering I (EGR 231). Topics include AC steady state power, three-phase circuits, complex frequency, network functions, frequency response, transformers, Fourier series, Laplace transforms, and Laplace transform application. Three lecture hours and one recitation hour per week. Spring

**Course Student Learning Outcomes**

Students who successfully complete this course will be able to:

1. Describe the sinusoidal steady-state conditions through use of the concepts of phasor, impedance, admittance, and transfer function
2. Find the amplitude and phases of sinusoidal steady-state response waveforms by algebraic techniques
3. Analyze the flow of energy in AC circuits
4. Define power (P), reactive power (Q), and complex power(S)
5. Define the concept of frequency response curves and use Bode plots to them.
6. Understand the concepts of resonance, complex frequency, and poles and zeros in the development of frequency response
7. Understand and apply Fourier series in the analysis of circuits



8. Decompose input waveform into a sum of mutually orthogonal sinusoidal waveform components
9. Develop the limit of the Fourier series as the inverse Fourier transform and apply the direct Fourier transform of a signal in the transformation of time-domain signals to its frequency-domain representation.

**Credits:** 3

**Prerequisites:**

EGR 231 with a C or better;

**Co-Requisites:**

EGR 234.

Instructional Support Fee Applies

**EGR 233: Electrical Engineering I Laboratory**

This course provides experience in experimental techniques, laboratory report preparation, familiarization and use of instrumentation, passive circuit investigations, and computer modeling experiments. Three laboratory hours per week. Fall

**Course Student Learning Outcomes**

1. Apply formulas for current, charge voltage, energy and power in the solution of applied problems including the power balance equation.
2. Apply Kirchoff's laws and other axioms and definitions to determine the voltage and currents in simple circuits and to analyze the general single-loop or series circuits.
3. Use derived equivalent components to reduce more complicated networks to equivalent series or parallel circuits.
4. Apply node-voltage analysis & mesh-current analysis approaches to network analysis.
5. Apply the properties of linearity and time invariance associated with input-output equations in simplifying network analysis.
6. Apply characteristics of operational amplifiers (OP AMP) and the concept of negative feedback.
7. Describe signal models and signal characterizations as applied to electrical engineering.

8. Apply differential equation definitions to solve the response of source-free circuits.
9. Analyze circuits which include independent sources (drivers) and to solve differential equations describing the circuits.

**Credits:** 1

**Co-Requisites:**

EGR 231.



**EGR 234: Electrical Engineering II Laboratory**

Students gain hands-on experience with experimentation in passive circuit investigations, steady-state and transient analysis, electrical instruments, magnetic and logic circuit investigations, and computer modeling experiments. Three laboratory hours per week. Spring

**Course Student Learning Outcomes**

1. Describe the sinusoidal steady-state conditions through use of the concepts of phasor, impedance, admittance, and transfer function.
2. Find the amplitude and phases of sinusoidal steady-state response waveforms by algebraic techniques.
3. Analyze the flow of energy in AC circuits.
4. Define power (P), reactive power (Q), and complex power (S).
5. Define the concept of frequency response curves and use Bode plots to them.
6. Understand the concepts of resonance, complex frequency, and poles and zeros in the development of frequency response.
7. Understand and apply Fourier series in the analysis of circuits.
8. Decompose input waveform into a sum of mutually orthogonal sinusoidal waveform components.
9. Develop the limit of the Fourier series as the inverse

Fourier transform and apply the direct Fourier transform of a signal in the transformation of time-domain signals to its frequency-domain representation.

**Credits:** 1  
**Co-Requisites:**  
EGR 232.

**EGR 235: Electronic Theory I**

Studies in the theory of semiconductor diodes; bipolar and field effect transistors, including biasing; classes of amplified operation; methods of analysis and design to include Miller's theorem; hybrid parameters; and frequency effects are the focus of this course. Three lecture hours and three laboratory hours per week. Fall

**Course Student Learning Outcomes**

1. Design and evaluate the operation of analog & digital circuits that include semiconductor diodes; bipolar and field effect transistors including biasing; classes of amplified operation.
2. Analyze and design analog & digital circuits using Miller's theorem, hybrid parameters and frequency effects.
3. Troubleshooting analog & digital circuits.
4. Model and evaluate analog & digital circuits using Computer Simulation Software.

**Credits:** 4  
**Prerequisites:**  
EGR 132.  
Instructional Support Fee Applies



**EGR 241: Clean Water Technology I**

This course introduces students to the physical, chemical, and biological processes associate with water quality, pollution, and the treatment of liquid wastes. Topics covered will include: Basic environmental concerns, hydrology, types of pollution, wastewater flow characteristics, collection systems, wastewater treatment processes, process monitoring and calculations, and sampling procedures. This course includes a laboratory component. The course will also help prepare the student for the lower level Massachusetts State Wastewater Treatment Plant Operator Certification Examination. Three lecture hours, and three laboratory hours per week. Fall

**Course Student Learning Outcomes**

Students who successfully complete the course will:

1. Describe the movement of water around the planet through the hydrologic cycle.
2. Describe the movement of water from homes and industries to wastewater treatment systems.
3. Describe various wastewater treatment technologies.
4. Perform process control calculations.
5. Perform various wastewater laboratory analyses.

**Credits: 4**

**EGR 242: Clean Water Technology II**

A continuation of Wastewater Technology I (EGR 241) to prepare the student in the design, operation and maintenance of advanced wastewater treatment facilities. Topics covered will include: environmental concerns, chronic and acute toxicity of wastestreams, instrumentation of specialized treatment procedures, biological and chemical observations with "hands-on" treatment observations. The student will also be expected to attend tours of local facilities (domestic/industrial). The program will also prepare the student for the State Operator's Certification Examination - Intermediate Levels. Three lecture hours and two laboratory hours per week. Spring

**Course Student Learning Outcomes**

1. Identify the organisms that are cultured in a wastewater treatment plant and what their relative abundances in the wastewater indicate about the condition of the wastewater treatment process.
2. Conduct total suspended solids testing on various process streams in a wastewater treatment plant.
3. Calibrate and operate pH meters and dissolved oxygen meters.
4. Conduct Biochemical Oxygen Demand tests to determine the organic strengths of the wastewater process streams.
5. Understand the operation and basic maintenance of various

- pumps including positive displacement pumps, centrifugal pumps, diaphragm pumps and air lift pumps.
6. Select the proper pump based on pump curve characteristics.
  7. Understand the operation and maintenance of aeration equipment, clarifiers, solids handling and various disinfection equipment.
  8. Apply mathematical formulas for the calculation of chemical dosages, process flows, and concentrations of materials for proper plant process control.
  9. Determine the proper dosages of polymer for sludge conditioning.
  10. Understand the basics of horsepower and electricity and be able to calculate power needs to move water.
  11. Be prepared to take the Grade 3 or 4 Massachusetts Wastewater Operator Certification Examination.

**Credits: 4**

**Prerequisites:**

EGR 241.

**EGR 244: Basic Drinking Water Treatment**

This course prepares students for entry into the field of water supply management and the operation of drinking water treatment facilities. The principles of hydrology associated with groundwater and surface water supply management are studied, including the hydrologic cycle, precipitation type and measurement, aquifer types and groundwater flow measurements, surface water flow measurements, and surface water and well sampling. Students study source water supplies and protection, regulations, physical and chemical treatment processes, and operator safety. This class includes field trips. This class is state approved for preparation for taking the Grade 2 Massachusetts Drinking Water Treatment Plant Operator Certification Examination. Three class hours and three laboratory hours a week. Spring

**Course Student Learning Outcomes**

1. Understand the basics of the three water infrastructure systems including drinking water, stormwater, and wastewater in the United States.
2. Understand how water moves through the hydrologic cycle from the oceans, to the atmosphere, to the ground, then over the ground and under the ground, and back to the ocean.

3. Study trends in precipitation and calculations of precipitation and runoff over a watershed area.
4. Understand the role of the drinking water operator and their ethical responsibility to the community they serve.
5. Explain what a public water supply is, and how they are categorized.
6. Prepare a basic water budget based on evaporation rate, precipitation, inflows and outflows from a water system.
7. Explain the different processes used to treat water at a conventional drinking water filtration plant.
8. Apply mathematical formulas for the calculations of flows and concentrations of materials moving through a drinking water filtration plant.
9. Explain the operation and basic maintenance of various pieces of equipment used at a drinking water filtration plant, such as pumps, clarifiers, flow meters, valves and filters.
10. Determine dosages and concentrations of chemicals used in the water treatment processes.
11. Determine flows in natural streams as well as flows within a drinking water plant.
12. Perform mathematical calculations involving areas, volumes, flows, pressure, horsepower and electricity.
13. Be prepared to take the Massachusetts Grade 1 and Grade 2 Drinking water Treatment Plant Operator Certification Examinations.

**Credits: 4**

Instructional Support Fee Applies

**EGR 245: Hazardous Waste/Waste Management**

This course examines the various components of the hazardous waste and solid waste management field. Emphasis will be placed on the examination, evaluation, and cleanup of hazardous waste sites as well as on providing an introduction to solid waste management and disposal. Three lecture hours and two laboratory hours per week. Fall

**Course Student Learning Outcomes**

1. Identify and have a basic understanding of the major legislative acts that govern hazardous waste.
2. Describe the major categories of hazardous wastes and their physical and chemical properties.
3. Describe the hierarchy of hazardous waste management, including source reduction, recycle and reuse, treatment and disposal.
4. Understand the Uniform Hazardous Waste Manifest System.
5. Describe hazardous waste handling, treatment, and disposal processes.

**Credits: 4****Prerequisites:**

CHM 111 or CHM 113.

Instructional Support Fee Applies



**EGR 246: Collection Systems**

This course is designed to introduce the student to the process of collection of wastewater within a community. Students will learn about the components of the collection system, safe working practices, inspection and testing of collections systems, pipeline cleaning and maintenance, underground repair and construction, and the components, operation and inspection of lift stations. This course will also help prepare students for Collection System Certification Examinations. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

Upon successful completion of this course students will be able to:

1. Describe the importance of, and the components of wastewater collection systems.
2. Operate wastewater collection systems safely.
3. Inspect, operate, clean, and maintain collection systems.
4. Operate, inspect, and maintain the lift stations in the collection systems.
5. Be prepared to take the Massachusetts Collection System Operator Certification Examinations.

**Credits: 3**

**EGR 248: Advanced Water Treatment**

This course is a continuation course following the EGR 244 Basic Water treatment course. It will provide students with a review of basic concepts, knowledge of regulatory requirements, water treatment processes, equipment types and maintenance, laboratory procedures, safety practices, and administrative procedures. The course is designed to prepare students to take the Massachusetts Grades 3 and 4 Drinking Water Treatment Plant Operator Certification Examinations. The course will be presented in a hybrid format with lecture content online and a hands-on face-to-face laboratory component. Three lecture hours and three laboratory hours per week. Fall

**Course Student Learning Outcomes**

Upon successful completion of the course students will:

1. Be able to explain the treatment practices used at water treatment plants.
2. Perform laboratory skills to do the basic required analyses of drinking water.
3. Be able to describe the function of the various equipment used in the drinking water treatment processes and how to perform basic maintenance on them.
4. Be able to explain the regulatory and the administrative duties at a drinking water treatment plant.

5. Be prepared to take the Massachusetts Grades 3 and 4 Drinking Water Certification Examinations.

**Credits: 4**

**Prerequisites:**

EGR 244

Instructional Support Fee Applies



**EGR 249: Distribution Systems**

This course is designed to provide students with the knowledge necessary to work on distribution systems needed to provide drinking water to a community. Students will learn what a public water systems is, the importance of its proper operation, regulatory requirements, and the ethics required of an operator, the components, equipment and operation of a distribution systems, the monitoring of the water quality in the system, and the administrative duties required. This course will prepare students for taking the Massachusetts Distribution Certification Examinations. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

Upon successful completion students will be able to:

1. Define what a public drinking water system is and why it is important to run the system properly.
2. Describe the different components of a distribution system.
3. Describe the equipment needed and the operation and maintenance of the equipment.
4. Perform tests to determine the water quality of the drinking water in the system.
5. Define the administrative tasks required.

**Credits: 3**

**EGR 251: Statics**

This course considers the effects of forces on rigid bodies in two and three dimensions. Students apply engineering concepts of force vectors, moments, and static equilibrium to solve engineering design problems. The course investigates techniques for structural analysis of beams, columns, mechanisms, trusses and shafts. Topics include friction, torsion, centroids, center of gravity, moment of inertia, and shear and moment diagrams. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Define scalars, vectors, vector components and principles of static equilibrium.
2. Differentiate between body forces, internal forces, external/applied forces, and reactions as supports.
3. Analyze structures (trusses, beams and others) to find external reactions and internal forces using graphical techniques, summation of forces and moments, the dot product, and the cross product.
4. Apply the concepts of moments and rotational equilibrium, static and dynamic friction to the analysis of the interaction of rigid bodies.
5. Use the Method of Sections and Method of Joints to analyze trusses.
6. Define the properties of a body (Center of Gravity,

Centroid and Moment of Inertia) and apply them to the analysis of beams.

**Credits: 3**

**Prerequisites:**

PHY 101 or PHY 211, and MTH 172.



**EGR 253: Advanced Statics**

This course is to be taken concurrently with EGR 251 and covers advanced rigid body analysis techniques utilizing calculus. Students apply the engineering concepts of force vectors, moments and static equilibrium to solve engineering design problems for common engineering structures. They use these techniques to solve problems associated with friction, torsion, centroids, centers of gravity, moments of inertia, shear and moment diagrams, and Mohr's Circle. Two laboratory hours per week. Fall

**Course Student Learning Outcomes**

1. Use calculus-based methodology to the analyze structures (trusses, beams and others) to find external reactions and internal forces using graphical techniques, summation of forces and moments, the dot product, and the cross product.
2. Apply calculus-based techniques and the concepts of moments and rotational equilibrium, static and dynamic friction to the analysis of the interaction of rigid bodies.
3. Define the properties of a body (Center of Gravity, Centroid and Moment of Inertia) and apply calculus-based methods and techniques to the analysis of beams.

**Credits: 1**

**Prerequisites:**

MTH 215; EGR 251 and PHY 212.

**Co-Requisites:**

EGR 251 and PHY 212.

Instructional Support Fee Applies

**EGR 254: Mechanics of Materials and Structures**

In this course, the concepts of stress and strain caused by tensile, compression, shear and bending forces and the associated material behavior are studied. Classical and computer methods are used to analyze beams, trusses, and structures. Students also study torsion, column action and the strength of bolted and welded joints. The design of structural members made of wood, steel, and reinforced concrete is introduced. In the laboratory, students perform testing techniques used to analyze the mechanical properties of materials and evaluate structures. Three lecture hours and three laboratory hours per week. Spring

**Course Student Learning Outcomes**

1. Define the material properties important to engineering design including strength, modulus of elasticity, poissons, ratios, and thermal characteristic.
2. Use beam analysis tools (graphical integration and shear and moment diagrams) to determine beam strength and deflection.
3. Design basic wood, steel, and reinforced concrete structural members to withstand common loading conditions.
4. Apply the analysis and design techniques associated with power transmission shafts, bolted, riveted, and welded joints and columns.



5. Use experimental methods to determine material properties and design structures.

**Credits:** 4

**Prerequisites:**

EGR 251.

Instructional Support Fee Applies

**EGR 255: Thermodynamics**

An introductory course in the fundamentals of classical thermodynamics covering such topics as: the First Law of Thermodynamics, Heat Engines, the Second Law of Thermodynamics, the Internal Combustion Engine, Gas Turbines, Steam Power Generation, the Rankin Cycle, and Heat Transfer.  
Spring

**Course Student Learning Outcomes**

1. Define thermodynamics concepts including: pressure, temperature, work, heat, energy and how they apply to open (flow) and closed (non-flow) systems.
2. Define energy conversion, enthalpy and specific heat and apply them using the Energy Equation.
3. Calculate efficiency and entropy and apply them to reversible and irreversible cycles, specifically The Carnot Cycle.
4. Illustrate the concepts of phase, phase change (vaporization), quality and enthalpy and use them to determine the properties of steam using computer programs, the Steam tables and Mollier chart.
5. Analyze Carnot, Rankine and actual power generation cycles and alternative energy sources using graphical and mathematical techniques.
6. Apply the concepts of Specific heat, gas constants and partial pressure to a variety of

processes using ideal gas law, the Gas tables & the Psychometric chart.

7. Analyze the Otto, diesel and Brayton cycles and the internal combustion engine using graphical and mathematical techniques.
8. Calculate Coefficient of Performance and use refrigerant tables to analyze refrigeration cycles.

**Credits:** 3

**Prerequisites:**

PHY 102 or PHY 212 and MTH 215, or permission of the instructor.

Instructional Support Fee Applies



**EGR 264: Oceanographic Technology**

This course is an overview of the use of various types of oceanographic instrumentation and equipment for use in scientific experiments and data collection. The course includes the fundamentals of electronic sensors and instrumentation, the use of various data collection and transmission schemes, and the use of computers and wireless communication for scientific experiments. The course also covers special challenges involved in working in the marine environment including specialized equipment and at sea operations. In addition, the course will cover the use of underwater vehicles including AUV's, ROV's, gliders and towbodies. Three lecture hours per week. Fall Not offered every year.

**Course Student Learning Outcomes**

Upon completion of this course, the student will be:

1. Familiar with the theories and operation of oceanographic instrumentation currently in use
2. Familiar with the logistical and other issues involved in oceanographic operations

**Credits:** 3

**Prerequisites:**

Intermediate Algebra Competency; or concurrent enrollment in MTH 152.

**Co-Requisites:**

Intermediate Algebra Competency; or concurrent enrollment in MTH 152.

**EGR 268: Fisheries Technologies and Monitoring Techniques**

This course is designed to provide students with an understanding of the commercial fishing industry in the northwest Atlantic Ocean from the Gulf of Maine to Cape Hatteras, North Carolina. Students study the various fisheries and gain an understanding of the regulations and management practices that govern them. Student also learn about the various fishing gear and practices used to catch commercial marine fish, crustaceans, and shellfish. The concept of geographic and statistical fishing areas is taught. The collection of samples and data is critical to the management of the industry, and students learn the necessary sampling protocols and the proper completion of various data logs. Three hours of lecture and three hours of laboratory per week. Spring, Summer

**Course Student Learning Outcomes**

1. Define what a fishery is.
2. Understand the basic ecology of fishing grounds.
3. Understand the basic concepts of fishery management.
4. Identify the fishing gear used in the Northeast ground fish fisheries.
5. Identify different types of fishing vessels.
6. Subsample from the total catch and calculate estimates of fish species weights in the total catch.

7. Identify 70 species of finfish and invertebrates in the US Northeast fisheries.
8. Identify 30 species of cetaceans sighted in the areas of the US Northeast fisheries.
9. Identify 5 species of seals sighted in the areas of the US Northeast fisheries.
10. Identify 5 species of sea turtles sighted in the areas of the US Northeast fisheries.
11. Identify 15 species of seabirds sighted in the areas of the US Northeast fisheries.
12. Understand the role of the At-Sea Monitor on a commercial fishing vessel.
13. Be prepared to take the At-Sea Monitoring training and examinations offered by the National Marine Fisheries Service, Northeast Fisheries Science Center, Fisheries Sampling Branch for certification as an At-Sea Monitor.

**Credits:** 4

Instructional Support Fee Applies



**EGR 272: Strength of Materials**

A study of the stresses and strains caused by tensile, compression and shearing forces. The course includes stress strain curves and the mechanical properties of engineering materials and investigates shear and bending moment diagrams and stresses due to beam loading. Students also study the strength of bolted and welded joints, torsion and column action. The laboratory includes the study of the general material testing techniques used to analyze the mechanical properties of materials. Three lecture hours and two laboratory hours per week. Fall

**Course Student Learning Outcomes**

1. Define material strength, simple stresses (tension, compression, shear, and bearing) and strain and explain how these quantities differ.
2. Describe how indirect loadings (bending and twisting) cause these simple stresses and to be able to determine the stress magnitudes.
3. Describe how materials and structure will respond to the applied stresses (simple or indirect).
4. Define the material properties important to engineering design including strength, modulus of elasticity, Poisson's ratio, and thermal characteristics and determine these properties using experimental methods.

5. Define torque and torsion and how they apply them to different types of beams, shafts and loadings.
6. Use beam analysis tools (Graphical Integration and shear and moment diagrams) to determine beam strength and/or deflection.
7. Apply the analysis and design techniques associated with columns, bolted, riveted, and welded joints.

**Credits:** 4

**Prerequisites:**

EGR 251.

Instructional Support Fee Applies

**EGR 281: Offshore Safety and Survival**

This course covers safe working practices for the offshore industry and especially for working with offshore wind turbines. Centered around Health, Safety and Environment (HSE) practices and regulations, the course discusses the basic and advanced-level safety issues, examines case studies in rescue and first aid, and identifies skill sets needed for activities such as climbing, blade repair, handling of fire, identification of hazards, and manual handling. The course aims to provide comprehensive coverage of topics needed for industry-prevalent certification. Three lecture hours and three laboratory hours per week. Fall

**Course Student Learning Outcomes**

1. Demonstrate an overall understanding of the need for HSE regulations, emergency safety procedures, and safe working practices in relation to offshore wind turbines industry. This includes identifying safety-related challenges in varied work environments.
2. Develop strategies and practices for working safely with offshore wind turbines and demonstrate this understanding in case studies.
3. Identify hazards associated with working in offshore wind turbines including but not limited to working at heights, working with high power generating machinery



and heavy rotating equipment, in offshore environment.

4. Demonstrate an understanding of the capabilities and limitations of different safety equipment (harness, lanyards, arrestors, etc.) under varied working conditions.
5. Identify the hazards posed by fire and demonstrate awareness of strategies to deal with the fire originating from different sources.
6. Demonstrate knowledge and skillsets needed for survival in an offshore location in either a simulated environment or as a written assignment around a case study.

**Credits: 4**

Instructional Support Fee Applies

**EGR 282: Wind Power Technology**

This course is designed to provide the operational and electrical skills required for an entry level technical position in global wind industry. It will equip individuals with the knowledge and skills required for siting, assembling and installing of wind energy projects of different scales - from small commercial and municipal turbines to utility scale wind farms located offshore or land-based. Topics Include: Project Operations, Turbine Fundamentals, Cranes & Rigging, Fasteners & Torqueing, Shaft Alignment and Bonding, Grounding and Lightning Protection systems. Three lecture hours and three laboratory hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. Upon successful completion of this course students will be able to:
2. Describe the balance of plant (BOP) requirements and expectations pertaining to wind turbine operation and describe the general siting and wind farm development process.
3. Identify the component, component location and describe the general function and purpose of the turbine components.
4. Identify and demonstrate the techniques and safe use of equipment associated with Cranes, Hoists, Rigging and Cribbing.
5. Demonstrate the safe use of various fasteners, torque &

tension equipment including the difference between dry and wet torque.

6. Demonstrate knowledge of basic principles, methods and techniques of shaft alignment.
7. Demonstrate proper Bonding, Grounding and Lightning Protection techniques, theory, and significance of how a wind turbine detracts and dissipates lightning.

**Credits: 4**

**Prerequisites:**

EGR 131 or EGR 151 required. EGR 171 and EGR 172 recommended. Instructional Support Fee Applies



**EGR 283: Wind Power Operations and Maintenance**

This course is designed to provide the operational and mechanical skills required for an entry level technical position in global wind industry. It will equip individuals with knowledge and skills required for operation and maintenance of wind energy projects of different scales- from small commercial and municipal turbines to utility scale wind farms located offshore or land-based. Topics include: Maintenance Operations, Cooling/ Heating systems, PLCs and SCADA, Bearings, Gearboxes and Yaw Systems. Three lecture and three laboratory hours per week. Fall, Spring

**Course Student Learning Outcomes**

Upon Successful completion of this course, students will be able to:

1. Demonstrate maintenance operations and define equipment requirements for wind power systems including reporting, inspection, monitoring and protection methods.
2. Demonstrate inspection, maintenance and operation of Cooling and Heating systems used in the wind power industry.
3. Demonstrate the basic functions of Programmable Logic Controllers (PLCs) & Supervisory Control and Data Acquisition (SCADA) Systems used in the wind power industry.

4. Analyze bearing specifications and demonstrate the associated installation, maintenance, inspection and replacement systems and processes.
5. Recognize and define gearbox types, functions and general operations including lubrication, maintenance and inspection.
6. Recognize and define Yaw control system components, function and maintenance requirements.

**Credits: 4**

**Prerequisites:**

EGR 171 required. EGR 282 and EGR 131 or EGR 151 recommended. Instructional Support Fee Applies

**EGR 284: Solar Power**

This course provides an in-depth introduction to solar energy as a sustainable form of power and how it can be utilized for a variety of energy demand applications in residential, commercial, and municipal buildings. The benefits and limitations of various common solar energy technologies used to produce heat, hot water, and electricity are examined. The course looks at the process of siting, sizing and designing of solar hot water and solar photovoltaic electric systems and how to perform an economic and environmental analysis of proposed systems. In the classroom, students gain a basic understanding of the fundamental science of heat and energy and an up-to-date knowledge of the equipment and techniques used in the solar industry. While in the laboratory, students develop the hands-on skills necessary to evaluate, install and maintain solar power systems. Three lecture and three laboratory hours per week. Spring

**Course Student Learning Outcomes**

1. Describe and quantify the solar resource and explain what factors influence the availability of solar energy at different locations across the globe.
2. Differentiate between the main categories of solar energy technologies (passive thermal, solar hot water, photovoltaic, and concentrating solar power)



and explain which technologies work best for different applications.

3. Conduct a site assessment to determine amount of solar irradiation at a particular location and the properly site and orient a building to optimize solar gain.
4. Identify and explain the type, benefits, limitations, markets and applications of different types of solar thermal and photovoltaic systems.
5. Describe the thermodynamics principals at work in active solar thermal systems.
6. Identify various types of photovoltaic cells and explain how they convert sunlight into electricity.
7. Calculate demand and properly size a solar thermal system and a photovoltaic systems (both stand alone and grid connected) to meet loads of the applications.
8. Calculate the energy output, fuel savings, and emission reductions and explain the associated economics of solar thermal and photovoltaic systems.

**Credits:** 4

**Prerequisites:**

EGR 131 or EGR 151 or permission of instructor.

Instructional Support Fee Applies

**EGR 285: Power Transmission in Offshore Environment**

This course identifies key components of infrastructure needed to transport offshore-generate power to onshore locations. These components include offshore cables (HVDC and HVAC), offshore substations, electrical transformers, and power controlling and protection devices. The course also examines monitoring practices and maintenance needs associated with each of these components and identifies some of their common failures and related corrective/preventative maintenance strategies. The economics of offshore power generation and transportation are briefly discussed. Three lecture hours and three laboratory hours per week. , Spring

**Course Student Learning Outcomes**

1. Demonstrate common monitoring and maintenance needs and challenges related to offshore power infrastructure.
2. Demonstrate an understanding of types of failures and faults in offshore electrical power transportation infrastructure.
3. Identify the need and design of over-voltage and over-current protection mechanism used in electrical networks using power relays.
4. Recognize common issues linked with integration of offshore wind turbines power

with the national grid, and the impact of offshore electrical power infrastructure failure.

5. Demonstrate the use of power tools and instruments as a mean to identify failure in electrical infrastructure.
6. Analyze relevant power curves and demonstrate its use in a case study.

**Credits:** 4

**Prerequisites:**

EGR 282.

Instructional Support Fee Applies

**EGR 286: Data and Command Center Management**

**Course Student Learning Outcomes**

1. Demonstrate an understanding of the need and importance of data and command center for the offshore wind farms.
2. Demonstrate an ability to categorize, manipulate and analyze large volumes of data using concepts of mathematics.
3. Ability to identify failures in components by studying abnormalities in condition monitoring data and maintenance reports.
4. Shows an understanding of the regional and global rules and regulations around data privacy and data security.
5. Demonstrates the ability to use tools and software to manage large volumes of data such as SQL, Oracle.

**Credits:** 4



**EGR 287: Corrosion Management and Control**

This course examines fundamental principles behind corrosion of structures and discusses best practices in corrosion control and its management. Strengths and weaknesses of various corrosion management strategies are examined, and discussion is included of industry standards such as those of the National Association of Corrosion Management Engineers (NACE), Det Norske Veritas (DNV), and the International Organization for Standardization (ISO). Three lecture hours per week. , Spring

**Course Student Learning Outcomes**

1. Demonstrate an understanding of corrosion as a surface, and beneath a surface, chemical phenomenon.
2. Identify the impact of corrosion and different types of failures introduced in metals and non-metals. Design preventative and corrective corrosion control measures.
3. Apply knowledge of corrosion control in planning maintenance strategies
4. Demonstrate an understanding of principles behind inspection and monitoring methods used in corrosion control.
5. Demonstrate an ability to design a maintenance strategy to control corrosion and perform its financial analysis.

**Credits: 3**

Instructional Support Fee Applies

**EGR 299: Engineering Projects**

This capstone course allows students to use the engineering and technical skills they have developed to solve an actual engineering team design project. Students work onsite with a mentor participating in all aspects of the design process, from initial identification of the design problem through the implementation and management of the design solution. Students use a variety of design, project management, research, manufacturing tools, test and evaluation in the completion of their project. Design projects cross disciplines and cover a variety of engineering, design, and technical subject areas. Three lecture hours and three laboratory hours per week. Applies. Spring

**Course Student Learning Outcomes**

1. Utilize engineering tools and methods to solve complex, real world design problems using a site based learning approach.
2. Work in an organized environment with specific educational goals.
3. Solve complex problems which require integrating many aspects of engineering.

**Credits: 4**

**Prerequisites:**

30+ credits completed in major or prior approval by the instructor. Instructional Support Fee Applies

**English**



### **ENG 091: Integrated Reading & Writing**

This course is designed to develop critical thinking by integrating reading, writing, and learning strategies. Emphasis is placed on critical reading skills necessary to understand complex college-level texts and write in response to them. Using a theme-based approach to readings, coursework will encourage students to read closely and independently in order to comprehend, summarize, analyze, and make connections between texts. Students will respond to reading through writing assignments that demand practice of paragraph and essay structure, as well as integration of quotations and citations in MLA format.

Fundamental writing skills such as punctuation, sentence structure, and word choice are also covered.

ENG 091: Integrated Reading and Writing may not be used to meet the General Education English requirement, nor do the credits apply toward a degree. Grade points earned in this course will not be computed into the student's GPA. Six lecture hours per week. Fall, Spring, Summer.

### **Course Student Learning Outcomes**

1. Employ a reading and a writing process, including pre-reading and pre-writing strategies, through drafting and revision.
2. Recognize structural patterns in a text and annotate to identify main ideas both explicit and inferred.
3. Summarize and synthesize information found in multiple sources.
4. Analyze audience, purpose and

voice as both a reader and writer.

5. Respond to reading through writing, including essay form that organizes ideas into body paragraphs to support a purposeful thesis.

6. Support ideas with relevant evidence from both real-world experience and texts, integrating quoted information and using MLA citation format.

7. Correct common grammatical and syntax errors using Standard Written English.

8. Demonstrate the ability to use digital tools and technologies for reading and writing tasks.

### **Credits: 6**

Instructional Support Fee Applies

### **ENG 092: Composition I: Studio**

This course is designed to accompany ENG101:Composition I College Writing. Students enrolled in this course should also be enrolled in ENG101, with the same instructor. Course content of Composition I Studio is designed to supplement classroom activities and assignments in ENG101. Students will generate and organize ideas, draft, revise and edit writing. They also practice reading and writing processes to build reading and information literacy skills for integration into their ENG101 writing projects. Instruction is offered through small groups and one-on-one conferences. ENG092: Composition I Studio may not be used to meet General Education English requirement, nor do the credits apply toward a degree. Grade point earned in this course will not be computed into the student's GPA. Three lecture hours per week. Fall, Spring, Summer

### **Course Student Learning Outcomes**

1. Read and write using a process
2. Annotate readings
3. Write to a particular audience and for a particular audience
4. Write focused pieces in paragraph and essay forms
5. Identify structural patterns and main ideas for written response to readings
6. Develop written ideas in an organized way with details, examples, logic and evidence for writing responses



7. Apply principles of grammar, usage, syntax, mechanics and academic vocabulary in an appropriate and meaningful manner

**Credits:** 3

**Co-Requisites:**

Designated linked ENG 101 course.  
Instructional Support Fee Applies

**ENG 101: Composition I: College Writing**

College-Composition I provides students an opportunity to develop and reflect on their own process of writing through various stages of planning, composing, revising, and editing. In addition, students learn how to formulate and support a thesis using a number of rhetorical strategies, to engage in the research process and to practice critical reading strategies for the purpose of documenting credible sources to support claims.

Students write in accordance with the conventions of written English and incorporate digital tools and technologies. Three lecture hours per week. Competency met: Critical Thinking, Written Communication Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Write using different stages of the writing process, from prewriting through composing and revising. Develop individual writing processes unique to the student and writing purpose, and demonstrate the ability to reflect on those writing processes.
2. Demonstrate the ability to compose using digital tools and technologies.
3. Apply rhetorical knowledge, including audience awareness, purpose, appropriate conventions of written English, and approaches, related to various writing tasks.

4. Develop active reading practices with diverse texts to identify rhetorical features, articulate what they have read, and expand their knowledge base.
5. Engage in a research process to develop, explore, and address meaningful questions. Locate, evaluate, summarize, integrate, and document credible primary and/or secondary sources for support or inquiry.

**Credits:** 3

**Prerequisites:**

A passing score on the College's writing and reading placement tests, or completion of ENG 091 with a C or better.

Instructional Support Fee Applies



**ENG 102: Composition II: Writing about Literature**

College Composition II builds upon the critical reading and writing skills learned in ENG 101 while using poetry, drama, and fiction as the primary texts for examination. Using a writing process, students will continue to develop complex and diverse writing projects where synthesis and analysis are emphasized. They will apply terminology and theory to develop literary arguments. In doing so, students will make connections between culturally diverse literature and its relevance to the human experiences in the 21st century. Three lecture hours per week. Competencies met: Written Communication, and Critical Thinking. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Develop an interpretation of a literary work that uses reasoning and textual evidence to support their claims while using clear Standard Written English and applying MLA style and documentation as needed.
2. Write with an awareness of diverse audiences and a variety of purposes and strengthen their critical thinking, reading, and writing processes.
3. Compose multiple cohesive texts that demonstrate synthesis and analysis.
4. Articulate the relevance and value of literature, making connections between

culturally diverse literary works and the world around them.

5. Respond critically to various literary genres through close reading, research, discussion, and written analysis.
6. Apply literary terminology and theory when writing about literature to argue a position based on sound reasoning and convincing textual evidence.
7. Identify and engage with problems and issues across a range of human experience to locate and investigate assumptions.

**Credits:** 3

**Prerequisites:**

ENG 101.

Instructional Support Fee Applies

**ENG 214: Critical Writing and Academic Research**

This course combines the study of argumentation with the instruction needed for students to conduct semester long academic research projects. Diverse philosophies of argument will be considered, including Aristotle's and Toulmin's, as well as inductive and deductive reasoning and logical fallacies. Students will critically evaluate popular media, websites, print sources, and literature, and analyze the various ways that authors attempt to persuade their readers. In doing so, students will learn how to compose ethically sound arguments. Students will design a research proposal, compose an annotated bibliography, and synthesize their secondary sources into an argumentative research essay using the MLA format. Three hours of library instruction are included as part of the course. Three lecture hours per week. Competencies met: Written Communication (2.1), Humanities (6.0), Ethical Dimension (7.0). Fall, Spring

**Course Student Learning Outcomes**

By the end of the semester students will be able to:

1. Analyze written arguments from a variety of philosophical perspectives and their impact on the human experience.
2. Evaluate evidence and use it to support and debunk argumentative claims.
3. Evaluate contrasting points of view on an issue and evaluate the ethics of each of them.



4. Critically read arguments with a skeptical eye.
5. Create, interpret, and evaluate visual, verbal, artistic, and other forms of communication for biases and emotional appeals.
6. Effectively utilize library resources to conduct an extensive research project.
7. Draft an annotated bibliography and understand its role in the research process.
8. Successfully utilize a variety of primary and secondary sources to support an argument.
9. Compose analytically and ethically sound arguments using sufficient, credible evidence while considering the justice, fairness, and ramifications associated with these arguments.

**Credits:** 3

**Prerequisites:**

ENG 101.

**ENG 215: Technical Writing**

This course emphasizes the style of writing used in business and industry. Students will examine and then prepare the kinds of documents called for in these fields, including letters and other correspondence, reports, and proposals, with special attention focused on audience analysis, format and editing. Fall, Spring

**Course Student Learning Outcomes**

1. Recognize and address the needs of different audiences.
2. Create a variety of technical and business documents, including letters, memorandums, short reports, formal emails and so on, employing the writing process.
3. Demonstrate mastery of the different formats for business and technical documents.
4. Display solid proofreading skills relative to grammatical, mechanical, and usage issues.
5. Work within groups and collaboratively create technical and business documents.
6. Undertake research, identifying relevant print and electronic documents and, when appropriate, developing such applications for primary source investigation as surveys, questionnaires, interviews, and experiments.
7. Employ the MLA method of documentation or another recognized field-specific system such as the American

Psychological Association (APA) and the Council of Science Editors (CSE).

**Credits:** 3

**Prerequisites:**

ENG 101.

Instructional Support Fee Applies



**ENG 217: Writings from the Margins of Contemporary American Literature**

This course focuses on literature by multicultural/multiethnic writers writing about issues of race, class, gender, acculturation, and other themes emerging from the experience of living on the margins of contemporary American society. Texts and their authors living between two worlds -- African American, Asian-American, Native-American, Hispanic-American, European-American, Middle Eastern-American, and other borders -- are studied. Literary genres include poetry, drama, short fiction, non-fiction, and the novel. Students read, discuss, analyze, and write about the cultural and social impact of being a hyphenated-American on authors and the world they inhabit. Three class hours a week. Competency met: Multicultural Perspective (5.3), Humanities (6.0) Fall, Spring

**Course Student Learning Outcomes**

1. Critically analyze literary works in general.
2. Demonstrate understanding of themselves in relation to the cultural contributions of other cultures.
3. Increase their awareness and understanding of what it means to be a person of one's own ethnicity, race, gender, or class in America culture.
4. Engage in discovery through the reading of literature of the values, beliefs, and experiences of people with perspectives different from

one's own, and understand their uniqueness and commonalities.

5. Analyze and explicate your interpretation for minority cultures and the themes of race, gender, class, ethnicity, religion, sexuality, as represented in the assigned readings.
6. Demonstrate how common or culturally specific heritage, perspectives, histories and/or belief systems influenced the writers in this course and the forms or genres in which they wrote.
7. Develop a well-supported interpretation of a literary text.
8. Illustrate critical thinking skills in well-developed thesis statements and paragraphs with relevant examples and details from literary text being analyzed.

**Credits:** 3

**Prerequisites:**

ENG 102 or permission of the instructor.

**ENG 230: Film**

In this introductory course, students apply the language of film, photography, mis en scene, movement, montage, sound, to theories of meaning-making, and aesthetics in movies. Students analyze the dynamics between viewer and image by applying a variety of critical thinking approaches to selected films from within and outside of the Hollywood tradition. Moreover, students explore the ways a film may reflect and influence a society and culture. Topics for reading, writing, and discussion may include masculinity/femininity, sexuality, race, class, ethics, and genre. Four class hours per week to accommodate screenings. Competency met: Humanities (6.0) Fall, Spring

**Course Student Learning Outcomes**

1. Identify the components of the visual language of film.
2. Describe three basic techniques of editing.
3. Define and use the terms in the glossary of their film text.
4. Identify and describe the four elements of sound used in film.
5. Describe the role of the director and discuss the auteur theory.
6. Distinguish between expressionistic and realistic styles in film.
7. Discuss the significant aspects of various historical periods in film.



8. Identify the major characteristics of selected film genres.
9. Write a critical analysis of a selected film.
10. Carry on basic research on film topics in the library.

**Credits:** 3

### **ENG 233: Poetry Writing Seminar**

This course provides students with an introduction to the craft of poetry via intense practice in writing original poetry and in analyzing poetic techniques employed by traditional and contemporary poets. Three lecture hours per week. Competency met: Humanities (6.0) Spring

### Course Student Learning Outcomes

Students who successfully complete this course will be able to:

1. Develop their own creative writing process and poetic voice.
2. Analyze poetic genres (such as the haiku and sonnet) and techniques (such as imagery, rhyme, and meter).
3. Employ poetic genres and techniques in their own writing.
4. Revise their poetry through critique and the workshop process.
5. Create a portfolio of revised original work that would be suitable for submission to literary publications.

**Credits:** 3

**Prerequisites:**

ENG 102 or permission of instructor.

### **ENG 251: World Literature I**

This writing-intensive seminar introduces students to the origins and evolution of world literature through 1700. Students examine how texts such as "The Epic of Gilgamesh" and the Bible emerged as products of a society's oral tradition. Students further explore how the oral tradition influenced authors such as Homer, Virgil, Dante, Chaucer, and Milton. Emphasis is placed on poetry, drama, traditional and literary epics, tragedies, fables, satires, and romances as students consider how these texts influenced the development of modern literature. Three lecture hours per week. Fall

### Course Student Learning Outcomes

1. Explain how the religious views of a particular culture directly influenced its literature.
2. Identify common thematic concerns throughout literature from diverse time periods and cultures.
3. Compare and contrast similar stories told from different cultural perspectives.
4. Analyze verse and summarize the role that it plays in story telling.
5. Examine the life of an author and explain how his or her upbringing and culture influenced the issues and ideas expressed in the literature.
6. Evaluate literary criticism and determine its usefulness in literary studies.



**Credits:** 3  
**Prerequisites:**  
ENG 102.

**ENG 252: World Literature II**

This writing-intensive seminar introduces students to the evolution of world literature from 1700 to the 21st Century. Representative works of neoclassicism, romanticism, Gothicism, realism, and naturalism are considered. Authors such as Daniel Defoe, Henrick Ibsen, Gaston Leroux, Fyodor Dostoevsky, Thomas Mann, Albert Camus, Elie Wiesel, Toni Morrison, F. Scott Fitzgerald, William Gibson, Salman Rushdie, and Jhumpa Lahari are examined. Emphasis is placed on the rise of the novel, modern theatre, and poetry. Competency met: Global Awareness (5.2), Humanities (6.0) Spring

**Credits:** 3  
**Prerequisites:**  
ENG 102.

**Course Student Learning Outcomes**

1. Explain how the thematic concept of "Other" is illustrated in works of literature from diverse time periods and cultures.
2. Explain how the rise of the Gothic influenced the development of world literature.
3. Read diverse texts and discern the implied social commentaries that are embedded in them.
4. Examine the life of an author and explain how his or her upbringing and culture influenced the issues and ideas expressed in the literature.
5. Evaluate literary criticism and determine its usefulness in literary studies.



**ENG 253: English Literature I**

A survey of the seminal authors who wrote in English from the medieval period to the mid-eighteenth century such as Chaucer, Shakespeare, Donne, Milton, Congreve and Swift. Besides the Middle Ages, the Renaissance and the Enlightenment are studied for their generic developments (in comedy, lyric and satire) and their cultural history. Some emphasis on reading aloud. Competency met: Humanities (6.0) Fall

**Course Student Learning Outcomes**

1. Perceive that English literature, like all national literature, draws upon inherited stories, genres, and styles.
2. Reflect on the ways that literature echoes the history and cultural values of the writer and of the times while offering significant meaning for us as individuals and for our own time.
3. Realize that reading literature well requires both an ability to examine a work thoughtfully, but also to enter imaginatively into the world of the text.
4. Discern that writing back in response to literature, as well as speaking with others and sharing writing, enables students to become thoughtful and empathetic readers and writers.

**Credits:** 3  
**Prerequisites:**

ENG 102 or permission of instructor.

**ENG 254: English Literature II**

Concentrating on Romantic poetry and the novel, this second semester deals with English writers from Wordsworth to D.H. Lawrence. Topics include women and society, individualism versus industrialism, and the novel from Jane Austen through V.S. Naipaul. Periods include the Romantic, the Victorian and the Twentieth Century. Three lecture hours per week. Competency met: Humanities (6.0) Spring

**Course Student Learning Outcomes**

1. Discover historical, thematic and stylistic connections among the various works that we study.
2. Gain an understanding as to the evolution of the British empire from the time of the Industrial Revolution through the Colonial and Postcolonial periods.
3. Develop a way of reading that is active and thoughtful.
4. Generate writing in response to the literature, grounded in solid, textual evidence.

**Credits:** 3  
**Prerequisites:**  
ENG 102 or permission of instructor.

**ENG 255: American Literature Precolonial to 1865**

This course surveys a variety of authors and genres of writing from pre-colonial times through the Civil War. Readings are drawn from works by Native Americans, Spanish, French, and English explorers; Puritans, Revolutionary War leaders, African Americans, Gothic writers, Transcendentalists and abolitionists, and early feminists. Topics for discussion and writing include ways in which both an author's culture as well as historical circumstances, informed the author's work, the work of other authors, and our understanding of who we are as multicultural Americans. Three class hours a week. Competency met: Humanities (6.0); Multicultural Perspective (5.3). Fall, Spring

**Course Student Learning Outcomes**

1. Further their critical thinking and writing skills about literature gained in ENG 10
- 2.
3. Recognize ways in which changing beliefs and attitudes about race, gender, religion, ethnicity, social class, disability, sexual orientation, and linguistic background influence who and gets published – no longer canonical writers only.
4. Challenge their own assumptions or expectations about what American literature is and who its authors are.



5. Identify various literary styles and genres, some European in origin and some specifically American.
6. Articulate major values, beliefs, and traditions of different cultures as reflected in the literature.
7. Recognize and demonstrate the social and historical circumstances that shaped the values, beliefs, and traditions of different cultures as reflected in the literature.
8. Understand and illustrate that writers of different cultures are influenced by each other.
9. Recognize that literature is a means of creating identification of self and society.
10. Evaluate the extent to which American literature informs his or her own sense of self.

**Credits:** 3

**Prerequisites:**

ENG 102 or permission of instructor.

**ENG 256: American Literature Post Civil War to Present**

This course surveys a variety of authors and genres of writing after the Civil War to the present. Readings are drawn from works some considered to be "classics," by Americans of Western European, African, and Native cultures; writers from increasing numbers of immigrant cultures, including Mexican, Eastern European, Asian, and Caribbean, and works reflective of a postwar culture. Topics for discussion and writing include ways in which both an author's culture as well as social and historical circumstances, inform the author's work, the work of other authors, and our understanding of who we are as increasingly diverse multicultural Americans. Three class hours a week. Competency Met: Humanities (6.0); Multicultural Perspective (5.3) Fall, Spring

**Course Student Learning Outcomes**

1. Further skills gained in ENG 102, such as critical writing, writing, and research.
2. Recognize ways in which evolving attitudes about race, gender, religion, ethnicity, social class, disability, sexual orientation, and linguistic background affect both writers and readers.
3. Challenge their own assumptions or expectations about what characterizes American literature and its body of authors.
4. Identify various literary styles and genres, some traditional

to the dominant culture, some traditional to an indigenous or a minority culture, some a combination or adaptation of those just mentioned.

5. Articulate values, beliefs, and traditions particular to individual cultures as reflected in literature.
6. Perceive and explicate how values, beliefs, and traditions of different cultures, as reflected in the literature, are shaped by social and historical circumstances.
7. Realize that literature is a means of creating identification of self and society and that such identification is dynamic.
8. Evaluate the extent to which the increasing diversity of American literature influences their own sense of self.

**Credits:** 3

**Prerequisites:**

ENG 102 or permission of instructor.



**ENG 257: Contemporary African-American Women's Writing**

Students will read short stories, novels, autobiographies, speeches, essays, poems, memoirs, and plays by some of the most celebrated writers in the world today. In reading literature written in the past two decades by and about African American women, students will examine the historical, cultural, and social dimensions of African American women's experiences. These writers - winners of National Book Awards, Pulitzer Prizes, and Nobel Prizes for Literature - raise fundamental issues relevant to men and women of all races and ethnicities. The writings of Maya Angelou, Octavia Butler, Rita Dove, Audre Lorde, Terry McMillan, Toni Morrison, Gloria Naylor, Ntozake Shange, Alice Walker, and others will be explored. Three lecture hours per week. Competency met: Multicultural Perspective (5.3), Humanities (6.0) Offered alternate Spring semesters

**Course Student Learning Outcomes**

1. Understand the particular significance of African American women expressing themselves and their expressions being published.
2. Identify connections between social and cultural histories and common themes in the literature.
3. Interpret the literature by taking into consideration the biographical backgrounds of the individual writers.

4. Apply essays by African American women about literature by African American women to analysis of the literature.
5. Analyze ways in which issues in the literature intersect with the lives of readers.

**Credits:** 3

**Prerequisites:**

ENG 102 or permission of instructor.

**ENG 258: Shakespeare: His Plays**

This writing-intensive seminar focuses exclusively on the comedies, histories, and tragedies of William Shakespeare. Historical and biographical contexts are considered as students examine the texts from diverse critical perspectives. Writing assignments included analysis of filmed interpretations, live performances, and/or literary criticism. Students may be required to attend one live Shakespearean performance during the semester. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

1. Critically read a Shakespearean play and accommodate for the nuances of Shakespearean grammar.
2. Distinguish between a history play, a comedy, and a tragedy.
3. Analyze and respond to filmed and live performances of these plays.
4. Evaluate literary criticism and determine its usefulness in literary studies.
5. Apply both analytical and reflective rhetoric in prose and oral communication.
6. Explain the impact of historical and biographical events during his life on the development of his plays.

**Credits:** 3

**Prerequisites:**

ENG 102.



**ENG 259: Native American Novels**

Students will read widely different novels by award-winning writers who touch on common themes and concerns of Native American experience, while simultaneously suggesting the diversity of that experience. These Blackfeet, Cherokee, Cheyenne, Chickasaw, Chippewa, Creek, Gros Ventre, Kiowa, Modoc, and Pueblo writers take control of their own image-making as they explore Native American experiences from before the European invasion to the present. Writers include Michael Dorris, Louise Erdrich, N. Scott Momaday, Leslie Marmon Silko, Gerald Vizenor, James Welch, and others. Three class hours a week. Competency met: Multicultural Perspective (5.3), Humanities (6.0) Offered alternate Fall semesters.

**Course Student Learning Outcomes**

1. Recognize that Native Americans have had a literature of their own from precolonial times to the present.
2. Understand that literature by Native American writers both reflects and sustains cultural history.
3. Identify writing styles and subjects common to literature by Native American writers.
4. Interpret Native American literature by taking into account the tribal backgrounds and personal experiences of individual Native American writers.

5. Critique their own assumptions about Native Americans through thoughtful study of the literature.

**Credits:** 3

**Prerequisites:**

ENG 102 or permission of instructor.

**ENG 260: Topics in English**

This is a one semester course on a specific topic in English. Topics will be announced each semester. Three lecture hours per week. Competency met: Humanities (6.0) Not offered every year.

**Credits:** 3

**Prerequisites:**

ENG 102 or permission of instructor.

**ENG 261: Topics in English-Diversity**

This is a one semester course on a specific topic in English, which has been given a cultural diversity designation by the College. Topics will be announced each semester. Three lecture hours per week. Competency met: Multicultural Perspective (5.3), Humanities (6.0) Not offered every year.

**Course Student Learning Outcomes**

By the end of the semester, students will develop their abilities to:

1. Demonstrate an understanding of how literary works by creole writers relate to their immediate historical context and to the traditions from which they emerge.
2. Understand the theoretical concepts related to ethnicity, class, gender, and language within the context of creole literature.
3. Utilize problem-based and place-based approaches.
4. Construct literary arguments using secondary sources (in particular, discipline specific databases and archives) and use MLA style.
5. Engage in written reflection on the critical assumptions that inform their own and others' interpretations of literary works.

**Credits:** 3

**Prerequisites:**

ENG 102 or permission of instructor.



**ENG 262: Tutoring in a Writing Center:  
A Practicum and Honors Course**

This course provides both a theoretical perspective and hands-on experience in the tutoring of writing in a writing center setting. Topics of discussion will cover the full tutoring process, from helping tentative writers generate ideas to providing strategies for working with teacher's comments-as well as reflection on the meaning of peer tutoring and the role of writing centers. A considerable amount of time will be spent reading samples of student writing (representing a range of writers' ability and subjects) and responding to them, as well as engaging in role playing scenarios. Students will be expected to apply what they learn to actual tutoring sessions in the college's writing center. I instructional Support Fee applies. Competency met: Humanities (6.0) Spring

**Credits: 3**

**Prerequisites:**

ENG 102. Open to Commonwealth Honors Program students and others with permission of the instructor. Participants will include, but not necessarily be limited to, students currently working in the Writing lab. Instructional Support Fee Applies

**ENG 272: Children's Literature**

This course focuses on children's literature over a range of time and place, beginning with the early 19th century into the present and examines issues in the context of the time frame in which the books are written. Through historical and socio-cultural lenses, a wide selection of fiction and non-fiction children's texts will cover issues such as class, race ethnicity, gender roles and gender identity. The course also examines in depth literary concepts in books for children. Three lecture hours per week. Competency met: Humanities (6.0). Spring

**Course Student Learning Outcomes**

1. Demonstrate knowledge of the history of children's literature and the changes in the genre.
2. Demonstrate knowledge of the wide variety of children's literature.
3. Demonstrate knowledge of a variety of literary terms and concepts as they apply to children's literature.
4. Critically read a variety of children's literature texts.
5. Interpret, evaluate and write critically about these texts.
6. Establish a broad bibliography of children's literature titles.

**Credits: 3**

**Prerequisites:**

ENG 102 or permission of instructor. Instructional Support Fee Applies

**ENG 276: Science Fiction Literature**

This writing intensive seminar will introduce students to the genre of science fiction (SF) and the various subgenres associated with it including hard and soft SF, the space fantasy, space opera, comic SF, scientific romance, and cyberpunk through the short story, the novel, film, and other media. Students will focus on the symbolic, psychological, prophetic, and religious dimensions of the genre and understand the role that it plays in addressing political, social, and civic issues from the 1800's to the 21st century. Authors are selected from around the world and from different cultural backgrounds, including Jules Verne, H.G. Wells, Karel Capek, Phillip K. Dick, Ursula K. LeGuin, Douglas Adams, Sakyo Komatsu, and Nalo Hopkinson. Competency Met: Multicultural Perspective (5.3). Fall, Spring

**Course Student Learning Outcomes**

1. Differentiate between various subgenres of Science Fiction and understand the role that each plays in the context of world literature.
2. Appraise the various patterns of symbolism, imagery, and themes throughout the literature.
3. Critically analyze works of Science Fiction and draw upon the historical and cultural backgrounds of the authors in shaping their analyses.
4. Explain how Science Fiction has allowed writers to



address political and socioeconomic issues through unconventional story telling.

5. Explicate how Science Fiction is used as a means of exploring the value, purpose, and meaning of the human condition.
6. Demonstrate a sound knowledge of major global events that have influenced the development of the literary genre from the 1800's into the 21 century.

**Credits:** 3

**Prerequisites:**

ENG 102 or permission of the instructor.

**ENG 283: Creative Writing Seminar**

Intense practice in writing prose or fiction. This seminar may focus on any of the following according to the instructor's expertise: short stories; longer fiction (novels/novellas); screen writing; biography (including memoir or autobiography) and other writing forms (experimental fiction, graphic novels, hypertext, etc.). A background in writing fundamentals related to the seminar's focus will be included. Readings may be assigned to provide theory and models of the form being written. Three lecture hours per week. Competency met: Humanities (6.0) Not offered every year.

**Course Student Learning Outcomes**

1. Analyze and develop their own creative writing process.
2. Write within genres designated by the instructor, according to his or her expertise (novel, short story, flash fiction, etc.).
3. Explore their voice and style as an author
4. Recognize how their own personal experience can influence their fictional works, and find a comfortable balance between truth and fiction.
5. Explore and practice the use of fictional elements (point of view, character development, plot, theme, etc.) within a story.
6. Use sensory detail and vivid imagery to bring a piece of fiction to life.

7. Use appropriate literary terminology in discussions of both published and peer writing.
8. Present their manuscripts in a professional format.
9. Gain confidence and recognize the value of sharing their work with fellow writers.
10. Discuss the work of others with insight and professionalism, as part of a writing community.

**Credits:** 3

**Prerequisites:**

ENG 102 or permission of the instructor.



## English as a Second Language

### **ESL 012: Intermediate English Grammar**

This course is designed to prepare students for ESL 122 through an introduction to the basic structures of the English language in both written and spoken forms. ESL 012 does not count toward a degree. Grade points earned in this course will be included permanently in the student's SPI. Three lecture hours per week. Fall, Spring

### Course Student Learning Outcomes

1. Identify and demonstrate use of the following English grammar structures with 70% mastery: Parts of speech, simple and progressive tenses in present, past, and future; subject/verb agreement, simple modals, count and non-count nouns, question formation, and comparatives and superlatives.
2. Demonstrate developing ability to use these grammatical structures through conversation and writing.

**Credits:** 3

**Prerequisites:**

Permission of the instructor or test score of 55/120.  
Instructional Support Fee Applies

### **ESL 013: Intermediate English Vocabulary and Reading Skills**

This course is designed to prepare students for ESL 123 by developing reading vocabulary and reading comprehension skills. ESL 013 does not count toward a degree. Grade points earned in this course will be included permanently in the student's SPI. Three lecture hours per week. Fall, Spring

### Course Student Learning Outcomes

1. Identify and demonstrate the steps of a reading process.
2. Employ strategies to build English vocabulary.
3. Identify and demonstrate use of reading and learning strategies.
4. Demonstrate comprehension of intermediate level English readings, both fiction and non-fiction.
5. Develop accurate summaries and draw conclusions from readings.

**Credits:** 3

**Prerequisites:**

Permission of the instructor or test score of 55/120.  
Instructional Support Fee Applies

### **ESL 014: Intermediate English Writing Skills**

This course is designed to review the patterns of English sentences, develop paragraph writing, and begin basic essay writing in preparation for ESL 124. As part of the final evaluation students must demonstrate their readiness for ESL 124 by an in-class writing sample. A student who completes ESL 014 must complete ESL 124 before registering for ENG 091, ENG 092 or ENG 101. ESL 014 does not count toward a degree. Grade points earned in this course will be included permanently in the student's SPI. Three lecture hours per week. Fall, Spring

### Course Student Learning Outcomes

Students who successfully complete this course will be able to:

1. Use a process to develop a piece of writing.
2. Write for a variety of purposes.
3. Write structurally correct sentences.
4. Write a well-constructed paragraph.
5. Identify and apply intermediate-level English mechanics, grammar and language usage.

**Credits:** 3

**Prerequisites:**

Permission of the instructor or test score of 50/100.  
Instructional Support Fee Applies



**ESL 015: Intermediate English Conversation Skills**

This course is designed to develop students' oral/aural skills in preparation for ESL 125 and to review the basic sound system of English. ESL 015 does not count toward a degree. Grade points earned in this course will be included permanently in the student's SPI. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. Use speaking and listening skills to communicate in intermediate level conversations and discussions.
2. Prepare and deliver basic presentations.
3. Use acquired vocabulary to adequately comprehend and speak English.
4. Demonstrate pronunciation and intonation that is more consistent with Standard Spoken English.
5. Demonstrate intermediate-level competency in English language structure and mechanics in oral communication.
6. Demonstrate some confidence in listening and speaking in English.

**Credits:** 3

**Prerequisites:**

Permission of instructor or test score of 48/100.  
Instructional Support Fee Applies

**ESL 122: Advanced English Grammar Review**

This course is designed to review the basic structures of the English language and to foster mastery of those structures in both written and spoken form. As part of the final evaluation of this course, students will demonstrate proficiency on the ESL Grammar Test. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. Identify and demonstrate use of the following grammar structures with 70% mastery, verb tenses, including perfect tenses, subject/verb agreement, count and non-count nouns with qualifiers, modals, complex sentences with noun, adjective, and adverb clauses, gerunds and infinitives, connectives, including conjunctions and transitions.
2. Demonstrate competency in applying these structures in oral language use.
3. Demonstrate ability to incorporate these structures in written assignments.

**Credits:** 3

**Prerequisites:**

ESL 012 with a C- or better or permission of the instructor, or test score of 81/120.  
Instructional Support Fee Applies

**ESL 123: Advanced English Vocabulary and Reading Skills**

This course is designed to develop students' English vocabulary and reading comprehension skills to prepare the student for college-level work. As part of the final evaluation of this course, students will demonstrate their proficiency on a reading comprehension test. Three lecture hours per week. Competency met: Humanities (6.0) Fall, Spring

**Course Student Learning Outcomes**

1. Identify and demonstrate the steps of a reading process.
2. Employ strategies to build English vocabulary to improve understanding of academic language and readings.
3. Demonstrate comprehension of a variety of readings in English, including college-level materials.
4. Identify main ideas and major details.
5. Analyze readings in a cultural and/or historical context.
6. Critically respond to a reading through oral and written expression.

**Credits:** 3

**Prerequisites:**

Completion of ESL 013 with a C- or better or permission of the instructor, or test score of 81/120.  
Instructional Support Fee Applies



**ESL 124: Advanced English Written Expression**

This course is designed to prepare students for ENG 091, ENG 092, or ENG 101. As part of the final assessment in ESL 124, students will submit a Writing Portfolio that represents their writing development through the semester. The Portfolio will be evaluated by ESL instructors as well as members of the English Department. The evaluation of the Portfolio will determine if the student passes ESL 124. Three lecture hours per week. Competency met: Humanities (6.0) Fall, Spring

**Course Student Learning Outcomes**

1. Use a process to develop a piece of writing.
2. Write for a variety of purposes.
3. Write a well-constructed paragraph.
4. Write an academic college essay.
5. Identify and apply proper English mechanics, grammar and language usage.
6. Demonstrate independent English writing proficiency.

**Credits:** 3

**Prerequisites:**

ESL 014 with a C- or better or permission of the instructor, or test score of 71/100.  
Instructional Support Fee Applies

**ESL 125: Advanced English Conversation**

This course is designed to develop students' oral/aural skills through the use of group discussion, presentations and pair practice. As part of the final evaluation, students demonstrate proficiency in a ten minute oral interview. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. Use speaking and listening skills to participate in an academic class discussion.
2. Comprehend a variety of oral English communication, including simplified academic lectures.
3. Demonstrate advanced level competency in pronunciation and language usage in oral communication.
4. Create and deliver focused, formal presentations incorporating visual aids.
5. Differentiate between formal and informal English and apply this knowledge when speaking.
6. Use appropriate English according to purpose and audience.
7. Demonstrate confidence in listening and speaking English.

**Credits:** 3

**Prerequisites:**

ESL 015 with a C- or better or permission of the instructor, or test score of 72/100.  
Instructional Support Fee Applies

**Fire Science**



**FIR 111: Introduction to Fire Protection**

This course provides an overview to fire protection and emergency services; career opportunities in fire protection and related fields; culture and history of emergency services; fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; introduction to fire strategy and tactics; life safety initiatives. Three class hours a week. (FESHE Approved) Fall, Spring

**Course Student Learning Outcomes**

1. Illustrate and explain the history and culture of the fire service.
2. Analyze the basic components of fire as a chemical chain reaction, the major phases of fire, and examine the main factors that influence fire spread and behavior.
3. Differentiate between fire service training and education and explain the value of higher education to the professional fire service.
4. List and describe the major organizations that provide emergency response service and illustrate how they interrelate.

5. Identify fire protection and emergency-service careers in both the public and private sector.
6. Define the role of national, state, and local support organizations in fire and emergency services.
7. Discuss and describe the scope, purpose, and organizational structure of fire and emergency services.
8. Describe the common types of fire and emergency service facilities, equipment, and apparatus.
9. Compare and contrast effective management concepts for various emergency situations.
10. Identify the primary responsibilities of fire prevention personnel including code enforcement, public information, and public and private protection systems.
11. Recognize the components of career preparation and goal setting.
12. Describe the importance of wellness and fitness as it relates to emergency services.

**Credits:** 3

**FIR 113: Fundamentals of Fire Prevention**

This course provides fundamental knowledge relating to the field of fire prevention. Topics include; history and philosophy of fire prevention; organization and operation of a fire prevention bureau; use and application of codes and standards; plans review; fire inspections; fire and life safety education; and fire investigation. Fall, Spring (FESHE Approved)

**Course Student Learning Outcomes**

1. Define national fire problem and the role of fire prevention.
2. Identify and describe fire prevention organizations and associations.
3. Define laws, rules, regulations, and codes and identify those relevant to fire prevention of the "authority having jurisdiction".
4. Define the functions of a fire prevention bureau.
5. Describe inspection practices and procedures.
6. Identify and describe the standards for professional qualifications for Fire Marshal, Plans Examiner, Fire Inspector, Fire and Life Safety Educator and Fire Investigator.
7. List opportunities in professional development for fire prevention personnel.
8. Describe the history and philosophy of fire prevention.

**Credits:** 3



### **FIR 150: Fire Investigation**

This course will cover the fire/arson problem, responsibility for investigation, laws, motives, insurance, chemistry, cause determination, evidence, interview, reports, court presentation, and fire/arson prevention. Profiles of fire setters will also be studied, including the juvenile fire setter. Three lecture hours per week. Fall, Spring

### Course Student Learning Outcomes

Students who successfully complete this course will be able to:

1. Demonstrate the importance of documentation, evidence collection, and scene security process needed for successful resolution
2. Understand and demonstrate the process of conducting fire origin and cause
3. Identify the processes of proper documentation
4. Identify the responsibilities of a firefighter when responding to the scene of a fire, including scene security and evidence preservation
5. Describe the implications of constitutional amendments as they apply to fire investigations
6. Identify key case law decisions that have affected fire investigations
7. Explain the basic elements of fire dynamics and how they affect cause determination

8. Compare the types of building construction on fire progression
9. Describe how fire progression is affected by fire protection systems and building design
10. Discuss the basic principles of electricity as an ignition source
11. Recognize potential health and safety hazards
12. Describe the process of conducting investigations using the scientific method
13. Explain the procedures used for investigating vehicle fires
14. Identify the characteristics of an incendiary fire and common motives of the fire setter

**Credits: 3**

### **FIR 157: Leadership and Command**

This course assists fire company officers and potential fire company officers and firefighters for supervisory functions of command, planning, organizing, staffing, directing and fire ground control leadership and command procedures. This course is intended to give the student an insight into being an effective fire company officer with emphasis on leadership qualifications and effective command procedures. Competency met: Ethical Dimensions (7.0) Fall, Spring

### Course Student Learning Outcomes

1. Prepare future firefighters to assume responsibilities that are required for a command position in the fire service
2. Prepare firefighters and fire officers to assume leadership roles in the fire service
3. Prepare firefighters and fire officers in classic supervisory functions of planning, organizing, staffing, directing, and fire ground control procedures
4. Prepare fire officers in communications, i.e., they must be able to listen as well as give directions – becoming aware of contemporary concerns of human relations
5. Prepare fire officers to exercise increased emphasis on Professional Development, the health and safety of the individual under their command
6. Prepare fire officers on their legal responsibilities to the



general public and to the individuals under their command

7. Prepare fire officers to teach, instruct, and guide individuals under their command
8. Prepare fire officers in enforcing department rules and regulations and have a detail knowledge of disciplinary procedures
9. Demonstrate the basic views of leadership and various leadership styles
10. Instruct fire officers in the elements of management particularly the position in middle management
11. Prepare fire officers in their task as organizational motivators
12. Prepare fire officers for the position in Incident Command procedures require during fire ground operations
13. Prepare fire officers in the procedures for problem-solving
14. Raise the level of competence of fire officers at the time they are promoted to a new position
15. Prepare the firefighter to serve as a company officer prior to promotion rather than on the job training
16. Prepare fire officers for further career development
17. Prevent culture shock of an untrained manager being required to serve as a manager without the necessary skills
18. Prepare the company officer to be a member of the management team and to support management and their discussion

**Credits: 3**

**FIR 159: Building Construction for Fire Prevention**

This course provides the components of building construction related to firefighter and life safety. The elements of construction and design of structures are shown to be key factors when inspecting buildings, preplanning fire operations and operating at emergencies. Three class hours a week. (FESHE Approved) Fall, Spring

**Course Student Learning Outcomes**

1. Describe building construction as it relates to firefighter safety, building codes, fire prevention, code inspection, firefighting strategy, and tactics.
2. Classify major types of building construction in accordance with a local/ model building code.
3. Analyze the hazards and tactical considerations associated with the various types of building construction.
4. Explain the different loads and stresses that are placed on a building and their interrelationships.
5. Identify the function of each principle structural component in typical building design.
6. Differentiate between fire resistance and flame spread and describe the testing procedures used to establish ratings for each.



7. Classify occupancy designations of the building code.
8. Identify the indicators of potential structural failure as they relate to firefighter safety.
9. Identify the role of Geographic Information Systems (GIS) as it relates to building construction.

**Credits:** 3

**FIR 170: Emergency Care I**

This is the first part of a two-course sequence that enables the student to take the state of Massachusetts Emergency Medical Technicians Exam. Topics covered under this section include introduction to emergency care, medical/legal issues, basic life support CPR, infection control, anatomy and physiology, lifting and moving patients, airway management, and patient assessments. The class meets twice each week for 4 hours for half the semester. Fall, Spring

**Course Student Learning Outcomes**

1. Demonstrate the ability the ability to comprehend, apply, and evaluate the clinical information relative to the role of an entry-level Emergency Medical Technician (EMT).
2. Demonstrate fundamental problem-solving skills in a basic pre-hospital environment.
3. Demonstrate competence in performing basic pre-hospital assessment of the ill or injured victim in a professional manner.
4. Identify critical traumatic patient conditions using standardized trauma patient assessments.
5. Utilize effective communication skills.
6. Demonstrate the knowledge of anatomy, physiology, and pathophysiology of sudden illness or injury; and the mechanics of injury for patient evaluation.

7. Summarize the medical equipment, safety equipment, and operations equipment carried on an ambulance.
8. Demonstrate personal behaviors consistent with the professional standards and employer expectations for the entry level EMT.

**Credits:** 4

Instructional Support Fee Applies



**FIR 171: Emergency Care II**

This is a continuation of FIR 170 covering the following topics: cardiac and respiratory emergencies, diabetic conditions, poisoning/overdoses/ environmental emergencies, behavioral emergencies, allergies/ anaphylactic shock, obstetrics, bleeding and shock issues, head and spine injuries, trauma skills, pediatric emergencies, and ambulance operations. The class meets twice each week for 4 hours for half the semester. Fall, Spring

**Course Student Learning Outcomes**

1. Demonstrate the ability to comprehend, apply, and evaluate the clinical information relative to the role of an entry-level Emergency Medical Technician (EMT).
2. Demonstrate fundamental problem-solving skills in a basic pre-hospital environment.
3. Demonstrate competence in performing basic pre-hospital assessment of the ill or injured victim in a professional manner.
4. Identify critical traumatic patient conditions using standardized trauma patient assessments.
5. Utilize effective communication skills.
6. Demonstrate the knowledge of anatomy, physiology, and pathophysiology of sudden illness or injury; and the mechanics of injury for patient evaluation.

7. Summarize the medical equipment, safety equipment, and operations equipment carried on an ambulance.
8. Demonstrate personal behaviors consistent with the professional standards and employer expectations for the entry-level EMT.

**Credits:** 4  
Instructional Support Fee Applies

**FIR 253: Firefighting Tactics and Strategy**

Techniques and procedures of firefighting with emphasis on the fire officer's role at the fire scene. Emphasis is placed on today's incident command system for successful control of firefighting personnel and equipment. Topics of discussion will include: methods of extinguishing fires in different types of buildings, life safety procedures, rekindling prevention, and overall fire ground objectives under the control of the incident commander. Three class hours a week. Fall, Spring

**Course Student Learning Outcomes**

1. Create a strategy and implement appropriate tactics.
2. Possess a working knowledge and execution of ICS/NIMS at the incident.
3. Discuss fire behavior as it relates to strategies and tactics.
4. Explain the main components of pre-fire planning and identify steps needed for a pre-fire plan review.
5. Identify the basics of building construction and how they interrelate to pre-fire planning and strategy and tactics.
6. Describe the steps taken during size-up.
7. Examine the significance of fire ground communications.
8. Identify the roles of the National Incident Management System (NIMS)



and Incident Management System (ICS) as it relates to strategy and tactics.

**Credits: 3**

**FIR 260: Juvenile Fire Awareness**

This course introduces students to the growing concern for children who are merely curious about fire, making a cry for help, or engaging in delinquent behavior. Evaluation techniques and intervention alternatives are identified and summarized for classification. Three lecture hours per week.

**Course Student Learning Outcomes**

Students who successfully complete this course will be able to:

1. Recognize children who are curious about fires, making a cry for help or engaging in delinquent behavior.
2. Demonstrate evaluation and intervention techniques
3. Investigate background information from local, state and federal authorities
4. Identify the many home situations and psychological/ medical conditions that are related to firesetting
5. Identify the procedure used to prosecute juveniles through the court system in order to obtain the legal and necessary outcomes for the children

**Credits: 3**

**FIR 261: Fire Hydraulics**

Hydraulic theory and principles in a classroom setting using formula calculations with reference to fireground rule of thumb application. Topics covered include: principles of water at rest; the theory of water in motion and under pressure; water distribution systems; pump testing and pump capacity; formulas to determine friction loss; and back pressure and forward pressure of water with relevance. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. Apply water hydraulics principles.
2. Demonstrate knowledge of water hydraulics as it relates to fire protection.
3. Apply the application of mathematics and physics to the movement of water in fire suppression activities.
4. Identify the design principles of fire service pumping apparatus.
5. Analyze community fire flow demand criteria.
6. Demonstrate, through problem solving, a thorough understanding of the principles of forces that affect water, both at rest and in motion.
7. List and describe the various types of water distribution systems.
8. Discuss the various types of fire pumps.

**Credits: 3**

**Prerequisites:**

MTH 111.



**FIR 262: Fire & Emergency Safety & Survival**

This course introduces the basic principles and history related to the national firefighter life safety initiatives, focusing on the need for cultural and behavior change throughout the emergency services. Three lecture hours per week. (FESHE Approved) Fall, Spring

**Course Student Learning Outcomes**

Students will be able to:

1. Define and describe the need for cultural and behavioral change within the emergency services relating to safety, incorporating leadership, supervision, accountability, and personal responsibility
2. Explain the need for enchantments of personal and organizational accountability for health and safety
3. Define how the concepts of risk management affect strategic and tactical decision-making
4. Describe and evaluate circumstances that might constitute an unsafe act
5. Explain the concept of empowering all emergency services personnel to stop unsafe acts
6. Validate the need for national training standards as they correlate to professional development inclusive of qualifications, certifications, and re-certifications

7. Defend the need for annual medical evaluations and the establishment of physical fitness criteria for emergency services personnel throughout their careers
8. Explain the vital role of local departments in national research and data collection systems
9. Illustrate how technological advancements can produce higher levels of emergency services, safety, and survival
10. Explain the importance of investigating all near-misses, injuries, and fatalities
11. Discuss how incorporating the lessons learned from investigations can support cultural change throughout the emergency services
12. Describe how obtaining grants can support safety and survival initiatives
13. Formulate an awareness of how adopting standardized policies for responding to emergency scenes can minimize near-misses, injuries, and death
14. Explain how the increase in violent incidences impacts safety for emergency services personnel when responding to emergency scenes
15. Recognize the need for counseling and psychological support services for personnel and their families, and identify access to local resources and services
16. Describe the importance of public education as a critical component of life safety programs
17. Discuss the importance of fire sprinklers and code enforcement

18. Discuss the importance of safety in the design of apparatus and equipment

**Credits: 3**



**FIR 263: Fire Protection Systems and Equipment**

This course provides information relating to the features of design and operation of fire alarm systems, water-based fire suppression systems, special hazard fire suppression systems, water supply for fire protection and portable fire extinguishers. Three lecture hours per week. (FESHE Approved) Fall, Spring.

**Course Student Learning Outcomes**

Students will be able to:

1. Explain the benefits of fire protections systems in various types of structures
2. Describe the basic elements of public water supply system including sources, distribution networks, piping, and hydrants
3. Explain why water is a commonly used extinguishing agent
4. Identify the different types and components of sprinkler, standpipe, and foam systems
5. Review residential and commercial sprinkler legislation
6. Identify the different types of non-water based fire suppression systems
7. Explain the basic components of a fire alarm system
8. Identify the different types of detectors and explain how they detect fire
9. Describe the hazards of smoke and list the four factors that can influence smoke movement in a building

10. Discuss the appropriate application of fire protection systems
11. Explain the operation and appropriate application for the different types of portable fire protection systems

**Credits:** 3  
Instructional Support Fee Applies

**Geographic Information Systems**

**GIS 101: Introduction to Geographic Information Systems**

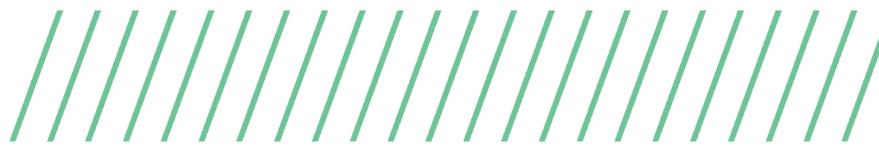
This course introduces students to the concepts required to run Geographic Information Systems (GIS). Topics include a basic understanding of what GIS is; elements of cartography, including scale, projection, coordinate systems, digitizing, geography, and spatial and statistical analysis; GIS capabilities; and case studies. The course introduces students to the ArcGIS software package. Two lecture hours and two laboratory hours per week. Fall

**Credits:** 3  
**Prerequisites:** EGR 103.  
**Co-Requisites:** EGR 103.  
Instructional Support Fee Applies

**GIS 102: Applications of Geographic Information Systems**

Geographic Information Systems (GIS) are powerful tools that allow the user to study the relationship among data that can be presented spatially, such as on a map. GIS allows the user to create dynamic electronic maps that can be modified at the user's will to present desired data. Students use the concepts learned in ENV 30 and apply them to projects that will help them gain hands-on experience in the use of ArcGIS software. Students also choose a project where they demonstrate their ability to use GIS to analyze data, create a map, add features to a map, and create a high-quality layout for the presentation of a class project. Two lecture hours and two laboratory hours per week. Spring

**Credits:** 3  
**Prerequisites:** GIS 101.  
Instructional Support Fee Applies



**GIS 201: Site Evaluation and GIS**

The environmental principles learned in Earth Science will be applied to the evaluation of a site. A series of sites will be chosen and a building project or hazardous material spill proposed on the site. Working in groups, students will survey the site, evaluate groundwater flow patterns, weather patterns, vegetative cover, soils and topography. All of the information will be mapped into a GIS system. Students will then evaluate the impact of the project or spill on the site evaluating areas of critical environmental concern such as wetlands, wildlife, water supply, flood control, storm damage prevention and many others. Offered evenings only. Two lecture hours and two laboratory hours per week. Fall, Spring; Evening/Weekend only

**Credits:** 3

**Prerequisites:**

EGR 141.

Instructional Support Fee Applies

## Geology

**GLG 101: Introduction to Physical Geology**

An introduction to the study of the Earth as a dynamic, changing planet. The course considers the structure of the Earth, properties of the materials that compose it, the nature of the landscape and processes that have contributed to its development. Also covered are the concept of geologic time, the interpretation of Earth's history, and current problems and recent advances in geology (including the theory of plate tectonics). Students must be able to visualize sequences of events as they occur in space and time. Three lecture hours and two laboratory hours per week. Competency met: Scientific Reasoning and Discovery Spring

### Course Student Learning Outcomes

1. Describe the way geologists view evolution and the origin of the earth.
2. Learn the common vocabulary of geology.
3. Describe the characteristics and origin of Earth materials (minerals, rocks, fossils).
4. Describe the basic ideas of plate tectonics and explain how these concepts account for various geologic phenomena (e.g. earthquakes, volcanoes, mountain belts, ocean basins, distribution of mammals.)
5. Describe how various surface processes operate to shape the landscape (mass wasting, streams, groundwater, glaciers, deserts, coastline, soils).



6. Describe how various geologic resources form (e.g. fossil fuels, ore deposits).
7. Describe the basic methods used to determine geologic time.
8. Describe the structure of the Earth and the evidence for it.

**Credits:** 4

**Prerequisites:**

One year of lab science in high school or one semester of college lab science.

Instructional Support Fee Applies

## Government

### **GVT 111: U.S. Government**

This course is a study of the constitutional, ideological, and cultural factors that influence the political and governmental institutions of the United States. It examines the origin, principles, and provisions of the U.S. and Massachusetts Constitutions; the role of the mass media and public opinion; voting and elections; the institutions of national government; and the Constitutional liberties and rights of citizens. Students develop the ability to think, read, and write critically and analytically and to understand the various forms of human interaction through an analysis of the U.S. government from its inception to the present. This course aids students in their efforts to understand how power is wielded in society and the responsibilities and rights of the individual in human society. Students also develop an understanding of differing points of view on the same issue and the importance of considering the ramifications of decisions. Three lecture hours per week. Competency met: Historic Awareness (5.1), Social Phenomenon (5.4), Ethical Dimensions (7.0) Fall, Spring, Summer

### Course Student Learning Outcomes

1. Identify the intellectual and political origins of the American government.
2. Analyze the organization, powers and operations of the three branches of government.



3. Recognize and analyze the evolution of the American government.
4. Identify the origins and changing relationship between the federal government and the states.
5. Describe and appraise the relationship between the federal government and the American people in terms of their civil liberties and civil rights.

**Credits: 3**

**Prerequisites:**

A passing score on the College's reading and English placement tests or C or better or concurrent enrollment in ENG 091 or ENG 092.

**GVT 112: Comparative Government**

This course is a comparative analysis of the political culture, governmental structure, political systems, and public policies of selected Western and non-Western nations. It examines the historical origin and political culture of each nation, the institutions of government, political parties and elections, and current governmental policies and challenges. Students develop the ability to think, read, and write critically and analytically and to understand the various forms of human interaction through an analysis of selected Western and non-Western governments. This course aids students in their efforts to understand the principles of group behavior and social organizations, how power is wielded in society, and the responsibilities and rights of the individual in human society. Three class hours a week. Competency met: Historic Awareness (5.1), Global Awareness (5.2), Social Phenomenon (5.4), Ethical Dimensions (7.0) Spring.

**Course Student Learning Outcomes**

1. Identify the intellectual and political origins of modern nations.
2. Describe and assess the impact of the past on modern government structures.
3. Analyze the concept of political culture as a way of understanding each nation.

4. Appraise the role of political parties and elections in selected western and non-western nations.
5. Explain the contributions of various political thinkers on modern nations.

**Credits: 3**



**GVT 251: State and Local Government**

This course is an inquiry into the modern urban community and the political problems of city people in the United States. It examines the image of the city in U.S. culture, American political ideology, the heritage of machine and reform politics, voting and elections, the institutions of state and local government, intergovernmental relations between the national, state, regional, and local levels, the evolution of modern urban America, and the challenges and opportunities facing modern urban government. Students develop the ability to think, read, and write critically and analytically and to understand various forms of human interaction through an analysis of urban government and politics from its inception to the present. This course aids students in their efforts to understand how power is wielded in society and the responsibilities and rights of the individual in human society. Students develop an understanding of differing points of view on the same issue and the importance of considering the ramifications of decisions. Three lecture hours per week. Competency met: Social Phenomenon (5.4), Ethical Dimensions (7.0) Spring

**Course Student Learning Outcomes**

1. Explain the intellectual and political origins of the American city.
2. Identify the organization, powers and operations of the

three branches of government at the federal, state and local levels.

3. Describe and assess the origins and changing relationship between the federal, state and local governments.
4. Appraise the various forms of political participation and the evolution of the American political process.
5. Analyze the evolution of urban America through a discussion of current public policy issues.

**Credits:** 3

**Health**

**HLT 101: Medical Language Module I**

A one-semester, one-credit course to introduce students to the language used in the medical and allied health professions. Word building using medical word roots, prefixes and suffixes is the primary emphasis of the course. Terms that identify diseases, disorders and conditions as well as diagnostic tests and treatment procedures are taught. The terms relate to the function and anatomy of the overall body structure and the musculoskeletal and nervous systems. Pronunciation is emphasized to facilitate the learner's communication with other members of the healthcare delivery team. One lecture hour per week. Fall

**Credits:** 1

**Prerequisites:**

High school biology or permission of instructor.  
Instructional Support Fee Applies

**HLT 102: Medical Language Module II**

A one-semester, one-credit course to introduce students to the language used in the medical and allied health professions. Word building using medical word roots, prefixes and suffixes is the primary emphasis of the course. Terms that identify diseases, disorders and conditions as well as diagnostic tests and treatment procedures are taught. The terms relate to the function and anatomy of the integumentary, respiratory and cardiovascular/lymphatic systems. Pronunciation is emphasized to facilitate the learner's communication with other members of the healthcare delivery system. One lecture hour per week. Spring

**Course Student Learning Outcomes**

1. Word building using medical word roots, prefixes and suffixes is the primary emphasis of the course.
2. Terms that identify diseases, disorders and conditions as well as diagnostic tests and treatment procedures are taught.
3. The terms relate to the function and anatomy of the integumentary, respiratory and cardiovascular/lymphatic systems.
4. Pronunciation is emphasized to facilitate the learner's communication with other members of the healthcare delivery system.

**Credits:** 1

**Prerequisites:**

High school biology or permission of instructor.



Instructional Support Fee Applies

**HLT 106: Medical Language**

This course is an introduction to the language used in the medical and allied health professions. Terms that identify diseases, disorders and conditions as well as diagnostic and treatment procedures are introduced and correlated to the function and anatomy of the various body systems. Pronunciation is emphasized. Students learn word building, commonly used abbreviations, and the use of medical dictionaries and other reference materials. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Identify the major components of medical terms, including prefix, suffix, and root.
2. Apply the principles of building medical terms using the major component of prefix, suffix, and word root.
3. Spell, pronounce, and define medical terms.
4. Identify work parts and correctly use the term to complete a statement.
5. Analyze medical terms and categorize by body systems.
6. Apply the rules for using singular and plural endings.

**Credits: 3**

Instructional Support Fee Applies

**HLT 115: Personal and Community Health**

This course helps the student develop standards and principles of good health for the adult based on scientific research. It provides for study in attitudes and practices as they influence effective living, common adult health problems, significant diseases and public health responsibilities, community health and services, and special problems of concern in the area of community health to a democratic society. Three lecture hours per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Define health as a multi-dimensional concept.
2. Assess personal and community levels of health and wellness.
3. Compare the role of prevention with the role of treatment in promoting health and wellness.
4. Determine the impact of healthy lifestyle choices in the areas of mental, emotional, social, physical, occupational, and spiritual health and wellness.
5. Identify common adult health problems, current screening recommendations and treatment modalities.
6. Recognize major public health issues impacting individuals and communities and the role of the social determinants of health in creating health care disparities.
7. Examine how CAM (Complementary and

Alternative Medicine) and Integrative Care approaches contrast and complement the traditional health care model.

8. Analyze personal and community health by applying scientific principles, health information literacy skills and behavioral health change theory to develop informed health care choices.

**Credits: 3**

**Prerequisites:**

A passing score on the College's reading and writing placement tests or concurrent enrollment in ENG 092.



**HLT 116: Introduction to Healthcare**

This course addresses the core competencies needed by all healthcare students regardless of the healthcare field they plan to pursue. Topics common to all healthcare professionals include current healthcare systems and trends, communication, infection control, environmental safety, ethical and legal responsibilities, control of healthcare costs, and professionalism in the workplace. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. Discuss the various health care professionals in the current health care delivery system.
2. Describe level of educational methods of credentials and licensing requirements of health care professions.
3. Describe the current health care systems and their trends.
4. Summarize the professional standards as they apply to hygiene, dress, language, confidentiality, and behavior.
5. Identify the rights and responsibilities of being a health care professional.
6. Understand religious and cultural values as they impact healthcare.
7. Describe legal and ethical responsibilities affecting the practice of health care professionals.
8. Recognize the principles of Infection Control, Environmental Safety and Emergency Preparedness.

9. Discuss the principles of healthy lifestyle management for patients and the health care worker.
10. Discuss the roles of the health care worker in controlling health care costs.
11. Identify records and files common to the healthcare setting.
12. Recognize technology applications in healthcare.
13. Recognize that to pursue a career in health care, students should think critically, and communicate effectively.
14. Recognize that quality health care depends on the ability to work well with others, and develop characteristics of an effective team member.

**Credits:** 3

**HLT 118: Fundamentals of Electrocardiography**

This competency-based course introduces students to the field of electrocardiography. Topics include the anatomy and physiology of cardiovascular system, equipment maintenance, patient preparation and education, identification of arrhythmias, performing a 12-lead EKG, and specialized procedures such as exercise electrocardiography, and ambulatory electrocardiography event monitoring. At the completion of this course students will be able to sit for a national EKG certification examination. Three lecture hours and three laboratory hours per week. Fall, Spring

**Course Student Learning Outcomes**

Upon successful completion of this course, the students will be able to:

1. Describe the cardiac cycle and the conduction systems that controls the cardiac cycle.
2. Identify the basic equipment /supplies, quality control, and standard precautions required for electrocardiography.
3. Demonstrate patient assessment, preparation, lead placement, EKG acquisition and charting.
4. Recognize common dysrhythmias, loose leads, interference, and other malfunctions.
5. Maintain equipment for safety and accuracy.



6. Demonstrate patient preparation and education for ambulatory monitoring.
7. Demonstrate patient preparation and education for exercise electrocardiography.
8. Recognize and respond to emergencies.

**Credits:** 4

**Prerequisites:**

ENG 101, HLT 106, BIO 115, or BIO 233 and BIO 234. HLT 116 (or permission of the Program Coordinator for graduates of a direct patient care program.)

**Co-Requisites:**

HLT 116 ( or permission of the Program Coordinator for graduates of a direct patient care program.)

Instructional Support Fee Applies

**HLT 124: Basic Pharmacology for Health Sciences**

This course is designed to familiarize the student with basic medications administered and prescribed in the modern medical office. Students will learn basic pharmacology, and dosage calculations for administering routine medications. Topics will include terminology, definitions, abbreviations, drug classification, prescription and drug forms. Common drugs used, actions, side effects and adverse drug reactions, an overview of immunizations and common emergency drugs will be introduced. Three lecture hours per week. Spring, Summer

**Course Student Learning Outcomes**

1. Implement safety measures and adhere to drug regulations when handling medications.
2. Understand terminology and abbreviations used in pharmacology.
3. Recognize the various classifications and usages of medications.
4. State the purpose of and mode of action of the various categories of drugs.
5. Discuss the side and adverse effects of the most common drugs.
6. State the rules of various routes of drug administration.
7. Initiate patient education regarding drug specifics.
8. Compute drug dosages accurately using the metric system.

9. List emergency drugs found in an emergency box.
10. Define drug abuse and ramifications.
11. Name the vaccines used across the life span.

**Credits:** 3

**Prerequisites:**

BIO 115 or BIO 154; BIO 234.

**Co-Requisites:**

BIO 234.

Instructional Support Fee Applies



### **HLT 144: Pharmacy Technician I**

The course includes an orientation to the role and working environment of the pharmacy technician in inpatient and outpatient settings; the legal responsibilities and technical activities and skills of the pharmacy technician; introduction to the pharmaceutical sciences and functions of a pharmacy technician in healthcare; role of the pharmacy technician, areas of specialization in field, technical standards, state registration requirements and employment opportunities, and preparation for Pharmacy Technician Certification Board (PTCB) certification exam. In addition to the onsite laboratory instruction students must successfully demonstrate entry level skills of the pharmacy technician during a 30 hour clinical supervised by a pharmacist. Five hours of lecture and four laboratory hours per week. Fall

### **Course Student Learning Outcomes**

Student acquisition of knowledge and skills described above will be assessed through objective examinations aligned with competency areas of the Pharmacy Technician Certification Board (PTCB), practical examinations of psychomotor skills, and assessment of the student performance at clinical site rotation under supervision of a pharmacist. Students will be

eligible to take the national certificate examination (PTCB).

**Credits:** 8  
Instructional Support Fee Applies

### **HLT 162: Selected Topics in Health Sciences**

A one-semester course on a specific topic or a health/medical specialty in the Health Sciences. Course topics will be announced each semester. Three to six hours of lecture, and/or two to four hours of laboratory as specialty requires. 3- Fall, Spring

### **Course Student Learning Outcomes**

1. Describe operating room techniques.
2. Define asepsis.
3. Describe general surgical procedure used in ophthalmology, ear/nose/throat, dental/oral/maxilla-facial, plastic, reconstructive, obstetrics, gynecology, and orthopedic surgeries.
4. Identify and describe ethical concepts relevant to surgical procedures.
5. Demonstrate proper sterilization and aseptic procedures.
6. Identify common instruments used in general surgical procedures.
7. Describe operating room set-up procedure and patient preparation.
8. Take patient vital signs.
9. Monitor patient vital signs and describe normal ranges during surgeries.

**Credits:** 3  
**Prerequisites:**  
to be determined by the course specialty offered.  
Instructional Support Fee Applies



## Health Information Management

### **HCI 111: Introduction to Healthcare Information Management**

This course is the first in a series of courses designed to instruct students in theory and principles of health information management technology. The course includes the history of medicine and hospitals, the structure and function of the health information management department, including the organization, content, and format of medical records in paper and electronic systems. Online. Fall

### Course Student Learning Outcomes

1. Analyze the documentation in the health record to ensure it supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status.
2. Verify the documentation in the health record is timely, complete, and accurate.
3. Identify a complete health record according to organizational policies, external regulations, and standards.
4. Apply policies and procedures to ensure accuracy and integrity of health data.
5. Collect and maintain health data.
6. Apply retention and destruction policies for health information.
7. Apply policies and procedures surrounding issues of access and disclosure of protected health information.
8. Explain usability and accessibility of health

information by patients including current trends and future challenges.

9. Explain the importance of staff collaboration in preparing organization for accreditation, licensure, and/or certification.
10. Adhere to legal and regulatory requirements related to health information management.
11. Summarize health information related leadership roles.
12. Describe importance of healthcare policy-making as it relates to healthcare delivery system.
13. Describe methods used by different healthcare agencies to procure appropriate reimbursement for services and products.
14. Describe different types of organizations, services, and personnel and their interrelationships across the health care delivery system.

**Credits:** 3

**Co-Requisites:**

HLT 106 and BIO 115.

Instructional Support Fee Applies



**HCI 120: Healthcare Statistics**

This course covers commonly reported healthcare statistics, including those involving patient census, mortality and morbidity rates. Students will be introduced to the use of these statistical measures in evaluating healthcare quality, access to care, and operational efficiency. The course will include the primary and secondary sources of healthcare data. Statistical software tools including Microsoft Excel will be used to identify data trends and visualize data using charts and graphs. Online. Spring

**Course Student Learning Outcomes**

1. Calculate patient census, mortality rates, and morbidity rates.
2. Identify data trends using Microsoft Excel.
3. Discuss the primary and secondary data sources used in healthcare statistics.
4. Discuss the importance and value of healthcare data in monitoring the quality, operations, and access to care.
5. Research and identify sources of accurate healthcare data available to the public.

**Credits:** 1

**Prerequisites:**

HCI 111 and MTH 119.

Instructional Support Fee Applies

**HCI 122: Medical Law and Ethics**

This course focuses on the legal aspects of the medical record. It introduces legal terminology and procedures, the court system, policies and procedures for the control and release of medical information, health care legislation and regulations relating to the maintenance of confidentiality and the appropriate use of medical records, ethical standards for medical record practice, and development of informed consent. Online. Competency met: Ethical Dimensions (7.0) Spring

**Course Student Learning Outcomes**

1. Students who successfully complete course requirements will be able to:
2. Evaluate differing points of view on the same issue.
3. Explain the evolution of the concepts of right and wrong.
4. Apply concepts of justice and fairness .
5. Explain the value of good citizenship.
6. Apply the standards for judging human behavior.
7. Explain the importance of considering the ramifications of decisions.
8. Apply healthcare legal terminology.
9. Identify the use of legal documents.
10. Apply legal concepts and principles to the practice of HIM.
11. Apply confidentiality, privacy and security measures and policies and procedures for

internal and external use and exchange to protect electronic health information.

12. Apply policies and procedures surrounding issues of access and disclosure of protected health information.
13. Explain common research methodologies and why they are used in healthcare.
14. Analyze policies and procedures to ensure organizational compliance with regulations and standards.
15. Adhere to the legal and regulatory requirements related to the health information management.
16. Interpret compliance with local, state, and federal labor regulations.
17. Discuss the importance of healthcare policy-making as it relates to the healthcare delivery system.
18. Comply with ethical standards of practice.
19. Evaluate the consequences of a breach of healthcare ethics.
20. Assess how cultural issues affect health, healthcare quality, cost, and HIM

**Credits:** 3

Instructional Support Fee Applies



**HCI 124: Survey of Medical Coding and Billing**

This course introduces the student to medical insurance coding using the International Classification of Diseases and Current Procedural Terminology codes for physician services and outpatient procedures. Students develop knowledge and skill in working with the physician to receive maximum reimbursement; demonstrating sensitivity in communicating with providers and patients; and applying managed-care policies, third-party guidelines, and billing and collection practices. This course runs for seven weeks and includes one lecture hour and three laboratory hours per week. Spring

**Course Student Learning Outcomes**

**Cognitive:**

1. Describe how to use the most current procedural coding system
2. Define upcoding and why it should be avoided.
3. Describe how to use the most current diagnostic coding classification system.
4. Describe how to use the most current HCPCS coding.
5. Explain both billing and payment options.
6. Identify procedures for preparing patient accounts.
7. Describe the impact of both the Fair Debt Collection Act and the Federal Truth in Lending Act of 1968 as they apply to collections.

8. Discuss types of adjustments that may be made to a patient account.
9. Discuss principles of Electronic Medical Record (EMR).
10. Describe the implications of HIPAA for the medical assistant in various medical settings.

**Psychomotor:**

1. Perform procedural coding.
2. Perform diagnostic coding.
3. Apply both managed care policies and procedures.
4. Apply third party guidelines.
5. Complete insurance claims form.
6. Obtain pre-certification including documentation.
7. Obtain pre-authorization, including documentation.
8. Verify eligibility for managed care services.
9. Utilize computerized office billing systems.
10. Completing a Medicare CMS-1500 (08-05) Claim Form.
11. Computing the Medicare Fee Schedule.
12. Current Procedure Terminology Coding.
13. International Classification of Diseases, 9th Revision, Clinical Modification Coding.
14. Explaining Fees in the First Telephone Interview.
15. Identify Accounts Receivable Using Medical Office Stimulation Software (MOSS).
16. Preparing Itemized Patient Accounts for Billing Using Medical Office Simulation Software (MOSS).

17. Post/Record Adjustments Using Medical Office Simulation Software (MOSS).

**Affective:**

1. Work with physician to achieve the maximum reimbursement.
2. Demonstrate sensitivity and professionalism in handling accounts receivable activities with clients.
3. Demonstrate assertive communication with managed care and/or insurance providers.
4. Demonstrate sensitivity with both providers and patients.
5. Communicate in language the patient can understand regarding managed care and insurance plans.

**Credits: 1**

**Prerequisites:**

HLT 101 or HLT 106, and BIO 115 or BIO 234.

Instructional Support Fee Applies



**HCI 140: International Classifications of Disease CM/PCS**

Students will be introduced to the development and use of structured nomenclatures and classification systems in healthcare. Students will be instructed in current coding and guidelines and will apply ICD-10-CM and ICD-10-PCS codes to diagnostic and procedural statements. Online. Fall, Spring

**Course Student Learning Outcomes**

At the completion of this course the student will be able to:

1. Define and give examples of medical nomenclatures and classification systems.
2. Describe the history of the International Classification of Diseases and current practice.
3. Discuss how the classifications systems are maintained and updated.
4. Compare and contrast the healthcare settings that utilize the ICD-10-CM and ICD-10-PCS systems.
5. Accurately assign ICD-10-CM codes according to current guidelines on redacted patient medical records used in different healthcare settings and departments such as inpatient and outpatient.

**Credits:** 2

**Co-Requisites:**

HLT 106 AND BIO 115.

Instructional Support Fee Applies

**HCI 145: Coding & Reimbursement Specialist PPE**

This course must be taken in the final semester of the Coding and Reimbursement Specialist Certificate. Students will complete a 40-hour externship in a healthcare organization to develop workplace readiness as a Coding and Reimbursement Specialist. Online. Spring

**Course Student Learning Outcomes**

1. Students will demonstrate the ability to apply coding and/or billing practices in healthcare organization.
2. Students will demonstrate entry level workplace readiness by applying skills/competencies under the supervision of a qualified clinical preceptor in a healthcare organization.
3. Students will demonstrate working knowledge of coding conventions and guidelines in a clinical practice setting.

**Credits:** 1

**Prerequisites:**

HCI 140, HCI 211, HCI 213.

Instructional Support Fee Applies

**HCI 211: Healthcare Delivery Systems and Reimbursement**

Students will be introduced to models for healthcare delivery. Students will learn to recognize healthcare disparities in the United States and the impact of healthcare reform efforts. Students will demonstrate understanding of healthcare reimbursement models and the healthcare revenue cycle. Two lecture hours per week. Online. Fall

**Course Student Learning Outcomes**

At the completion of this course the student will be able to:

1. Describe the importance of healthcare policy-making as it relates to the healthcare delivery system.
2. Compare and contrast different types of organizations, services and personnel and discuss their interrelationships across the healthcare delivery system.
3. Describe social insurance, national healthcare, and private insurance models.
4. Identify how cultural factors can affect healthcare quality, cost, and Health Information Management.
5. Explain the causes that contribute to healthcare disparities in the United States.
6. Discuss some historical factors and reform efforts to address health disparities in the United States.



7. State reasons for policies and procedures for use of data required in reimbursement.
8. Name common diagnostic/procedural groupings.
9. Discuss the importance for accurate assignment of diagnostic/procedural groupings.
10. Explain the revenue cycle management process.

**Credits:** 2

**Co-Requisites:**

HLT 106 and BIO 115.

Instructional Support Fee Applies

**HCI 213: Current Procedural Terminology (CPT) and Healthcare Common Procedural Coding System (HCPCS)**

Students will be introduced to Current Procedural Terminology (CPT) and Healthcare Common Procedural Coding System (HCPCS) coding guidelines. Students will learn to identify documentation required for accurate code assignment. Two lecture hours per week. Fall

**Course Student Learning Outcomes**

At the conclusion of this course the student will be able to:

1. Apply CPT (HCPCS Level 1) codes consistent with established guidelines.
2. Review redacted patient records and determine if codes assigned are consistent with current guidelines for CPT (HCPCS Level 1).
3. Determine if HCPCS Level II codes are consistent with established guidelines.
4. Apply procedure codes according to current guidelines.
5. Evaluate the accuracy of procedural coding.
6. Identify sources and indicators of potential fraud and abuse through assignment of inaccurate procedural codes and for services not rendered.

**Credits:** 2

**Co-Requisites:**

HLT 106 and BIO 115.

Instructional Support Fee Applies

**HCI 215: Healthcare Quality Management**

Students will evaluate medical record documentation considering applicable policies and procedures according to regulatory and accreditation standards. Students will identify methods for monitoring quality and consider primary and secondary sources of quality data. An introduction to the common process improvement models utilized in healthcare is included. One lecture hour per week. Fall

**Course Student Learning Outcomes**

Upon successful completion of this course the student will be able to:

1. Identify timely, complete and accurate medical record documentation.
2. Identify a complete health record according to organizational policies, external regulations, and standards.
3. Discuss policies and procedures that ensures accuracy and integrity of health data.
4. Identify and use secondary data sources.
5. Describe policies and procedures that ensure organizational compliance with regulations and standards.
6. Discuss how important it is to collaborate with staff in preparing the organization for accreditation, licensure, and/or certification.



7. Explain the legal and regulatory requirements related to the health information management.
8. Use acceptable tools and techniques to monitor, report and improve processes.
9. Explain cost-saving and efficiency strategies for improving work processes and goals.
10. Use data for outcomes reporting assistance with quality management and performance improvement activities.
11. Summarize a collection methodology for data to guide strategic and organizational management.
12. Describe how cultural issues affect health, healthcare quality, cost, and HIM.

**Credits:** 1

**Prerequisites:**

HCI 111.

Instructional Support Fee Applies

**HCI 217: Health Information Systems**

Students will be introduced to the management of software applications in the healthcare setting including system life-cycle, change management, and network structures to support these applications. Students will have hands-on experience utilizing Electronic Health Records and other HIM software applications. Through online virtual laboratory experiences students will gain an understanding of the management of an electronic health record and utilizing software in other HIM functions. One online lecture hour and six online laboratory hours per week. Fall

**Course Student Learning Outcomes**

At the conclusion of this course the student will be able to:

1. Use acceptable methods to verify that documentation in health record is timely, complete, and accurate.
2. Compare and contrast different roles and responsibilities of healthcare providers and disciplines and their documentation requirements.
3. Describe different policies and procedures used to ensure the accuracy and integrity of health data.
4. Use different methods of collecting and maintaining health data on simulated medical records.
5. Describe processes to ensure confidentiality, privacy and security measures are used to

- protect electronic health information for internal and external use.
6. Discuss various system security policies according to departmental and organizational data/information standards.
7. Use software applications for completion of HIM processes.
8. Explain policies and procedures used for Intranet and Internet networks to facilitate clinical and administrative applications.
9. Discuss factors that influence the selection and implementation of health information management systems.
10. Explain usability and accessibility of health information by patients, including current trends and future challenges such a security of health care portals.
11. Explain current trends and future challenges in health information exchange.
12. Discuss the impact of change management on processes, people, and systems.
13. Demonstrate use of database architecture and design in virtual laboratory scenarios.

**Credits:** 3

**Prerequisites:**

HCI 111 and CIS 150.

Instructional Support Fee Applies



**HCI 219: Health Information Security**

Students will be introduced to the HIM professional's role in ensuring the privacy and security of health information in an electronic health record environment. Topics will include regulatory environments, patient access rights, health information exchange, and business continuity planning. Online. Fall

**Course Student Learning Outcomes**

At the conclusion of the course the student will be able to:

1. Describe the roles and responsibilities of various providers and disciplines to support documentation requirements.
2. Discuss confidentiality, privacy and security measures, policies and procedures for internal and external use and health information exchange while ensuring that the electronic health information is protected.
3. Explain the importance of security, retention and destruction policies for health information.
4. Compare and contrast various electronic medical record systems' security policies relating to data/information standards.
5. Discuss practices and policies relating to access and disclosure of protected health information.

6. Describe policies and procedures relating to Intranet and Internet patient networks and portals.
7. Describe factors that must be considered when implementing an electronic health care system.

**Credits:** 3

**Prerequisites:**

HCI 111.

Instructional Support Fee Applies

**HCI 237: Human Disease Processes and Procedures**

This course presents commonly-encountered diseases, disorders and conditions affecting human body systems. Students study etiology, physiology, tests and procedures used to diagnose the conditions studied. Methods of treating the diseases and disorders are also studied. Three class hours a week. Fall, Spring

**Course Student Learning Outcomes**

1. Relate the medical model to clinical disorders.
2. Describe the clinical aspects of body systems.
3. Discuss the Anatomy and Physiology of each body system.
4. Relate the pathophysiology of the diseases, disorders, and conditions.
5. Recognize commonly encountered diseases, disorders and conditions.
6. Relate etiology and pathology to diseases, disorders and conditions.
7. List the common manifestations related to diseases, disorders and conditions.
8. Identify diagnostic procedures related to specific diseases, disorders and conditions.
9. Correlate clinical conditions with treatment modalities and surgical procedures.

**Credits:** 3

**Prerequisites:**



BIO 115 or BIO 233/234 or permission of instructor.

**HCI 246: Professional Practice Experience II**

This course is the continuation of HCI 235 and provides advanced practice for the Health Information Management (HIM) student in inpatient and outpatient procedures within the HIM profession. The students spend part of the semester mastering functions and learning more advanced functions. This experience occurs on campus in the HIM classroom and computer laboratory utilizing American Health Information Management Association's (AHIMA) Virtual laboratory for 60 hours, and part of the semester applying these skills in a healthcare organization site affiliated with the HIM program at Bristol Community College for 80 hours. One hour of lecture and nine laboratory hours per week. Spring

**Course Student Learning Outcomes**

1. Apply diagnosis/procedure codes according to current guidelines.
2. Analyze the documentation in the health record to ensure it supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status.
3. Identify a complete health record according to organizational policies, external regulations, and standards.
4. Apply legal concepts and principles to the practice of HIM.
5. Analyze policies and procedures to ensure

organizational compliance with regulations and standards.

6. Collaborate with staff in preparing the organization for accreditation, licensure, and/or certification.
7. Identify potential abuse or fraudulent trends through data analysis.
8. Develop appropriate physician queries to resolve data and coding discrepancies.
9. Apply the fundamentals of leadership.
10. Organize and facilitate meetings.
11. Utilize data for facility-wide outcomes reporting for quality management and performance.
12. Plan Budgets.
13. Explain accounting methodologies.
14. Explain budget variances.
15. Comply with ethical standards of practice.
16. Explain Vendor/Contract Management.

**Credits:** 4

**Prerequisites:**

HCI 233, HCI 235, HCI 239 or co-requisite: HCI 242.

**Co-Requisites:**

HCI 242.

Instructional Support Fee Applies



**HCI 249: Advanced Medical Coding**

This course expands upon the knowledge gained in HCI 140, HCI 211, and HCI 213 by applying learned concepts in more complex scenarios. Students will have hands-on experience with accessing reference, encoding, and grouping functions in HIM software. Emphasis will be placed upon accurately identifying the principal diagnosis and secondary diagnoses along with appropriate procedure codes based upon supporting documentation. Compliance and auditing will be presented. Two lecture hours and three laboratory hours per week. Online. Spring

**Course Student Learning Outcomes**

At the conclusion of this course the student will be able to:

1. Apply diagnosis/procedure codes according to current guidelines.
2. Evaluate the accuracy of diagnostic and procedural coding.
3. Apply diagnostic/procedural groupings.
4. Evaluate the accuracy of diagnostic/procedural groupings.
5. Utilize software applications such as encoders in the completion of Health Information Management processes.
6. Analyze current regulations and established guidelines in clinical classification systems.

7. Determine accuracy of computer assisted coding assignment and recommend corrective action.
8. Identify discrepancies between supporting documentation and coded data.
9. Develop appropriate physician queries to resolve data and coding discrepancies.
10. Comply with ethical standards of practice.

**Credits:** 3

**Prerequisites:**

HCI 140, HCI 211 and HCI 213.  
Instructional Support Fee Applies

**HCI 262: HIM Management**

This course focuses on supervisory level skills for the HIM professional. The topics covered in this course include managing the revenue cycle, human resource management, budget management, and strategic planning in healthcare organization. Online. Spring

**Course Student Learning Outcomes**

1. After successful completion of this course students will:
2. Demonstrate how health information is used to support enterprise wide decision support for strategic planning.
3. Identify cost-saving and efficient means of achieving work processes and goals.
4. Explain staffing levels and productivity standards for health information functions.
5. Adhere to local, state, federal labor regulations.
6. Apply work plans, policies, procedures, and resource requisitions in relation to job functions.
7. Explain the methodology of training and development.
8. Explain the importance of return on investment for employee training/development.
9. Demonstrate how to plan and develop budgets.
10. Apply concepts of accounting methodologies.
11. Explain budget variances.
12. Apply programs and policies that support a culture of diversity.



13. Demonstrate a basic knowledge of Vendor/ Contract Management.

**Credits:** 3

**Prerequisites:**

HCI 111 and MAN 101.

Instructional Support Fee Applies

**HCI 264: Healthcare Data Analysis**

This course covers information governance, data analysis and data management in a healthcare organization. Students will have hand-on experience with analytical tools and will learn how to use these tools to manage healthcare data. Two online lecture hours and three online laboratory hours per week. Spring

**Course Student Learning Outcomes**

1. Upon successful completion of this course students will be able to:
2. Discuss policies and procedures that ensures accuracy and integrity of health data.
3. Collect and maintain health data utilizing acceptable HIM industry tools.
4. Utilize graphical tools for data presentations.
5. Identify and use appropriate secondary data sources.
6. Validate the reliability and accuracy of secondary data sources.
7. Explain analytics and decision support and apply to case scenarios.
8. Discuss the use of applying report generation technologies to facilitate decision-making.
9. Analyze data to identify trends.
10. Identify potential abuse or fraudulent trends through data analysis and identify such in a redacted medical record.

11. Utilize tools and techniques to monitor, report, and improve processes.
12. Utilize data for facility-wide outcomes reporting for quality management and performance improvement.
13. Summarize a collection methodology for data to guide strategic and organizational management.
14. Apply information and data strategies in support of information governance initiatives.
15. Utilize enterprise-wide information assets in support of organizational strategies and objectives.

**Credits:** 3

**Prerequisites:**

MTH 119 and CIS 150.

Instructional Support Fee Applies



**HCI 266: RHIT Exam Preparation**

This course is intended for students in final semester in the HIM program and who upon program completion will be eligible to sit for AHIMA's Registered Health Information Technician (RHIT) Certification Examination. The course will provide a review of the six knowledge domains covered by the examination which must be passed for certification. Online Spring

**Course Student Learning Outcomes**

After Successful completion of this course students will be able to discuss the six domains of the RHIT exam including :

1. Data Content, Structure, and Standards
2. Information Protection: Access, Disclosure, Archival, Privacy & Security
3. Informatics, Analytics, and Data Use
4. Revenue Management
5. Compliance
6. Leadership

**Credits: 1**

**Prerequisites:**

HCI 111, HCI 120, HCI 122, HCI 140, HCI 211, HCI 213, HCI 215, HCI 217, HCI 219.  
Instructional Support Fee Applies

**HCI 268: HIM Professional Practice Experience (PPE)**

This course should be taken in the last semester of the HIM program. The course consists of an internship in a healthcare organization (80 hours) and a group service-learning project (15-20 hours). One lecture hour and six laboratory hours per week. Online. Spring

**Course Student Learning Outcomes**

Following successful completion of the course the student will be able to:

1. Explain usability and accessibility of health information by patients, including current trends and future challenges.
2. Apply fundamentals of team leadership.
3. Organize and facilitate meeting.
4. Demonstrate adherence to work plans, policies, procedures, and resource requisitions in relation to job functions.
5. Explain the methodology of training and development.
6. Discuss return on investment for employee training/development.
7. Comply with ethical standards of practice.
8. Summarize project management methodologies.
9. Explain Vendor/Contract Management.

**Credits: 3**

**Prerequisites:**

HCI 111, HCI 120, HCI 122, HCI 140, HCI 211, HCI 213, HCI 215, HCI 217, HCI 219.

Instructional Support Fee Applies



## History

### **HST 111: The West and the World I**

This course is a comparative study of societies and cultures from prehistory through the Renaissance. It emphasizes the interaction between the West and the world in order to understand the current world. Three lecture hours per week. Competency met: Historic Awareness (5.1), Global Awareness (5.2), Social Phenomenon (5.4) Fall, Spring, Summer

### Course Student Learning Outcomes

Students who successfully complete this course will:

1. Analyze a variety of primary and secondary historical sources and their varying perspectives.
2. Identify the origins, development and spread of the world's major cultural traditions.
3. Evaluate the relationship between the causes and effects of important historical events and trends.
4. Explain how certain diverse human societies evolved.
5. Appraise the human historical experience- past, present, and future.

**Credits: 3**

#### **Prerequisites:**

A passing score on the College's reading and English placement tests or a C or better or concurrent enrollment in ENG 091 or ENG 092.

### **HST 112: The West and the World II**

This course is a comparative study of societies and cultures from the Renaissance to the present. It emphasizes the interaction between the West and the world in order to understand the current world. Three lecture class hours per week. Competency met: Historic Awareness (5.1), Global Awareness (5.2), Social Phenomenon (5.4) Fall, Spring, Summer.

### Course Student Learning Outcomes

Students who successfully complete this course will:

1. Analyze a variety of primary and secondary historical sources and their varying perspectives.
2. Assess the origins, development and impact of revolution including the resulting political, economic, intellectual, and cultural changes.
3. Assess the origins, interrelationships, development and impact of nationalism, industrialization, imperialism and globalization.
4. Compare and contrast the differences between traditional and modern societies.
5. Explain the evolution and connections of world events on diverse human societies from the Renaissance to the present.
6. Analyze different political systems, including

democracies and authoritarian governments around the world.

**Credits: 3**

#### **Prerequisites:**

A passing score on the College's reading and English placement tests or C or better or concurrent enrollment ENG 091 or ENG 092.



### **HST 113: United States History to 1877**

This course is a survey of the American past from the Age of Exploration to the end of Reconstruction. It examines the major forces, personalities, events, and institutions that shaped the American experience through 1877. Topics include the development of colonial society, the American Revolution, the Constitution (Federal and the Commonwealth of Massachusetts), the growth of the new nation, westward expansion, the rise of sectionalism, and the Civil War and Reconstruction era. Students develop the ability to think, read, and write critically and analytically and to understand the various forms of human interaction through a study of the creation and growth of the United States through 1877. The course aids students in their efforts to understand the principles of group behavior and social organizations and how power is wielded in society. Three lecture hours per week. Competency met: Historic Awareness (5.1), Global Awareness (5.2), Multicultural Perspective (5.3), Social Phenomenon (5.4), Ethical Dimensions (7.0) Fall, Spring, Summer

### **Course Student Learning Outcomes**

Students who successfully complete this course will be able to:

1. Describe the physical and cultural features of the earth's surface and their origins and interconnections.
2. Explain the dynamic physical forces such as climate, plate tectonics, erosion and deposition.
3. Identify the major physical and cultural regions that the earth's surface has evolved into.
4. Evaluate the evolution and geographic distribution of such phenomenon as human population, economic activity, culture, language, and religion.
5. Assess the reasons why the economic development and wealth of the world is so unevenly geographically distributed.

#### **Credits: 3**

#### **Prerequisites:**

A passing score on the College's reading and English placement tests or C or better or concurrent enrollment in ENG 091 or ENG 092.

### **HST 114: United States History from 1877**

This course is a survey of the American past from 1877 to the present. It examines the major forces, personalities, events, and institutions that have shaped the American experience to the present. Topics include westward expansion, industrialization, urbanization, mass immigration, race relations, and the global role of the United States in the 20th and 21st centuries. Students develop the ability to think, read, and write critically and analytically and to understand the various forms of human interaction through a study of the growth of the United States since 1877. The course aids students in their efforts to understand the principles of group behavior and how power is wielded in society. Three lecture hours per week. Competency met: Historic Awareness (5.1), Global Awareness (5.2), Multicultural Perspective (5.3), Social Phenomenon (5.4), Ethical Dimensions (7.0) Fall, Spring, Summer

### **Course Student Learning Outcomes**

Students who successfully complete this course will be able to:

1. Assess the growth of American power from the Reconstruction Era to the present.
2. Analyze the continuing evolution of the American identity at home and abroad.



3. Examine the continuing evolution of American governmental institutions and policies from the Reconstruction Era to the present.
4. Explain the continuing development and transformation of the American economy.
5. Evaluate the impact of social, religious, intellectual, and cultural movements in the United States from the Reconstruction Era to the present.

**Credits: 3**

**Prerequisites:**

A passing score on the College's reading and English placement tests or C or better or concurrent enrollment in ENG 091 or ENG 092.

**HST 115: Twentieth Century Social History-1919 to the Present**

This course consists of a critical analysis of the major American domestic values, beliefs, and institutions as they changed over the 20th century with a special emphasis on the post-1945 era. Students develop the ability to use historical information to understand the current state of the U.S. and to explain the social and historical circumstances that led to major initiatives and events of the twentieth century. Students identify the forms of human interaction as they evolved in the increased demands for justice and fairness and the varied responses to the restructuring of the U.S. economy in the post-industrial age. Three lecture hours per week. Competency met: Historic Awareness (5.1), Social Phenomenon (5.4), Ethical Dimensions (7.0). Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Formulate an understanding of the development of American institutions as they evolved over the 20th century.
2. Identify the dynamics of power as they have evolved and changed over time in regards to culture, social class, the economic order, government, race and gender, violence and crime, poverty and powerlessness, and the environment.
3. Summarize the major events of the 20th century in the United States.

**Credits: 3**

**Prerequisites:**

A passing score on the College's reading and English placement tests or C or better or concurrent enrollment in ENG 091 or ENG 092.



**HST 116: American Foreign Policy-1898 to the Present**

This course provides a critical analysis of the major United States foreign policy trends of the 20th century with an emphasis on the historical roots of the nation's foreign policy and its diplomatic, political, economic, and military engagements with foreign nations. The issues are discussed in a global perspective and connections between historical and recent events are emphasized. This course aids students in their efforts to understand the principles of group behavior and how power is wielded among nations and how key groups in the U.S. weigh in on foreign policy decisions. Three lecture hours per week.

Competency Met: Historic Awareness (5.1), Social Phenomenon (5.4), Ethical Dimensions (7.0) Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Define what foreign policy is generally and how a nation's foreign policy is determined.
2. Identify the key elements and events of US foreign policy through World War II.
3. Describe and appraise US foreign policy from World War II to the present with a special emphasis on US relations with developing nations.
4. Locate significant places studied on a world map.

**Credits: 3**

**Prerequisites:**

A passing score on the College's reading and English placement tests or concurrent enrollment in ENG 091 or ENG 092.

**HST 164: The History of Southern New England**

This course offers a general overview of the history of Southeastern New England from pre-contact to the present and concentrates on Massachusetts, Rhode Island, and Connecticut with an emphasis on public history (history that is visible to people in their daily lives). Major topics include a consideration of the indigenous peoples of the area, the colonial development of Southeastern New England, the ethnicity of the region, and the importance of the Southeastern New England area to the social, cultural, political, and economic development of the United States. Students develop the abilities to think, to write, and to read critically and analytically and to understand the various forms of human interaction through a study of the unique history of the southeastern regions of New England. This course also aids students in their efforts to understand the principles of group behavior and social organizations and how power is wielded in society. One lecture hour per week. Competency met: Humanities (6.0) Fall, Spring

**Course Student Learning Outcomes**

1. Explain the major historical trends in the history of the United States as related to the Southern New England region.
2. Demonstrate an understanding of the importance of geography to the history of New England.



3. Relate and discuss historical events to persons and places visible in everyday life.
4. Analyze and appraise the importance of historical sites to the economic life of the Southern New England region.
5. Define and demonstrate an understanding of the major historical developments of Southern New England history from the period of precontact to the late Twentieth Century.
6. Demonstrate the relation of the sites of historical importance in the region to major historical themes in American history.

**Credits: 1**

#### **HST 220: The Ancient World**

This course is an introduction to the origins and development of human culture from prehistory to the decline of the dominant European and Asian empires in the 4th century. Students learn the spiritual, political, philosophical, technological, and economic systems that laid the foundations for many contemporary global patterns. Three lecture hours per week. Competency met: Social Phenomenon (5.4), Humanities (6.0) Fall, Spring, Summer

#### **Course Student Learning Outcomes**

1. Explain how humans were able to adapt to almost every environment on earth and the resulting diversity of world cultures.
2. Identify the origins, development, and spread of several of the world's major spiritual traditions.
3. Describe the development of systems of authority, order, and control that extended across time and space to create territorial systems.
4. Read, interpret, and evaluate a variety of historical materials (text, primary sources, varying pictorial and graphic materials) to answer questions and understand varying perspectives.
5. Recognize and describe patterns of change and continuity over time.

**Credits: 3**

#### **HST 221: Who Fought, Who Worked, Who Prayed: The Middle Ages**

This course examines civilization in Europe and the Middle East, emphasizing the spiritual, intellectual, political, social, and economic forces that shaped these societies. The course begins with the decline and breakup of the Roman Empire in the 4th and 5th centuries and continues to the time of the Renaissance in the 13th and 14th centuries at the beginning of the early modern period. The course uses brief biographical sketches of the peoples of the Middle Ages across the broad social, political, intellectual, and economic spectrum of the period from 476 to 1500 to illustrate this fascinating, challenging, and transitional time in the West and the world. Three lecture hours per week. Competency met: Social Phenomenon (5.4), Humanities (6.0) Fall, Spring, Summer

#### **Course Student Learning Outcomes**

1. Discover a better concept of themselves within the human experience in relationship to time – past, present, and future.
2. Develop a clearer and more comprehensive understanding of Western civilization and the historical forces, which produced it from the end of the Roman Empire to the beginning of the modern world.
3. Recognize that events and forces of the contemporary



world did not develop out of a vacuum, but had their origins in the past.

4. Describe the basis of the feudal system and its economic, social, and political impact.
5. Identify the local nature of the economic, social, and political system known as feudalism and explain the difference between it and our modern democratic institutions.
6. Discuss the diversity, richness, and uniqueness of the lives of medieval people and compare them to the lives of other people from diverse cultures and time periods.

**Credits:** 3

**HST 222: The Age of the Revolutions**

This course examines the growth and development of early modern Europe from the Renaissance to 1815 and its relationship to the world. Topics include the Reformation, the world system prior to European hegemony, the results of European exploration and conquest, the settlement of the Americas and its impact on Native Americans, the emergence of slavery, the rise of a European middle class and its conflict with feudalism, the Enlightenment movement and the development of science, and the French Revolution. Students develop the ability to think, read, and write critically and analytically and to understand the various forms of human interaction during this key transitional period in human history. The course aids students in their efforts to understand the principles of group behavior and social organizations and how power is wielded in society. Three lecture hours per week. Competency met: Social Phenomenon (5.4), Humanities (6.0) Fall, Spring, Summer

**Course Student Learning Outcomes**

Students who successfully complete this course will:

1. Analyze a variety of primary and secondary historical sources and their varying perspectives.
2. Recognize patterns of change and continuity with emphasis on risk taking and innovation.
3. Assess how world geography shapes personal and cultural

values and the collective identity of people around the world.

4. Compare various political and economic systems that co-existed during this time period.
5. Explain the changes in religious beliefs and practices.
6. Evaluate the effect of nation states and empires on contemporary world issues and challenges.

**Credits:** 3

**Prerequisites:**

A passing score on the College's writing and reading placement tests or, C or better or concurrent enrollment in ENG 091 or ENG 092.



### **HST 226: Food in History**

Everything we eat is the result of the collective human experience: that story is called history. This course begins with the first human groups and continues to the food practices and challenges of the present day. The development of distinctive cuisines in Europe, Africa, Asia, and the Western Hemisphere (including regional North American cuisine) are embedded in the larger story of human experience. What, when, where, and how we eat reflect the geography, climate, religion, social status, and the interaction of cultures through trade, migration, and conflict. Three hours of lecture per week. Competency met: Global Awareness (5.2), Social Phenomenon (5.4), Humanities (6.0) This course is offered as an elective for students in the Culinary Arts program and for any student who needs to fulfill a humanities distribution requirement. Fall, Spring.

### **Course Student Learning Outcomes**

Students who successfully complete this course will be able to:

1. Identify the essential human activities that define culture and how they apply to the development of the diversity of global foodways.
2. Examine how spiritual and social beliefs and practices shaped the development of foodways in different places over time

3. Apply knowledge of essential historical events and experiences to the changes in foodways.
4. Identify the patterns of major population shifts and their connection to the creation of distinctive cuisines.
5. Assess the patterns of change and continuity in foodways both within and across cultures.

#### **Credits: 3**

#### **Prerequisites:**

A passing score on the College's writing and reading placement tests or, C or better or concurrent enrollment in ENG 091 or ENG 092.

### **HST 251: The Social History of American Women**

A survey of women's lives in America from the beginning of the English settlement to the present. The course considers marriage, family, childrearing, work, religion and politics. Readings, lectures, and discussions emphasize the diversity of women's lives according to age, race, ethnicity, social class, and place of residence. Three lecture hours per week. Competency met: Social Phenomenon (5.4), Humanities (6.0) Fall

### **Course Student Learning Outcomes**

Students who successfully complete this course will be able to:

1. Explain the political, social, and cultural history of a diverse population of American women from the Pre-Columbian period to the present day.
2. Assess the ways that women have altered and shaped the social, cultural, and political face of the United States.
3. Appraise the transformation and evolution of gender relations throughout American history and across various cultural, ethnic, and socio-economic groups.
4. Analyze both primary and scholarly sources on women's history including art, literature, and speeches.
5. Analyze issues affecting women in American history in



their greater historical context, and how they impact women today.

**Credits: 3**

**Prerequisites:**

A passing score on the College's writing and reading placement tests or, C or better or concurrent enrollment in ENG 091 or ENG 092.

**HST 252: African-American History**

This course examines the history, traditions, and culture of African Americans, beginning with African civilizations before slavery, the slave trade, slavery in the United States, and the various stages in the development of African American history. Students use the historical information to understand the current world, to appreciate the richness of beliefs, values, and traditions of people from diverse groups, and to heighten awareness of how power is wielded in society. Three lecture hours per week. Competency met: Multicultural Perspective (5.3), Social Phenomenon (5.4), Humanities (6.0) Spring

Americans makes students better citizens in an increasingly complex world.

**Credits: 3**

**Course Student Learning Outcomes**

1. Examine the complex and diverse cultures and societies of the indigenous peoples of pre-contact Africa.
2. Describe and assess the origins and impact of the slave trade and slavery on American society.
3. Analyze and assess the ways that African-Americans have altered and shaped the social, cultural, and political mosaic of the United States.
4. Explain and evaluate the evolution of race relations throughout American history.
5. Apply the tools gained from the study of the past to an analysis of the present and prediction for the future.
6. Explain how an understanding of the history of African-



**HST 254: Twentieth Century Russian and Soviet History**

A survey of Russian, Soviet and post-Soviet political, social, economic and intellectual history from 1890 to the present. Emphasis is placed on the legacy and traditions of the Czarist Empire, on the development of Russian Marxism, on the origins, course and affect of the Bolshevik (communist) Revolution and on the major changes within the former Soviet Union since 1991. Three lecture hours per week. Competency met: Humanities (6.0) Fall

**Course Student Learning Outcomes**

1. Read, interpret, and evaluate a variety of historical materials to assess varying perspectives.
2. Analyze and evaluate the impact of religious, intellectual, and cultural movements in Russia and the Soviet Union in the 20th Century.
3. Recognize and analyze the influence of complex and diverse cultures within Russia and the Soviet Union.
4. Describe the importance of geography to the history of Russia and the Soviet Union.
5. Explain the development and transformation of the Soviet economy.

**Credits: 3**

**HST 256: History of World War II**

A one-semester study of the origins, causes, events, and consequences of World War Two (1939-1945). The course will consider the war from a variety of perspectives and will examine the political, diplomatic, military, economic, technological, and intellectual developments related to the war. Three lecture hours per week. Competency met: Humanities (6.0) Spring

**Course Student Learning Outcomes**

1. Evaluate the origins and causes of WWII within the global context of post-WWI conditions, which set the stage for the rise of Totalitarianism and the growing global crises of the 1920's and 1930's.
2. Describe the impact of scientific and technological developments on the weapons technology by 1939 and its impact on the course of WWII.
3. Explain the immediate events leading up to the outbreak of war in Europe in Sept. 1939.
4. Assess how Germany conquered most of Europe by 1942 and the Allied reaction to German military expansion.
5. Describe the events in East Asia and the western Pacific, which led to Japanese military conquest and expansion from 1931 to 1942.
6. Identify how the Allied powers (U.S., Great Britain

- and the U.S.S.R.) eventually stopped, and then finally defeated, the Axis powers.
7. Evaluate the impact of the Allied victory on the post-1945 world.

**Credits: 3**



**HST 257: History of Modern East Asia (China and Japan)**

This course is a survey of 19th and 20th century Asian history with a special emphasis on China and Japan. The course focuses on the political, social, economic, and cultural development of China since the Qing dynasty with an emphasis on the development of modern Chinese nationalism and the theory and practice of Maoism; the background and significance of the Meiji Restoration and Japanese modernization, the fall of the Japanese empire, and the emergence of Japan as an economic superpower. Students develop the ability to think, read, and write critically and analytically and to understand the various forms of human interaction through a study of the unique culture of East Asia during the modern period. The course aids students in their efforts to understand the principles of group behavior and social organizations and how power is wielded in society. Three lecture hours per week. Competency met: Global Awareness (5.2), Social Phenomenon (5.4), Humanities (6.0) Spring

**Course Student Learning Outcomes**

1. Analyze the scope of human experience as perceived through the study of history, particularly the history of non-Western societies.
2. Recognize and analyze that the study of Asian history

(China and Japan) yields an awareness of the forces that shaped the world today.

3. Write critically and analytically about East Asian culture, society, economics, and government.
4. Read both primary and secondary sources and explain and synthesize college level materials on East Asian history.
5. Recognize and explain the cultural context of Asia and utilize that understanding within the framework of American cultural diversity.

**Credits: 3**

**HST 259: History of North American Indian Peoples**

This course examines the history of the indigenous people of North America from archaic times to the present. Students study the unique culture and civilizations of the Amerindian peoples north of the Rio Grande River before and after contact with other cultures and societies. Students develop the ability to think, read, and write critically and analytically and to understand the various forms of human interaction through a study of the unique cultures of native nations of North America. The course aids students in their efforts to understand the principles of group behavior and social organizations and how power is wielded in society. Three class hours a week. Competency met: Multicultural Perspective (5.3), Social Phenomenon (5.4), Humanities (6.0) Fall.

**Course Student Learning Outcomes**

Students who successfully complete this course will:

1. Demonstrate a general knowledge of the complex and diverse cultures and societies of the indigenous nations of North America.
2. Appraise the multicultural nature of modern life within the context of Native American Indian history.
3. Describe the interplay of economics, politics, culture, diplomacy, and technology in



the conduct of the United States government towards its native peoples.

4. Apply the tools gained from the study of the past to an analysis of the present and prediction for the future.
5. Explain how an understanding of the history of North American Indian Peoples makes students better citizens in an increasingly complex world.

**Credits: 3**

**Prerequisites:**

A passing score on the College's writing and reading placement tests or, C or better or concurrent enrollment in ENG 091 or ENG 092.

**HST 260: Topics in History**

A one-semester course on a specified topic or period of history. Topic to be announced each semester. Three lecture hours per week. Competency met: Humanities (6.0) Not offered every year

**Course Student Learning Outcomes**

1. Define terminology specific to the topics discussed.
2. Apply course materials to real world scenarios.
3. Identify key concepts connected to topic.
4. Evaluate arguments about the course theme.

**Credits: 3**

**HST 265: Immigration and Ethnicity in American History**

This course examines the cultural, economic, and political significance of immigration in American history. Students study those forces that have fostered immigration to the United States and how mass immigration has created a multi-ethnic, multi-racial, and culturally diverse society. Students develop the ability to think, read, and write critically and analytically and to understand the various forms of human interaction through a study of the creation and growth of the United States. The course aids students in their efforts to understand the principles of group behavior and how power is wielded in society. Three lecture hours per week. Competency met: Multicultural Perspective (5.3), Social Phenomenon (5.4), Humanities (6.0) Spring

**Course Student Learning Outcomes**

1. Recognize that the United States, from its earliest beginnings, has been a racially, ethnically, and culturally diverse nation.
2. Explain how and why mass immigration has been, and still is, a potent force in shaping the American nation.
3. Describe the numerous and varied contributions made to American culture by the peoples who have settled in the United States.
4. Read and write analytically about immigration to the United States.

**Credits: 3**



## Honors

### **HON 260: Culminating Honors Project**

An honors experience open only to students in the BCC Honors Program. A student develops project activities and objectives with a faculty mentor who oversees the project. A contract describing the project must be submitted to the Honors Program for approval. Students are encouraged to present honors projects at appropriate conferences. Each culminating honors project will be unique, focusing on an area of particular interest to the individual student. The number of class meetings per week will vary by contract. Fall, Spring

current enrollment in the Honors Program.

### Course Student Learning Outcomes

1. Successfully negotiate the protocols associated with soliciting faculty mentorship in project-based research.
2. Provide a detailed, robust contract for a capstone honors project and defend the qualities of the project which make it honors-level work.
3. Follow IRB-related principles and guidelines when required.
4. Adhere to an instructor/student meeting schedule.
5. Demonstrate independent time management for completion of work.
6. Overcome obstacles with appropriate methods associated with research.
7. Represent and defend their scholarship in a public setting

**Credits:** 1

**Prerequisites:**



**HON 290: Honors Seminar in Business and Information Management**

This course allows Honors program students from the Business Administration, Computer Information Systems, and Office Administration and other departments to develop projects needed by businesses, industries, and the community. By working in teams on multifaceted projects, students bring their expertise to evaluate a concept and propose a solution involving experts from the college and the community as needed. In this writing-intensive course, the students plan, implement, and/or assess the project. Open to Commonwealth Honors Program students and others with permission of the instructor. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Understand and apply the leadership and management skills necessary to work as a team and create a project.
2. Demonstrate proficiency an area of business, CIS, or Office Administration or other discipline.
3. Evaluate a concept and propose a solution.
4. Work together with others to achieve a common goal.
5. Create a project which meets a specific need for a business, industry, or community agency.
6. Assess the effectiveness of the project and to evaluate each person's role in the project.

**Credits: 3**

Instructional Support Fee Applies

**HON 295: Seminar on Community Leadership**

In this interdisciplinary course, students review the scholarly literature on leadership to gain a concise grounding in major leadership concepts and theories, including a contemporary approach for leadership in groups, communities, and organizations. Working in groups, students practice problem-solving strategies and leadership skills by developing a project plan to help a nonprofit organization provide a service needed in the community, leading service-learning students to implement it, and assessing the project and their personal growth using guided-reflection techniques. Three hours of lecture per week. Competency met: Social Phenomenon (5.4) Spring

**Course Student Learning Outcomes**

1. Identify, assess, understand, and appreciate the complexity of the roots of a social challenge facing our multicultural community and potential solutions for it.
2. Understand theoretical and practical leadership issues facing our multicultural community and global society.
3. Increase self-awareness and appreciation of diversity through exploration of values, beliefs, culture, ethnic and social class issues, and identity.



4. Discover, refine, practice, and further develop community leadership knowledge, skills, and abilities.
5. Assess, understand, and appreciate the value of diverse leadership styles.
6. Understand leadership styles as a process that takes place in a diverse and evolving social context.

**Credits: 3**

**Prerequisites:**

Enrollment in the Commonwealth Honors Program or permission of the instructor.

## Hospitality

### **HOS 121: Introduction to Travel, Tourism and Hospitality**

This course will be taught in three different modules to expose students to the concentration areas of travel, tourism and hospitality. The focus of this course will be introductory in nature. It will provide students with an understanding of how people use their free time, what reasons prompt them to travel and the value they expect from their travel dollar. Each module will provide students with an overview of the specific area of study with an emphasis on industry trends and future developments, terminology and an understanding of interrelationships of the three. Three lecture hours per week. Fall

### Course Student Learning Outcomes

1. Describe the economic size of the tourism, travel and hospitality industries.
2. Explain how the tourism industry is organized.
3. Describe the importance of implementing sustainability practices in the tourism industry.
4. Explain the importance of having an inventory of a community's tourism resources.
5. Demonstrate an understanding of the differences between high and low value tourism to a community.
6. Enter a Destination Management Organization as tourism support staff.



7. Apply current technology and social media.

**Credits: 3**

**HOS 130: Introduction to Geotourism**

This course introduces the Geotourism approach to tourism development as all-inclusive, focusing not only on the environment, but also on the diversity of the cultural, historic, and scenic assets of a place. Geotourism is defined as tourism that sustains or enhances the geographical character of a place, its environment, culture, aesthetics, heritage, and the well being of its residents. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Describe the importance of Geotourism.
2. Identify why Geotourism would sustain the character of a community seeking to draw visitors.
3. Implement a Cultural Tourism Assessment.
4. Describe how holistic tourism planning is critical for a community's success.
5. Work as an entry-level tourism development assistant in a Destination Management Organization.
6. Describe the need for a Geotourism Stewardship Council.
7. Apply current technology and social media in all aspects of Geotourism.

**Credits: 3**

**HOS 132: Geotourism Management**

This course provides the tools needed by tourism planners, conservationists, businesses, and communities to work together to develop Geotourism plans and products that attract and accommodate the ecotourist, while conserving natural resources and benefiting local people. The course also focuses on environmentally and socially responsible tourism strategies and innovations. It also examines how destinations have improved competitiveness by creating environmentally and socially friendly tourism products and services. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

1. Explain the leadership principles necessary for a Destination Management Organization Professional.
2. Assist in the assessment of Geotourism in a specified community.
3. Integrate sustainability into the organization including suggesting a policy, developing action areas and reporting on sustainability.
4. Integrate sustainability in internal management by identifying issues and action areas.
5. Describe sustainability in tourism product management and development, and supply chain management.
6. Define the basic management functions that relate to Geotourism development.

7. Implement the latest Information Technology for Destination Management Organizations.

**Credits: 3**



**HOS 137: Event Management and Marketing**

This course examines the social and economic impact of events planning. Current trends, styles of operations, event coordination, and quality service standards are addressed. The importance of risk management and crisis management in events planning is emphasized. Final project will consist of planning and executing an event. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. Identify and arrange the implementation of all essential utility and marketing needs.
2. Identify the staging and equipment needs to facilitate the functional requirements of the event.
3. Select the designs, equipment, and providers for the illumination and decorative lighting needs of an event.
4. Identify the food and beverage needs of the audience, participants, staff, and other stakeholders at an event.
5. Identify, analyze, and prepare response plans for risks associated with the event project.
6. Prepare reports that facilitate the timely and efficient distribution of information to event stakeholders.
7. Integrate the various perspectives of sustainability into event planning.

**Credits:** 3

**Prerequisites:**

HOS 121 with a grade of C+ or better.

**HOS 140: Introduction to Casino Operations**

This is an introductory course designed to provide students with a history of the gaming industry and the basics of casino management. The course emphasizes discussions involving gaming psychology and ethics and includes an overview of popular betting games. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Discuss the history of gaming.
2. Demonstrate a basic understanding of casino management.
3. Discuss gaming psychology and gaming ethics.
4. Demonstrate an understanding of basic casino games.

**Credits:** 3

**HOS 220: Group Tour Planning**

This course is designed to introduce students to the process and methodologies of planning, operating and evaluating a group tour package. It will discuss the various methods of selling, packaging, operating and promoting a group tour to select markets and also to the general public. This course is intended to provide students with skills needed to operate a group tour movement, negotiate with suppliers, understand contractual responsibilities, handle reservations and documentation, and provide them with a working knowledge of the legal responsibilities and ramifications of group tour management. Also covered will be the role and responsibility of the tour escort before, during, and after the tour. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Describe the importance of the Motor Coach industry.
2. Construct a single-day and multi-day Group Tour for a destination.
3. Implement a tour development program for an attraction.
4. Explain the economic impact of the group tour market.
5. Design a brochure to attract the group tour market to a destination.
6. Apply basic tour guiding techniques.
7. Apply current technology and social media in Group Tour Planning.



**Credits:** 3

**Prerequisites:**

HOS 121 with a grade of C+ or higher.

**HOS 222: Tour Destination Planning**

This course acquaints the student with a framework to do detailed planning for visits to important tourist destinations in the United States and other nations. The course discusses the cultural, recreational, social, and economic significance of travel. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Explain how tourism destinations are developed.
2. Describe the necessity of tourism planning to a community.
3. Discuss local, regional and national tourism planning concepts with community planners.
4. Develop strategies that serve the community and the visitors it wishes to attract.
5. Measure carrying capacity of a tourism attraction.
6. Educate community professionals about the need to develop tourism in a sustainable manner.
7. Describe the complexity of establishing standards for development.
8. Describe how to take a place of interest and create a plan for visitor arrivals.
9. Apply current technology and social media in the tour destination planning.

**Credits:** 3

**Prerequisites:**

HOS 121 with a grade of C+ or higher.

**HOS 223: Convention Sales and Service**

This course will teach students the basic elements of meeting, convention, and group sales and services. Students will learn how to generate business and to provide the services necessary to create repeat business. Discussions will focus on the operation of a group and convention business. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

1. Describe the importance of the Meetings and Convention Industry to a city and state.
2. Analyze target markets that would be interested in a particular convention center.
3. Step into a meeting and convention support position at a hotel or meeting facility.
4. Research meeting and convention leads in support of the Convention Center sales team.
5. Implement a Green Meeting strategy.
6. Apply current technology and social media in meeting and convention sales and service.

**Credits:** 3

**Prerequisites:**

HOS 137 with a grade of C+ or higher.

**Recommended:**

MAR 101 first.



**HOS 224: Hospitality Marketing**

This course will deal with the broad scope of marketing and sales activities that take place within the tourism, convention, hospitality, and casino industries. Emphasis will be placed on analysis, structure, and strategy of the marketing department within the tourism, convention, hospitality, and casino businesses. Students will learn about departmental budgets, allocation of resources, market research, media selection, and the effectiveness of a marketing plan. There will be case studies and assigned readings of current marketing trends. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Explain the importance of high-quality service to the visitor.
2. Prepare for and undertake a sales call representing a hotel or a tourism destination.
3. Describe the difference between customer service and customer satisfaction.
4. Recognize the human resources challenges in the customer service industry.
5. Explain financial and economic impact on service quality.
6. Apply current technology and social media in sales efforts.

**Credits: 3**

**Prerequisites:**

HOS 121 with a grade of C+ or higher.

**HOS 226: Hotel Accommodations Management**

Students will gain an understanding of the operational aspects of various departments within a hotel or motel, and the relationship of each department to the hotel as a whole. They will explore the functions of each separate area within the hotel, its operational procedures, staffing, customer service, and changing trends. Also covered will be the different employment opportunities and career paths available within the industry. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

1. Explain the economic significance of the hospitality industry to a nation's economy.
2. Describe the differentiated market segments within the accommodations sector.
3. Identify the chain of command of a typical hotel and explain the operational departments within a property.
4. Define and explain why team spirit is critical for successful accommodation guest services.
5. Describe the security issues in the accommodations sector of the hospitality industry.
6. Be eligible for an entry-level front desk position at a hotel.
7. Describe the importance of high-level service to a hotel.
8. Educate on the importance of operating accommodations in a sustainable manner.

9. Apply current technology in hotel and motel management operations.

**Credits: 3**



**HOS 228: Property Management Systems and Revenue Management**

This course deals with managing the revenue in a hospitality operation, which is the key to profitability. Yield is money, and Yield Management is a technique to maximize your revenue by managing your room rates day to day. This course teaches the student how to effectively manage a hotel's room rates while analyzing its RevPAR (revenue per available room). Property Management Systems are used to assist a hotel manager to maximize revenue. Interfaces allow all hotel departments to also maximize revenue. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Explain the evolution of Revenue Management techniques as first introduced by Bill Marriott.
2. Describe the adoption and modification of Yield Management by the hotel industry.
3. Explain what is meant by a customer-centric approach.
4. Explain how to develop marketing strategies based on SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis.
5. Explain the concept of Distribution Channels including GDS (Global Distribution Systems) and IDS (Internet Distribution Systems).

6. Discuss the issue of fair pricing and the ethics of revenue maximization.
7. Describe the ways in which hospitality businesses use technology to process reservations.
8. Identify the function of common Property Management Systems interfaces, including Point of Sale systems, energy management systems, electronic locking systems, and guest-operated devices.

**Credits: 3**

**Prerequisites:**

HOS 121, with a grade of C+ or better; BUS 111 with a grade of C+ or better.

**Co-Requisites:**

BUS 111 with a grade of C+ or better.

**HOS 229: Hospitality Managerial Accounting**

This course demonstrates how to use numbers and fundamental accounting to operate a successful hospitality department or business. Focus will be placed on the basics; accounting and financial analysis, financial statements, management reports, budgeting, and forecasting. There will be case study analysis and assigned readings of current financial management topics. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Identify the three fundamental financial statements used in a hotel or business.
2. Outline the methods of hospitality financial analysis and the financial management cycle.
3. Describe how to utilize internal hotel revenue reports in forecasting future revenues.
4. Explain the importance of hotel revenue, profit analysis and variation analysis.
5. Outline how to utilize STAR (Smith Travel Research) reports and ratio analysis in revenue management.
6. Prepare an operational budget utilizing one of the four most common methods.
7. Identify how capital expenditures budgeting affects hotel operations.

**Credits: 3**

**Prerequisites:**



ACC 101 and HOS 121 with a grade of C+ or better.

**HOS 231: Principles of Community Based Tourism**

This course examines the range of cultural and heritage assets that can become viable tourism attractions. It looks at ways of linking quality cultural heritage tourism to community development, from effective planning and marketing to community involvement and partnership approaches. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

1. Describe the importance of community-based tourism to cities and towns.
2. Host a meeting to assemble stakeholders in community tourism.
3. Explain how community-based tourism is the essence of destination development.
4. Develop a community-based tourism project.
5. Educate the community about how community-based tourism projects could be developed in a sustainable manner.
6. Apply current technology and social media in the development of community-based tourism projects.

**Credits: 3**

**Prerequisites:**

HOS 121 with a grade of C+ or better.

**HOS 255: Event Design**

An event planner needs to know all the different aspects of the event plan. This overview course will incorporate many courses currently offered, but in smaller detail. Topics covered include decor, use of colors in linen, lighting and flowers, mixology, appropriate wine for different menus, menu construction for nutritional variances, service techniques, food and bar cost percentages, levels of service and specialty cake construction. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

During and/or upon completion of this course, utilizing correct quiz or test responses and/or by practical demonstrations, according to the grading standards of the instructor, the College and accepted professional industry standards, while demonstrating sufficient mastery of the subject matter, the students will be able to:

1. Select the appropriate linen, flowers, lighting and additional decor based on your theme
2. Select appropriate food and wine pairings, based on the theme and budget
3. Demonstrate the correct techniques for mixology and bar managements, according to ServSafe standards
4. Prepare an accurate food and beverage cost analysis

5. Correctly demonstrate different dining room service styles
6. Demonstrate a knowledge of various types of specialty cakes and desserts appropriate to the theme.

**Credits: 3**

**Prerequisites:**

HOS 121, HOS 137.

Instructional Support Fee Applies



**HOS 265: Special Event Planning  
Capstone**

Every aspect of the Hospitality Industry holds special events. This course will provide the student with the opportunity to demonstrate skills learned through all the program courses. Students will work on planning two different events, one as a stand alone event at the college and the second in conjunction with the Culinary Capstone courses. Three lecture hours per week. Fall, Spring

**Course Student Learning  
Outcomes**

During and/or upon completion of this course, utilizing correct quiz or test responses and/or by practical demonstrations, according to the grading standards of the instructor, the College and accepted professional industry standards, while demonstrating sufficient mastery of the subject matter, the students will be able to:

1. Identify and explain the dimensions of an Event Experience
2. Develop a site plan based on the physical space to maximum effectiveness and meet goals and objectives
3. Determine awards, souvenirs, and promotional materials appropriate for a specific event
4. Select an appropriate food and beverage menu based on the budget and preferences of the client

5. Document and explain the best practices for maintaining event plans and evaluation

**Credits:** 3

**Prerequisites:**

HOS 121, HOS 137; HOS 255.

**Co-Requisites:**

HOS 255.

Instructional Support Fee Applies

**Human Services**



**SER 101: Introduction to Social Welfare**

This course provides an overview of social welfare in the United States from two perspectives - the development of major policies and practices from the colonial period to the present and the network of systems and services that constitute social welfare today. Three lecture hours per week. Competency met: Multicultural Perspective (5.3), Social Phenomenon (5.4) Fall

**Course Student Learning Outcomes**

By the conclusion of this course, you will:

1. Know how to define social welfare and human services
2. Analyze historical and contemporary societal forces, as well as public perceptions and opinions that shape and influence social policies
3. Become familiar with the intricate relationships between larger societal issues (e.g. politics, the economy, societal values, etc.) and their impact on the delivery of social services to individual consumers/clients;
4. Examine and challenge your own values, beliefs, prejudices, and experiences regarding the social welfare system—and possible career roles you may play in it;
5. Gain an in-depth understanding of why people need help, who gets help and does not, and how that help is given;

6. Visit, research, and critique a helping agency or program of your choosing as an example of a modern social welfare provider; and
7. Develop and refine your oral and written communications skills.

**Credits:** 3

**Prerequisites:**

Passing scores on the College's reading and writing placement tests; or concurrent enrollment in ENG 091 or ENG 092

**SER 120: Readings and Research in Human Services**

This course guides students through the process of searching for and evaluating source material for papers and other research assignments, and provide a framework for the reading and on-going professional education that students face in future internship/ job and education settings. Finding, discussing, and critiquing a variety of research sources constitutes a major portion of the course. One lecture hour per week. Note: There are no prerequisites for this course and SER 120 is open to any student in any program. Not offered every year

**Course Student Learning Outcomes**

Student Learning Outcomes will be developed by the instructor based on the topic and content of the course.

**Credits:** 1

**SER 212: Special Topics in Mental Health**

This is an introductory course consisting of a specialized lecture series presented by Human Services practitioners. The course is designed to develop the technical competence and the philosophical perspective needed for successful employment in the mental health and retardation field. It examines the field through a sociological perspective focusing on the history of treatment models and the experience of individuals in society up through contemporary times. Emphasis is based on environmental arrangements and teaching strategies that enhance a person's skills and enable an individual to function to the fullest potential. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

1. Provide participants with a theoretical base of knowledge necessary to work in human services.
2. Explore one's own attitudes and beliefs which contribute to understanding individuals with neurological, emotional behavioral, and intellectual disorders.
3. Provide participants with highly specialized information necessary to function effectively as human service workers.
4. Provide participants with the technical competencies and/ or certifications needed for employment in the human service field.



5. Foster the principle of normalization as the pervading philosophy in programs for the mentally ill, mentally retarded, or disabled and to educate participants in its implementation.
6. Increase participant's awareness, understanding and knowledge of other races, genders, cultures, and people of handicapped status.
7. Address the sexual and ethnic bias in the social services field in an attempt to reduce this bias in the students.
8. Give participants the tools and skills necessary to find, obtain, and maintain a satisfactory position in the field of human services.

**Credits: 3**

**Prerequisites:**

PSY 101, SOC 101, SER 291, or permission of the program director.

**Co-Requisites:**

PSY 101, SOC 101, SER 291, or permission of the program director.

**SER 225: Social Work Issues: Diversity and Oppression**

Social Workers promote social justice and social change, are responsive to cultural diversity and address all forms of oppression and discrimination. This course introduces the student to the life-long learning process of (1) addressing issues of power and privilege and (2) developing culturally competent social work practices. We will explore issues related to working with diverse groups of people locally and globally with regard to gender, ethnicity, race, citizenship status, sexual orientation, gender identity, socioeconomic level, ability status, age, and faith. Emphasis will be placed on defining and developing skills for culturally competent social work generalist practice through students' self-reflection, experiential learning, and critical analysis of privilege and social inequalities. This course aims to ground students in a strengths-based/ empowerment model and to support students in their work towards a more socially just world. Three lecture hours per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

Upon completion of this course, the student will be able to:

1. Identify and analyze diversity, and difference in practice
2. Identify and analyze social, economic and environmental justice
3. Evaluate how to advance human rights

4. Evaluate policy practice
5. Analyze and evaluate interaction among individuals and within families, groups, organizations and communities

**Credits: 3**

**Prerequisites:**

SER 101.



**SER 251: Principles of Methods of Interviewing**

An introduction to the fundamental principles and basic techniques of the interviewing process. The course is conducted in small groups and in the activity-oriented atmosphere of the workshop. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

1. Apply and demonstrate the foundations of a successful helping relationship.
2. Utilize knowledge about cultural differences and variations within potential client populations.
3. Recognize and employ effective verbal and non-verbal communication skills.
4. Conduct a basic helping interview.
5. Work effectively with a variety of client populations.
6. Demonstrate and apply critical thinking, listening, reading, and writing skills.

**Credits:** 3

**Prerequisites:**

SER 101 and PSY 101 or concurrent enrollment in PSY 101. Students not in Human Services program must have permission of instructor. Instructional Support Fee Applies

**SER 260: Supervision and Leadership in Human Services**

This course is designed for current and potential supervisors, specifically in human services settings. Students gain a deeper understanding of self, strengthen time management and conflict management skills, assess different forms of leadership and supervision in human services settings, develop a strong knowledge base of how each human services supervisor fits into the organization, learn how to supervise within a team to better meet responsibilities to the agency, and understand the team process as an integral part of agency dynamics. Three lecture hours per week. Not offered every year

**Course Student Learning Outcomes**

Students will exhibit the necessary skills and knowledge to be in an effective supervisor position in human services. SER 60 is intended to supplement and enhance the existing human service experience.

**Credits:** 3

**Prerequisites:**

SER 291 or permission of the program director.

**Co-Requisites:**

SER 291 or permission of the program director.

**SER 261: Developmental Disabilities**

This course is an introduction to the broad range of developmental disabilities, including mental retardation, autism, Down and Fetal Alcohol Syndromes, neurological and sensory impairments, and other emotional and behavioral disorders. Effective helping and intervention strategies for working with individuals with developmental disabilities is presented as well as the barriers to community integration and the impact on these individuals, their families, and support networks. Special attention is given to the exploration of societal attitudes toward people with developmental disabilities. Students examine their own biases and beliefs toward this population and the possible roles they may play as change agents in society. Three lecture hours per week. Not offered every year

**Course Student Learning Outcomes**

- Learning outcomes include:
- Participant empowerment
  - Community service and networking
  - Advocacy
  - Vocational, Educational, and Career Support
  - Communication
  - Facilitation of Services
  - Community Living Skills and Supports

**Credits:** 3

**Prerequisites:**

PSY 101 or permission of the program director.

**Co-Requisites:**

PSY 101 or permission of the program director.



**SER 290: Pre-Internship Planning Workshop**

In this interactive workshop, students research and select an appropriate agency site for their required Human Services internship. Considerable attention is paid to examining one's own values and motivations, determining preferred work style and setting, and selecting desired client population(s). Actual agency visits and in-person interviews with prospective internship supervisors are required. A significant amount of out-of-class time is needed for interviews, tours, orientations, and/or screening that are an important part of most agency's intern selection process. One lecture hour per week. Spring

**Course Student Learning Outcomes**

Students will refine their own self-awareness and values clarification skills in the preliminary part of this experience, as well as later skills in job-seeking, informational interviewing, time management, paperwork compliance and deadlines, and other career related competencies.

**Credits:** 1

**Prerequisites:**

SER 251 or SER 261 or permission of the program director.

**Co-Requisites:**

SER 251 or SER 261 or permission of the program director.

**SER 291: Field Experience and Seminar I**

Fieldwork placement allows students to gain direct and supervised on-the-job experience in the human services field. Theories relevant to social services are tested in the reality of actual agency practice and are further analyzed in a classroom-based and/or Web-based discussion seminar. All fieldwork placements are arranged with and approved by the program director. A minimum of 12 and a maximum of 16 contact hours per week (total of 125 supervised agency hours) in an approved fieldwork agency and up to 2 hours of seminar/discussion each week. Fall

**Course Student Learning Outcomes**

In general, students will learn to successfully function as an entry-level professional human services worker in an agency setting chosen according to their future career and/or educational interests.

**Credits:** 5

**Prerequisites:**

SER 290 or permission of the program director.

Instructional Support Fee Applies

**SER 292: Field Experience and Seminar II**

This course is a continuation of SER 291 and continues the student's agency-based Human Services internship placement and the accompanying classroom-based and/or Web-based discussion seminar. A minimum of 12 and a maximum of 16 contact hours per week (total - 175 supervised agency hours) in an approved fieldwork agency and up to 2 hours of seminar/discussion each week. Spring

**Course Student Learning Outcomes**

Students will continue to learn to successfully function as an entry-level professional human services worker in an agency setting chosen according to their future career and/or educational interests. Both their agency internship duties and responsibilities and the concurrent seminar discussion activities are presumed to reflect higher levels of competency than in SER 91 first seminar of this 2-semester sequence (for degree students).

**Credits:** 6

**Prerequisites:**

SER 291 or permission of the program director.

Instructional Support Fee Applies



## Humanities

### **HUM 101: Human Expression Across Time and Space**

HUM 101 introduces students to the development of different types of human expression - including art, architecture, literature, theater, music, and philosophy - from around the globe from prehistorical times to the present. Students will also explore motivations for, similarities and differences among, and changes in the different types of human expression. Students will consider how the various types inform one another, shape society, and are shaped by society. Three lecture hours per week. Fall, Spring, Summer

### **Course Student Learning Outcomes**

1. Build and demonstrate vocabulary and concepts relating to the humanities disciplines, including art, architecture, music, theater, philosophy, and literature.
2. Develop an awareness of the interdisciplinary nature of issues within the humanities.
3. Recognize how the humanities disciplines respond to and reflect the historical contexts of time, place, environment, technology, Earth, and social condition.
4. Identify and relate themes of power, oppression, and justice to course materials and society.
5. Demonstrate knowledge and understanding of a society or culture outside of the United States.

6. Interpret the humanities using critical thinking and disciplined reasoning in a variety of formats including written and oral communication.
7. Utilize college centers and resources.

**Credits:** 3

**Prerequisites:**

ENG 101 or permission of instructor.

**Co-Requisites:**

ENG 101 or permission of instructor.

Instructional Support Fee Applies



**HUM 110: Introduction to Queer-Feminist Studies**

HUM 110 is an introductory survey course providing students an overview of queer-feminist studies through major writers and thinkers within the field. Taking an interdisciplinary approach, the course will provide historical background for how western culture created and structured gender and sexuality and contemporary theories which took issue with such structurings and sought to undermine them through deconstruction of gender binaries. Themes include the construction of gender and sexual identity, material oppression based on gender or sexual difference, the state and power in relation to gender equality social movements, the role of queer and feminist theories in a transnational context, and ways of imagining otherwise. In revealing sex and gender as integral axes of analysis in our culture, this course will provide critical skills to assess western culture and act in accordingly ethical ways. In addition to queer theory and feminist theory, other concepts covered could be critical ethnic studies, disability studies, neoliberalism, and migration studies. Readings may include: *Passing* by Nella Larson, *Nightwood* by Djuna Barnes, *Giovanni's Room* by James Baldwin, *The Left Hand of Darkness* by Ursula K. Le Guin and readings by Michel Foucault, Judith Butler, and Audre Lorde. Three lecture hours per week.

Competencies met: Critical Thinking, Ethical Dimensions, Global and Historic Awareness, Human Expression, Multicultural

and Social Perspectives, Oral Communication, Written Communication. Fall, Spring

**Course Student Learning Outcomes**

1. Identify and explain the major principles and concepts that form the basis of knowledge in the humanities.
2. Execute ethical reasoning to a variety of situations and human experience.
3. Recognize feminism as a social movement and the social construction of gender.
4. Distinguish the basis of queer theories rise in the 20th century and its main tenets.
5. Create verbal and/or written arguments synthesizing gender, sexuality, and society.

**Credits:** 3

**Prerequisites:**  
**ENG 101**

**HUM 120: Practicing Intersectionality in Literature and Film**

HUM 120 focuses on intersectionality as a way to understand the unique lived experience of those most marginalized in society. We will begin with Kimberlé Crenshaw's coining of the term "intersectionality" in 1989 as way to discuss justice for those with identities situated at the intersections of overlapping modes of discrimination and move to study a variety of films and texts that demonstrate the interrelated axes of race, class, gender, sexuality, borderlands, migration, and nationality in visually complex ways. Specific attention is given to images and film, and how they characterize and shape our everyday lives. The course instructs how to recognize, read, and analyze visual media within the social, cultural, and political contexts of cinema. Intersectionality is considered as a praxis, as we bring this theory into the real world through applied readings to visual culture, (social) media, literature, and pop culture. Three lecture hours per week.

**Course Student Learning Outcomes**

1. Identify major theoretical concepts that undergird film.
2. Describe key historical themes in film studies.
3. Analyze cinema and visual cultural using critical theory.
4. Demonstrate knowledge and understanding of U.S. history and society through verbal and/or



written expression.

5. Demonstrate knowledge of a subculture or relationships among subcultures within U.S. society through verbal and/or written expression.

6. Analyze different literary and cinematic representations of American subcultures and minority groups and articulate valid arguments on these issues.

**Credits: 3**

**Prerequisites:**

A passing score on the College's writing and reading placement tests or a passing grade in ENG 091.

**HUM 150: Ecoliteracy, Education and Society**

This course investigates how educational theory and practice should respond to 21st Century ecological challenges such as climate change, health and food crises, degradation of culture, language and knowledge, as well as the destruction of sustainable indigenous practices and other convivial social relationships under globalization. Through a vigorous survey of contemporary postindustrial society, the course tries to offer practical and theoretical venues for sustainable educational experiences. Students are introduced to multiple educational perspectives to literacy and learning, which address the crucial inter-relationship of all life and all living things, in an effort to foster sustainable and democratic sensibilities of learning, knowledge and society.

Competency met: Critical Analysis (1.0); Global Awareness (5.2); Multicultural Perspective (5.3); Social Phenomenon (5.4); Humanities (6.0); Ethical Dimensions (7.0) Three lecture hours per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Conceptualize and initiate dialogues for democratic educational experiences and practices within social and environmental equity frameworks.
2. Utilize and integrate a critical pedagogy lens into surveying

and analyzing the socio-political origins and historical development of ecoliteracy and ecojustice education.

3. Demonstrate and describe the connections between culture and nature, while developing a perspective on sustainable and resilient relationships between cultural diversity and biodiversity.
4. By questioning historical and contemporary discourses of everyday life and social change, evaluate and develop pedagogical approaches and learning practices that can be used in educational (and other social settings) for cultivating sustainability, peace and equity.
5. Identify and follow local and global environmental issues as they pertain to nature and ecology in order to imagine and develop sustainable alternatives in learning and educational settings.

**Credits: 3**

**Prerequisites:**

A passing score on the College's reading and English placement tests or C or better in ENG 091 or ENG 092.



**HUM 156: Fundamentals of Interpreting and Translating**

This course presents an in-depth study of the interpreting and translating profession, beginning with the underlying differences between the interpreting and translating process. Students examine various models of the interpreting process for consecutive and simultaneous interpreting as well as the best practices for sight and written translation. The course focuses on both roles of interpreter/translator and the fundamentals of their vocation, including ethical behavior, professional standards, business practices, cross-cultural mediation, settings, audience, and special populations. Students explore the various professional associations and literature available, pertinent laws, opportunities for further study or employment, and/or the procedures and requisites of credentialing. Three lecture hours per week. Instructional support fee applies. Fall, Spring

**Course Student Learning Outcomes**

1. Define translation vs. interpretation.
2. Explore and discuss ethics (of the interpreter profession) and pertinent laws/regulations.
3. Explain the role, responsibilities, and business practices of an interpreter/translator.
4. Identify further training programs and certifications/licenses.

5. Explain various models of the interpreting process.

**Credits:** 3

**Prerequisites:**

ENG 101.

**Co-Requisites:**

ENG 101.

Instructional Support Fee Applies

**HUM 157: Old Testament**

This course examines the major books of the Old Testament from historical, literary, and philosophical perspectives and through a variety of critical lenses. Its influence on literature, film, theater, and global culture will be considered as well as its relevance to the modern secular world. Three lecture hours per week. Competency met: Human Expression. Fall

**Course Student Learning Outcomes**

1. Explain the ways in which the text has shaped cultural identities around the world and contributed to systems of oppression.
2. Appraise the philosophical and literary merits of the Old Testament and materials inspired by it.
3. Illustrate how the Old Testament reflects a variety of philosophical perspectives and illuminates the complexities of the human condition.
4. Compose literary analyses of the text using a variety of theoretical perspectives.
5. Distinguish between biblical literary genres.
6. Link the biblical literary genres to the significant time periods in which they were written.

**Credits:** 3

**Prerequisites:**

ENG 101



**HUM 158: New Testament**

This course examines the major books of the New Testament from historical, literary, and philosophical perspectives and through a variety of critical lenses. Its influence on literature, film, theater, and global culture will be considered as well as its relevance to the modern secular world. Competency met: Human Expression. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

1. Explain the ways in which the text has shaped cultural identities around the world and contributed to systems of oppression.
2. Appraise the philosophical and literary merits of the text for its contributions to the global literary canon.
3. Explain how the text reflects a variety of philosophical perspectives and illuminates the complexities of the human condition.
4. Compose literary analyses of the text using a variety of theoretical perspectives.
5. Analyze the intended audiences of the major books and contrast the narrative conventions used by their respective authors.

**Credits:** 3

**Prerequisites:**

ENG 101 or permission of instructor.

**Co-Requisites:**

ENG 101 or permission of instructor.

**HUM 251: Topics in Humanities and the Arts**

A one-semester course on a specified topic or period in the arts, literature, philosophy, or the humanities. Topics or major themes are announced each semester. Three lecture hours per week. Competency met: Humanities (6.0) Fall, Spring  
**Credits:** 3  
**Prerequisites:** ENG 102.

**HUM 260: The Criminal in Contemporary Popular Culture**

This interdisciplinary seminar traces the archetype of the criminal across the arts, including literature, film, music, theatre, literary non-fiction, graphic novels, cartoons, architecture, and the fine arts. The way in which socioeconomics, racism, homophobia, and gender discrimination influence the criminal archetype will be considered as will the historical context of the texts assigned. The course will examine the impact that this archetype has made upon popular culture through a variety of critical lenses. Writers and artists are chosen broadly, such as Fyodor Dostoevsky, Ian Fleming, Mario Puzo, Erik Larson, Dr. Dre, and Viet Than Huyen. Three lecture hours per week. Competencies Met: Ethical Dimensions, Human Expression. Spring.

**Course Student Learning Outcomes**

1. Explain how works of art reflect cultural values that are shaped by personal biases.
2. Interrogate their core beliefs about what constitutes criminal behavior.
3. Analyze the ethical implications of how various forms of discrimination lead to the criminalization of certain populations in the arts.
4. Appraise the aesthetic and literary value of artifacts.
5. Analyze how these artifacts reflect and influence the complex ethical issues surrounding the human condition.



6. Analyze various artifacts using a diversity of critical perspectives.
7. Create interpretations of these artifacts using written and multi-modal responses.

**Credits:** 3

**Prerequisites:**

ENG 102 or permission of instructor.

**HUM 264: An Honors Interdisciplinary Seminar on the Holocaust**

The Holocaust, or as it has come to be known, the Shoah, is one of the most horrific events in all of world history. Even more than 50 years after the fact, the world continues to struggle with the enormity of this human catastrophe. Nevertheless, a body of writing--both historical and literary--exists that enables us to confront this key moment in world history. This course serves as an introduction to this work. Students gain an understanding of the historical facts, including circumstances leading up to the Holocaust itself and the event's critical aftermath. In addition, students reflect on the role of literature, principally through accounts of that time written by survivors and the children of survivors in the struggle to represent an event that many have described as beyond the limits of language to capture. Three lecture hours per week.  
Competency met: Multicultural Perspective (5.3); Humanities (6.0); Ethical Dimensions (7.0)  
Spring

**Course Student Learning Outcomes**

1. Collect relevant historical facts, including circumstances leading up to the Holocaust itself and the event's critical aftermath.
2. Ascertain the role of literary and of rhetorical genres, including accounts written by survivors and the children of

survivors, in the representation of the Holocaust.

3. Demonstrate an awareness of habits of mind characteristic of the disciplines of history and English (including rhetoric).
4. Create interdisciplinary connections between the above disciplines.
5. Articulate an awareness of those connections.

**Credits:** 3

**Prerequisites:**

ENG 101 and ENG 102. Open to Commonwealth Honors Program students and others with permission of instructor.



**HUM 272: Exploring Death and Dying in the Humanities**

This course examines portrayals of death and dying through literature, philosophy and the arts. Students will examine works from specific historical periods such as ancient Greece, early Christianity, and the Renaissance. Students will evaluate works from both in and outside of the artistic and literary canons as a means of understanding the diverse spectrum of human expression. Competency met: Multicultural Perspective. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

To explain and compare portrayals of death in at least three specific historical periods. To develop critical thinking skills by close reading and analysis of a variety of texts in a variety of disciplines. To identify and analyze the diverse range of artistic expressions pertaining to death along the strata of mainstream and marginalized voices in society. To apply critical insights gained from these texts to a contemporary understanding of what death means to humanity. To develop the ability through essays, projects and in-class exams to synthesize and discuss in a written form insights gained from reading and lecture.

**Credits: 3**

**Prerequisites:**

ENG 102.

Instructional Support Fee Applies

**HUM 291: Honors Seminar in Postmodern Studies**

This interdisciplinary humanities course introduces postmodern theory as it applies to contemporary popular art, architecture, literature, philosophy, music, film, and the Web. Considered as both a reaction to modernism and an extension of American civil rights and counterculture movements, postmodern texts challenge culturally oppressive notions of Absolute Truth through the practice of deconstruction. Students create a final project that may be showcased at a state-wide conference. Practitioners may include The Beatles, Jorge Luis Borges, Caryl Churchill, Don DeLillo, Jacques Derrida, Matt Drudge, Philip Glass, Michael Graves, Marshall McLuhan, Camille Paglia, Suzi-Lori Parks, Art Spiegelman, and Andy Warhol. Competency Met: Multicultural Perspective (5.3); Ethical Dimensions (7.0). Three hours of lecture per week. Fall

**Course Student Learning Outcomes**

Students who successfully complete this course will be able to:

1. Become conversant with postmodern discourse: its language, art, theory and thinkers
2. Distinguish a modern text from that of a postmodern text
3. Understand how postmodernism was borne



out of the civil rights and counter culture movements of the 1960's

4. Apply postmodern theory to a variety of texts and genres from popular culture
5. Demonstrate the ability to deconstruct a "text"
6. Understand the ethical dimensions of flattening hierarchies
7. Produce a work of multi-media art/discourse which embodies the tenets of postmodernism

**Credits: 3**

**Prerequisites:**

Enrollment in the Commonwealth Honors Program or permission of the instructor.

Instructional Support Fee Applies

**HUM 390: Fieldwork in Interpreting Portuguese/Spanish**

This capstone course provides students with actual field experience in the interpreting/translating field in combination with a one-hour professional development seminar in class. Students spend 90 supervised hours in their pre-approved placements. Students are expected to spend approximately 20 hours shadowing a professional interpreter and 70 hours interpreting/ (sight) translating in a community hospital, medical office, human services agency, legal office, court, or institution. The seminar provides students with a safe environment to analyze and reflect on their experiences, performance and progress as well as to prepare for employment. Fall, Spring; not offered every year.

**Course Student Learning Outcomes**

1. Students will be able to effectively interpret face-to-face encounters in one-on-one situations and small groups of different participants.
2. Graduates of the program will be prepared to apply the required professional standards, practices, and ethics, to their work.
3. Students will demonstrate an understanding of multicultural approaches necessary for an effective bilingual and bi-cultural practice in their jobs.

**Credits: 3**

**Prerequisites:**

For Spanish: ENG 101, HUM 156, SPA 321, SPA 322, SPA 353, SPA 354 with a grade of "C" or better; COM 160 and CRJ 101 or CRJ 113 or MAA 101. For Portuguese: ENG 101, HUM 156, POR 321, POR 322, POR 352, POR 353 with a grade of "C" or better; COM 160 and CRJ 101 or CRJ 113 or MAA 101.



## Legal Studies

### **LGL 281: Law Office Procedures**

This course emphasizes the administrative duties of the legal administrative assistant. Topics cover professional certification, ethics, oral and written communication, using the Internet for research, working with office equipment and basic office functions of answering the telephone, handling mail, filing, calendaring, and keeping financial records. Microsoft Outlook and Excel are used to develop core-level competencies and prepare the student to take the Microsoft Office Outlook and Excel Specialist certificate exams. Three lecture hours per week. Spring

4. Understand the ethical standards required by the legal profession and be able to apply them within the work setting
5. Use Microsoft Outlook and Microsoft Excel in performing legal office functions

**Credits:** 3

**Prerequisites:**

OFC 113 and OFC 117 with a grade of C or better or permission of the instructor.

Instructional Support Fee Applies

### Course Student Learning Outcomes

Students will be able to:

1. Talk in general about professional associations to which they might belong and to be specifically aware of the advantages of membership in NALS—the association for legal professionals
2. Understand the process for seeking ALS, PLS, and/or PP certification – professional certifications offered through NALS for basic certification [ALS], advanced certification [PLS], or professional paralegal certification [PP].
3. Perform legal office functions, i.e., receptionist duties, mail, telephone, scheduling appointments, calendaring, copying, faxing, e-mailing, preparing letters and memos, etc.



**LGL 282: Legal Document Processing**

This course presents the fundamentals of legal document preparation. Students develop the formatting and editing skills needed for processing a variety of both court and non-court legal documents commonly used in law offices. The course develops further keyboarding speed and accuracy. The course requires a minimum keyboarding speed of 40 wpm to pass the course. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

1. Talk in general about professional associations to which they might belong and to be specifically aware of the advantages of membership in NALS—the association for legal professionals.
2. Understand the process for seeking ALS, PLS, and/or PP certification – professional certifications offered through NALS for basic certification [ALS], advanced certification [PLS], or professional paralegal certification [PP].
3. Perform legal office functions, i.e., receptionist duties, mail, telephone, scheduling appointments, calendaring, copying, faxing, e-mailing, preparing letters and memos, etc.
4. Understand the ethical standards required by the legal profession and be able to apply them within the work setting.

5. Use Microsoft Outlook and Microsoft Excel in performing legal office functions.

**Credits:** 3

**Prerequisites:**

OFC 113 and OFC 117 with a grade of C or better or permission of the instructor.

**LGL 284: Legal Transcription**

This course develops skills in legal transcription, where documents are converted from the spoken word to printed form. Students apply communication skills, problem-solving skills, and technical skills as they learn to transcribe legal documents, correspondence, and instruments using correct formatting, punctuation, and spelling. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

Students will be able to:

1. Use a transcriber to produce legal documents from voice recordings to typewritten hard copy
2. Apply proofreading, editing, vocabulary, grammar, spelling, and punctuation skills to the production of "mailable" work

**Credits:** 3

**Prerequisites:**

LGL 282 and OFC 120 with a grade of C or better or permission of the instructor.

Instructional Support Fee Applies

**LGL 290: Legal Studies Seminar**

This capstone course prepares students for employment within the legal profession as a paralegal or legal administrative assistant. Skills in oral and written communication, using technology to find a job, problem solving, and working collaboratively will be enhanced. Each student will prepare an employment portfolio highlighting the achievement of program outcomes. Three lecture hours per week. Fall; Spring

**Course Student Learning Outcomes**

1. Compose and produce a professional resume for a legal career.
2. Compose and produce cover letters and follow-up letters.
3. Conduct research on legal careers using printed materials and electronic resources.
4. Conduct research on prospective employers using electronic resources.
5. Dress for success.
6. Present oneself professionally in an interview.
7. Take typical employment tests with confidence.
8. Develop self-confidence in seeking employment and in working with others as part of a team.

**Credits:** 3

**Prerequisites:**

Completion of 12 credits of program courses or permission of the instructor.



## Leisure Service Management

### **LSM 101: Introduction to Sport Management**

This course explores and analyzes sport and recreation from philosophical, historical, and organizational perspectives. It also introduces the student to the field of sport management, examining professional opportunities available, resume writing, and professional networking in the field. Three lecture hours per week. Fall

### Course Student Learning Outcomes

1. Identify the role that sports and recreation play in today's society.
2. Describe general philosophical principles that influence the management of sport and recreational activities.
3. Explain basic theoretical foundations relevant to the organization and delivery of sport and recreation organizations.
4. Describe how public, non-profit, and commercial enterprises organize and deliver sport and recreation services.
5. Identify a variety of positions available in sport-recreation related careers.

**Credits: 3**

### **LSM 123: Sport as Popular Culture**

This course covers a broad range of topics that explore sport as a significant part of popular culture. These topics include the analysis of the production and consumption of sport and leisure as an aspect of contemporary popular culture; the relationship between sport and leisure and the economy, the media, and politics; and the impact of class, race, gender, ethnicity, and nationality. Three lecture hours per week. Spring

### Course Student Learning Outcomes

1. Describe similarities and differences in the production, meaning, promotion, and consumption of sport in selected nations.
2. Analyze selected elements of the sport industries, systems, and practices in the global marketplace.
3. Examine essential cross-cultural understanding and effective communication skills necessary to promote international growth in the sport industries.
4. Discuss the importance of cross-cultural considerations in the global expansion of sport and leisure industries.

**Credits: 3**

### **LSM 231: Facility Design and Event Management**

This course examines the processes for managing sport and event enterprises. It gives specific attention to the design and management of a sport facility as well as the skills and processes associated with administration of a sport event, whether it be participant-centered or spectator-centered. Three lecture hours per week. Fall

### Course Student Learning Outcomes

1. Construct a detailed event, organizational marketing plan.
2. Determine the feasibility of bidding, hosting, and awarding events.
3. Analyze risks, financial and legal, associated with producing and hosting sporting events.
4. Utilize appropriate media sources for event promotional purposes.
5. Discuss the importance of the master planning process as it relates to the management of recreation, sport, and park areas and facilities.
6. Relate the processes associated with the acquisition of new areas and the construction of new facilities.
7. Examine specific techniques that can be applied to the management of activity or sport specific sites, areas, and facilities.

**Credits: 3**



**Prerequisites:**

LSM 101 or permission of instructor.

**LSM 233: Sport Marketing and Sales**

This course provides an in-depth analysis of the various techniques and strategies of marketing and sales in the sport environment. It examines basic marketing and sales concepts with applications to the uniqueness of the sport and leisure industry: event marketing, sponsorship, licensing, sport information, sales and public relations. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Distinguish independent components of the marketing mix, describing each component's contribution to the management and operation of a sport organization.
2. Generate and interpret sport marketing research.
3. Develop the fundamental components of a strategic sport marketing plan.
4. Link market research findings with market strategy development.
5. Interpret consumer behavior principles as they specifically relate to the consumption (participation and mediation) of sport related products and services.

**Credits:** 3

**Prerequisites:**

LSM 101 and MAR 101, or permission of instructor.

**LSM 241: Legal and Ethical Aspects of Sport**

This course provides an analysis of the legal and ethical aspects of the sport environment. Topics discussed include negligence; liability; control of amateur, professional, and school sport; violence/crowd control; product liability; risk management; and selected current issues. Three lecture hours per week. Competency met: Ethical Dimensions (7.0) Spring

**Course Student Learning Outcomes**

1. Discuss legal issues and statutory regulations impacting the sport industry.
2. Examine the process of ethical decision-making related to sport.
3. Apply the code of ethics, philosophy, principles, and values that provide the cornerstone of the sport and recreation profession.
4. Discuss tort law and its application to the sport and leisure industry.
5. Examine potential liability for injuries in the supervision, management, and conduct of sport and leisure activities and propose strategies for limiting liability.

**Credits:** 3

**Prerequisites:**

LSM 101 and LSM 231, or permission of instructor.

**LSM 243: Budgeting and Financing Sport**

This course analyzes financial concepts and theories and their application in the professional, intercollegiate, recreational, and commercial sport environments. Topics include revenues and expenses of professional, intercollegiate and private sport industries; issues impacting these revenues and expenses; budgeting methods; economic impact; fundraising at the intercollegiate level; ownership in sport, and public and private funding for non-profit sport programs. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

1. Examine the various segments of the sport economy.
2. Employ budgeting principles and procedures as applied to sports management.
3. Analyze current financial issues within the sport field.
4. Examine the economic impact generated by sport and methods of measuring such impact.

**Credits:** 3

**Prerequisites:**

LSM 101 and LSM 231, or permission of instructor.



## Management

### **MAN 101: Principles of Management**

This course emphasizes the global perspective in management principles. The overall objective is to introduce the student to the world of the modern first-line and middle-level manager. The course focuses on the behavioral and functional nature of management and presents contemporary management challenges related to cultural diversity and the global business environment. Three lecture hours per week. Fall, Spring, Summer

### Course Student Learning Outcomes

1. Describe the process, power structure, tools and management theories of controlling an organization.
2. Define the purpose and primacy of the planning process.
3. Describe Organizational theory and design, including alternatives organizational structures, various approaches to the coordination of organization activities, and importance of group dynamics.
4. Explain that influencing in an organization integrates leadership, communication and motivation.
5. Describe the process, power structure, tools and management theories of controlling an organization.

**Credits: 3**

### **MAN 118: Workshop in Team Development and Managerial Communication**

This course emphasizes the development of managerial skills through individual and team participation. Students role-play and participate in workshop activities to improve their communication skills, managerial techniques, teamwork, and leadership abilities. This course integrates aspects of retailing operations along with the skills required to be an effective leader. One lecture hour per week. Fall, Spring, Summer

### Course Student Learning Outcomes

1. Indicate the differences between leadership and management.
2. Demonstrate an understanding of various leadership styles.
3. Identify situations in which certain leadership styles are more effective than others.
4. Be able to identify leadership abilities and style within themselves.
5. Explain ethical leadership, and its importance.
6. Describe the type of leader they strive to be.

**Credits: 1**

### **MAN 152: Purchasing**

A survey of procurement functions, the course deals with definition of function, responsibilities, and relationship to the organization, considering relevant purchasing personnel and assisting them in handling responsibilities. Three lecture hours per week. Fall

### Course Student Learning Outcomes

After successfully completing this course students will be able to:

1. Apply the skills necessary to collaborate across an organization, understand and support the organization's policies, and adapt to the ever-changing work environment.
2. Utilize supply chain concepts and vocabulary related to sourcing, quality, transportation, storage, and negotiation strategies to effectively procure, move and store goods and services.
3. Apply principles of materials and supply chain management.
4. Understand the importance of supply chain management's role in today's business environment.
5. Become familiar with current supply chain management trends.
6. Develop and utilize critical management skills such as negotiating, working effectively within a diverse business environment, ethical decision-making and use of information technology.



7. Demonstrate the use of effective written communication skills as applied to business problems.

**Credits:** 3

**Recommended:**

MAN 101 and BUS 111.

**MAN 154: Small Business Management**

This course is designed to supply prospective and current small business managers with the essential concepts of starting and operating small businesses. The course includes problems in initiating the business, financial and administrative control, marketing programs and policies, economic, legal, and social relationships. The course discusses case studies involving actual business situations. Competency met: Ethical Dimensions (7.0) Fall, Spring, Summer

**Course Student Learning Outcomes**

After completing this course students will be able to:

1. Have a fundamental understanding of the most critical areas in small business management.
2. Comprehend the legal, ethical obligations, and social environment of owning a business.
3. Explain the model of the start-up process for an entrepreneurial venture and small business management.
4. Develop an appreciation of the role of new ventures in creating wealth and jobs for the economy.
5. Understand the process of entrepreneurship and ways to manage the process including some of the ethical dilemmas that entrepreneurs may face.

6. Define the role of entrepreneurship within society, and how it manifests itself in different contexts.
7. Analyze small business external and internal environments: competitors, customers, suppliers, legal issues, financing, ethical issues, and social responsibility.
8. Illustrate the strategic and operational fundamentals of managing an entrepreneurial business from innovation, implementation, to growth and maturity.
9. Assess the set of feasibility considerations associated with various funding options or sources of financing.

**Credits:** 3

**Recommended:**

MAN 101 and MAR 101.



**MAN 251: Human Resources Management**

A study of the philosophy and policy considerations that are basic in sound personnel practices. Emphasis is placed on the components of a full human resource management program including recruitment, selection, training, evaluation, compensation and labor relations. Behavioral science contributions to the personnel function are an integral part of the course. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

Upon successful completion of this course, the student will understand:

1. The application of HR practices in all organizations.
2. The historical rationale for laws that caused the implementation of certain HR requirements.
3. Hiring and selection criteria and laws surrounding these activities.
4. Benefit laws and employee rights covered under these laws (COBRA, ERISA, etc.).
5. Employer obligation under Workers Compensation and OSHA.
6. Management practices and behavioral styles in organizations.
7. Compensation practices and laws that impact pay practices.
8. Performance evaluation practices and impact on organizational culture.

9. Employee relations topics as they relate to employee accountability, union avoidance and labor relations.
10. Organizational development, employee training and methods of delivery.

**Credits:** 3

**Prerequisites:**

MAN 101 with a grade of C or better or permission of department chair.

**MAN 290: Managing an Enterprise**

This course covers the essential concepts of managing a wide range of for-profit and non-profit enterprises. Course material is presented within the context of a global-operating environment. It includes, but is not limited to, three dimensions of the successful practice of management: managing an existing enterprise, preparing for the future, and managing oneself. Research involving actual organizational situations is used. Completion of ACC 102 and MAR 101 prior to enrollment is recommended. Three lecture hours per week. Competency met: Global Awareness (5.2) Fall, Spring

**Course Student Learning Outcomes**

1. Explain how factors of culture, economics, legal requirements, political activity, technology, the internet and the news media affect the operation of organizations in a global environment.
2. Explain the role in which management plays in today's dynamic global organization and discuss the various leadership styles that are effective in managing and motivating in these ever-changing times.
3. Explain the various ethical issues and their impact they can have on managing a competitive company.
4. Identify the current trends within the existing business



market that affect managers short-term and long-term decisions.

5. Demonstrate an application of critical thinking as well as communication skills.
6. Demonstrate the skills needed to develop ideas and make decisions based on ethics, proper research, analysis, and critical thinking.

**Credits:** 3

**Prerequisites:**

MAN 101 or permission of the Business Administration department chair.

## Marketing

### **MAR 101: Principles of Marketing**

This course emphasizes the global perspective in marketing principles. The course presents basic marketing concepts, marketing functions, institutions, policies, and marketing systems as they relate to the challenges of diverse cultures and the global business environment. Three lecture hours per week. Fall, Spring, Summer

### Course Student Learning Outcomes

1. Explain how factors of culture, economics, legal requirements, political activity, technology, the internet and the news media affect the operation of organizations in a global environment.
2. Demonstrate the skills needed to develop ideas and make decisions based on ethics, proper research, analysis, and critical thinking.
3. Apply basic marketing principles to recommend and develop a strategy to solve a marketing business challenge.
4. Demonstrate the interpersonal skills to communicate effectively through discussing course material with fellow students, developing a written marketing project, presentations, and conducting constructive peer-to-peer feed-back.

**Credits:** 3



**MAR 114: Sales Principles**

This course focuses on the changing, dynamic nature of professional selling and the people who choose a career in it. The course emphasizes the salesperson, the company and sales techniques. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. Improve the understanding of personal selling as a major function within the marketing and promotional mix of an organization.
2. Develop an understanding of identifying and profiling a target audience.
3. Develop an understanding for effective prospecting and sales call planning.
4. Develop skills to conduct an effective need assessment.
5. Strengthen the knowledge of the principles of selling.
6. Ethical and legal issues in relationship selling.
7. Develop and understand value added selling.
8. Develop an understanding of negotiation techniques.
9. Understand the importance of communication in the selling process.
10. Develop an understanding of value added selling Relationship selling.

**Credits: 3**

**Recommended:**  
MAR 101 first.

**MAR 253: Sales Management**

The course is designed to provide students with the background that will enable them to be more effective managers at all levels in a firm. Emphasis is placed on the planning function of management involving methods used in sales analysis and planning. Principles of management as they relate to the sales organization are reviewed and sales management activities involved in maintaining an effective sales force are detailed. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

Student Learning Objectives (Jon Bjornson and Nicole Hall)  
Upon successful completion of the course, students should have a basic understanding of:

1. The crucial role sales management plays within a business.
2. The field of sales force management.
3. The personal selling process.
4. The principles of organizing, staffing, and training of a sales force.
5. The principles of directing sales force operations.
6. Sales forecasting and budgeting.
7. Sales territories.
8. Evaluating sales performance.
9. Ethical and legal responsibilities of the Sales Manager.

Student Learning Objectives (April Lynch)

1. Realize the importance of sales management in meeting company's revenue expectations, distribution strategies and market penetration goals.
2. Understand all elements of the personal selling process.
3. Identify and apply all of the elements needed in a sales management plan including the organizing, directing, staffing and training of a sales force.
4. Differentiating strategies for developing quotas and metrics used to create and measure the effectiveness of sales territories.
5. Evaluating sales performance using a number of metrics.
6. Understanding the ethical and legal responsibilities of sales managers.
7. Applying the process of sales forecasting and budgeting when making staffing and sales territory decisions.

**Credits: 3**

**Prerequisites:**

C or better in MAR 101 and MAN 101 or permission of department chair.



**MAR 255: Advertising Principles**

An introduction to advertising, including types of advertising, planning and preparation of advertising, and evaluation and selection of media. Three lecture hours per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Understand the role in which advertising and public relations plays in an organization's communications plan and in today's competitive global economy.
2. Understand the processes companies use to develop and assess ad campaigns and media buying.
3. Understand the various elements of an ad and their importance to supporting a company's positioning of its products/services.
4. Discuss the factors that affect the creation of ads, both from a creative, as well as a logistical standpoint.
5. Identify target audiences, key messaging, copy content, and calls to action.
6. Understand the various mediums that companies use to deliver their messages.
7. Understand the role that public relation plays in today's dynamic advertising campaigns and the relative importance of PR in shaping our perceptions of various companies.
8. View ads differently and to begin asking yourself why

companies are targeting you as a consumer with certain types of ads.

9. Discuss and explore the various ethical issues relative to advertising, particularly our expectations as consumers.
10. Identify and asses current advertising campaigns currently being used in the marketplace and discuss the effects on the individual company's sales growth and brand development.

**Credits:** 3

**Recommended:**

MAR 101 first.

**Mathematics**



**MTH 060: Topics in Developmental Mathematics**

This course presents selected topics in developmental math to support students registered for a paired college-level mathematics course. Topics will be selected by the Mathematics Department to coincide with those needed in the college-level course. Three lecture hours per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

Students who successfully complete this course might be able to:

1. Demonstrate study skills and habits necessary to succeed in a college math class.
2. Perform all arithmetic operations on whole numbers, integers, fractions and decimals (rational numbers), including order of operations, exponential notation, and comparing numbers.
3. Use the properties of real numbers (commutative, associative, and distributive) to manipulate and evaluate arithmetic expressions.
4. Convert between fraction notation, decimal notation, and percent notation and solve applications.
5. Use the concept of perimeter, area, and volume in real world applications.
6. Find mean, median, and modes of data set.

7. Read pictographs, bar graphs, histograms, circle graphs, and line graphs.
8. Convert between standard notation and scientific notation.
9. Apply ratios and proportions to real world applications.
10. Use the metric and American measurement systems to solve real-world applications, including unit conversions.
11. Evaluate formulas and solve formulas for a given variable.
12. Graph linear equations and inequalities, find the slope and intercepts of lines, and solve related real-world applications.
13. Write an equation of a line in slope-intercept form, point-slope form, and standard form and solve related real-world applications.
14. Solve systems of linear equations graphically, by substitutions, by elimination, including real-world applications.
15. Solve linear inequalities algebraically and systems of linear inequalities in two variables graphically, including real-world problem applications.
16. Evaluate exponential expressions, use rules of exponents with integer exponents.
17. Evaluate, add, subtract, multiply, and divide polynomials.
18. Determine the greatest common factor of an expression by grouping.
19. Factor trinomial of the form  $x^2+bx+c$ , perfect square

- trinomial, the difference of two squares, sum and differences of two cubes.
20. Solve quadratic equations by factoring, including real-world applications.
21. Simplify and perform arithmetic operations on rational expressions.
22. Simplify and perform arithmetic operations on radical expressions and expressions with rational exponents.
23. Solve rational and radical equations.

**Credits:** 3

**Co-Requisites:**

MTH 119S, MTH 125S, MTH 127S, MTH 131S, or MTH 152S.

Instructional Support Fee Applies



**MTH 111: Technical Mathematics for Fire Science**

This course provides the necessary mathematical tools for solving problems encountered in physics, chemistry, and fire science courses. This course is required of Fire Science students. Topics included are operations with whole numbers, fractions and decimals, percents, ratio and proportion, graphing, powers and roots, basic algebra, basic geometry and measurement, including metrics. Examples of mathematics applied to fire science are given. Three lecture hours per week. Competency Met: Quantitative and Symbolic Reasoning (4.0) - Fire Science only. Fall, Spring

**Course Student Learning Outcomes**

1. Perform all operations with fractions.
2. Perform all operations with decimals.
3. Measure and calculate distance, area, volume, and weigh.
4. Work with percentages.
5. Work with ratios and proportions.
6. Calculate powers and roots.
7. Work with simple algebra.
8. Evaluate formulas.
9. Work with lines, triangles, plane figures and solids.

**Credits: 3**

Instructional Support Fee Applies

**MTH 115: Culinary Math**

This course is aimed at Culinary Arts students and provides the mathematical tools necessary for solving problems encountered in the modern kitchen. Topics include: recipe scaling including measurement conversions, percentages as they relate to as-purchased, edible-portion, and yield, and calculations as they relate to menu costs and pricing, profit and loss, payroll and taxes. Competency Met: Quantitative and Symbolic Reasoning (4.0) - Culinary Arts only. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. Upon successful completion of this course students should be able to:
2. Scale a recipe, including any unit conversions and other scaling considerations.
3. Calculate costs-as purchased, edible portion, etc., menu pricing using perceived value pricing and contribution margin pricing.
4. Calculate revenue and expenses including sales tax, guest check totals, gratuities, discounts, and calculate payroll expenses.
5. Analyze profit and loss including percent increase and decrease, gross and net profit, and break-even point.

**Credits: 3**

**MTH 119: Fundamental Statistics**

This course provides a survey of statistical methods, with examples taken from sociology, psychology, education, and related fields. A minimum background in mathematics is assumed. Topics include descriptive statistics, measure of central tendency and variability, probability, binomial and normal distributions, estimation, correlation, regression sampling distributions, and hypothesis testing. Competency met: Quantitative and Symbolic Reasoning. Three lecture hours per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Create and interpret distributions of data using various types of charts and graphs.
2. Determine the appropriate measures of center and dispersion for different types of distributions and use them to describe the properties of the distributions, and use the Empirical Rule.
3. Perform least squares regression and use the results to describe and make inferences about data.
4. Determine and use simple probability to construct a discrete probability distribution and determine the expected value and use to solve applications.
5. Solve problems using the normal distribution and sampling distribution of the mean and proportion (with sigma known and unknown)



including finding probabilities and constructing confidence intervals.

6. Set up and perform hypothesis tests.

**Credits:** 3

**Prerequisites:**

Introductory Algebra Competency.

**MTH 119S: Fundamental Statistics with Support**

This course provides a survey of statistical methods, with topics from developmental math provided in a just-in-time as needed basis.

Examples are taken from sociology, psychology, education, and related fields. Topics include descriptive statistics, measure of central tendency and variability, probability, binomial and normal distributions, estimation, correlation, regression sampling distributions, hypothesis testing and the related developmental math to support these topics.

Three lecture hours and three support hours per week. Fall, Spring, Summer

sampling distribution of the mean and proportion (with sigma known and unknown) including finding probabilities and constructing confidence intervals.

6. Set up and perform hypothesis tests.

**Credits:** 3

**Co-Requisites:**

MTH 060

**Course Student Learning Outcomes**

1. Create and interpret distributions of data using various types of charts and graphs.
2. Determine the appropriate measures of center and dispersion for different types of distributions and use them to describe the properties of the distributions, and use the Empirical Rule.
3. Perform least squares regression and use the results to describe and make inferences about data.
4. Determine and use simple probability to construct a discrete probability distribution and determine the expected value and use to solve applications.
5. Solve problems using the normal distribution and



**MTH 125: Modern College Mathematics**

This course gives the student a better appreciation and understanding of mathematics with a minimum of algebraic manipulation. Topics may be selected from the following: sets, logic, inductive reasoning, elementary number theory, consumer mathematics, probability, statistics, and number systems. Competency met: Quantitative and Symbolic Reasoning. Three lecture hours per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Use inductive and deductive reasoning to solve several types of problems.
2. Use the properties and tools of sets to solve applications and determine if an infinite set is countable.
3. Perform arithmetic operations in additive, multiplicative, ciphered, and positional-valued number systems and in other bases, and discuss early computational methods and tools.
4. Use the properties of the real number system to solve applications; recognize if a series is arithmetic or geometric, determine the  $n$ th term, and find the sum of the first  $n$  numbers and use to solve applications and determine the golden ration of Fibonacci sequences in applications.
5. Determine if a finite mathematical system is an

algebraic group and/or a commutative group and explain their conclusion; perform group operations and modular arithmetic.

6. Use the formulas and concepts of simple and compound interest, installment purchases, APR, mortgages, annuities, sinking funds, and retirement investments to solve applications.
7. Solve applications with probability, odds, expected value, counting, tree diagrams and conditional probability.
8. Determine measures of center and dispersion of data and create frequency distributions and graphs; determine the linear correlation coefficient and line of best fit and use in applications.

**Credits:** 3

**Prerequisites:**

Introductory Algebra competency.

**MTH 125S: Modern College Math with Support**

This course gives the student a better appreciation and understanding of mathematics with topics from developmental math provided in a just-in-time as needed basis. Topics may be selected from the following: sets, logic, inductive reasoning, elementary number theory, consumer mathematics, probability, statistics, and number systems, all with the related developmental math to support these topics. Three lecture and three support hours per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Use inductive and deductive reasoning to solve several types of problems.
2. Use the properties and tools of sets to solve applications and determine if an infinite set is countable.
3. Perform arithmetic operations in additive, multiplicative, ciphered, and positional-valued number systems and in other bases, and discuss early computational methods and tools.
4. Use the properties of the real number system to solve applications; recognize if a series is arithmetic or geometric, determine the  $n$ th term, and find the sum of the first  $n$  numbers and use to solve applications and



determine the golden ratio of Fibonacci sequences in applications.

5. Determine if a finite mathematical system is an algebraic group and/or a commutative group and explain their conclusion; perform group operations and modular arithmetic.
6. Use the formulas and concepts of simple and compound interest, installment purchases, APR, mortgages, annuities, sinking funds, and retirement investments to solve applications.
7. Solve applications with probability, odds, expected value, counting, tree diagrams and conditional probability.
8. Determine measures of center and dispersion of data and create frequency distributions and graphs; determine the linear correlation coefficient and line of best fit and use in applications.

**Credits: 3**

**Co-Requisites:**

MTH 060

**MTH 127: Mathematics for Elementary School Teachers I**

This course develops understanding of the mathematical content of number and operations at the deep level required for successful elementary school teaching in ways that are meaningful to pre-service elementary teachers. Topics include: place value and arithmetic models; mental math; algorithms; pre-algebra; factors and prime numbers; fractions and decimals; ratio; percentage and rates; integers; and elementary number theory. Competency met: Quantitative and Symbolic Reasoning. Three lecture hours per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Apply the properties of closure, commutativity, associativity, and identity to addition and multiplication of whole numbers.
2. Represent subtraction of whole numbers using the take-away and missing addend approaches.
3. Construct the addition and multiplication facts table for any base from 2 through 10 and read it "backwards" to find subtraction and division facts respectively.
4. Perform all arithmetic operations in bases 2 through 12
5. Describe "less than" and "greater than" with whole numbers using the operation of addition.

6. Describe multiplication of whole numbers using repeated addition and rectangular array approaches.
7. Represent division of whole numbers using the missing factors and repeated subtraction.
8. Explain division problems involving zero.
9. Explain whole number exponents using repeated multiplication.
10. Use the sieve of Eratosthenes to find prime numbers.
11. State and apply the fundamental theorem of arithmetic.
12. Apply tests for divisibility by 2, 3, 4, 5, 6, 8, 9, 10, 11, and 12
13. Find the prime factorization of a number to find all of its factors.
14. Find the Greatest Common Factor and Least Common Multiple of any given pair of numbers using the prime factorization method.
15. Determine equality of fractions.
16. Express a fraction in the simplest form.
17. Perform any arithmetic operation on rational numbers and integers, providing rationale for your computations.
18. Solve applied problems involving ratios, proportions, and percents.
19. Change any fraction to its decimal form and vice versa.
20. Define and apply the distributive property of multiplication over addition.

**Credits: 3**

**Prerequisites:**



Intermediate Algebra Competency.

**MTH 127S: Math for Elementary Education Teachers with Support**

This course develops understanding of the mathematical content of number and operations at the deep level required for successful elementary school teaching in ways that are meaningful to pre-service elementary teachers. Topics include: place value and arithmetic models, mental math, algorithms, pre-algebra, factors and prime numbers, fractions and decimals, ratio, percentage and rates, integers, elementary number theory, and the related developmental math to support these topics, covered in a just-in-time as needed basis. Three lecture and three support hours per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Apply the properties of closure, commutativity, associativity, and identity to addition and multiplication of whole numbers.
2. Represent subtraction of whole numbers using the take-away and missing addend approaches.
3. Construct the addition and multiplication facts table for any base from 2 through 10 and read it "backwards" to find subtraction and division facts respectively.
4. Perform all arithmetic operations in bases 2 through 12.

5. Describe "less than" and "greater than" with whole numbers using the operation of addition.
6. Describe multiplication of whole numbers using repeated addition and rectangular array approaches.
7. Represent division of whole numbers using the missing factors and repeated subtraction.
8. Explain division problems involving zero.
9. Explain whole number exponents using repeated multiplication.
10. Use the sieve of Eratosthenes to find prime numbers.
11. State and apply the fundamental theorem of arithmetic.
12. Apply tests for divisibility by 2, 3, 4, 5, 6, 8, 9, 10, 11, and 12.
13. Find the prime factorization of a number to find all of its factors.
14. Find the Greatest Common Factor and Least Common Multiple of any given pair of numbers using the prime factorization method.
15. Determine equality of fractions.
16. Express a fraction in the simplest form.
17. Perform any arithmetic operation on rational numbers and integers, providing rationale for your computations.
18. Solve applied problems involving ratios, proportions, and percents.
19. Change any fraction to its decimal form and vice versa.



20. Define and apply the distributive property of multiplication over addition.

**Credits:** 3  
**Co-Requisites:**  
MTH 060

**MTH 128: Mathematics for Elementary School Teachers II**

This course is a continuation of MTH 127. Topics include algebraic reasoning and representation, statistics, probability, geometry, and measurement. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

Students who complete this course will:

1. Construct and work with algebraic expressions, functions, and equations and understand their connection with geometry.
2. Illustrate and manipulate planar and spatial objects.
3. Perform conversions using both the "English" and metric systems.
4. Determine various measurements of geometric objects, such as area, perimeter and volume.
5. Apply the concept of congruence to geometric figures, including triangles.
6. Understand the basics of descriptive statistics, in both visual and numerical formats.
7. Define probability and how it relates to both statistics and geometry.
8. Solve counting problems involving the multiplication principle, permutations and combinations.

**Credits:** 3  
**Prerequisites:**  
A grade of C- or higher in MTH 127.

**MTH 131: Elements of College Mathematics**

Topics for this course include linear, quadratic, exponential and logarithmic functions; break-even analysis; matrix algebra; simplex method of linear programming; and the mathematics of finance. Quantitative and Symbolic Reasoning. Three lecture hours per week. Fall, Summer

**Course Student Learning Outcomes**

1. Solve application problems for linear equations, specifically Supply and Demand and Break Even Analysis.
2. Solve systems of Linear Equations using matrices.
3. Determine the solution of a linear programming problem using both graphical method and the simplex method.
4. Demonstrate knowledge of financial mathematics that includes determining which formula to use, using the formula correctly, and understanding the answer.
5. Demonstrate knowledge of linear, polynomial, rational, exponential, and logarithmic functions.

**Credits:** 3  
**Prerequisites:**  
Introductory Algebra Competency.



**MTH 131S: Elements of College Mathematics with Support**

Topics for this course include linear, quadratic, exponential and logarithmic functions, break-even analysis, matrix algebra, simplex method of linear programming, the mathematics of finance, and the related developmental math to support these topics, covered in a just-in-time as needed basis. Three lecture and three support hours per week.  
Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Solve application problems for linear equations, specifically Supply and Demand and Break Even Analysis.
2. Solve systems of Linear Equations using matrices.
3. Determine the solution of a linear programming problem using both graphical method and the simplex method.
4. Demonstrate knowledge of financial mathematics that includes determining which formula to use, using the formula correctly, and understanding the answer.
5. Demonstrate knowledge of linear, polynomial, rational, exponential, and logarithmic functions.

**Credits:** 3  
**Co-Requisites:**  
MTH 060

**MTH 132: Calculus with Applications**

This course is a continuation of MTH 131. Topics include limits, continuity, differential calculus, applications of differential calculus, integral calculus, and applications of integral calculus. Competency met: Quantitative and Symbolic Reasoning. Three lecture hours per week. Spring, Summer

**Course Student Learning Outcomes**

1. Demonstrate knowledge of linear, polynomial, rational, exponential, and logarithmic functions.
2. Solve problems involving limits and continuity of functions.
3. Demonstrate knowledge of the derivative of a function using the definition of the derivative and the formulas for products, quotients, and chain rule along with the applications of the derivative, mostly curve sketching and optimization.
4. Solve indefinite and definite integrals using simple integral formulas and the substitution method along with applications of the integral.

**Credits:** 3  
**Prerequisites:**  
A grade of C- of higher in MTH 131.

**MTH 152: College Algebra**

This course is designed to present advanced algebra in order to prepare students for precalculus. Topics include elementary functions, and their graphs, basic manipulations of functions, and the graphical impact of changes to a function, linear and quadratic functions, polynomial functions, rational functions, solving equations, and applications of topics cited. Three lecture hours per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Students who complete this course successfully will:
2. Demonstrate study skills and habits necessary to succeed in a college math class.
3. Find the domain and range of a function graphically and, where appropriate, algebraically.
4. Determine if a function is even, odd, or neither graphically based on symmetry and algebraically.
5. Identify relations and functions, use the vertical line test to determine if a relation represents a function.
6. Graph elementary functions, piece-wise defined functions, and transformations (translation, stretch/shrink, reflection) of basic functions.
7. Analyze and graph different types of functions including linear function, quadratic function, polynomial functions, and rational functions.



8. Solve real world problems modeled by linear, quadratic, and polynomial functions.

**Credits:** 3

**Prerequisites:**

Intermediate Algebra Competency.  
Instructional Support Fee Applies

**MTH 152S: College Algebra with Support**

This course is designed to present advanced algebra in order to prepare students for pre-calculus along with topics from developmental math provided in a just-in-time as needed basis.

Topics include elementary functions, and their graphs, basic manipulations of functions and the graphical impact of changes to a function, linear and quadratic functions, polynomial functions, solving equations, applications of and related developmental math to support these topics. Three lecture and three support hours per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

Students who complete this course successfully will:

1. Demonstrate study skills and habits necessary to succeed in a college math class.
2. Find the domain and range of a function graphically and, where appropriate, algebraically.
3. Determine if a function is even, odd, or neither graphically based on symmetry and algebraically.
4. Identify relations and functions, use the vertical line test to determine if a relation represents a function.
5. Graph elementary functions, piece-wise defined functions, and transformations (translation, stretch/shrink, reflection) of basic functions.

6. Analyze and graph different types of functions including linear function, quadratic function, polynomial functions, and rational functions.
7. Solve real world problems modeled by linear, quadratic, and polynomial functions.

**Credits:** 3

**Co-Requisites:**

MTH 060



**MTH 172: Precalculus with Trigonometry**

This course is designed to present both pre-calculus and trigonometry topics in order to prepare students for calculus. Topics include inverse functions and relations, exponential and logarithmic functions, right triangle trigonometry, trigonometric functions and their graphs, trigonometric identities, the inverse trigonometric functions, solving trigonometric equations, conic sections, introduction to the polar coordinate system, and applications of topics cited. Four lecture hours per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

Students who successfully complete this course will:

1. Demonstrate study skills and habits necessary to succeed in a college math class.
2. Determine if a given function is one-to-one and if so, find the inverse function.
3. Evaluate logarithmic expressions.
4. Simplify, graph, and solve exponential and logarithmic functions and equations.
5. Use growth and decay formula to solve application problems.
6. Convert measures of angles between degrees and radians.
7. Find trigonometric function values for any multiple of 30, 45, 60 and 90 degrees.

8. Use the unit circle and right triangle trigonometry to identify and graph the six trigonometric functions.
9. Prove trigonometric identities using basic, co-function, double angle, half-angle, power reducing, sum/difference, and Pythagorean identities.
10. Use inverse trigonometric functions to simplify expressions and to solve trigonometric equations.
11. Use the Law of Sines and Law of Cosines to solve triangles including real world applications.
12. Analyze the graphs exponential and logarithmic functions, trigonometric functions, inverse trigonometric function, and conic sections.

**Credits:** 4

**Prerequisites:**

A grade of C- or higher in MTH 152 or a score of 237 or higher on the Advanced Algebra and Functions (AAF) Accuplacer Test. Instructional Support Fee Applies

**MTH 214: Calculus I**

This course is an introduction to calculus and provides students with initial exposure to limits and continuity, the derivative, and differentiation and integration of algebraic, trigonometric, logarithmic, and exponential functions, as well as applications of differentiation. Four lecture hours and one laboratory hour per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Define the limit of a function and determine its value graphically, numerically and analytically.
2. Determine if a function is continuous at a given point.
3. Compute the derivative of a function.
4. Apply the concept of differentiation to various applications such as extrema, curve sketching and approximation.
5. Define an antiderivative.
6. Develop methods to find both approximate and exact areas under a curve.

**Credits:** 4

**Prerequisites:**

A grade of C- or higher in MTH 172 or a score of 250 or higher on the Advanced Algebra Functions (AAF) Accuplacer test. Instructional Support Fee Applies



**MTH 215: Calculus II**

This course is a continuation of MTH 214. Topics covered include: applications of the definite integral; techniques of integration; parametric equations; polar coordinates; and infinite sequences and series. Four lecture hours and one computer laboratory hour per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Compute the area between curves, volumes of solids of revolution, the average value of a function and arc length of a function.
2. Compute anti-derivatives of functions using several techniques.
3. Use numerical techniques to approximate definite integrals.
4. Determine whether sequences and series converge or diverge.
5. Approximate functions as Taylor polynomials.
6. Analyze, graph and compute the derivatives of parametric equations and functions in polar coordinates.

**Credits:** 4

**Prerequisites:**

A grade of C- or higher in MTH 214. Instructional Support Fee Applies

**MTH 243: Discrete Structures I**

This is the first course in a two-course sequence that presents the topics from discrete mathematics and logic needed in the study of computer science, focusing on mathematical reasoning, discrete structures, combinatorial analysis, algorithmic thinking, and various applications. Topics include: propositional logic; set theory; methods of proof; basic number theory; recursive definitions; and counting problems. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Gain knowledge in the logical basis of mathematics.
2. Learn how to write proofs and gain insight into various strategies to approach proving a statement.
3. Understand the basic structures in mathematics, including sets, functions, sequences, sums and matrices.
4. Perform modular arithmetic and work with congruences in various applications such as cryptography.
5. Learn the concepts of proof by induction and recursion.
6. Solve basic counting problems, including those using the Pigeonhole Principle.
7. Work with permutations, combinations and manipulate various binomial identities.

**Credits:** 3

**Prerequisites:**

A grade of C- or higher in MTH 152, or a score of 237 or higher on the Advanced Algebra and Functions (AAF) Accuplacer Test. Instructional Support Fee Applies

**MTH 244: Discrete Structures II**

This is a continuation of MTH 243, Discrete Structures I. Topics include: advanced counting problems; relations; graph theory; Boolean algebra; and languages and grammars. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

1. Solve basic counting problems, including those using the Pigeonhole Principle.
2. Work with permutations, combinations and manipulate various binomial identities.
3. Understand the inclusion-exclusion principle and apply it to real-world problems.
4. Gain knowledge in the basic understanding of relations.
5. Develop an understanding of graph theory including directed and undirected graphs as well as trees and their applications to computer science.
6. Understand the concept of Boolean functions and its application to circuits.

**Credits:** 3

**Prerequisites:**

A grade of C- or higher in MTH 243.



**MTH 251: Fundamental Business Statistics**

This course serves as an introduction to statistics with applications to business scenarios. Topics include: methods of collecting, tabulating and graphically representing data; measures of central tendency, dispersion, skewness, and kurtosis; basic probability rules; binomial and normal probability distributions; sampling distributions; and estimation. Applications will be stressed throughout the course. Three lecture hours per week. Fall, Summer

**Course Student Learning Outcomes**

1. Solve problems by applying and interpreting descriptive statistics.
2. Solve problems by applying basic rules of probability.
3. Solve problems by utilizing the Normal Distribution.
4. Construct confidence intervals to solve problems.

**Credits:** 3

**Prerequisites:**

Introductory Algebra Competency, or concurrent registration in MTH 131.

**MTH 252: Statistics for Decision Making**

This course demonstrates the use of statistical methods in business decision-making situations. Topics included are: sampling and estimation; hypothesis testing; linear regression and correlation; contingency tables; and statistical quality control. Three lecture hours per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Find and interpret confidence intervals to estimate population parameters.
2. Perform hypothesis tests on one and two samples.
3. Perform linear regressions and interpret results.
4. Perform ANOVA tests.
5. Develop and analyze statistical control charts.

**Credits:** 3

**Prerequisites:**

A grade of C- or higher in MTH 251.

**MTH 253: Calculus III**

This course is a continuation of MTH 215. Topics include: two- and three-dimensional vectors; vector functions; partial derivatives; multiple integrals; and vector calculus. In addition to the four-hour lecture, a one-hour lab is required each week. Four lecture hours and one computer laboratory hour per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Define the concept of vectors and solve problems using vectors in 2D and 3D applications.
2. Apply the concepts of limits and differentiation to multivariate functions, including applications.
3. Apply the concept of integration to multivariate functions.
4. Develop various methods to solve both double and triple integrals.
5. Bring together the concept of vectors and calculus in terms of a line integral.
6. Use the different types of methods to solve line integrals.

**Credits:** 4

**Prerequisites:**

A grade of C- or higher in MTH 215. Instructional Support Fee Applies



### **MTH 254: Ordinary Differential Equations**

This course covers the methods of solving ordinary differential equations and applications in engineering and the sciences. Topics include equations of the first order, higher order equations, power series solutions and applications. Three lecture hours per week. Fall, Spring, Summer

### **Course Student Learning Outcomes**

1. Solve the first-order differential equations of the following types: the separable equations, the homogeneous equations, the exact equations, and the linear equations.
2. Solve the second-order homogeneous linear equations with constant coefficients, and solve the non-homogeneous equations by the superposition approach.
3. Use the Laplace transform to solve linear (first-order and second-order) differential equations with constant coefficients.
4. Find the power series solutions about the ordinary point of a differential equation.
5. Solve the system of differential equations using the operator method, and using the Laplace transform method.
6. Solve the initial-value problems; and work with the applications – using the

differential equation model to describe some real-life phenomena.

7. Locate an approximate solution curve for a first-order differential equation in the direction field; and approximate solutions of the first-order initial-value problems using the numerical methods.

**Credits:** 3

#### **Prerequisites:**

A grade of C- or higher in MTH 215.

## **Medical Administrative Assistant**

### **MAA 101: Medical Terminology**

This course teaches the basic design of medical terminology as used in academic, business, and health institutions. Applying a unique instructional system of memory technology, the student learns to interpret and understand thousands of complex medical terms using root words, prefixes, and suffixes. Comprehensive presentations of various body systems and anatomical structures provide a powerful foundation for technical language used in medical practices. No previous knowledge of biology, anatomy, or physiology is needed. Three class hours a week. Fall, Spring

### **Course Student Learning Outcomes**

1. Accurately read, interpret (prefixes, suffixes, and root words) and correctly pronounce 10,000 medical terms (in Latin and Greek).
2. State and describe each anatomical body system using the appropriate medical term.
3. Research commonly used drugs using reliable and acceptable Internet medical sites.
4. Demonstrate the ability to compare and contrast generic vs. name-brand drugs.

**Credits:** 3

Instructional Support Fee Applies



**MAA 102: Medical Transcription**

This course includes a unique combination of authentic physician dictated reports including Office Notes, Operative Reports, Radiology Reports, and History and Physicals. Students transcribe these reports by incorporating medical terminology, text editing, and formatting techniques using state-of-the-art medical transcription software. Student must receive a grade of C or better and obtain a keyboarding speed of 45 wpm to progress to MAA 203. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Demonstrate accurately how to utilize the transcription equipment/software and mastering all of its' features.
2. Adequately support any medical office/hospital setting in the community (remotely or face to face) transcribing patient medical reports.
3. Demonstrate how to utilize instructions in e-Learning meeting course deadlines.
4. Demonstrate the importance of confidentiality and the preciseness needed in transcribing patient medical reports.
5. Accurately interpret dictation from international accents using medical terms, medical abbreviations, pharmacological, and anatomical terms.
6. Incorporate proper punctuation into each dictated patient medical report.

7. Demonstrate confidentiality of the healthcare record and its contents.

**Credits:** 3

**Prerequisites:**

MAA 101 with a grade of C or better.

**Co-Requisites:**

OFC 113 and OFC 120 or permission of the instructor. Instructional Support Fee Applies

**MAA 103: Medical Assisting Administrative Procedures**

This comprehensive course prepares Medical Assisting students to perform administrative procedures in the medical office. Students develop skills using computer software to schedule and manage appointments and to execute data management using electronic medical records (EMR). The course also covers telephone techniques, records and office management, managing practice finances, professionalism, medical law, ethics and effective communication with patients and staff. Two lecture hours and three lab hours a week. Fall

**Course Student Learning Outcomes**

Upon successful completion of this course, the student should be able to:

Cognitive:

1. Discuss pros and cons of various types of appointment management systems.
2. Describe scheduling guidelines.
3. Recognize office policies and protocols for handling appointments.
4. Identify critical information required for scheduling patient admissions and/or procedures.
5. Identify systems for organizing medical records.
6. Describe various types of content maintained in a patient's medical record.
7. Discuss pros and cons of various filing methods.



8. Identify both equipment and supplies needed for filing medical records.
  9. Describe indexing rules.
  10. Discuss filing procedures.
  11. Discuss principles of Electronic Medical Records (EMR).
  12. Identify types of records common to the healthcare setting.
  13. Identify time management principles.
  14. Discuss the importance of routine maintenance of office equipment.
  15. Explain basic bookkeeping computations.
  16. Differentiate between bookkeeping and accounting.
  17. Describe banking procedures.
  18. Discuss precautions for accepting checks.
  19. Compare types of endorsements.
  20. Differentiate between accounts payable and accounts receivable.
  21. Compare manual and computerized bookkeeping systems used in ambulatory healthcare.
  22. Describe common periodic financial reports.
  23. Explain both billing and payment options.
  24. Identify procedures for preparing patient accounts.
  25. Discuss procedures for collecting outstanding accounts.
  26. Describe the impact of both the Fair Debt Collection Act and the Federal Truth in Lending Act of 1968 as they apply to collections.
  27. Discuss types of adjustments that may be made to a patient's account.
  28. Identify types of insurance plans.
  29. Identify models of managed care.
  30. Discuss workers' compensation as it applies to patients.
  31. Describe procedures for implementing both managed care and insurance plans.
  32. Discuss utilization review principles.
  33. Discuss the referral process for patients in a managed care program.
  34. Describe how guidelines are used in processing an insurance claim.
  35. Compare processes for filing insurance claims both manually and electronically.
  36. Describe guidelines for third-party claims.
  37. Discuss types of physician fee schedules.
  38. Describe the concept of Resource-Based Relative Value Scale (RBRVS).
  39. Define Diagnosis-Related Groups (DRGs).
  40. Discuss the legal scope of practice for medical assistants.
  41. Explore issues of confidentiality as it applies to the medical assistant.
  42. Describe the implications of HIPAA for the medical assistant in various medical settings.
  43. Summarize the Patient Bill of Rights.
  44. Discuss licensure and certification as it applies to healthcare providers.
  45. Describe liability, professional, personal injury, and third-party insurance.
  46. Compare and contrast the physician and medical assistant's role in care standards.
  47. Compare criminal and civil law as it applies to the practicing medical assistant.
  48. Provide an example of tort law as it would apply to a medical assistant.
  49. Explain how the following impact the medical assistant's practice with examples: Negligence, Malpractice, Statute of Limitations, Good Samaritan Act(s), Uniform Anatomical Gift Act, Living Will/Advanced Directives, Medical Durable Power of Attorney.
  50. Identify how the Americans with Disabilities Act (ADA) applies to the medical assisting profession.
  51. Discuss all levels of governmental legislation and regulation as they apply to medical assistants.
  52. Discuss principles of using the Electronic Medical Record (EMR)
- Psychomotor:
1. Explain general office policies• Demonstrate telephone techniques.
  2. Compose professional/ business letters.
  3. Manage appointment schedules by establishing priorities.
  4. Schedule patient admissions and/or procedures.
  5. Organize a patient's medical record.



6. File medical records.
7. Execute data management by using the electronic medical record (EMR).
8. Use office hardware and software to maintain office systems.
9. Use the Internet to access information related to the medical office.
10. Maintain organization by filing properly.
11. Perform routine maintenance of office equipment with documentation.
12. Perform an office inventory.
13. Prepare a bank deposit.
14. Perform accounts receivable procedures to include: Posting entries on a Day Sheet, Performing billing procedures, Performing collection procedures, Post adjustments, Process a credit balance, Process refunds, Post non-sufficient fund (NSF) checks, Post collection agency payments.
15. Utilize computerized office billing systems.
16. Apply both managed care policies and procedures.
17. Apply third-party guidelines.
18. Complete insurance claim forms
19. Obtain pre-certification including documentation.
20. Obtain pre-authorization including documentation.
21. Verify eligibility for managed care services.
22. Respond to issues of confidentiality.
23. Perform within scope of practice.
24. Apply HIPAA rules in regard to privacy/release of information.

25. Practice within the standard of care for a medical assistant.
26. Incorporate the Patient's Bill of Rights into personal practice and medical office policies and procedures.
27. Complete an Incident Report.
28. Document the patient record accurately.
29. Apply local, state, and federal healthcare legislation and regulations appropriate to the medical assisting practice setting.

**Affective:**

1. Consider staff needs and limitations in establishing a filing system.
2. Implement time-management principles to maintain effective office functions.
3. Demonstrate sensitivity and professionalism with patients when handling accounts receivable issues.
4. Demonstrate assertive communication with managed care and/or insurance providers.
5. Demonstrate sensitivity in communicating with providers, patients & staff.
6. Communicate in language the patient can understand regarding managed care and insurance plans.
7. Demonstrate sensitivity to patient rights.
8. Demonstrate awareness of the consequences of not working within the legal scope of practice.
9. Recognize the importance of local, state, and federal legislation and regulations in the practice setting.

**Credits:** 3

**Prerequisites:**

Medical Assisting students only. Other students interested in Medical Assisting may register for this course with the approval of the instructor or program coordinator. Instructional Support Fee Applies

**MAA 203: Advanced Medical Transcription**

This course is a continuations course in medical transcription building advanced skills in formatting, grammar, punctuation, and transcription. Students learn how to transcribe online, on site in a pool, or as a scribe transcribing live alongside the physician and patient directly into the electronic medical record (EMR) in a medical setting using state-of-the-art medical transcription software. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

Transcribe 180+ medical reports in various formats using reference materials to correctly transcribe terminology, medical abbreviations, medications, diagnoses, surgeries, etc.

**Credits:** 3

**Prerequisites:**

MAA 102 with a grade of C or better and a minimum keyboarding speed of 45 wpm. Instructional Support Fee Applies



**MAA 204: Medical Insurance Forms Preparation**

This course provides students with an understanding of medical insurance and medical insurance forms. Students learn how to complete forms within the scope of HIPAA and utilize ICD and CPT codes for billing purposes. Students use medical software to create a calendar matrix, create and update patient medical records, schedule appointments, update insurance information, and collect and process payments. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Create a medical facility utilizing medical software and maintain patient clientele.
2. Research procedural codes based on given diagnoses.
3. Complete insurance forms for their portfolio.
4. Create a medical record and maintain that record throughout the semester.

**Credits:** 3

**Prerequisites:**

OFC 113 or permission of the instructor.

**Co-Requisites:**

OFC 113 or permission of the instructor.

Instructional Support Fee Applies

**MAA 205: Medical Office Procedures**

This capstone course emphasizes the duties of a medical administrative assistant in an office setting. Students learn about the various scheduling options, basic rules of index and filing, create patient correspondences, master bookkeeping functions, purchase supplies, maintain a petty cash fund, billing and collection strategies, and practice proper telephone techniques. This course also emphasizes HIPAA standards, medical office management tools, medical ethics, and medical law. Students also participate in a job shadow experience. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

1. Demonstrate the ability to meet deadlines in the e-Learning platform of this hybrid, distance learning course.
2. Accurately complete insurance forms for a patient's medical record.
3. Demonstrate effectively how to complete over 40 insurance forms for prompt payment.
4. Effectively demonstrate how to work in a "paperless" medical facility utilizing medical software (Medisoft) for all office tasks.
5. Correctly navigating through the ICD and CPT reference books for patient diagnoses.
6. Examine (in depth) the aspects of Workers' Compensation, Medicare, and Medicaid.

7. Compare and contrast medical office journal articles to lecture topics discussed in class.
8. Effectively subscribe to the standard medical Code of Ethics.
9. Accurately implement the role of the medical administrative professional in a medical setting.

**Credits:** 3

**Prerequisites:**

OFC 113 with a grade of C or better or permission of the instructor.

Instructional Support Fee Applies



**MAA 209: Medical Office Portfolio Development**

This course prepares medical office students for employment. Students identify their short- and long-term goals and work on developing their strengths and minimizing weaknesses. Students attend workshops for career research and dressing for success. Students create a resume, cover letter, and reference list, and practice job interviewing techniques. A comprehensive portfolio is created to include the above topics as well as sample work from various courses taken in their program, activities in critical thinking, communication skills, and current events in job placement. One lecture hour per week. Spring

**Course Student Learning Outcomes**

1. Accurately develop a portfolio that contains an effective resume, cover letter, reference list, and thank-you letter for job interviewing.
2. Identify short and long-term career goals and identify ways to reach those goals.
3. Identify a career of interest and research it on a reliable website.
4. Effectively explore interview techniques for a successful job interview.
5. Develop effective techniques for a "mini" interview at a job fair.
6. Correctly identify the process of filling out job applications both online and in hard copy.

7. Explore ways to effectively time-manage to avoid stress on the job.
8. Effectively prepare for and participate in a "mock" interview on campus.
9. Effectively explore the option of how to obtain part-time work through an employment agency while waiting for a full-time job opportunity.
10. Develop an accurate plan for obtaining employment utilizing outside resources.
11. Develop an accurate plan for obtaining employment through BCC Alumni opportunities as a graduate of the College.
12. Identify and discuss (in groups) real work-place issues and how they can be rectified ethically.

**Credits:** 1

**Prerequisites:**

MAA 205 or permission of the instructor.

**Co-Requisites:**

MAA 205 or permission of the instructor.

**Medical Assisting**



**MAS 101: Medical Assisting Clinical Procedures I**

This course is an introduction to basic procedures to assist in the examination and treatment of patients in the medical office. Students develop knowledge and skills in standard precautions, infection control, measurement of vital signs, and use and pronunciation of medical terms. Students learn to record medical histories, to assist with general and specialized exams, vision and hearing acuity testing, respiratory testing, displaying a professional image, and to utilize basic principles of applied psychology and medical ethics. Communication is emphasized with respect for individual diversity by incorporating awareness of one's own biases in areas including gender, race, religion, age, and economic status. Two lecture hours and three laboratory hours per week. Fall; Day only

**Course Student Learning Outcomes**

1. Cognitive
2. Identify common pathology related to each body system.
3. Analyze pathology as it relates to the interaction of body systems.
4. Discuss implications for disease and disability when homeostasis is not maintained.
5. Describe implications for treatment related to pathology.
6. Compare body structure and function of the human body across the life span.

7. Analyze charts, graphs and/or tables in the interpretation of healthcare results.
8. Define asepsis.
9. Differentiate between medical and surgical asepsis used in ambulatory care settings, identifying when each is appropriate.
10. Identify styles and types of verbal communication.
11. Identify nonverbal communication.
12. Recognize communication barriers.
13. Identify techniques for overcoming communication barriers.
14. Recognize the elements of oral communication using a sender-receiver process.
15. Differentiate between subjective and objective information .
16. Identify resources and adaptations that are required based on individual needs, i.e., culture and environment, developmental life stage, language, and physical threats to communication.
17. Discuss applications of electronic technology in effective communication.
18. Organize technical information and summaries.
19. Identify the role of self boundaries in the health care environment.
20. Recognize the role of patient advocacy in the practice of medical assisting.
21. Discuss the role of assertiveness in effective professional communication.
22. Differentiate between adaptive and non-adaptive coping mechanisms.
23. Differentiate between legal, ethical, and moral issues affecting healthcare.
24. Compare personal, professional and organizational ethics.
25. Discuss the role of cultural, social and ethnic diversity in ethical performance of medical assisting practice.
26. Identify where to report illegal and/or unsafe activities and behaviors that affect health, safety and welfare of others.
27. Identify the effect personal ethics may have on professional performance.
28. Describe the process to follow if an error is made in patient care.
29. Psychomotor
30. Obtain vital signs.
31. Perform pulmonary function testing.
32. Perform patient screening using established protocols.
33. Assist physician with patient care.
34. Maintain growth charts.
35. Perform hand washing.
36. Prepare items for autoclaving.
37. Perform sterilization procedures.
38. Use reflection, restatement and clarification techniques to obtain a patient history.
39. Report relevant information to others succinctly and accurately.
40. Use medical terminology, pronouncing medical terms correctly, to communicate information, patient history, data and observations.
41. Instruct patients according to their needs to promote health maintenance and disease prevention.



42. Prepare a patient for procedures and/or treatments.
43. Document patient care.
44. Document patient education.
45. Respond to nonverbal communication.
46. Develop and maintain a current list of community resources related to patients' health care needs.
47. Advocate on behalf of patients.
48. Report illegal and/or unsafe activities and behaviors that affect health, safety and welfare of others to proper authorities.
49. Develop a plan for separation of personal and professional ethics.
50. Use proper body mechanics.
51. Affective.
52. Apply critical thinking skills in performing patient assessment and care.
53. Use language/verbal skills that enable patients' understanding.
54. Demonstrate respect for diversity in approaching patients and families.
55. Display sensitivity to patient rights and feelings in collecting specimens.
56. Explain the rationale for performance of a procedure to the patient.
57. Show awareness of patients' concerns regarding their perceptions related to the procedure being performed.
58. Demonstrate empathy in communicating with patients, family and staff.
59. Apply active listening skills.

60. Use appropriate body language and other nonverbal skills in communicating with patients, family and staff.
61. Demonstrate awareness of the territorial boundaries of the person with whom communicating.
62. Demonstrate sensitivity appropriate to the message being delivered.
63. Demonstrate awareness of how an individual's personal appearance affects anticipated responses.
64. Demonstrate recognition of the patient's level of understanding in communications.
65. Analyze communications in providing appropriate responses/ feedback.
66. Recognize and protect personal boundaries in communicating with others.
67. Demonstrate respect for individual diversity, incorporating awareness of one's own biases in areas including gender, race, religion, age and economic status.
68. Apply ethical behaviors, including honesty/integrity in performance of medical assisting practice.
69. Examine the impact personal ethics and morals may have on the individual's practice.
70. Demonstrate awareness of diversity in providing patient care.

**Credits:** 3

**Prerequisites:**

BIO 115 or BIO 234, and MAS 121.

**Co-Requisites:**

BIO 115 or BIO 234, and MAS 121.

Instructional Support Fee Applies

**MAS 102: Medical Assisting Clinical Procedures II**

This course further develops the student's clinical skills and prepares them to perform a variety of procedures in the medical office or clinic. Students develop knowledge and skills in communication, assessment and triaging, pharmacology, administration of medications, basic principles of nutrition, and basic principles of psychology. Two lecture hours and three laboratory hours per week. Spring; Day only

**Course Student Learning Outcomes**

Cognitive

1. Identify the classifications of medications, including desired effects, side effects, and adverse reactions.
  2. Describe the relationship between anatomy and physiology of all body systems and the medications used for treatment in each.
  3. Define the basic units of measurement in metric, apothecary and household systems.
  4. Convert among measurement systems.
  5. Identify both abbreviations and symbols used in calculating medication dosages.
  6. Describe the process to follow if an error is made in patient care.
- Psychomotor
7. Select the proper sites for administering parenteral medication.
  8. Administer oral medications.



9. Administer parenteral (excluding IV) medications.
10. Prepare proper dosages of medication for administration.
11. Prepare a written report using the Medical Model format.
12. Develop an environmental plan.  
Affective
13. Verify ordered doses/dosages prior to administration.
14. Demonstrate self-awareness in responding to emergency situations.

**Credits: 3**

**Prerequisites:**

BIO 115 or BIO 233 and BIO 234, MAS 101 or permission of the instructor.

**Co-Requisites:**

BIO 115 or BIO 233 and BIO 234, MAS 101 or permission of the instructor.

Instructional Support Fee Applies

**MAS 121: Medical Assisting Laboratory Procedures I**

This course explores the laboratory procedures and techniques used in the modern medical office. The primary focus is on safety, quality assurance, quality control, laboratory equipment, supplies, and CLIA waived tests performed in urinalysis, hematology, and coagulation. The course also includes emergency preparedness, CPR, procurement of specimens, laboratory math, recordkeeping, and effective communication with patients and staff. Two lecture hours and three laboratory hours per week. Fall

**Course Student Learning Outcomes**

Cognitive:

1. Discuss implications for disease and disability when homeostasis is not maintained.
2. Demonstrate knowledge of basic math computations.
3. Apply mathematical computations to solve equations.
4. Identify measurement systems.
5. Describe the infection cycle, including the infectious agent, reservoir, susceptible host, means of transmission, portals of entry, and portals of exit.
6. Discuss infection control procedures.
7. Identify personal safety precautions as established by

the Occupational Safety and Health Administration (OSHA).

8. List major types of infectious agents.
9. Compare different methods of controlling the growth of microorganisms.
10. Match types and uses of personal protective equipment (PPE).
11. Identify disease processes that are indications for CLIA waived tests.
12. Describe Standard Precautions, including: transmission based precautions, purpose, activities regulated.
13. Discuss the application of Standard Precautions with regard to: all body fluids, secretions and excretions, blood, non-intact skin, mucous membranes.
14. Identify the role of the Center for Disease Control (CDC) regulations in healthcare settings.
15. Describe personal protective equipment.
16. Identify safety techniques that can be used to prevent accidents and maintain a safe work environment.
17. Describe the importance of Materials Safety Data Sheets (MSDS) in a healthcare setting.
18. Identify safety signs, symbols and labels.
19. State principles and steps of professional/provider CPR.
20. Describe basic principles of first aid.
21. Describe fundamental principles for evacuation of a healthcare setting.



22. Discuss fire safety issues in a healthcare environment.
23. Discuss requirements for responding to hazardous material disposal
24. Identify principles of body mechanics and ergonomics.
25. Discuss critical elements of an emergency plan for response to a natural disaster or other emergency.
26. Identify emergency preparedness plans in your community.
27. Discuss potential role(s) of the medical assistant in emergency preparedness.

Psychomotor:

1. Perform venipuncture.
2. Perform capillary puncture.
3. Perform electrocardiography.
4. Perform quality control measures.
5. Perform CLIA waived hematology testing.
6. Perform CLIA waived urinalysis.
7. Screen test results.
8. Maintain laboratory test results using flow sheets.
9. Participate in training on Standard Precautions.
10. Practice Standard Precautions.
11. Select appropriate barrier/ personal protective equipment (PPE) for potentially infectious situations.
12. Comply with safety signs, symbols and labels.
13. Evaluate the work environment to identify safe vs. unsafe working conditions.
14. Develop a personal (patient and employee) safety plan.

15. Demonstrate proper use of the following equipment: eyewash, fire extinguishers, sharps disposal containers.
16. Participate in a mock environmental exposure event with documentation of steps taken.
17. Explain an evacuation plan for a physician's office.
18. Demonstrate methods of fire prevention in the healthcare setting.
19. Maintain provider/ professional level CPR certification.
20. Perform first aid procedures.
21. Maintain current list of community resources for emergency preparedness.

Affective:

1. Distinguish between normal and abnormal test results.
2. Display sensitivity to patient rights and feelings in collecting specimens.
3. Explain the rationale for performance of a procedure to the patient.
4. Recognize the effects of stress on all persons involved in emergency situations.
5. Show awareness of patient's concern regarding their perceptions related to procedures being performed.
6. Demonstrate self-awareness in responding to emergency situations.

**Credits:** 3

**Prerequisites:**

BIO 115 or BIO 234, and MAS 101.

**Co-Requisites:**

BIO 115 or BIO 234, and MAS 101.

Instructional Support Fee Applies

**MAS 122: Medical Assisting Laboratory Procedures II**

This course continues to stress protective practices and infection control. It also explores laboratory procedures and techniques in microbiology, serology, immunohematology, and chemistry. Procurement of specimens is emphasized with adaptations based on individual needs (i.e. cultural and environmental), developmental life stages, language, and physical threats to communication. Students learn to screen patient results and executive data management using electronic healthcare records such as the EMR. This course runs for seven weeks and includes four lecture hours and six laboratory hours per week. Spring; Day only

**Course Student Learning Outcomes**

Cognitive:

1. Discuss implications for disease and disability when homeostasis is not maintained.
2. Demonstrate knowledge of basic math computations.
3. Apply mathematical computations to solve equations.
4. Identify measurement systems.
5. Describe the infection cycle, including the infectious agent, reservoir, susceptible host, means of transmission, portals of entry, and portals of exit.



6. Discuss infection control procedures.
7. Identify personal safety precautions as established by the Occupational Safety and Health Administration (OSHA).
8. List major types of infectious agents.
9. Compare different methods of controlling the growth of microorganisms.
10. Match types and uses of personal protective equipment (PPE).
11. Identify disease processes that are indications for CLIA waived tests.
12. Describe Standard Precautions, including: transmission based precautions, purpose, activities regulated.
13. Discuss the application of Standard Precautions with regard to: all body fluids, secretions and excretions, blood, non-intact skin, mucous membranes.
14. Identify the role of the Center for Disease Control (CDC) regulations in healthcare settings.
15. Describe personal protective equipment.
16. Identify safety techniques that can be used to prevent accidents and maintain a safe work environment.
17. Describe the importance of Materials Safety Data Sheets (MSDS) in a healthcare setting.
18. Identify safety signs, symbols and labels.
19. State principles and steps of professional/provider CPR.
20. Describe basic principles of first aid.

21. Describe fundamental principles for evacuation of a healthcare setting.
22. Discuss fire safety issues in a healthcare environment.
23. Discuss requirements for responding to hazardous material disposal.
24. Identify principles of body mechanics and ergonomics.
25. Discuss critical elements of an emergency plan for response to a natural disaster or other emergency.
26. Identify emergency preparedness plans in your community.
27. Discuss potential role(s) of the medical assistant in emergency preparedness.

Psychomotor:

1. Perform venipuncture.
2. Perform capillary puncture.
3. Perform electrocardiography.
4. Perform quality control measures.
5. Perform CLIA waived hematology testing.
6. Perform CLIA waived urinalysis.
7. Screen test results.
8. Maintain laboratory test results using flow sheets.
9. Participate in training on Standard Precautions.
10. Practice Standard Precautions.
11. Select appropriate barrier/ personal protective equipment (PPE) for potentially infectious situations.
12. Comply with safety signs, symbols and labels.

13. Evaluate the work environment to identify safe vs. unsafe working conditions.
14. Develop a personal (patient and employee) safety plan.
15. Demonstrate proper use of the following equipment: eyewash, fire extinguishers, sharps disposal containers.
16. Participate in a mock environmental exposure event with documentation of steps taken.
17. Explain an evacuation plan for a physician's office.
18. Demonstrate methods of fire prevention in the healthcare setting.
19. Maintain provider/ professional level CPR certification.
20. Perform first aid procedures.
21. Maintain current list of community resources for emergency preparedness.

Affective:

1. Distinguish between normal and abnormal test results.
2. Display sensitivity to patient rights and feelings in collecting specimens.
3. Explain the rationale for performance of a procedure to the patient.
4. Recognize the effects of stress on all persons involved in emergency situations.
5. Show awareness of patient's concern regarding their perceptions related to procedures being performed.
6. Demonstrate self awareness in responding to emergency situations.

**Credits: 3**



**Prerequisites:**

BIO 115 or BIO 234 and MAS 101, MAS 121.

Instructional Support Fee Applies

**MAS 200: Medical Assisting Practicum and Theory**

Students are assigned supervised clinical experiences to practice medical assisting duties and responsibilities learned in class and college laboratories. Various sites are utilized, including medical offices, outpatient clinics, laboratories, and surgical centers. The course includes a weekly seminar to correlate practice and theory and to develop workplace readiness practices. This class includes 169 clinical and administrative practicum hours and 21 seminar hours; offered in the second half of the semester. Spring

**Course Student Learning Outcomes**

1. Describe the duties and responsibilities of the Medical Assistant.
2. Discuss the role of other health care members in patient care.
3. Describe how the medical externship works.
4. Discuss the learning opportunities experienced at the clinical externship site.
5. List student responsibilities during the medical externship.
6. List the steps to prepare a resume and cover letter.
7. Discuss the process for locating potential employers when looking for a job
8. Describe the questions and the most suitable answers used during job interviews.
9. Describe measures to prevent job burnout.

10. Discuss the steps to preparing an oral presentation.
11. Explain how to prepare for job advancement or career change.
12. Describe the learning opportunities experienced in service-learning.
13. Prepare a resume and cover letter.
14. Successfully answer job interview question during mock interview.
15. Give an oral presentation using communication and critical thinking skills.
16. Journal reflective clinical and service-learning experiences.
17. Self-reflect and answer directed questions linking service-learning to course content
18. Successfully complete 10 hours of service-learning.
19. Successfully complete 166 hours of supervised unpaid clinical externship experience.

**Credits: 4**

**Prerequisites:**

HCI 124, HLT 102, MAS 122, MAA 103, MAS 102.

Instructional Support Fee Applies



## Music

### **MUS 111: History of Music I**

Major forms and styles from the Middle Ages to the present, as seen against sociological and cultural backgrounds, are studied. The course includes lectures, recordings, live music in the classroom and attendance at concerts. Three lecture hours per week. Competency met: Humanities (6.0) Fall, Spring, Summer

**Credits: 3**

### **MUS 112: History of Music II**

A continuation of the study of major forms and styles from a variety of ethnic cultures, including jazz and popular music throughout the world as seen against sociological and cultural backgrounds. The course includes lectures, recordings, live music in the classroom, and attendance at concerts. Three lecture hours per week. Fall, Spring Summer

**Credits: 3**

### **MUS 113: Introduction to Music Theory**

This course is a practical introduction to the fundamentals of music. Class work emphasizes ear training, including rhythmic and melodic dictation, and the acquisition of keyboard skills with an emphasis on chords and harmonizing melodies. Some improvisation techniques will also be included. Three lecture hours per week. Competency met: Humanities (6.0) Fall, Spring

**Credits: 3**

### **MUS 114: Music Theory II**

This course is a continuation of Music Theory I. Students study four-part harmony, modulation, 7th chords of all types, appropriate elements of analysis for various musical styles, basic species counter point (first species), voice leading, and two- and three-part forms. Three hours of lecture per week. Spring

### Course Student Learning Outcomes

1. Apply theories of melody, harmony, rhythm, texture, dynamics, and form to the study, analysis, and performance of a wide variety of musical compositions.
2. Analyze and differentiate stylistic elements of musical compositions.
3. Write musical examples and short compositions to illustrate certain techniques and parameters of musical composition.

**Credits: 3**

#### **Prerequisites:**

MUS 113 or permission of instructor.

### **MUS 116: Music for the Child**

A practical approach to presenting music to children, including nursery and folk songs, musical games, rhythm bands, simple folk dances and the staging of puppet shows learned through student group performance in class. The student will compile musical materials which can be used in future employment. Three lecture hours per week. Fall, Spring

**Credits: 3**

### **MUS 117: Sound Design for Multimedia**

This hands-on course shows students how sound can be employed to underscore, to provide spatial dimension, to contextualize, to provide emotional dimension, and to provide subtext in media. Students produce soundtracks to visual media. Students are also introduced to outstanding examples of soundtracks and sound designs from the world of cinema, as well as other media. Three lecture hours and one laboratory hour per week. Fall

### Course Student Learning Outcomes

1. Understand how sound can be used to underscore, to provide spatial dimension, to contextualize, to provide an emotional dimension, and to provide subtext.
2. Analyze video content for inherent aspects of rhythm and tempo, and to be able to list significant visual events on a cue sheet.
3. Use effects such as reverb to provide spatial dimension and to provide emotional impact.
4. Understand basic concepts of music including chords, rhythm, tempo, and texture.
5. Assemble music from loops using Apple's Garage Band software.
6. Synchronize music with digital video media using Apple's iMovie, and to export their work to iDVD and Quicktime.

**Credits: 3**



## Nursing

### **NUR 100: Introduction to Professional Nursing**

This course provides opportunities for students to explore a variety of factors and issues that influence contemporary nursing practice. These include an introduction to professional nursing practice, historical perspectives of nursing, contemporary models of nursing education and practice, health care delivery systems, and an introduction to Publication Manual of the American Psychological Association (APA) and informatics. One class hour a week. Hybrid course Fall/Spring; Day/eHealth option.

C+ (77) or better in NUR 100 and NUR 101 to continue in the program.

### **Course Student Learning Outcomes**

1. Discuss the historical evaluation of contemporary nursing.
2. Examine the professional framework of nursing.
3. Define models of nursing education and practice.
4. Describe current health care delivery systems and the roles of nursing within these systems.
5. Explore ethical and legal issues related to nursing practice.
6. Identify computer and information literacy skills required by professional nurses.

**Credits:** 1

**Co-Requisites:**

NUR 101 or permission of the instructor. Students must receive a



**NUR 101: Fundamentals of Nursing**

This course focuses on basic human needs. It emphasizes the care of persons threatened by simple homeostatic deviances that interfere with basic human needs. Students are introduced to the nursing process as they develop basic nursing skills in the college and clinical laboratories. Day, evening, and weekend hours are used for clinical teaching. Students must receive a C+ (77) or better to continue in the program. Four class hours and twelve practice hours a week in hospitals and health agencies. Fall, Day/eHealth option

**Course Student Learning Outcomes**

1. Apply concepts and principles from nursing, from the physical and behavioral/ social sciences, and from general education (humanities, math, and history) in analyzing data and making judgments in the practice of nursing.
2. Provide care to patients throughout the life span by applying the nursing process in assisting the patient to maintain or regain homeostasis when threatened by common health problems.
3. Utilize verbal and nonverbal modalities to communicate with patients, families, significant others, and health team members.
4. Provide patient teaching by assessing the need for information, implementing

short-range teaching plans, and evaluating the patient's response.

5. Manage care for a group of patients in a structured setting by prioritizing care and by utilizing the skills of other health team members.
6. Function as a member within the discipline of nursing by practicing legally and ethically and by selecting resources and activities for continued development in the nurse role.

**Credits:** 8

**Prerequisites:**

CSS 101, ENG 101, PSY 101, BIO 233, all with a grade of B- or better

**Co-Requisites:**

NUR 100.

Instructional Support Fee Applies

**NUR 102: Parent-Child Health Nursing**

This course focuses on the developmental needs of the growing family during the child bearing and child rearing phases. It emphasizes assisting the members of the growing family to maintain the ability to meet their developmental needs and/or to regain this ability when threatened by homeostatic deviances. Students continue to use the nursing process and to develop basic nursing skills in the college and clinical laboratories. Day, evening, and weekend hours are used for clinical teaching. Four lecture and twelve practice hours a week in hospitals and health agencies. Spring; Day/eHealth option

**Course Student Learning Outcomes**

1. Describe the theory which serves as the basis for selecting nursing interventions to assist patients within the growing family in maintaining the ability to meet developmental needs and/or regaining this ability when threatened by homeostatic deviances.
2. Apply the nursing process in assisting patients with the growing family to maintain or regain the ability to meet developmental needs when threatened by homeostatic deviances.
3. Utilize verbal, nonverbal, and written communication in goal-focused interactions



with members of the growing family, faculty, and agency staff.

4. Provide developmental needs information from standardized teaching guides as needed by patients within the growing family.
5. Interact with other health team members in addressing client problems.
6. Identify situations and policies which impact on client rights and well-being.

**Credits: 8**

**Prerequisites:**

NUR 101 with a grade of C+ (77) or better. PSY 252, BIO 234.

**Co-Requisites:**

PSY 252, BIO 234.

Instructional Support Fee Applies

**NUR 201: Nursing Care of the Adult I**

This course focuses on the nursing care of adults with common health problems. Students apply the nursing process by identifying client problems, selecting interventions and administering care to adults experiencing homeostatic deviances in the areas of food, fluid, and oxygen balance; sexuality; and emotional equilibrium. Day, evening, and weekend hours are used for clinical teaching. Four lecture and fifteen practice hours per week in hospitals and health agencies. Fall, Day/eHealth option

**Course Student Learning Outcomes**

1. Describe the theory which serves as the basis for selecting nursing interventions to assist adult patients in maintaining or regarding homeostasis when threatened by common pathophysiological deviances associated with food, fluid, and oxygen balance; sexuality, and emotional equilibrium.
2. Apply the nursing process in assisting patients to maintain or regain homeostasis when threatened by common pathophysiological deviances associated with food, fluid, and oxygen balance; sexuality; and emotional equilibrium.
3. Utilize therapeutic interactive techniques to communicate with patients and with families, significant others, faculty, and agency staff.

4. Provide information from standardized teaching guides as needed by an adult patient experiencing common pathophysiological deviances of homeostasis.
5. Identify priorities of nursing care when assigned to give care to 2 patients.
6. Evaluate own performance and utilizes resources and activities for learning.

**Credits: 9**

**Prerequisites:**

NUR 101 and NUR 102 with a grade of C+ (77) or better, PSY 252.

**Co-Requisites:**

BIO 239.

Instructional Support Fee Applies



**NUR 202: Nursing Care of the Adult II**

This course continues to address the nursing care of adults with common health problems as initiated in NUR 201. The focus is on nursing care of the adults with homeostatic deviances related to metabolic balance, activity, sensation, neurologic integrity, and emotional equilibrium. The course provides a variety of community-based learning experiences. Day, evening and weekend hours are used for clinical teaching. Four lecture hours and fifteen practice hours per week in hospitals and health agencies. Spring; Day/eHealth option

**Course Student Learning Outcomes**

1. Describe the theory which serves as the basis for selecting nursing interventions to assist adult patients in maintaining or regarding homeostasis when threatened by common pathopsychophysiological deviances associated with activity, metabolic balance, sensation, neurologic integrity, emotional equilibrium, and multiple concurrent deviances.
2. Apply the nursing process in assisting patients to maintain or regain homeostasis when threatened by common pathopsychophysiological deviances associated with activity, metabolic integrity, emotional equilibrium, and multiple concurrent deviances.

3. Utilize interviewing techniques to communicate with patients with families, significant others, faculty, agency staff, and peers.
4. Design and implement a short-range teaching plan for a client experiencing a common pathopsychophysiological deviance of homeostasis.
5. Identify priorities of nursing care for a group of patients.
6. Serve as an advocate in support of patient rights and well-being.

**Credits:** 9

**Prerequisites:**

NUR 201 with a grade of C+ (77) or better; BIO 239. NUR 203.

**Co-Requisites:**

NUR 203.

Instructional Support Fee Applies

**NUR 203: Trends in Nursing**

This course provides opportunities for students to explore a variety of factors and issues which influence contemporary nursing practice. These include application of evidence based practice, leadership, management, and delegation concepts, role transition, community practice, and continued development into the nurse role. One lecture hour per week. Required Community Service Learning component. Spring; Day/eHealth option

**Course Student Learning Outcomes**

1. Analyze evidenced based practice (EBP) guidelines.
2. Apply EBP guidelines to a health promotion activity.
3. Evaluate concepts of leadership and management.
4. Apply best practice delegation models to clinical situations.
5. Select strategies to facilitate the role transition from student to registered nurse.
6. Identify resources and activities for continued development in the nurse role.

**Credits:** 1

**Co-Requisites:**

NUR 202. Students must receive a C+ (77) or better in NUR 202 and NUR 203 to continue in the program.



## Occupational Therapy

### **OTA 111: Introduction to Occupational Therapy**

This course provides the foundations of occupational therapy (OT) principles and practice. OT practitioners apply core values, knowledge and skills to assist clients to engage in valued everyday activities (occupations) to support health and participation in life. The theoretical foundations, history, philosophical and ethical bases of the profession and its personnel are explored. The theoretical foundations, history, philosophical and ethical bases of the profession and its personnel are explored. The collaborative role of the Occupational Therapy Assistant and the Registered Occupational Therapist and the roles of the inter-professional team in the health care delivery system are explored. The effects of diverse contextual factors and environment on participation in occupations are a focus. The underlying principles of inter-professional collaboration, evidence-informed decision-making, and lifelong learning are firmly established. Labs include college success strategies, information literacy and preparation for fieldwork. Students clarify their personal values, learn core professional values, attitudes, and behaviors, develop communication skills and sensitivity to factors of culture and diversity in the delivery of OT services. Lecture hours include 15 hours of off-site observational fieldwork. Three lecture hours and two laboratory hours per week. Competency met: First Year Experience (9.0) Fall

### Course Student Learning Outcomes

1. Demonstrate knowledge of human development throughout the lifespan, as expressed by an understanding of developmental tasks and meaningful occupations throughout the lifespan. B.1.1 (b)
2. Demonstrate knowledge of concepts of human behavior derived from behavioral sciences, social sciences, and the science of occupation. B.1.1 (c)
3. Explain the role of sociocultural, socioeconomic, and diversity factors, and lifestyle choices in contemporary society to meet the needs of persons, groups, and populations (e.g., principles of psychology, sociology, and abnormal psychology). B.1.2
4. Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This includes an understanding of the epidemiological factors that impact the public health and welfare of populations. B.1.3
5. Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments. B.2.1



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| <p>6. Define the process of theory development and its importance to occupational therapy. B.2.2</p> <p>7. Apply knowledge of occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice. B.3.1</p> <p>8. Demonstrate knowledge of and apply the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors. B.3.2</p> <p>9. Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being. B.3.3</p> <p>10. Demonstrate knowledge of scientific evidence as it relates to the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations. B.3.4</p> <p>11. Demonstrate knowledge of the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability,</p> | <p>trauma, and injury on occupational performance. B.3.5</p> <p>12. Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to implement the intervention plan. B.3.6</p> <p>13. Demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. B.3.7</p> <p>14. Demonstrate therapeutic use of self, including one's?personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction. B.4.1</p> <p>15. Demonstrate knowledge of the use of technology in practice, including electronic documentation systems, virtual environments (communication via computer, includes simulated real time or near time environments such as chat rooms, email, video conference, or computer-based data collection), and tele-health technology B.4.15</p> <p>16. Understand and demonstrate the principles of the teaching-learning process using educational methods and health literacy education approaches. (Future courses will require students to design activities and clinical training and instruction for the client, caregiver, family,</p> | <p>significant others, and communities at the level of the audience.) B.4.21</p> <p>17. Identify occupational needs through effective communication with patients, families, communities, and members of the inter-professional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness. B.4.23</p> <p>18. Demonstrate effective intra professional OT/OTA collaboration to explain the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process. B.4.24</p> <p>19. Demonstrate awareness of the principles of inter-professional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable. B.4.25</p> <p>20. Identify and communicate to the occupational therapist the need to design community and primary care programs to support occupational performance for persons, groups, and populations. B.4.27.</p> <p>21. Factors, policy issues and social systems Identify and explain the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services</p> |
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for persons, groups, and populations and social systems as they relate to the practice of occupational therapy, and explain the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations and social systems as they relate to the practice of occupational therapy. B.5.1

22. Explain the role and responsibility of the practitioner to advocate for changes in service delivery policies, effect changes in the system, recognize opportunities in emerging practice areas, and advocate for opportunities to expand the occupational therapy assistant's role. The role and responsibility of the practitioner to advocate for changes in service delivery policies, effect changes in the system, recognize opportunities in emerging practice areas, and advocate for opportunities to expand the occupational therapy assistant's role. B.5.2
23. Demonstrate knowledge of the OT/OTA student supervision and the criteria to serve as a Fieldwork Educator. Define strategies for effective, competency-based legal and ethical supervision of occupational therapy assistants and non-occupational therapy personnel.

24. Locate and demonstrate understanding of professional literature, including the quality of the source of information, to make evidence-based practice decisions in collaboration with the occupational therapist. Explain how scholarly activities and literature contribute to the development of the profession. B.6.1
25. Understand the principles of teaching and learning in preparation for work in an academic setting. B.6.6
26. Demonstrate knowledge of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice and use them as a guide for ethical decision-making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts. B.7.1
27. Professional Engagement - Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies. B.7.2
28. Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public. B.7.3
29. Identify and develop strategies for ongoing professional development to

- ensure that practice is consistent with current and accepted standards B.7.4.
30. Develop strategies for test taking including multi-select multiple choice questions.
  31. Understand and use a range of medical abbreviations.
  32. Decode a client progress note.
  33. Create a basic SOAP note.
  34. Demonstrate technical and informational literacy, including basic familiarity with hardware and software, word processing, use of the internet for research and email, and use of BCC Access and eLearning.
  35. Demonstrate professional behavior expected of a college student as outlined in the Bristol Community College Catalog & Student Handbook and OTA Program Policies.

Level 1 Observation Fieldwork Objectives

1. Describe the range of occupational therapy service delivery models and frames of reference.
2. Develop observation skills and basic analysis of observations.
3. Observe and describe the role of occupational therapy practitioners and inter-professional team members
4. Recognize and reflect on the effects of psychological, social, cultural, and diversity factors on clients' participation in occupation
5. Create an occupational profile, and basic intervention plan, incorporating the effects



of psychological and social (including cultural and diversity) factors on the client's engagement in occupation into all aspects of the OT Process-evaluation, intervention and outcomes.

6. Observe various communication styles and report on the effects of each on therapeutic rapport with clients
7. Demonstrate therapeutic communication skills (active listening, rephrasing, congruent verbal and non-verbal skills, and sensitivity to factors of culture and diversity) 43. Recognize and utilize basic medical language and occupational therapy terminology 44. Demonstrate professional behavior (professional ethics, confidentiality, observation of safety measures & standard precautions, timeliness, professional development, etc.)

**Credits: 4**

**Prerequisites:**

Admission to the OTA program or prior approval of the program director.

**Co-Requisites:**

BIO 234, HLT 101 or HLT 102. HLT 106 or MAA 101 may be substituted for this requirement.  
Instructional Support Fee Applies

**OTA 117: Psychosocial Performance**

This course explores the role of the Occupational Therapy Assistant in various service delivery models in the psychosocial area of Occupational Therapy practice. Students learn selected frames of reference, concepts of mental health and mental illness across the life span, and the effects of psychosocial dysfunction on areas of occupation. Client factors, therapeutic interaction concepts and skills, and occupational therapy process and methods are studied. Lab sessions incorporate the theoretical principles presented in lecture. Students learn to analyze activity demands relative to performance skills and contexts in areas of occupation. The therapeutic media component of the lab provides additional opportunities to demonstrate understanding of the meaning and dynamics of occupation by leading and/or evaluating activity groups utilizing purposeful activity. Three lecture hours and two laboratory hours. Fall, Day only

**Course Student Learning Outcomes**

Lecture Objectives:

1. Articulate an understanding of the importance of the history and philosophical base of the profession of occupational therapy.
2. Articulate to actual and potentially concerned parties both the unique nature of occupation as viewed by the profession and the value of occupation to

support participation and engagement in context for the client.

3. Describe models of practice and frames of reference that are used in psychosocial occupational therapy.
4. Delineate the domain and roles of the occupational therapy assistant, and the roles of other team members in psychosocial practice settings.
5. Recognize, describe and utilize common psychosocial and OT terminology and selected practice theories used in the profession.
6. Demonstrate knowledge and understanding of human development throughout the life span, with emphasis on psychosocial skill development.
7. Demonstrate knowledge and understanding of the concepts of human behavior, motivation and change drawn from principles of occupational therapy, psychology, sociology, biology and abnormal psychology and occupational science.
8. Recognize, describe and discuss common psychosocial dysfunctions, and occupational therapy treatment considerations.
9. Understand the effects on occupational performance of physical and mental health, disease processes, disability, loss, and traumatic injury to an individual within the cultural context of family, community and society.



10. Articulate the influence of social conditions and ethical contexts upon persons with psychosocial dysfunction.
11. Express support and advocacy for quality of life, wellbeing, and occupation of the individual, group, organization or population to promote physical and mental health and prevent injury or dysfunction while considering context (e.g. cultural, physical, social, personal, spiritual, temporal, and virtual).
12. Describe a range of practice settings where psychosocial interventions occur.
13. Demonstrate knowledge of global social issues and healthcare needs with respect to the psychosocial domain.

The following objectives will be met through on campus participation in laboratory sessions:

1. Describe the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, contexts, and psychosocial client factors.
2. Describe, discuss, demonstrate and evaluate group leadership skills and effective therapeutic use of self through leading a group in class.
3. Describe and discuss selected activity demands and factors and demonstrate the psychosocial applications of activity analysis.

4. Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to implement intervention plan.
5. Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client and the sociocultural context
6. Describe and discuss concepts of health, recovery and wellness as applied to psychosocial client populations.
7. Demonstrate a range of approaches to group intervention using principles of group development and group dynamics across the lifespan to include training in self-care, self-management, health management and maintenance, home management, and community and work integration.
8. Demonstrate research skills in areas of psychopathology and therapeutic activity selection.
9. Describe, demonstrate and evaluate the use of therapeutic media through class activities, such as teaching a therapeutic media project using oral presentation skills.
10. Identify the mechanisms, systems and techniques needed to properly maintain, organize, and prioritize workloads and intervention settings including inventories.
11. Develop beginning occupational therapy process

- skills of data collection, observation, evaluation, treatment planning, implementation, and documentation.
12. Evaluate considerations of how client gender, age, race, socioeconomic, religious, and cultural identification can best be utilized for sensitive and effective implementation of the OT process.
  13. Discuss how occupational therapy history and occupational therapy theory, and the sociopolitical climate influence practice.
  14. Describe the contexts of health care, education, community, and social systems as they relate to the practice of occupational therapy.
  15. Identify the potential impact of current policy issues and the social, economic, political, geographic, or demographic factors on the practice of occupational therapy.
  16. Identify the role and responsibility of the practitioner to advocate for changes in service delivery policies, to effect changes in the system, and to recognize opportunities in emerging practice areas.

**Credits:** 4

**Prerequisites:**

Admission to the OTA program or permission of the program director.

**Co-Requisites:**

PSY 101.

Instructional Support Fee Applies



**OTA 121: Cognitive and Sensorimotor Performance**

This course demonstrates how performance skills, performance patterns, context, activity demands, and client factors influence areas of occupation. The course explores the collaborative role of the COTA and OTR in the occupational therapy process. The lab emphasizes therapeutic intervention related to Activities of Daily Living, education, work, play, leisure, and social participation and develops skills in family/caretaker training, environmental adjustments, adaptive equipment, assistive technology, and neuromuscular techniques. Three class hours and two lab hours a week. Spring

**Course Student Learning Outcomes**

Upon successful completion of the lecture portion of this course, the student will know or be able to:

1. Identify the various areas of occupation. (B.3.2).
2. Describe the importance of balancing the various areas of occupation to achieve health and wellness within various contexts. (B.3.4)
3. Describe the effect of physical and cognitive dysfunction on occupational performance. (B.3.5)
4. Recognize and describe the psychosocial implications of a physical disability. (B.3.5)
5. Demonstrate basic activity analysis skills for areas of occupation. (B.3.6)

6. Apply abilities to grade and adapt activities for those tasks that a client can no longer perform or performs with great difficulty. (B.4.18)
7. Identify adaptive equipment and assistive technology available to enhance function in areas of occupation. (B.4.3)
8. Describe the collaborative role of the OTA and the OTR in the occupational therapy process of data collection, assessment, intervention planning, implementation, and documentation. (B.4.4)
9. Appreciate and analyze the influence of client's gender, age, race, environment, sociocultural, socioeconomic, and lifestyle choices and their effect on the OT process. (B.4.4)
10. Understand and describe common types of progress notes in OT practice: SOAP, DAP and narrative notes. (B.4.29)
11. Identify commonly utilized abbreviations in OT practice. (B.4.29)
12. Appreciate the need for well-written, effective documentation to ensure correct reimbursement. (B.4.29)
13. Describe various sensorimotor approaches (Rood, Brunnstrom, PNF, NDT, CIMT) and demonstrate beginning application of techniques. (B.4.0; B.2.1)
14. Describe principles of joint protection, energy conservation, work simplification, wellness, safety, and health promotion. (B.4.10)
15. Describe the use of preparatory methods (i.e. therapeutic exercise, PAM's), practice skills (i.e. contrived activities such as cones or pegboards), purposeful activities, and occupation in the overall intervention of client with physical dysfunction. (B.4.10; B.4.21; B.4.17)
16. Identify areas of cognition and demonstration of application of OT interventions with clients with cognitive deficits. (B.4.9; B.4.9)
17. Utilizing the internet and various databases, research assistive technology products and identify populations which would benefit from these products. (B.4.11)
18. Identify the roles of the generalist and the specialist in driving assessments and when to refer to a specialist. (B.4.14; B.4.26)
19. Describe dysphagia, precautions, and social and contextual impact for clients with dysphagia. (B.4.16)
20. Utilizing a case study format, demonstrate beginning intervention planning with emphasis on developing home programming of therapeutic exercise program and identification of activity to enhance function. (B.4.27)
21. Identify various practice settings for OT interventions and the impact of these settings/contexts on the delivery of OT services. (B.4.27; B.4.18)
22. Demonstrate ability to effectively create patient/



caregiver educational handouts to complement OT treatment. (B.4.23)

23. Identify other specialists (i.e. SLP, PT, audiologist) whose intervention would benefit a patient's plan of care. (B.4.26)
24. Understand the intervention process from referral to discharge. (B.4.22)
25. Recognize the need for termination of OT services when goals have been achieved or when it is determined that goals are not achievable. (B.4.28)
26. Demonstrate oral presentation skills via individual and/or group presentation.

Upon successful completion of the lab portion of this course, the student will know or be able to:

1. Demonstrate safety awareness for self, clients, and caregivers including environment, equipment and body mechanics. (B.3.7)
2. Describe methods for controlling the spread of infection, including hand-washing, Universal and Standard Precautions, and use of personal protective equipment. (B.3.7)
3. Demonstrate beginning knowledge of commercially available adaptive equipment, custom-made modifications/adaptations, environmental modifications, adaptive strategies including positioning, grading, one handed techniques, energy conservation and joint protection techniques,

diaphragmatic and pursed lip breathing, and relaxation techniques to facilitate task completion. (B.4.3)

4. Provide remedial and compensatory intervention for cognitive process deficits. (B.4.3 B.4.9)
5. Demonstrate proper technique for obtaining the following vital signs: heart rate, blood pressure, respiration rate, oxygen saturation; describe the signs and symptoms of distress and identify abnormal vital signs. (B.4.5)
6. Perform standardized sensory and perceptual testing. Recognize normal and abnormal responses. Describe the potential impact of sensory and perceptual impairment on function and safety and develop treatment interventions for sensory and perceptual loss. (B.4.5)
7. Perform standardized testing (circumferential girth and volumetrics) of edema and demonstrate edema reduction techniques (elevation, cryotherapy, compression, retrograde massage, active range of motion). (B.4.5)
8. Describe the variables used to grade pain, the pain cycle and techniques for reducing pain (breathing, relaxation, positioning, exercise, activity, physical agent modalities, and medication). (B.4.5)
9. Demonstrate standardized grip and pinch testing. (B.4.5)
10. Demonstrate assessment and intervention in activities of daily living (ADL) (self-care, meal preparation),

instrumental activities of daily living (IADL) (self-management, home management, community reintegration), and work reintegration, breaking down into component parts. (B.4.5; B.4.21)

11. Describe performance objectively utilizing accepted terminology (Functional Independence Measure scale and CARE tool). (B.4.5)
12. Recognize low vision disorders and develop compensatory treatment interventions. (B.4.4)
13. Describe scar characteristics, recognize signs and symptoms of healing or infection, and demonstrate scar management techniques (massage, stretch, compression, elastomer patch fabrication and application, desensitization). (B.4.4)
14. Describe performance skills that facilitate coordination & demonstrate the application of intervention principles to compensate for and remediate coordination deficits. (B.4.4; B.4.9)
15. Design and grade therapeutic exercise programs utilizing appropriate equipment. (B.4.0)
16. Demonstrate proper technique in performing range of motion (passive, active-assistive, active), and passive stretch, isotonic and isometric strengthening. (B.4.10)
17. Describe beginning appreciation of the general principles of motor performance and re-training.



Identify the performance skills that impact motor performance. Simulate basic facilitation and inhibition techniques. (B.4.10)

18. Provide remedial and compensatory intervention for physical and neuromuscular deficits. (B.4.9)
19. Identify factors that increase risk for falls and other injuries around the home and describe a variety of strategies and equipment that can reduce injury. (B.4.18)
20. Identify the major categories of wheelchairs and wheelchair parts; provide training in wheelchair mobility, wheelchair management, and community mobility. Identify seating issues and solutions. (B.4.11; B.4.13)
21. Recognize and name various types of ambulatory devices; demonstrate safe use and adjustment. (B.4.13)
22. Demonstrate safe functional transfers (toilet, tub, bed, chair) utilizing the appropriate adaptive equipment. (B.4.13)
23. Provide training in techniques to optimize functional transfers and functional mobility. (B.4.14)
24. Demonstrate safe and effective method of administration of superficial thermal and modalities, adhering to established parameters. Identify precautions and/or contraindications. (B.4.17)
25. Demonstrate ability to educate clients, colleagues,

and other healthcare providers in a professional manner through effective written, oral, or other forms of nonverbal communication. (B.4.23)

**Credits:** 4

**Prerequisites:**

OTA 111 and OTA 117 and BIO 234.  
Instructional Support Fee Applies

**OTA 125: Movement in Human Performance**

In this course, students incorporate their knowledge of anatomy and physiology to study muscle groups and their function relative to performing various activities. Clinical application of kinesiology and biomechanics to purposeful activity is explored. Students learn therapeutic applications of activity across the occupational performance areas. Fundamentals of the activity analysis process are emphasized. Prevention, health maintenance, and safety programs are integrated into the course. Students develop competencies in analysis and intervention related to range of motion, muscle testing, orthotics, and prosthetics in the lab. Two lecture hours and two laboratory hours per week. Spring

**Course Student Learning Outcomes**

1. Describe general principles of kinesiology.
2. Describe the biomechanical frame of reference.
3. Utilizing correct terminology, describe and demonstrate ROM of the UE and LE.
4. Articulate importance of accurate/objective measurements of ROM/MMT to facilitate appropriate selection of activities and occupations in intervention planning.
5. Demonstrate ability to document assessment results adhering to applicable standards.
6. Describe the collaborative roles of the OTR and the COTA



- in the evaluation and intervention planning processes for clients.
- Analyze occupational performance for joint movements and muscle actions.
  - Articulate the role of occupation in the promotion of health and wellness and the prevention of disease/disability for individuals, families, and society in the areas of body mechanics, body awareness, and ergonomics.
  - Describe various components of prevention, health maintenance, and safety program.
  - Identify anatomical and biomechanical consideration in UE splinting.
  - Describe the use of orthotics to enhance occupational performance.
  - Properly fabricate two UE custom orthotics and, utilizing a splint check out, objectively assess the outcome.
  - Identify various properties of splinting materials and appropriate use.
  - Demonstrate appropriate documentation for fabrication of orthosis, including pt education (wear/care schedule, purpose of the orthosis, goals of splinting, etc.)
  - Demonstrate clear, thorough communication skills, both oral and written, in all assignments and role-playing situations.
  - Utilize word processing programs for completion of all written assignments.

- Utilize a variety of scholarly resources (i.e. textbooks and professional journals) as well as various internet search engines to complete assignments/projects.

**Credits:** 3

**Prerequisites:**

OTA 111 and OTA 117 and BIO 234.  
Instructional Support Fee Applies

**OTA 127: Psychosocial Therapeutic Modalities**

In this course, students apply their knowledge of psychosocial performance and use their ability to analyze tasks relative to areas of occupation, performance skills, performance patterns, activity demands, context(s), and client factors to implement intervention plans in mental health and geriatric services. Students develop skills in therapeutic use of self, environment, and purposeful activity. The collaborative OTR/COTA relationship in the Occupational Therapy process is emphasized. The course studies community programming and treatment of populations via site visits and fieldwork opportunities. Students participate in laboratory to study the application and evaluation of advanced psychosocial group process. Two hours of lecture, two hours of laboratory hours, and three hours of fieldwork. Spring, Day only

**Course Student Learning Outcomes**

Lecture Objectives:

- Describe the OTR/OTA collaborative relationship in mental health acute, long term care and community settings.
- Describe the role of the OTA in assessment and treatment of mental health dysfunction.
- Identify the importance of inter-professional Communication for the team and the client.



4. Describe and demonstrate the occupational therapy communication and interview process with multicultural client populations.
5. Describe the purpose of selected psychosocial assessments.
6. Discuss considerations of the occupational therapy process with special populations across the lifespan, ex: persons with mental illness, substance abuse, developmental disabilities, sensory dysfunction and dementia.
7. Discuss the effects of age, race, culture, gender and environment on individuals within the context of family, community and society while making effective treatment choices with clients in a variety of service delivery settings.

**Lab Objectives:**

1. Participate in a laboratory group experience to study and evaluate advanced psychosocial group process and develop cultural competence.
2. Plan and implement individual and group treatment programs including formulating a group protocol to promote client health, occupational function and improved quality of life.
3. Apply activity analysis theory to the design of a group and an activity program.
4. Develop and demonstrate knowledge of appropriate treatment choices for a variety of psychosocial

- dysfunctions within appropriate contexts of acute, long term and community settings.
5. Demonstrate knowledge of models of healthcare education, community and social systems as related to the practice of occupational therapy.
  6. Demonstrate ongoing assessment of clients status re: occupational needs, functional skills and interests through observation, intervention application and documentation of laboratory activity groups.
  7. Document need and rationale for service and goals of intervention through writing behavioral objectives that meet reimbursement standards of various agencies.
  8. Document client progress and provider accountability through writing SOAP notes.

**Fieldwork Objectives:**

1. Demonstrate reliable work habits, professional demeanor and professional dress.
2. Develop skills in community needs assessment and community education.
3. Establish meaningful and comfortable relationships with clients and staff in a multicultural community setting.
4. Demonstrate good judgment in seeking assistance, responding to feedback, and conducting oneself ethically

- and with appropriate courtesy and professional attitudes in client and staff relationships.
5. Formulate general therapeutic goals and objectives and apply to a selected population.
  6. Initiate and /or assist in the therapeutic activity process.
  7. Demonstrate education and advocacy efforts for the benefit of the consumer, clinical staff, community and the occupational therapy profession.
  8. Communicate in writing clearly, concisely, and professionally, utilizing appropriate terminology.
  9. Demonstrate achievement of the OTA program and clinical site's fieldwork objectives.
  10. Demonstrate knowledge of psychosocial factors influencing engagement in occupation with client-centered, meaningful, occupation-based outcomes.
  11. Demonstrate therapeutic use of self including ones personal insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.

**Credits:** 4

**Prerequisites:**

OTA 111 and OTA 117; or OTA 117 and permission of the program director.

Instructional Support Fee Applies



**OTA 233: Common Conditions of Physical Dysfunction**

This course is presented in the third semester and builds on the student's foundation in movement in human performance, performance skills, performance patterns, activity demands, contexts, and client factors. Students learn to apply this knowledge to problem-solving various therapeutic interventions for specific, commonly referred conditions affecting adults. The COTA role in the occupational therapy process is emphasized. Three lecture hours and two laboratory hours per week. Fall, Day only

**Course Student Learning Outcomes**

Upon successful completion of the lecture portion of this course, the student will know or be able to:

1. Demonstrate knowledge and appreciation of the role of sociocultural, socioeconomic, and diversity factors and lifestyle choices in contemporary society through analysis of the effects of disability, culture, gender, race, age, lifestyle choice, environment, and socioeconomic status on the occupational therapy process (B.1.2).
2. Discuss the importance of evaluation tests and measurements in the intervention planning process. Articulate the importance of using statistics, tests, and measurements for

the purpose of delivering evidence-based practice (B.1.4).

3. Explain the effects of genetic conditions, chronic disease processes, and traumatic injuries on the occupational performance of individuals (B.3.5).
4. Describe the clinical presentation and functional impact of the conditions of physical dysfunction commonly referred to OT (B.3.5).
5. Identify specific areas of evaluation appropriate for each diagnosis (B.4.4).
6. Articulate the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process along with the importance of and rationale for supervision and collaborative work between the occupational therapy assistant and occupational therapist in that process (B.4.24).
7. Identify when to recommend to the occupational therapist the need for referring clients for additional evaluation (B.4.26).
8. Analyze case studies to develop an occupational profile and appropriate OT interventions for depicted clients based upon client factors, performance skills, performance patterns, and context and environments (B.4.0).
9. Describe specific therapeutic interventions for each diagnosis to enhance independence and safety in

occupational performance, participation and wellbeing (B.4.10).

10. Develop therapeutic use of self and clinical reasoning skills as evidenced in various intervention planning classroom scenarios (B.4.1).
11. Utilizing a case study format, identify appropriate home and community programs to enhance patient's safety and independence in performance of occupations in the contexts most relevant to the client (B.4.27).
12. Use the teaching-learning process with the client, family, significant others, colleagues, other health providers, and the public. Collaborate with the occupational therapist and learner to identify appropriate educational methods (B.4.21).
13. Develop educational materials for client, family, and caregivers for specific populations to enhance performance and safety (B.4.23).
14. Effectively communicate and work inter professionally with those who provide services to individuals and groups in order to clarify each member's responsibility in executing an intervention plan (B.4.23).
15. Recognize and communicate the need to refer to specialists (both internal and external to the profession) for consultation and intervention (B.4.10).
16. Demonstrate ability to grade and/or adapt selected interventions to reflect



changing needs of clients and/or contexts (B.4.18, B.4.22).

17. Discuss the collaborative COTA/OTR role in the OT process of treatment, documentation, and discharge planning with common physical conditions (B.4.24).
18. Recommend to the occupational therapist the need for termination of occupational therapy services when stated outcomes have been achieved, or it has been determined that they cannot be achieved. Assist with developing a summary of occupational therapy outcomes, recommendations, and referrals (B.4.28).
19. Articulate the importance of evidenced based practice in clinical decision-making. Identify how scholarly activities can be used to evaluate professional practice, service delivery, and/or professional issues (B.6.1).
20. Discuss ethical considerations in the occupational therapy process. Demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards and AOTA Standards of Practice and use them as a guide for ethical decision-making in professional interactions, client interventions, and employment settings (B.7.1).

Upon successful completion of the lab portion of this course, the student will know or be able to:

1. Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice (B.3.7).
2. Assist with the development of occupation-based intervention plans and strategies (including goals and methods to achieve them) on the basis of the stated needs of the client as well as data gathered during the evaluation process in collaboration with the client and others. Intervention plans and strategies must be culturally relevant, reflective of current occupational therapy practice, and based on available evidence. Interventions address the following components:
  - The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments.
  - Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems).

- Performance patterns (e.g., habits, routines, rituals, roles).
  - Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social).
  - Performance skills, including motor and praxis skills, sensory-perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills (B.4.0).
1. Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADLs, IADLs, education, work, play, rest, sleep, leisure, and social participation (B.4.10).
  2. Identify a need and perform education in energy conservation, work simplification, joint protection techniques, and relaxation and breathing techniques to enhance performance in ADLs, IADLs, education, work, play, rest, sleep, leisure, and social participation. (B.5.2).
  3. Provide therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods) (B.4.10).
  4. Identify need and implement strategies for fine and gross motor coordination, balance, and posture (B.4.10).
  5. Evaluate and intervene for edema and scar hypersensitivity for individuals with orthopedic



impairments including patients with peripheral nerve injuries (B.4.10).

6. Incorporate weight-bearing and movement precautions for patients with lower extremity total joint replacements (B.4.10).
7. Perform and educate in residual limb/foot care for individuals with lower extremity amputations and prevention of decubitus ulcers for individuals at high risk or skin breakdown (B.4.21).
8. Perform, grade, and educate in therapeutic activities and exercise for patients with neuro-musculoskeletal, orthopedic, respiratory, and/or cardiovascular impairments (B.4.9).
9. Implement adaptive equipment / techniques, assistive technology, and modifications to enhance occupational performance for physical, cognitive, perceptual, and/or process skills deficits (B.4.9).
10. Understand bed positioning, bed mobility and proper seating for patients with orthopedic conditions of the spine, lower extremity joint replacements, lower extremity amputations, and neuro-musculoskeletal performance impairments (B.4.13).

**Credits:** 4

**Prerequisites:**

OTA 121, OTA 125, and OTA 127  
Instructional Support Fee Applies

**OTA 235: Professional Practice Skills**

This course focuses on the OTA role in the delivery and management of occupational therapy services. It covers departmental operations, supervisory requirements, personnel development and supervision, quality assurance, documentation of OT services, compliance with regulations, reimbursement, and national and state credentialing requirements. Students discuss legal and ethical responsibilities and integrate values, attitudes, and behaviors congruent with the profession of occupational therapy. The lab component provides experience in clinical reasoning, documentation of the OT process of evaluation, intervention planning, implementation and review, and consumer and professional advocacy skills. Students formulate, analyze, and compare interventions through documentation of clients' engagement in occupation. Two lecture hours and two laboratory hours and three fieldwork hours per week. Fall; Day only

**Course Student Learning Outcomes**

1. Articulate the role of the OTA in the delivery of occupational therapy services (B.5.1)
2. Articulate the role of the OTA in management of occupational therapy services (B.5.1)
3. Identify and explain the contextual factors as they relate to occupational therapy practice (B.5.1)

4. Identify and explain current policy issues as they relate to occupational therapy practice (B.5.1)
5. Recognize socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations and social systems as they relate to the practice of occupational therapy. (B. 5.1)
6. Explain an understanding of the business aspects of practice including, but not limited to, financial management, billing, and coding. (B.5.3)
7. Identify the need in the development, marketing, and management of service delivery options. (B.5.6)
8. Demonstrate the ability to participate in the development, marketing, and management of service delivery options. (B.5.6)
9. Participate in the documentation of ongoing processes for quality management and improvement (e.g., outcome studies analysis and client engagement surveys) (B.5.7)
10. Implement program changes as needed to demonstrate quality of services. (B. 5.7)
11. Define strategies for effective, competency-based legal and ethical supervision of occupational therapy assistants and non-occupational therapy personnel.(B.5.8)
12. Discuss legal and ethical responsibilities (B.7.1)



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| <p>13. Describe options and ideas for personnel development (B.5.8)</p> <p>14. Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer) (B.4.29)</p> <p>15. Recognize treatment/ diagnosis codes (e.g., CPT®, ICD, DSM® codes) (B.4.29)</p> <p>16. Demonstrate understanding of billing codes for occupational therapy services (B.4.29)</p> <p>17. Articulate and practice documentation requirements that affect consumers and the practice of occupational therapy (B.4.29)</p> <p>18. Recognized that documentation must effectively communicate the need and rationale for occupational therapy services. (B.4.29)</p> <p>19. Define the systems and structures that create federal and state legislation and regulations, and their implications and effects on persons, groups, and populations, as well as practice on persons, groups, and populations, as well as practice. (B. 5.4)</p> <p>20. Recognize the OTA role in providing care and programs that demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration consistent with federal and state laws. (B. 5.5)</p> <p>21. Demonstrate knowledge of the American Occupational</p> | <p>Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice and use them as a guide for ethical decision-making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts. (B 7.1)</p> <p>22. Demonstrate knowledge of personal and professional responsibilities related to liability issues under current models of service provision. (B.7.5)</p> <p>23. Demonstrate knowledge of the varied roles of the occupational therapy assistant providing service on a contractual basis. (B.7.5)</p> <p>24. Locate and demonstrate understanding of professional literature, including the quality of the source of information, to make evidence-based practice decisions in collaboration with the occupational therapist (B.6.1)</p> <p>25. Explain how scholarly activities and literature contribute to the development of the profession. (B.6.1)</p> <p>26. Understand the difference between quantitative and qualitative research studies. (B. 6.2)</p> <p>27. Demonstrate the skills to understand a scholarly report. (B.6.3)</p> <p>28. Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international</p> | <p>leadership positions in organizations or agencies. (B.7.2)</p> <p>29. Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public. (B.7.3)</p> <p>30. Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards (B.7.4)</p> <p>31. Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills. (B.4.2)</p> <p>32. Occupation-based intervention Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention. (B.4.3)</p> <p>33. Contribute to the evaluation process of client(s)' occupational performance, including an occupational profile, by administering standardized and non-standardized screenings and assessment tools and collaborating in the development of occupation-based intervention plans and strategies. (B.4.4)</p> <p>34. Demonstrate understanding that intervention plans, and strategies must be client centered, culturally relevant, reflective of current</p> |
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- occupational therapy practice, and based on available evidence (B.4.4)
35. Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of client outcomes. (B.4.6)
  36. Implement a discharge plan from occupational therapy services that was developed by the occupational therapist in collaboration with the client and members of the inter-professional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment. (B.4.28)
  37. Explain the role and responsibility of the practitioner to advocate for changes in service delivery policies, effect changes in the system, recognize opportunities in emerging practice areas, and advocate for opportunities to expand the occupational therapy assistant's role. (B. 5.2)
  38. Understand and articulate care coordination, case management, and transition services in traditional and emerging practice environments. (B.4.20)
  39. Identify occupational needs through effective communication with patients, families, communities and members of the inter-professional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness. (B.4.23)

40. Demonstrate awareness of the principles of inter-professional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable. (B. 4.25)

Fieldwork Objectives:

1. Demonstrate professional behavior (positive rapport and appropriate courtesy and attitude with clients and staff, reliable work habits, attendance and timeliness, professional ethics, confidentiality, follow safety measures and standard precautions, etc.)
2. Demonstrate, self-assess, and set professional development goals related to communication skills, including therapeutic rapport, & therapeutic use of self.
3. Observe & participate in selected aspects of the occupational therapy process under supervision of the OT Fieldwork Educator in OT settings, or
4. Observe & participate in selected aspects of the service delivery process under supervision of qualified personnel in non-OT settings.
5. Reflect on the effects of psychological and social (including cultural and diversity) factors on the client's engagement in occupation, in all aspects of the OT Process.

6. Demonstrate good judgment in seeking assistance, and responding to feedback
7. Meet all FW site specific objectives in timely fashion.
8. Analyze the cumulative feedback on student performance to inform readiness for future fieldwork placement.

**Credits:** 4

**Prerequisites:**

OTA 121, OTA 125, and OTA 127 or prior approval of the program director.

Instructional Support Fee Applies



**OTA 237: Developmental/Pediatric OT Practice**

Human development and the occupational therapy process in the treatment of developmental concerns are the foundational concepts of this course. Normal development of the infant and child is explored within the context of environmental, community, social, and cultural influences and is compared with delayed development. Students learn pediatric practice skills to address sensorimotor, cognitive, and psychosocial performance. The lab component incorporates theoretical principles and provides opportunities to develop assessment, intervention planning and implementation, and documentation skills. Students demonstrate adaptation of the environment, tools, materials, and occupations to meet the needs of the pediatric population. Three lecture and two laboratory hours per week. Fall, Day only

**Course Student Learning Outcomes**

1. 1. Describe the Occupational Therapy Practice Framework and its relationship to pediatric practice by explaining how performance skills, performance patterns, contexts, and environments influence the child's performance in selected areas of occupation. (B.3.2)
2. Describe major frames of reference and how they guide pediatric OT practice. (B.3.2, B2.1)
3. Describe the benefits of using a family centered approach. (B.1.1)
4. Identify the areas of pediatric occupational therapy practice from a lifespan perspective including neonates, intervention, and school practice and through adults with developmental disabilities. (B.1.1)
5. Define the fundamentals of normal development related to major milestones and developmental stages and applies to children with special needs. (B.1.1)
6. Apply an understanding of normal development to children with special needs and/or atypical development to treatment that enhances performance skills and patterns. (B.1.1, B.4.2)
7. Define client factors necessary for postural development, fine and gross motor skills, perception, augmentative communication, handwriting, mobility, sensory integration, feeding and oral motor skills, self-care and adaptations for independent living. (B.1.1, B.4.16)
8. Define the differences between educational and medical models. (B.2.1)
9. Describe the role of the COTA with pediatric and developmentally disabled diagnoses and the importance of incorporating age-appropriate activities into treatment. (B.4.24 and B.4.0)
10. Describe therapeutic activities used to address problems related to ADLs & IADLs. (B.4.19)
11. Select appropriate occupational therapy tools/methods for analyzing, grading, and adapting ADLs and IADLs. (B.4.9, B.4.16)
12. Identify assistive technology and compensation strategies used in pediatric rehabilitation and developmental readiness for prosthetic care. (B.4.12)
13. Identify effective ways to interact with parents, caregivers, clients, teachers etc. in a professional way through written, and electronic communications. (B.4.23)
14. Describe home and school modifications, accommodations, and/or strategies, including the role of the OTA in the consultative process to encourage success in the classroom & at home including but not limited to computer keyboard intervention, postural control and positioning, sensory diet and adaptive equipment. (B.4.19, B.4.9)
15. Explain how gender, age, race, socioeconomic and/or culture impact on intervention planning. (B.1.2)
16. Under the direction of an occupational therapist determine tools/methods that are appropriate for assessment/intervention related to specific pediatric diagnosis including but not limited to: cerebral palsy, intellectual disabilities, sensory processing disorders,



and other common pediatric conditions/disorders. (B.4.4, B.4.16)

17. Demonstrate oral presentation skills via individual and/or group presentations. (B.4.23)
18. Utilize professional literature, internet search engines, and/or databases to research topic(s) supporting clinical reasoning for the development of the assigned pediatric case study and respective in-class presentation. (B.4.23.)
19. Incorporate evidenced based practice used in research for the assigned pediatric case study class presentation defining how it impacts intervention outcomes. (B.4.23, B.6.3)

**Credits:** 4

**Prerequisites:**

OTA 111, OTA 117, OTA 121, OTA 125, and OTA 127.

Instructional Support Fee Applies

**OTA 241: Level II Occupational Therapy Clinical Practice - A**

The student will be assigned to a psychiatric, long term care or alternate agency under the supervision of a Registered Occupational Therapist or Certified Occupational Therapy Assistant.

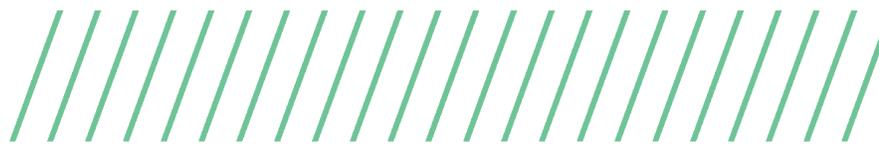
The student will be given the opportunity to apply his/her knowledge and skills to occupational therapy practice in sensorimotor, cognitive and/or psychosocial performance areas. Students will actively participate in a collaborative and supervisory relationship and experience being a part of the rehabilitation team. 8 week, full-time placement. Spring, Day only

**Course Student Learning Outcomes**

1. Student will demonstrate understanding and practice the American Occupational Therapy Association's Code of Ethic and all state and facility regulations such as Medicare, Medicaid, client privacy (HIPAA/FERPA) and social media.
2. Student will observe and demonstrate safety regulations specific to facility or agency which may include fire safety, OSHA regulations, universal precautions and emergency procedures. Student will report document incidents appropriately.
3. Student will use sound judgement regarding safety of self and others during all fieldwork-related activities

anticipating potential unsafe situations and engages in preventative measures.

4. Student will express the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently and accurately.
5. Student will communicate the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties, clearly, confidently and accurately.
6. Student will convey the role of the occupational therapy practitioner to clients when other relevant parties clearly, confidently, and accurately.
7. Student will contribute throughout the evaluation process by demonstrating the ability to obtain sufficient and necessary data/information from various sources, regarding factors that support and hinder occupational performance.
8. Student will administer assessments accurately and efficiently resulting in findings that are valid, reliable and timely to demonstrate service competence in assessment methods, per setting procedures and applicable laws.
9. Student will administer delegated standardized, non-standardized, interviews and observations, assessments using appropriate procedures and protocols.
10. Student will assist with interpretation of information through record or chart



review, observations, interviews and standardized and non-standardized assessments in relation to the client's needs, factors, and performance.

11. Student will report results clearly, accurately and concisely, reflecting the client's occupational performance.
12. Student will clearly and logically articulate rationale for the intervention process based on the evaluation results as well as considering contexts, theories, frames of reference, practice models and evidence.
13. Student will use professional literature to make informed intervention decisions under the supervision and in cooperation with the supervising occupational therapy practitioner.
14. Student will select client-centered and occupation-based interventions with consideration of client-centered components that motivate and challenge the client to achieve established goals.
15. Student will demonstrate the ability to implement client-centered and occupation based intervention plans.
16. Student will consistently modify the task by upgrading or downgrading task and or environment to maximize client's performance in client-centered and occupation-based intervention plans.
17. Student will demonstrate the ability to recommend modifications or termination

of the intervention plan based on the client's status to the supervising occupational therapy practitioner.

18. Student will clearly and concisely demonstrate the ability to document the client's response to services in a manner that expresses the effectiveness of interventions.
19. Student through practice or discussion, will exhibit the ability to collaborate with and assign appropriate tasks to, as indicated, the occupational therapy aide or others to who responsibilities might be assigned.
20. Student demonstrates through practice or discussion, an understanding of the costs and funding systems related to occupational therapy services, such as federal, state, third party and private payers for billing of OT services, inventory and ordering supplies and options for client procurement of adaptive equipment.
21. Student exhibits understanding of the mission, vision, accreditation status, licensing, and any related specialty certifications related to the fieldwork site/ organization.
22. Student consistently demonstrates the ability to meet the productivity standards or volume of work expected of occupational therapy assistant students.
23. Student communicates verbally and nonverbally, clearly and effectively with all parties including but not

limited to clients, families, caregivers, colleagues, service providers, administration and the public.

24. Student's documentation is consistently legible, uses appropriate grammar, spelling and punctuation and adheres to electronic health documentation requirement, or requirements of the specific setting to produce clear and accurate documentation.
25. Student initiates communication, asks for feedback about performance, identifies own strengths and challenges by collaborating with fieldwork educator(s) to maximize the learning experience.
26. Student takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.
27. Student constructively reflects and responds to feedback in a timely manner.
28. Student consistently exhibits punctuality, initiative, preparedness, flexibility, dependability and professional appearance, foundations of acceptable work behaviors.
29. Student displays the ability to consistently plan ahead, adhere to schedules and complete work in expected timeframe for effective time management.
30. Student, using therapeutic use of self, manages relationships effectively and



adjusts their approach to meet the needs of clients and others.

31. Student demonstrates respect for diversity factors including; one's culture, socioeconomic status, beliefs and identify.

**Credits:** 5

**Prerequisites:**

OTA 233, OTA 235, and OTA 237.  
Instructional Support Fee Applies

**OTA 243: Level II Occupational Therapy Clinical Practice - B**

The student will be assigned to a second clinical agency under the supervision of a Registered Occupational Therapist or Certified Occupational Therapy Assistant. The student will be given the opportunity to apply his/her knowledge and skills to occupational therapy practice in sensorimotor, cognitive and/or psychosocial performance areas. Students will actively participate in a collaborative and supervisory relationship and experience being a part of the rehabilitation team. 8 week, full-time placement. Spring, Day only

**Course Student Learning Outcomes**

1. Student will demonstrate understanding and practice the American Occupational Therapy Association's Code of Ethic and all state and facility regulations such as Medicare, Medicaid, client privacy (HIPAA/FERPA) and social media.
2. Student will observe and demonstrate safety regulations specific to facility or agency which may include fire safety, OSHA regulations, universal precautions and emergency procedures. Student will report document incidents appropriately.
3. Student will use sound judgement regarding safety of self and others during all fieldwork-related activities

anticipating potential unsafe situations and engages in preventative measures.

4. Student will express the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently and accurately.
5. Student will communicate the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties, clearly, confidently and accurately.
6. Student will convey the role of the occupational therapy practitioner to clients when other relevant parties clearly, confidently, and accurately.
7. Student will contribute throughout the evaluation process by demonstrating the ability to obtain sufficient and necessary data/information from various sources, regarding factors that support and hinder occupational performance.
8. Student will administer assessments accurately and efficiently resulting in findings that are valid, reliable and timely to demonstrate service competence in assessment methods, per setting procedures and applicable laws.
9. Student will administer delegated standardized, non-standardized, interviews and observations, assessments using appropriate procedures and protocols.
10. Student will assist with interpretation of information through record or chart



review, observations, interviews and standardized and non-standardized assessments in relation to the client's needs, factors, and performance.

11. Student will report results clearly, accurately and concisely, reflecting the client's occupational performance.
12. Student will clearly and logically articulate rationale for the intervention process based on the evaluation results as well as considering contexts, theories, frames of reference, practice models and evidence.
13. Student will use professional literature to make informed intervention decisions under the supervision and in cooperation with the supervising occupational therapy practitioner.
14. Student will select client-centered and occupation-based interventions with consideration of client-centered components that motivate and challenge the client to achieve established goals.
15. Student will demonstrate the ability to implement client-centered and occupation based intervention plans.
16. Student will consistently modify the task by upgrading or downgrading task and or environment to maximize client's performance in client-centered and occupation-based intervention plans.
17. Student will demonstrate the ability to recommend modifications or termination

of the intervention plan based on the client's status to the supervising occupational therapy practitioner.

18. Student will clearly and concisely demonstrate the ability to document the client's response to services in a manner that expresses the effectiveness of interventions.
19. Student through practice or discussion, will exhibit the ability to collaborate with and assign appropriate tasks to, as indicated, the occupational therapy aide or others to who responsibilities might be assigned.
20. Student demonstrates through practice or discussion, an understanding of the costs and funding systems related to occupational therapy services, such as federal, state, third party and private payers for billing of OT services, inventory and ordering supplies and options for client procurement of adaptive equipment.
21. Student exhibits understanding of the mission, vision, accreditation status, licensing, and any related specialty certifications related to the fieldwork site/ organization.
22. Student consistently demonstrates the ability to meet the productivity standards or volume of work expected of occupational therapy assistant students.
23. Student communicates verbally and nonverbally, clearly and effectively with all parties including but not

limited to clients, families, caregivers, colleagues, service providers, administration and the public.

24. Student's documentation is consistently legible, uses appropriate grammar, spelling and punctuation and adheres to electronic health documentation requirement, or requirements of the specific setting to produce clear and accurate documentation.
25. Student initiates communication, asks for feedback about performance, identifies own strengths and challenges by collaborating with fieldwork educator(s) to maximize the learning experience.
26. Student takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.
27. Student constructively reflects and responds to feedback in a timely manner.
28. Student consistently exhibits punctuality, initiative, preparedness, flexibility, dependability and professional appearance, foundations of acceptable work behaviors.
29. Student displays the ability to consistently plan ahead, adhere to schedules and complete work in expected timeframe for effective time management.
30. Student, using therapeutic use of self, manages relationships effectively and



adjusts their approach to meet the needs of clients and others.

31. Student demonstrates respect for diversity factors including; one's culture, socioeconomic status, beliefs and identify.

**Credits:** 5

**Prerequisites:**

OTA 233, OTA 235, and OTA 237.  
Instructional Support Fee Applies

**OTA 244: Seminar in Occupational Therapy**

The seminar component addresses practice-related experiences and questions. The course provides opportunities to reflect and clarify ongoing fieldwork experiences. The application of didactic knowledge and laboratory experience along with an opportunity for clarification during the seminar component provides integration of the entire four semesters. Two lecture hours per week. Spring, Day only

**Course Student Learning Outcomes**

1. Identify personal and professional abilities and competencies as they relate to job responsibilities by creating a resume and cover letter appropriate for an entry level OTA.
2. Demonstrate effective interviewing techniques and strategize job search skills.
3. Demonstrate collaboration, clinical reasoning and problem-solving skills during fieldwork-related discussions.
4. Learn strategies to prepare for the National Board for Certification in Occupational Therapy (NBCOT) Examination for the Certified OTA.
5. Locate resources and initiate the application processes for national certification (NBCOT).

6. Locate resources and initiate the application processes for state licensure in MA and/or RI.
7. Additional outcomes based on program need.

**Credits:** 2

**Prerequisites:**

OTA 233, OTA 235, and OTA 237 or prior approval of the program director.

**Co-Requisites:**

OTA 233, OTA 235, and OTA 237 or prior approval of the program director.

Instructional Support Fee Applies



## Office Administration

### **OFC 102: Computer Keyboarding**

This course helps students achieve greater efficiency and productivity through touch-method keyboarding. Computer keyboarding software is used to teach the alpha-numeric standard keyboard and to build speed and accuracy. A minimum speed of 20 wpm based on a three-minute supervised timing with three or fewer errors is required to receive a passing grade for this course. One to four hours per week (for a total of 15 hours per semester). Fall, Spring, Summer

### Course Student Learning Outcomes

1. Key the alphabetic and numeric keys by touch.
2. Develop good keyboarding techniques.
3. Key fluently – at least 25 words per minute.
4. Develop reasonable accuracy.

**Credits: 1**

Instructional Support Fee Applies

### **OFC 113: Introduction to Microsoft Word**

This course focuses on using Microsoft Word to create business documents and develop core-level competencies using Microsoft Office Specialist guidelines. Students apply developing skills to create memos, letters, simple reports, and tables. The course includes intensive speed development drills to increase speed and accuracy. A minimum speed of 30 wpm based on a supervised three-minute timing with three or fewer errors is required to receive a passing grade for the course. Three lecture hours per week. Fall, Spring, Summer

### Course Student Learning Outcomes

1. Develop keyboarding speed to a minimum of 30 words per minute with no more than 3 errors for a 3-minute timing using the touch method (not looking at the keyboard).
2. Develop the ability to follow oral and written instructions.
3. Develop MOS (Microsoft Office Specialist) core-level competencies.
4. Create business letters, memos, simple reports, and tables efficiently and with proper business formats.
5. Develop proofreading accuracy and apply proofreader's marks.

**Credits: 3**

**Prerequisites:**

A passing score on the Office Administration department keyboarding placement test or a C or better in OFC 102.  
Instructional Support Fee Applies



**OFC 117: Introduction to Computers and Software Applications**

Students will learn hardware and software concepts, how to navigate Windows Explorer efficiently, and how to use common features shared by multiple applications. Correct and safe use of internet browsers, search engines, and email will be taught. After learning and gaining a solid knowledge of business software such as Word, Excel, PowerPoint and Access; students will learn how to integrate these applications to create cross application projects. Case studies will be used to simulate the work environment. Three lecture hours per week. Competency met: Technical Literacy (8.0) Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Use the Windows Explorer to organize documents.
2. Use the features and tools built into web browsers to browse, search, and use hyperlinks.
3. Create, navigate, and construct formulas in Excel.
4. Chart data to create various charts.
5. Design worksheets for what-if analysis.
6. Create a table, define fields, create queries, forms, and reports in an Access database.
7. Create and format professional PowerPoint presentations.
8. Insert pictures, textboxes, and shapes into a PowerPoint presentation.

9. Animate a slide show and customize slide backgrounds and themes.

**Credits:** 3

Instructional Support Fee Applies

**OFC 120: Text Editing**

Editing and proofreading documents involve more than just using the spell check on your computer. This course will review sentence structure, grammar usage, punctuation, capitalization, and number style. Frequently misspelled words and confusing words will also be covered. Students' skills will be enhanced through proofreading and editing business documents. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. Apply English fundamentals in the preparation of business documents and written communications.
2. Apply basic grammar and punctuation rules in written communications.
3. Apply rules of capitalization and number usage in written communications.
4. Present detailed and precise information in written communication.
5. Locate reference sources on the Internet.

**Credits:** 3

**OFC 130: Microsoft Office Word Specialist**

This course focuses on practice and preparation for the Microsoft Office Certified Application Specialist exam by providing in-depth training through hands-on applications and critical thinking exercises. Students learn to create, edit, and format documents; apply styles and design; use spell checker and thesaurus; create headers, footers, and fields; manage documents; work with basic tables and formulas; use graphics and pictures; create footnotes and endnotes; and create mail merges. Three hours of lecture per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Demonstrate the skills required for the Microsoft Office Certified Application Specialist Exam.
2. Apply critical thinking skills, decision making skills, and creativity skills to reinforce collaborative learning.
3. Create, edit, and format Word documents.
4. Apply styles and design.
5. Create headers, footers, and fields.

**Credits:** 3

Instructional Support Fee Applies



**OFC 131: Microsoft Office Excel Specialist**

This course focuses on Excel skills needed to obtain detail-oriented, analytical positions throughout the business industry. The course provides in-depth training through relevant hands-on applications and critical thinking exercises. Students learn to create charts; enter, format, and analyze data; create and work with formulas, functions and recording macros; and move, export, manage, and integrate data. The course prepares students to take the Microsoft Excel certification exam. Three hours of lecture per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Develop the skills required for Microsoft Office Certified Application Specialist certification exam.
2. Develop skills in critical thinking, decision making, and creativity to reinforce collaborative learning.
3. Develop problem-solving skills.
4. Master the basic functions of Microsoft Excel through analyzing, formatting, collaborating, and managing worksheets and workbooks.

**Credits: 3**  
Instructional Support Fee Applies

**OFC 132: Microsoft Office PowerPoint Specialist**

This course focuses on practice and preparation for the Microsoft Office Certified Application Specialist exam by providing in-depth training through hands-on applications and critical thinking exercises. Students learn to create presentations, as well as to enhance slides with graphics and objects, sound/animation, object linking, and embedding. Students increase their efficiency in developing effective presentations as they create electronic slide shows. Microsoft NetMeeting software is introduced in this course. Three hours of lecture per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Develop the skills for the Microsoft Office Certified Application Specialist exam.
2. Develop skills in critical thinking, decision making, and creativity to reinforce collaborative learning.
3. Develop problem-solving skills.
4. Master the skills of creating content, formatting content, collaborating, managing, and delivering presentations.
5. Develop the skills necessary to utilize Microsoft NetMeeting Software.

**Credits: 3**  
Instructional Support Fee Applies

**OFC 133: Microsoft Office Access Specialist**

This course focuses on practice and preparation for the Microsoft Office Certified Application Specialist exam by providing in-depth training through hands-on applications and critical thinking exercises. Students learn to use tables and datasheets, display information in reports from a database, integrate Access with other programs, organize and manage a database, create relationships, create queries, secure and customize Access, and share Access data with other applications. Three hours of lecture per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Develop the skills for the Microsoft Office Certified Application Specialist exam.
2. Develop skills in critical thinking, decision making, and creativity to reinforce collaborative learning.
3. Develop problem-solving skills.
4. Master the skills of structuring databases, entering data, organizing data, and managing databases.

**Credits: 3**  
Instructional Support Fee Applies



**OFC 134: Microsoft Office Outlook Specialist**

This course focuses on practice and preparation for the Microsoft Office Certified Application Specialist exam by providing in-depth training through hands-on applications and critical thinking exercises. Students learn the features of Outlook for email, manage schedules using calendars, manage folders and contacts, organize work using tasks and notes, and customize Outlook using advanced features. Students learn to manage time and information and connect across boundaries. Three hours of lecture per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Develop the skills for the Microsoft Office Certified Application Specialist exam.
2. Master navigation tools.
3. Master all features of Outlook to use them efficiently.

**Credits: 3**

Instructional Support Fee Applies

**OFC 136: Microsoft Project**

Students learn how to design and create new project plans; work with tasks, resources, and projects information; customize projects and reports. Topics include setting up projects; entering tasks and resources; linking tasks; setting up and assigning resources; saving a baseline; addressing constraints and deadlines; changing task types; sorting, grouping, and filtering; reporting status; importing and exporting information; and exploring the advanced capabilities of the software. Three hours of lecture per week. Fall, Spring

**Course Student Learning Outcomes**

1. Establish people, equipment, material, and cost resources
2. Assign work, material, and cost resources to tasks
3. To view resource allocations over time
4. To manage task constraints and relationships; setting deadlines and priorities
5. Gantt chart formatting
6. Establish a project baseline
7. Identify time and schedule problems
8. Identify over budget tasks and resources
9. To optimize the project schedule

**Credits: 3**

**OFC 150: Speech Recognition**

This course introduces students to speech recognition and emphasizes its usefulness in improving personal productivity. Students learn to use voice and continuous speech recognition software to create documents without using a computer keyboard. Students improve writing, reading, and speaking skills by learning to enunciate correctly and speak clearly; thus, preventing repetitive stress injuries caused by overuse of the computer keyboard. Three lecture hours a week. Fall, Spring

**Course Student Learning Outcomes**

1. Correctly adjust the microphone settings.
2. Speak voice commands.
3. Speak punctuation, line, and paragraph commands.
4. Spell with your voice and correct errors.
5. Substitute words using your voice.
6. Train unique words, names, email addresses.
7. Create voice emoticons.
8. Speak math formulas.
9. Dictate multiple-page documents.
10. Speak and use all of the formatting capabilities in the software.
11. Learn how to use the handwriting options for your signature.

**Credits: 3**

Instructional Support Fee Applies



**OFC 160: Veterinary Administrative Software I**

This course will provide basic skills in locally used veterinary software with an emphasis placed on reception, payment, scheduling, and inventory. One lecture hour per week. Fall

**Course Student Learning Outcomes**

1. Become aware of the Cornerstone resources and their locations such as Help Menus, User Guides, Snippets and the Cornerstone Support Center.
2. Gain understanding of the process to add/update clients/patients.
3. Acquire understanding of the Patient Visit Workflow steps.
4. Create and customize an estimate.
5. Invoice the client, create a recheck appointment and take a payment.

**Credits:** 1

**Prerequisites:**

ANS 205.

**Co-Requisites:**

ANS 205.

**OFC 161: Veterinary Administrative Software II**

This course will provide advanced skills in locally used veterinary software with emphasis placed on processing reports, examining the patient/visit workflow, laboratory workflow, and imaging workflow. Advanced inventory management will be examined. One lecture hour per week. Spring

**Course Student Learning Outcomes**

1. Become aware of the advanced Cornerstone resources and their locations.
2. Gain understanding of process to produce reports.
3. Acquire understanding of the Patient Visit Workflow, Laboratory Workflow, and Imaging Workflow.
4. Demonstrate the post procedure process.

**Credits:** 1

**Prerequisites:**

OFC 160 with a grade of "C" or better.

**OFC 214: Advanced Microsoft Word**

This course focuses on document mastery and advanced word processing functions using Microsoft Word. Students advance to the expert level of word processing and apply functions to business correspondence, mail merges, memos, tables, complex reports, and newsletters. The course also includes graphic and design enhancement functions, which give students the skills they need to produce professional and appealing documents and business communications. A minimum speed of 40 wpm based on a supervised five-minute timing with five or fewer errors is required to receive a passing grade for the course. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. Develop keyboarding speed to a minimum of 40 words per minute with no more than 5 errors for a 5-minute timing using the touch method (not looking at keyboard).
2. Further develop the ability to follow oral and written instructions with advanced applications.
3. Apply advanced word processing functions to create letters, including the use of mail merge; memos, including the use of templates; complex reports; tables; and newsletters with graphics.
4. Manage text creation effectively using macros and forms.



5. Use workgroup collaboration tools.
6. Proofread documents for accuracy in form and content.

**Credits: 3**

**Prerequisites:**

OFC 113 with a grade of C or better;  
OFC 117 with a grade of C or better;  
or permission of the department chair.

Instructional Support Fee Applies

**OFC 215: Records Management**

This course is a comprehensive introduction to the complex field of records management with emphasis on the management of paper and non-paper business records including automated, microimage, and electronic records. It includes the study of filing systems, storage and retrieval procedures, records analysis, and records classification from creation through disposition. Microsoft Access is used to develop core-level competencies and to prepare the student to take the Microsoft Office Specialist Access Certification exam. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

Students will be able to:

1. Apply skills in filing and indexing business records (according to ARMA - Association of Records and Administrators, Inc.) using various record classification systems.
2. Recognize inefficiencies and implement procedures to cut costs in the creation, processing, work flow, maintenance, and disposition of records (hard copy and automated).
3. Analyze various types of records classification systems--including alphabetic, geographic, numeric, and subject files.
4. Develop systematic procedures for requisitioning,

charging out, and following up of documents borrowed from the files.

5. Apply efficient procedures in the creation, use, maintenance, and disposition of records and information in the office.
6. Identify the characteristics of various micrographic media and to understand how computer output microfilm fits into the system of automated records.
7. Develop database concepts through exercises and applications and to develop database manipulation skills using Access

**Credits: 3**

**Prerequisites:**

OFC 117 with a grade of C or better  
or permission of the department chair.

Instructional Support Fee Applies



**OFC 239: Microsoft Office Specialist Topics**

This course offers students the opportunity to take selected courses relating to the Microsoft Office Application Specialist program. The list of courses available for a particular semester is published prior to each semester when the course is being offered. Students select the curriculum they will complete from the published list of options. Students follow the learning criteria for the selected course and receive credit for that course. Three lecture hours per week. Spring, Summer

**Course Student Learning Outcomes**

Students will be able to:

Master all skills and competency levels in preparation for the performance-based certification exams through Microsoft

**Credits: 3**

**OFC 255: Executive Office Procedures**

Students become familiar with the various duties and responsibilities of an administrative assistant. Emphasis is placed on developing critical thinking skills, interpersonal skills, time management, problem-solving, organizational skills, and communication. Students are given an overview of the duties within an office, including scheduling appointments, handling mail, telephone etiquette, corresponding with email, and making travel arrangements. Students use Microsoft Outlook and prepare to take the Microsoft Office Outlook certification exam. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Demonstrate skills and knowledge necessary to work in an office environment.
2. Demonstrate competency in performing the operational functions of an administrative assistant.
3. Develop skills in human relations, leadership, and decision-making.
4. Learn about other groups and cultures through service-learning experience.
5. Explore personal values, ethics, and ideology.
6. Strengthen personal skills (e.g., listening, communication, etc.).
7. Learn how to apply academic knowledge in the real world.
8. Integrate theory and experience.

9. Demonstrate how to work collaboratively with others.
10. Develop the skills for the Outlook Certified Application Specialist exam.
11. Master navigation tools.
12. Master all features of Outlook to use them efficiently.

**Credits: 3**

**Prerequisites:**

OFC 113 and OFC 117 with a grade of C or better or permission of the department chair.

Instructional Support Fee Applies



**OFC 260: Writing Skills for the Administrative Assistant**

This course is designed for the Administrative Assistant in all areas of the workplace. The course will focus on composing business correspondence used in the office and the ability to produce clear, accurate, and timely written communication. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

1. Recognize communication barriers and identify ways to minimize them.
2. Compose, edit, and proofread business messages.
3. Compose effective requests for information or action.
4. Identify the types of bad news messages.
5. Write persuasive sales messages, requests, claims, and collection messages.
6. Compose effective business proposals.
7. Learn when and how to write goodwill messages.
8. Know the format and process used to prepare a press release.
9. Write a letter or report based on an outline of ideas delivered orally or in note form.  
1
10. Develop responses to requests for information, complaints, and other communications.

**Credits: 3**

**Prerequisites:**  
ENG 101.

**OFC 262: Desktop Publishing Projects and Web Design**

Students use an integrated-project approach in a local area network environment in this Office Administration Core Capstone Project. Students create a simulated business using Office 365 Publisher applications to develop materials associated with their business. Publishing concepts are presented, and students develop critical thinking and decision-making skills in selecting the appropriate information for the required assignments. Students also learn to create a simple website using the HTML5 programming language. Students participate in groups to collaborate in course assignments. Three class hour per week. Spring

**Course Student Learning Outcomes**

1. Create desktop publishing documents such as brochures, flyers, newsletters, and other business documents using Office 365 Publisher application.
2. Create basic web pages using HTML5 and CSS3 basic programming language.
3. Demonstrate critical thinking and decision-making skills to accomplish work related assignments.
4. Research reliable resources of information to create capstone project.
5. Use Office 365 One Drive to collaborate on course assignments.

**Credits: 3**

**Prerequisites:**

OFC 214 and OFC 117 with a grade of C or better or permission of the department chair.  
Instructional Support Fee Applies



**OFC 266: Administrative Office Management**

This course provides a comprehensive introduction to office management principles, critical thinking, and concepts including organizational trends, technology, cultural diversity, and global business ethics. Basic principles of management, problem-solving, system thinking, and productivity evaluation are explored. The Microsoft Excel Certification Exam is offered. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. Prepare financial reports, handle expenses and purchases using electronic methods.
2. Use time management skills to maximize productivity and success.
3. Develop the skills to work well with others as a team member.
4. Analyze a business situation and make decisions confidently and in an appropriate time frame.
5. Understand the concepts of business, marketing, and management.
6. Develop the skills to work well with others in a supervisory position.
7. Identify priorities and organize office work flow.
8. Conduct an effective interview to obtain information or to evaluate skills.

9. Develop a training program to train workers to do specified tasks.
10. Design an effective office design.
11. Develop the management skills in motivating, training, problem-solving, and other issues related to employees.
12. Analyze job requirements and develop specifications and job descriptions.

**Credits:** 3

**Prerequisites:**

OFC 117 with a grade of C or better or permission of the department chair.  
Instructional Support Fee Applies

**OFC 268: Media and Technology Tools**

This course provides students with the media and technology skills required to support the needs of today's workforce. This is a project-based course where students will use Project Management web tools to plan, create, share, and schedule events; use Collaboration tools to facilitate and manage online meetings; use Presentation tools to share and collaborate as a group; use Resource Management tools for storage and tracking documents; Consensus Building tools for polling and question management. Students will also be introduced to applications for productivity and collaboration such as Office 365 Teams and Planner. Students participate in groups to collaborate in course assignments. Four lecture hours per week. Spring

**Course Student Learning Outcomes**

1. Share information using project management tools.
2. Facilitate virtual meetings, screen sharing, video, and blogs using collaboration tools.
3. Collaborate with others using presentation tools.
4. Use cloud file storage for tracking and commenting.
5. Create surveys and polling questions using consensus-building tools.
6. Utilize Office 365 applications for productivity and collaboration.

**Credits:** 4

**Prerequisites:**



OFC 117 or permission of the department chair.  
Instructional Support Fee Applies

**OFC 294: Office Administration Colloquium**

This seminar course prepares students for employment and enhances their communication skills. Students use technology to find jobs; write a resume, cover letter and reference listing; practice interviewing techniques; work in teams to solve problems; assess on-the-job situations; and attend job fairs. Students create a portfolio in the course. Computer software will be used for various office functions. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

1. Compose and produce a professional resume.
2. Compose and produce cover letters and follow-up letters.
3. Conduct research on prospective employers using electronic resources.
4. Present oneself professionally in an interview.
5. Develop self-confidence in seeking employment and in working with others as part of a team.

**Credits:** 3

**Prerequisites:**

OFC 214 with a grade of C or better or permission of department chair.  
Instructional Support Fee Applies

## Paralegal Studies

**PLS 100: Introduction to Legal Studies and Ethics**

Introduction to Legal Studies and Ethics is a survey of the U.S. legal system, the substantive and procedural law of Massachusetts, and the role of the paralegal in the legal profession. Topics include professional ethics, civil and criminal procedures, constitutional law, as well as basic legal analysis, research, and writing. In addition, the course will provide an overview of substantive law's areas of practice: family law, real estate law, criminal law, estate planning, business law, torts, contracts, and bankruptcy law. Three lecture hours per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Identify typical responsibilities of the paralegal and other legal professions.
2. Identify and describe the functions of trial and appellate level courts in federal and judicial systems.
3. Demonstrate how a civil claim is processed through pretrial, trial and appellate states.
4. Demonstrate how a criminal charge is processed through arrest, indictment, trial and appellate stages.
5. Identify potential and actual situations of conflict of interest and breaches of law and confidentiality.

**Credits:** 3

**PLS 101: Civil Litigation and Procedure**

This course presents an overview of the stages of civil litigation and the rules of civil procedure. Students learn how to gather information and evidence in a civil lawsuit. Students gain a thorough understanding of the discovery process and prepare appropriate discovery materials and respond to discovery requests. Students draft complaints, answers, and motions and file and obtain service of court documents. Three hours of lecture per week. Fall

**Course Student Learning Outcomes**

1. Work with the civil clerk's office and other agencies in filing documents and obtaining information.
2. Draft civil litigation legal documents, correspondence, and pleadings.
3. Summarize depositions, interrogatories, and other legal memoranda.
4. Manage a civil litigation file from opening to closing.

**Credits:** 3

**Prerequisites:**

PLS 100.

**Co-Requisites:**

PLS 100.



**PLS 102: Torts Law**

This course introduces students to American Civil Law. Torts is the study of civil wrongs, as distinct from criminal or contract law. This course will review the elements of torts, damages, remedies, and ethics. The course covers theories of tort liability including intentional torts, negligence, strict liability, product liability, professional malpractice, defamation, nuisance and related torts. Students will learn and practice the role of the paralegal in the preparation of a tort claim. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. Identify intentional torts, unintentional torts and strict liability torts.
2. Analyze and explain the rules of negligence and apply them to specific fact patterns.
3. Apply knowledge of the law and legal services in providing direct assistance to attorneys as it relates to tort liability.
4. Demonstrate an understanding of the pre-trial process and pleading involved in a civil case.
5. Analyze a case and write a case brief.

**Credits:** 3

**Prerequisites:**  
PLS 100.

**Co-Requisites:**  
PLS 100.

**PLS 105: Law Office Management**

This course will familiarize the student with the operations of a law office including establishing an understanding of basic management principles and concepts, personnel management, client relationship and communication skills, legal fees (timekeeping and billing practices), client trust funds and law office accounting, and office systems and technology. This course also familiarizes students with calendaring, docket control, and case management and records file management. Three lecture hours per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Acquire a baseline of knowledge and skills in law office technology for application in subsequent courses, internships and employment.
2. Apply management principles, technology and ethics relating to law office operations.
3. Implement use of technology in the management and administration of the law office.
4. Successfully perform conflict checks for typical law office fact situations.
5. Successfully perform docketing and calendaring.
6. Create time sheets and apply ethical principles to timekeeping and billing; prepare client billing documents.

7. Create and balance trust account ledgers.

**Credits:** 3

**PLS 120: Basic Legal Research**

This course presents a practical, hands-on approach to developing basic legal research skills and understanding relevant legal terminology. Students are introduced to a wide array of primary and secondary law resources, first using law books and then moving to electronic resources. Assignments require students to refine their skills by focusing on specific legal issues and finding key points of law. The course emphasizes the use of legal citators and cite checking. Three hours of lecture per week. Spring

**Course Student Learning Outcomes**

1. Use finding tools to locate "good" law.
2. Plan a strategy to organize and conduct basic legal research and cite-checking.
3. Use print and electronic resources to locate primary and secondary authority sources.

**Credits:** 3

**Prerequisites:**  
ENG 101; PLS 100 and PLS 105.

**Co-Requisites:**  
PLS 100 and PLS 105.



**PLS 121: Family Law and Procedure**

This course presents an overview of family law with particular emphasis on the procedural aspects of the marriage contract, property rights of the parties, legal roles of husband and wife, adoption, protection from abuse, alimony, child support, and termination of marriage. The role of the paralegal in a family law office is studied. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

1. Work with the appropriate family court clerk's office to file documents and obtain information.
2. Draft legal documents and correspondence for marriage dissolutions and adoptions.
3. Work empathetically with clients.

**Credits:** 3

**Prerequisites:**

PLS 100.

**Co-Requisites:**

PLS 100.

**PLS 220: Bankruptcy Law**

This course offers an overview of bankruptcy law and procedure to prepare paralegal students to assist attorneys representing debtors and creditors. It will cover commencement of a case, preparation of petitions and schedules, operating and liquidating procedures, adversary matters and litigation in bankruptcy court and debtors' and creditors' rights and obligations. Forms utilized in bankruptcy court will be stressed. The course reviews the current Federal bankruptcy code including recent amendments. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Understand and be able to distinguish the different types of bankruptcies.
2. Examine the ethical considerations involved in the filing of bankruptcy petitions and creditor practices.
3. Gather the information necessary to complete the bankruptcy petition and schedules.
4. Prepare and file petitions, schedules, notices, and budgets for Chapters 7 and 13 bankruptcies.
5. Draft the Chapter 13 plan and supporting declarations.

**Credits:** 3

**Prerequisites:**

PLS 100.

**Co-Requisites:**

PLS 100.



**PLS 230: Criminal Law and Procedure**

This course provides an overview of criminal law and procedures from the perspective of legal practitioners with special focus on the respective rights and duties of the defense and prosecution. It explains the fundamental basis and purpose of criminal law in our society and examines the major categories of crime from the common law through their modern codification. It also covers the development and present state of the law as it applies to arrest, search and seizure, statements by the accused and others, the right to counsel, trial proceedings and issues, sentencing, punishment, and appeal. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

1. Work with the district attorney and the police.
2. Prepare appropriate legal documents and correspondence.
3. Identify the major categories of crime.
4. Locate statutes dealing with crimes, defenses, and punishment.
5. Explain the Constitutional rights of the accused from pre-arrest through trial.
6. Explain the court process from arraignment through appeal.

**Credits:** 3

**Prerequisites:**

PLS 100.

**Co-Requisites:**

PLS 100.

**PLS 231: Interviewing and Investigation**

In this course students learn the basic skills required in interviewing and investigation. Topics include establishing rapport with the client, questioning techniques (including dealing with a reluctant witness), finding/preserving information, and ethics. Using mock exercises, students will interview and investigate in a variety of legal situations. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

Students will be able to:

1. Prepare a checklist for interviewing and investigating
2. Interview clients and witnesses
3. Locate and preserve evidence according to the Federal rules

**Credits:** 3

**Prerequisites:**

PLS 101 and PLS 120 with a grade of C or better.

**PLS 232: Advanced Legal Research and Writing**

This course builds on the legal research and reasoning skills developed in PLS 120. Students are required to apply legal analysis and develop proper writing style by drafting case briefs, legal correspondence, motions and pleadings, and legal memoranda. Students become familiar with other common legal forms and appellate briefs. Three lecture hours per week. Fall; Spring

**Course Student Learning Outcomes**

1. Use legal research materials to assist in writing legal correspondence and legal memoranda.
2. Draft basic legal correspondence and internal office memoranda.
3. Use practice sets to assist with completing forms and preparing legal materials.

**Credits:** 3

**Prerequisites:**

PLS 101 and PLS 120.



**PLS 234: Legal Ethics**

This course presents the ethical considerations and dilemmas faced by paralegals in their work environment. Students will explore complex ethical issues using case studies, literature, and films. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Assist attorney in the prevention of ethical violations in the legal profession.
2. Recognize paralegal ethical violations in order to prevent their occurrence.

**Credits:** 3

**Prerequisites:**

PLS 101 and PLS 120.

**PLS 235: Immigration Law**

This course presents the immigration and nationality laws of the United States focusing on the administrative agencies involved in administering those laws. Topics include the immigrant selection system, visas, exclusion, removal, change of status, and refugee/asylum status. Special emphasis given to the paralegal's role in working with aliens and preparing major immigration forms. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Work with the appropriate agencies in assisting the attorney with immigration/deportation issues.
2. Prepare a full application for a green card including affidavit of support.
3. Review a criminal record and make an analysis of defenses available.
4. Instruct clients on the INS interview process and preparation of the petition.
5. Recognize paralegal ethical violations in order to prevent their occurrence.
6. Explain the process for posting bail bonds and getting the money returned.

**Credits:** 3

**Prerequisites:**

PLS 101 and PLS 120.

**PLS 240: Real Estate Law**

This course presents substantive law related to real estate property, including types of ownership, purchase and sales documentation, title examination, deed and mortgage preparation, and closing procedures and documentation. Sample forms including leases, purchase and sale agreements, and closing forms are reviewed and drafted. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

1. Draft a purchase and sale agreement.
2. Perform a title search at the Register of Deeds.
3. Draft a mortgage and note.
4. Prepare a closing worksheet.
5. Record documents after closing.

**Credits:** 3

**Prerequisites:**

PLS 100.

**Co-Requisites:**

PLS 100.



**PLS 241: Wills, Estates, and Trusts**

This course provides a theoretical and practical understanding of the laws of inheritance and estate planning. Students prepare a basic will and trust document and learn the procedure for probate. Estate planning, the role of the probate courts, and basic inheritance issues are explored and discussed. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Fill out will planners.
2. Fill out probate and administration petitions and all affiliated documents.
3. Draft a will and revocable living trust.
4. Explain what measures a client can take to avoid estate taxes with proper estate planning.
5. File documents with the appropriate court and maintain oversight until final disposition.

**Credits:** 3

**Prerequisites:**

PLS 100.

**Co-Requisites:**

PLS 100.

**PLS 242: Business Organization for Paralegals**

This course provides an overview of the legal environment of business. Students will concentrate on various legal entities, their advantages, similarities, and differences, and the laws specific to each entity. Students will become familiar with agencies governing businesses and prepare common legal documents. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. Draft a simple partnership agreement.
2. Prepare documents associated with corporations.
3. Work with the state agency that governs corporations.
4. Work with the state agency that governs employment and job discrimination.

**Credits:** 3

**Prerequisites:**

PLS 100.

**Co-Requisites:**

PLS 100.

**PLS 243: Paralegal Internship**

This internship places students in a law office or in a law-related setting in corporations, courts, banks, government agencies, etc. to further enhance their paralegal training in a work environment under the supervision of a faculty member and an assigned practicing attorney. Fall, Spring

**Course Student Learning Outcomes**

1. Prepare a resume and cover letter.
2. Research various legal settings and find a match to his/her career interests.
3. Prepare for an interview.
4. Be hired for an internship position.
5. Create learning outcomes for the internship experience in conjunction with the faculty mentor and the attorney mentor.

**Credits:** 3

**Prerequisites:**

A minimum GPA of 3.0 and sophomore status, and approval of the program director/department chair. Open only to Paralegal Studies students.



## Philosophy

### **PHL 101: Introduction to Philosophy**

An introductory study of some of the most important problems of philosophy, including knowledge and reality, ethics, religious belief, freedom and determinism. Some consideration is given to the development of the Western philosophical tradition from Plato to twentieth century existentialism. Three lecture hours per week. Competency met: Social Phenomenon (5.4), Humanities (6.0), Ethical Dimensions (7.0) Fall, Spring

### Course Student Learning Outcomes

1. Recognize theories of knowledge and formulate conclusions.
2. Inquire and explore the existence of God.
3. Recognize and identify alternate theories of reality.
4. Review and discuss moral ideals and ethical behavior.
5. Explore and question philosophies of community relationships.
6. Employ philosophical methods such as logic, inquiry, questioning and critical analysis.

**Credits: 3**

### **PHL 111: Introduction to Logic**

This course is designed to assist the student in learning the fundamental principles for distinguishing sound arguments from fallacious ones. Arguments are studied as abstract patterns of reasoning and as a particular use of ordinary language. The course is intended not only for the serious philosophy student, but also for students who wish to develop critical thinking skills needed to formulate sound arguments of their own and to evaluate the arguments of others. Competency met: Humanities (6.0) Fall, Spring  
**Credits: 3**

### **PHL 152: Ethics: Making Ethical Decisions in a Modern World**

This course presents the various systems which philosophers in the Western World have devised for making ethical decisions. The course examines modern ethical problems, e.g. abortion, divorce, euthanasia, extramarital sex, war, and capital punishment in the light of these systems. It encourages the student to form reasoned solutions to the ethical problems of our day. Three class hours a week. Competency met: Social Phenomenon (5.4), Humanities (6.0), Ethical Dimensions (7.0) Fall, Spring  
**Credits: 3**

### **PHL 153: Philosophy of Education**

This course is designed to critically reflect on different philosophical views that have influenced education. Philosophy of education is an inquiry of our everyday conceptualizations of learning and knowledge, students and teachers in order to re-examine established norms, practices, policies in education, By drawing on multiple philosophical perspectives (traditional, romantic, progressive, existential, critical, postmodern and relational) the course explores questions about the purposed, practice and the meaning of schooling education. The courses also allows students to construct their own philosophical readings and perspectives into the scope of education, its role in society and map-out curriculum and instruction discourse, while highlighting the significance of processes of identity, knowledge construction and ethics. Three lecture hours per week. Fall, Spring

### Course Student Learning Outcomes

1. Students will examine the social and philosophical foundations of education.
2. Students will develop a critical reading of historical and social processes that influence education practice, policy and curriculum.
3. Students will interrogate and de-construct normative structures such as the learner, the educator, the space of school and the scope of education.



4. Students will develop their own teaching philosophy as a guiding premise to establish teaching and learning ideals as they envision becoming an educator.

**Credits:** 3

**Prerequisites:**

A passing score on the College's reading and writing placement tests, or C or better or concurrent enrollment in ENG 091, or ENG 092.

## Phlebotomy

### **PLB 102: Principles and Methods of Phlebotomy**

This course explores the history of phlebotomy and related topics necessary for the phlebotomist to work in a clinical laboratory or other medical setting. A continuation of MED 101, it covers a variety of topics at a more advanced and in depth level, including anatomy and physiology of the vascular system, CPR training/certification, computer applications, arterial/venous and capillary specimen procurement, as well as maintenance of equipment used in specimen collection. Also covered are difficult draws, ECG testing, microbiological specimen processing, blood donor collection, glucose POC testing, and routine computer applications. This course includes 45 hours lecture/lab to be completed at the College during the first half of the semester, and 120 hours of phlebotomy experience at an affiliate agency during the second half of the semester. Spring; Day only

### **Course Student Learning Outcomes**

1. Apply knowledge of the anatomy of the cardiovascular and lymphatic system to the phlebotomy procedure.
2. Apply knowledge of the physiology of the cardiovascular and lymphatic system to the phlebotomy procedure.
3. Properly perform venipuncture on training arms



- and peer "patients" using proper equipment, technique and order of draw.
4. Properly maintain all equipment used in phlebotomy.
  5. Follow laboratory regulations to prevent pre-analytical errors in specimen collection.
  6. Properly perform capillary puncture including heel sticks and finger sticks on training heels and peer "patients".
  7. Properly perform arterial specimen collection on training arms.
  8. Properly perform EKG testing on training patient.
  9. Properly collect microbiological samples and process non-blood samples.
  10. Properly perform blood donor collection process on training patient.
  11. Perform point of care testing (POC) including capillary blood glucose levels, urinalysis testing and urine pregnancy testing.
  12. Properly perform special collections on training arms and peer "patients".
  13. Apply routine computer applications in the laboratory setting.
  14. Discuss professionalism and the appropriate ethical conduct required to work in a clinical setting and in the delivery of health care to the diverse ethnic population in the service area.
  15. Communicate appropriately using proper medical and laboratory terminology.
  16. Discuss and utilize standard safety practices as outlined by OSHA and CDC.

17. Maintain patient confidentiality.
18. Discuss and interpret quality control and quality assurance applications necessary to ensure reliability of test results and equipment.
19. Prepare materials and supplies for laboratory testing.
20. Follow the program safety policies in the Phlebotomy classroom.
21. Work cooperatively with fellow students, instructors and College staff.

**Credits:** 4

**Prerequisites:**

MED 101. Open to students enrolled in Phlebotomy Certificate Program only.  
Instructional Support Fee Applies

## Physics

### **PHY 101: Technical Physics I**

This is a non-calculus-based introduction to the principles of physics and their applications. Topics include vectors, Newton's law of motion, work, energy and machines. Emphasis is placed on understanding through problem solving. This course is not transferable to most four-year engineering degrees. Three lecture hours and two laboratory hours per week. Fall, Summer

### Course Student Learning Outcomes

1. Apply knowledge of forces, energy, and momentum to solve numerical problems.
2. Utilize mathematical tools such as dimensional analysis and vectors.
3. Model real world situations using physics tools and concepts.
4. Analyze laboratory data, including sources of error.
5. Recognize the power and proper usage of scientific thinking and methods.

**Credits:** 4

**Prerequisites:**

MTH 141 or MTH 152.

**Co-Requisites:**

MTH 141 or MTH 152.

Instructional Support Fee Applies



**PHY 102: Technical Physics II**

This is a continuation of PHY 101. Topics include fluids, thermodynamics, optics, electrostatics and basic circuits. Three lecture hours and two laboratory hours per week. Spring

**Course Student Learning Outcomes**

1. Apply knowledge of electricity, pressure, temperature, and optics to solve numerical problems.
2. Utilize mathematical tools such as dimensional analysis and vectors.
3. Model real world situations using physics tools and concepts.
4. Analyze laboratory data, including sources of error.
5. Recognize the power and proper usage of scientific thinking and methods.

**Credits:** 4

**Prerequisites:**

C or better in PHY 101.

Instructional Support Fee Applies

**PHY 120: Introduction to Modern Physics**

Can we go faster than light? What is time? Is Schrodinger's cat alive or dead? This course is designed to introduce students to some of the most fascinating and bizarre ideas in science. It covers the two pillars of modern physics, special relativity and quantum theory, at a level that nearly anyone can understand and appreciate. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Demonstrate basic knowledge of special relativity, including Lorentz transformation and four-vectors.
2. Demonstrate basic knowledge of quantum mechanics, including using matrices to solve quantum spin problems and understanding the uncertainty principle conceptually.
3. Appreciate the scientific method and how experiments are used to investigate reality.
4. Apply mathematical problem solving techniques in order to understand various world situations.

**Credits:** 3

**PHY 211: General Physics I**

This course and Physics 212 are a one-year calculus-based introduction to the principles of physics and their applications. Topics include vectors, kinematics, Newton's law of motion, work/energy, momentum, and rotational motion. Emphasis is placed on understanding through problem solving. This course is transferable to four-year engineering degrees. Three lecture hours and three laboratory hours per week. Competency met: Scientific Reasoning and Discovery Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Apply knowledge of forces, energy, momentum, and torque to solve both numerical and symbolic physics problems.
2. Utilize mathematical tools such as dimensional analysis, vectors, and basic calculus.
3. Model real world situations using physics tools and concepts.
4. Analyze laboratory data, including sources of error.
5. Recognize the power and proper usage of scientific thinking and methods.
6. Solve unfamiliar problem types using familiar techniques, a process which requires critical and abstract thinking.

**Credits:** 4

**Prerequisites:**

MTH 214 with a grade of C or better.



Instructional Support Fee Applies

**PHY 212: General Physics II**

This is the second semester continuation of PHY 211. It serves primarily as a calculus-based introduction to electricity and magnetism. In particular this course covers Maxwell's equations and basic electric circuits, both DC and AC. Topics also include fluids, oscillations, and waves. Three lecture hours and three laboratory hours per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Apply knowledge of electricity, magnetism, circuits, and optics to solve both numerical and symbolic physics problems.
2. Utilize mathematical tools such as dimensional analysis, vectors, and concepts from multivariable calculus.
3. Model real world situations using physics tools and concepts.
4. Analyze laboratory data, including sources of error.
5. Recognize the power and proper usage of scientific thinking and methods.
6. Solve unfamiliar problem types using familiar techniques, a process which requires critical and abstract thinking.

**Credits:** 4

**Prerequisites:**

C or better in PHY 211. Concurrent registration in MTH 253 is recommended.

Instructional Support Fee Applies

## Portuguese

**POR 101: Elementary Portuguese I**

Beginning training in the four basic skills: reading, writing, speaking and aural comprehension. An introduction to Lusophone culture is included. One hour of Laboratory practice is required. Only for students with no language background or one to two years of high school Portuguese with a C average. Students with an A or B average are encouraged to enroll in the 102 level. Three lecture hours and one language laboratory hour per week. Competency met: Humanities (6.0) Fall, Spring; Evening/Weekend

**Course Student Learning Outcomes**

1. Read, write and orally reproduce the basic alphabetical sounds of the Portuguese Language.
2. Initiate, minimally sustain, and close simple, basic communicative tasks, limited to greetings, introductions, numbers, requesting information, time, classroom items, nationalities, place of origin, and foods.
3. Use the appropriate, basic grammatical structures associated with classroom, invitations, requests, thanking people, expressing needs, likes and dislikes, describing people, animals and things, expressing possession, expressing obligation, describing routine activities, expressing preferences and feelings.
4. Read simple authentic texts and discuss their content.



5. Write small passages using acquired vocabulary and grammatical structures.
6. Recognize names and other identification features of the Portuguese Speaking Countries.

**Credits:** 3

Instructional Support Fee Applies

**POR 102: Elementary Portuguese II**

A continuation of training in the four basic skills: reading, writing, speaking and aural comprehension. Cultural and daily living topics are included. Three lecture hours and one language laboratory hour per week. Competency met: Humanities (6.0) Fall, Spring Evening/Weekend

**Course Student Learning Outcomes**

1. Read, write and orally reproduce more complex grammatical structures, using the present, past and future tenses.
2. Initiate, minimally sustain, and close simple, basic communicative tasks, related to identification of family, daily life, housing, weather and sports.
3. Express physical and emotional states.
4. Read simple authentic texts and discuss their content.
5. Examine and translate audio and video clips.
6. Describe fundamental historic, social and political aspects of the Portuguese speaking countries.

**Credits:** 3

**Prerequisites:**

POR 101 or two years of Portuguese in high school with an A or B average.  
Instructional Support Fee Applies

**POR 201: Intermediate Portuguese I**

A review and continuation of Portuguese grammar plus additional training in the four skills: reading, writing, speaking and understanding. Readings and discussions based on cultural topics, contemporary literature, newspaper articles, Internet sources and video. Three class hours and one language laboratory hour per week. Competency met: Humanities (6.0) Fall, Spring; Evening/Weekend

**Course Student Learning Outcomes**

1. Read, write and orally reproduce more complex grammatical structures, using other modes of the past and future tenses as well as the Imperfect tense.
2. Initiate and maintain a normal conversation based on daily events.
3. Read and interpreter more complex texts and discuss their content.
4. Explain the contents of audio and video materials.
5. Express subjective attitudes with the appropriate use of the Subjunctive.
6. Describe fundamental historic, social and political aspects of the Portuguese Speaking countries.

**Credits:** 3

**Prerequisites:**

POR 102 or three years of high school Portuguese with a C average.  
Instructional Support Fee Applies



**POR 202: Intermediate Portuguese II**

A continuation of POR 201. Further grammar review based on readings and compositions. Intensive practice of spoken language. More advanced readings from Lusophone literature and culture. Frequent compositions and written exercises. Three lecture hours and one language laboratory hour per week. Competency met: Humanities (6.0) Fall, Spring; Evening/Weekend

**Course Student Learning Outcomes**

1. Converse in a clearly participatory fashion.
2. Initiate, sustain, and bring to closure a wide variety of communicative tasks.
3. Express subjective attitudes with the appropriate use of the subjunctive.
4. Initiate and maintain a normal conversation based on daily events.
5. Read and interpret more complex texts and discuss their contents.
6. Explain the contents of audio and video materials.
7. Formulate own ideas about cultural similarities and differences in the Portuguese Speaking Communities in the USA and the world.

**Credits: 3**

**Prerequisites:**

POR 201 or four consecutive years of high school Portuguese with a C average.  
Instructional Support Fee Applies

**POR 321: Portuguese for Interpreters**

This course develops Portuguese language skills to ensure oral competency in a variety of interpreting settings. Students refine their extensive Portuguese vocabulary and acquire abilities in terminology research, dictionary usage, and glossary building. Students engage in practical communication activities found in various community settings. This course covers medical terminology and also covers basic terminology used in the fields of human services and education. The course is taught primarily in Portuguese. Three lecture hours per week. Competency met: Humanities (6.0) Fall, Spring

**Course Student Learning Outcomes**

1. Show more confidence to face the real situation of interpreting.
2. Compare and contrast important aspects of the oral and written Portuguese from Portugal, Brazil, Azores, Cape Verde and local communities.
3. Use a variety of linguistic resources available for the interpreters: medical dictionaries, specific vocabulary lists, sites in the internet.
4. Employ an extensive Portuguese medical terminology.

**Credits: 3**

**Prerequisites:**

Passing score on the oral and written entrance examination for the Portuguese/English Community Interpreting program.



**POR 322: The Portuguese Language in the World: An Introduction to the Lusofonia**

This course is a general overview of the Portuguese language in the world: the birth of the Portuguese idiom, the evolution of the language throughout the centuries, and its place in today's society. The instruction focuses on the following basic aspects of the language: the study of the diversity of the communities that speak the language in today's world, which include Portugal (mainland and the islands of The Azores and Madeira), Brazil, Cape Verde, Angola, Mozambique, Guine-Bissau, St. Tome e Principe, and East Timor, and the interpretation of the chronology of this romance language as an organized linguistic system. Special attention is given to the Portuguese language in immigrant communities. Texts used to study the language include fiction, poetry, critical essays, and audio-visual materials (films, CDs). Three lecture hours per week. Competency met: Humanities (6.0) Fall, Spring; Not offered every year

**Course Student Learning Outcomes**

1. Develop the ability to identify the various communities of Portuguese speakers in the world.
2. Recognize some important differences between classic and contemporary Portuguese.

3. Appreciate the importance of other languages in the formation of the Portuguese language.
4. Recognize specific themes and motifs of the periods of Portuguese literature.
5. Connect some of their own life experiences with the Portuguese immigrant literature.
6. Develop a better understanding of literary text written in Portuguese.

**Credits: 3**

**Prerequisites:**

POR 321 or permission of the instructor.

**POR 352: Written and Sight Translation for English and Portuguese**

This course focuses on the theory, process, and techniques of written and sight translation. Students engage in a variety of hands-on experiences with translation and editing. Materials may include government and other agency forms such as applications; reports; certificates; and school, social service, and medical documents. The course prepares students for practical, community-based translations. Students review the English and Portuguese skills necessary to produce clear and polished written and sight translations. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. Apply professional standards for translations.
2. Practice norms and guidelines from state agencies and professional organizations.
3. Produce clear and polished written translation of all sorts of documents from the medical and legal fields (reports, documents from the Social Services ; medical follow-up instructions; medical forms, etc.).
4. Engage in translation sub-skills, such as revising and editing.
5. Translate common mainstream/community documents (forms, birth certificates, questionnaires, etc.).



6. Identify regional variations of medical and legal terminology.

**Credits:** 3

**Prerequisites:**  
HUM 156.

**POR 353: Interpreting Portuguese/English**

This course examines the process of interpreting through hands-on experiences with both Portuguese and English as target and source languages in the process of interpreting. Starting with consecutive interpreting and ending with simultaneous interpreting, students apply interpreter theory, exercise process tasks, and practice fundamental interpreting skills and standards in a variety of simulated settings. Students discuss, develop, and practice strategies to deal with problematic linguistic and cross-cultural situations. Three lecture hours and one language laboratory hour per week. Fall, Spring; Not offered every year

**Course Student Learning Outcomes**

1. Put into practice the standards and code of ethics for medical or legal interpreters.
2. Use interpreting skills in a variety of medical or legal situations.
3. Listen to tapes and provide oral translation into the target language (Portuguese or English).
4. Interpret information given on the telephone or on site.
5. Conduct consecutive interpreting.
6. Conduct simultaneous interpreting.

**Credits:** 3

**Prerequisites:**

POR 321, HUM 156.  
Instructional Support Fee Applies

**Project Management**

**PRM 101: Foundations of Project Management**

This course covers effective management of both long-term development programs and short-term projects. Project Management principles and methodology are provided with special focus on planning, controlling, and managing projects to successful completion. Topics may include management and leadership, cultural differences, organizational structures, conflict, negotiation, and determining strategy. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

Upon successful completion of the course, students will be able to:

1. Identify the elements of the Project Management life cycle
2. Evaluate the project management processes
3. Utilize basic tools and techniques to plan, organize, and manage a project
4. Optimize results while managing constraints
5. Explain the principles of team leadership
6. Describe the career paths in the project management profession

**Credits:** 3



**PRM 102: Organizational Behavior and Projects**

This course details the relationship between the organizations that host projects and the projects themselves. Projects are a key vehicle for the execution of organizational strategy, and the effectiveness of that execution is determined to a large extent by the environment that the organization itself creates for those projects. This course will also draw topics from ethics, professionalism, and project leadership. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

Upon completion of this course students will be able to:

1. Differentiate global codes of ethics and conduct
2. Recognize cultural influences on ethics
3. Analyze and remediate ethical situations and sustainability
4. Develop appropriate approaches for managing projects within multiple cultures

**Credits:** 3

**Prerequisites:**

PRM 101.

**Co-Requisites:**

PRM 101.

**PRM 104: Project Stakeholder and Communications Management**

This course provides students with comprehensive project management communication, knowledge and skills. Students will master theoretical and applied communication skills. Students will be required to develop a project stakeholder list and evaluate stakeholder's role in a project; determine the appropriate communications methodology to be used for each stakeholder; and develop a high quality communication plan for meeting the needs of each stakeholder. Three lectures hours per week. Fall, Spring

**Course Student Learning Outcomes**

Upon completion of this course students will be able to:

1. Recognize all project stakeholders and identify their specific role and influence in the project
2. Differentiate between formal and informal communications methods and defend when each is applicable on a project.
3. Evaluate and select appropriate tools and methods to communicate with identified stakeholders, including commonly used templates for communication activities such as status reporting, issue tracking, change control, and project reviews
4. Construct a communication-management plan that

defines the participants, communication processes, tools, and methods required for appropriate project communication

**Credits:** 3

**Prerequisites:**

PRM 102.

**Co-Requisites:**

PRM 102.



**PRM 201: Project Scope, Resource, Cost and Time Management**

This course furthers the students understanding of key knowledge areas in the field of project management. Topics will include requirements management, resource planning, budgeting, task scheduling and critical path planning, and the concept of "triple constraint" (constraints of project cost, scheduling, and scope). Students will gain critical knowledge of the factors that lead to a successful project. Three lectures hours per week. Fall, Spring

**Course Student Learning Outcomes**

Upon completion of this course students will be able to:

1. Translate customer requirements into a solid scope statement
2. Produce a project Charter based on initial scope
3. Develop a comprehensive Work Breakdown Structure by translating requirements into tasks
4. Establish an initial project cost and schedule baseline
5. Develop an initial project plan

**Credits:** 3

**Prerequisites:**

PRM 102.

**PRM 202: Project Risk, Change and Quality Management**

This course continues to examine at greater depth some key foundational concepts of Project Management. Working with real-life project examples and accepted project management standards, this course will provide students with a strong understanding of managing the risk, change, and quality components of a project. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. Define how proper management of risk, change, and quality leads to successful project outcomes.
2. Identify likely outcomes when risk, change, and quality are not properly managed.
3. Explain the steps needed to develop an appropriate risk response plan to real project situations.
4. Apply the steps used to manage change within real project situations.
5. Translate customer and stakeholder requirements into an appropriate quality management plan.
6. Describe the steps needed to validate that project deliverables satisfy customer and stakeholder requirements.

**Credits:** 3

**Prerequisites:**

PRM 104 or permission of the program coordinator.

**PRM 204: Advanced Project Management Concepts**

This course provides students with an understanding of important project management concepts, which are not foundational to project management, but would be encountered by more senior project managers as they advance in their career. The concepts include, but are not limited to global project management, Agile project management, building project teams and project politics. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

Upon completion of this course students will be able to:

1. Identify project procurement needs, including make-or-buy analysis
2. Determine a vendor and the bidding process
3. Negotiate and ensure due diligence and an equitable process when contracting
4. Determine contract types, risks, and incentives
5. Manage vendor performance and relationships, amend contracts and manage change
6. Evaluate the impact of contextual factors such as client's organizational culture, needs, risk tolerance, and project size on tools and methods of project management
7. Recommend appropriate approaches for managing communications and meetings for projects with



multiple cultures and languages in large-scale, global environments across time zones.

8. Construct a project management plan that can achieve given objectives while mitigating the potential risks inherent in large, complex, widespread, and intercultural projects

**Credits:** 3

**Prerequisites:**

PRM 201 and PRM 202.

**Co-Requisites:**

PRM 201 and PRM 202.

**PRM 205: CAPM Exam Preparation**

This course is designed to prepare students to sit for the Certified Associate in Project Management (CAPM®) examination administered via the Project Management Institute (PMI), the governing body of project management. This examination is taken at a PMI designated testing center or proctored online by PMI. A passing grade results in the student being recognized as a Certified Associate in Project Management (CAPM). Three lecture hours per week. Fall, Spring

PRM 202 or permission of program coordinator.

**Co-Requisites:**

PRM 202.

**Course Student Learning Outcomes**

1. Prepare to take the CAPM exam.
2. Identify the Knowledge areas which will be covered in the CAPM exam.
3. Describe the Project Management processes associated with each Knowledge Area
4. Explain the Project Life Cycle and how this integrates with the various Knowledge Areas
5. Review the various Project Management formulas and their use within the exam
6. Analyze how CAPM questions are formulated to provide multiple possible responses.
7. Discern subtle hints within questions and answers that may lead you to the correct response.

**Credits:** 3

**Prerequisites:**



## Psychology

### **PSY 101: General Psychology**

This course provides an introduction to the field of psychology, including its history and controversies, its sub-fields and divisions, its major theorists and theoretical perspectives, and its current state and promise. The focus will be on how we develop across the life span, the biological basis of our behavior, the nature of intelligence and learning, personality, psychological disorders, and how we behave in social situations. The aim is for students to gain an appreciation for the science of psychology and how it can be applied to our own lives. Three lecture hours per week. Competency met: Social Phenomenon (5.4) Fall, Spring, Summer

### Course Student Learning Outcomes

1. Identify the core subfields of psychology and a sampling of the key figures and key terms associated with them.
2. Differentiate between the main theoretical perspectives within the field; psychodynamic, cognitive, behavioral, humanistic, and biological.
3. Define basic research terminology and recognize examples of how research studies have shaped the discipline.
4. Demonstrate an increased awareness of how psychological principles impact individual lives.

**Credits:** 3

### **Prerequisites:**

A passing score on the College's writing and reading placement tests or C or better or concurrent enrollment in ENG 091 or ENG 092.



**PSY 165: Psychology of Learning, Motivation, and Achievement**

This course examines the scholarly literature concerning nonintellectual factors related to student success in college and career. The facets covered include the literature on psychological factors, skills, and behaviors that have been found to be positively associated with Grade Point Average (GPA); graduation from college with a baccalaureate degree in a timely manner; and attaining fulfilling work in a professional job upon graduation from college. The relevance of these factors, skills, and behaviors to each student's own success in college and selection of a college major and career is explored through critical analysis and evaluation of them. The primary focus is on factors affecting each student's own learning, motivation, achievement, selection of a college major, and definition of a tentative career path. Another focus is on learning strategies for helping oneself and others become more successful students. Three lecture hours per week. Competencies met: Critical Thinking; First Year Experience. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Identify college resources including technology resources and means of accessing them.
2. Identify student learning style preferences and their relationship to college success.

3. Formulate academic and career goals.
4. Apply proven strategies for changing negative beliefs to self-affirming ones.

**Credits: 3**

**Prerequisites:**

A passing score on the College's reading and writing placement tests or C or better or concurrent enrollment in ENG 091 or ENG 092.

**PSY 230: Statistics for Psychology**

This course provides an introduction to statistical methods used in psychological research. The emphasis is on conceptual understanding of statistics within the context of research. It includes an introduction to the analysis of quantitative data in psychology, including descriptive statistics, analysis of variance, correlation, regression, probability, hypothesis testing, nonparametric procedures, and data analysis with SPSS. This course is also appropriate for students wanting to major in other Social Sciences. Three lecture hours and one laboratory hour per week. Competency met: Technical Literacy (8.0) Fall, Spring

**Course Student Learning Outcomes**

1. Define various research methods and statistics used in psychological research.
2. Identify and effectively apply descriptive and inferential statistics for specific research questions and sets of data.
3. Identify appropriate statistical analyses for various psychological research questions and explain why their choices are appropriate.
4. Perform statistical analyses of data using SPSS and explain/interpret the results.

**Credits: 4**

**Prerequisites:**

PSY 101 and MTH 119.

**Co-Requisites:**

PSY 101 and MTH 119.

Instructional Support Fee Applies



**PSY 232: Research Methods in Psychology**

The main purpose of this course is to help students develop the skills and knowledge necessary to become informed critics of psychological research reported in scholarly journals and in the media. Emphasis will be placed on using scientific reasoning to interpret, design, and critique research from diverse areas of psychology. Topics covered include: identifying and creating appropriate research hypotheses; examining ethical issues in psychological research; acquiring skills in the design of descriptive, correlational, and experimental research; developing familiarity with the psychological literature; and creating an original research proposal in American Psychological Association publication style. Three lecture hours per week. Competency met: Critical Analysis (1.0) Fall

**Course Student Learning Outcomes**

By the end of the course students will be able to:

1. Articulate the value of the scientific method and evidence-based inquiry, as compared other forms of inquiry.
2. Use scientific reasoning to interpret, design, and critique basic psychological research, using concepts such as: research, design, reliability, validity and sampling.
3. Evaluate the appropriateness of statistical analyses used for various psychological research.

4. Demonstrate comprehension of the APA ethical guidelines and principles that guide psychological research.
5. Exhibit information literacy, including locating scholarly psychology sources, critiquing the quality of the sources, and summarizing the information that is accessed.
6. Demonstrate competence in writing using APA style, including ability to write a logical scientific argument and present information using a scientific approach.

**Credits:** 3

**Prerequisites:**

PSY 230 with a minimum grade of "C".

**PSY 252: Child Development**

A study of the development of human behavior from conception to adolescence with special emphasis on childhood. Special attention is given to the physical, social and cultural factors as well as the child's interpersonal relationships. Three lecture hours per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Explain how prenatal factors impact child development.
2. Describe how research has shaped the field of child development.
3. Give examples of how physical, cognitive, and socio-emotional factors impact the development of the child.
4. Discuss the impact of cultural, ethnic and socioeconomic factors influencing child development.

**Credits:** 3

**Prerequisites:**

PSY 101.



**PSY 253: Adolescent Psychology**

This course focuses on the development of the adolescent. The major theories regarding adolescents, with emphasis on their attitudes, values, motives, and problems of adjustment are studied. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

1. Demonstrate knowledge of how scientific methodology is applied to the study of adolescent psychology.
2. Critically analyze major theories that explain adolescent behavior.
3. Compare and contrast the impact of social settings on adolescent behavior.
4. Describe the effects of cognitive development on adolescent behavior.
5. Analyze psychosocial factors that influence adolescent behavior.

**Credits:** 3

**Prerequisites:**  
PSY 101.

**PSY 254: Psychology of Personality**

This course is an introduction to the study of personality. The course examines various theoretical explanations for understanding personality development and explores the strengths and weaknesses of each theory. This course also investigates how personality is assessed and explores the validity and reliability of several tools. Three lecture hours per week. Competency met: Social Phenomenon (5.4) Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Identify the key concepts that are associated with the major personality theories.
2. Evaluate the strengths and the weaknesses of the theories that have shaped the field.
3. Explore how research and psychological testing apply to personality theories.
4. Assess theories of personality and how they relate to human behavior, experience and psychopathology.

**Credits:** 3

**Prerequisites:**  
PSY 101.

**PSY 255: Abnormal Psychology**

This course focuses on a wide range of ways in which personality may become disordered. Emphasis is placed on normal human development as highlighted by psychopathology and on problems of treatment. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. Demonstrate an increased awareness of how to discriminate between "normal" behavioral functioning from "maladaptive" functioning.
2. Summarize methods that are used to classify and assess psychological disorders.
3. Distinguish between the major psychological disorders and their diagnostic criteria.
4. Differentiate between the main theoretical perspectives within the field and their approach to etiology and treatment.
5. Understand the unique problems facing individuals with various mental health issues and think critically about the sociological, economical and cultural ramifications of psychopathology.

**Credits:** 3

**Prerequisites:**  
PSY 101.



**PSY 257: Social Psychology**

This course examines the historical background of Social Psychology and the significance of various historical and current theoretical perspectives. Scientific research methods used in this field will be analyzed, including ethical concerns and legal issues. Topics to be studied in-depth include: social cognition and perception; attribution errors and biases; group processes and group relations; social attitudes and beliefs; stereotyping, prejudice and discrimination; prosocial and helping behaviors; and aggression and conflict. Three lecture hours per week. Competency met: Social Phenomenon (5.4); Ethical Dimensions (7.0) Spring, Summer

**Course Student Learning Outcomes**

1. Analyze and discuss the significance of historic and contemporary scientific research and methods used in this field, including ethical concerns and legal issues.
2. Describe and critically evaluate classic and recent social psychology experiments.
3. Discuss the enduring themes of social psychology.
4. Demonstrate an understanding of how various key social psychology themes, theories, and concepts apply to everyday living and current world problems.

**Credits:** 3  
**Prerequisites:**  
PSY 101.

**PSY 258: Introduction to Behavior Modification**

This course is designed to help the student develop an understanding and appreciation of behaviorism in psychology. Emphasis is placed on the various techniques used in a clinical or hospital setting to modify patient behavior. Three lecture hours per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Define, explain and illustrate the major concepts and principles of classical and operant conditioning.
2. Demonstrate practical understanding of behavior modification through the design, implementation and evaluation of a behavior-change program.
3. Understand the ethical ramifications in the use of behavioral principles to alter behavior.
4. Recognize how research findings relate to behavioral change.
5. Explain how behavior modification skills are applied in a variety of settings.

**Credits:** 3  
**Prerequisites:**  
PSY 101.

**PSY 259: Psychology of Personal Adjustment**

This course will provide an opportunity for students to gain insight into their own behavior as well as that of others. Goals for this course include: understanding personal adjustment and growth across the life span, dealing with life changes and developing adequate coping mechanisms for making self-affirming life choices, maintaining health, managing stress, relating to others in social environments, and developing effective interpersonal relationships. Strategies for exploring life options and making effective decisions are emphasized. Importance is placed on the role of beliefs and values in the decision-making process and the problems that arise out of value conflicts. Three class hours a week. Competency met: Social Phenomenon (5.4), Ethical Dimensions (7.0) Spring

**Course Student Learning Outcomes**

1. Compare and contrast psychological theories about the roots of beliefs and values and how they influence the decision-making process.
2. Identify self-defeating beliefs, thoughts, habits, and behaviors and apply psychological strategies to change them into self-affirming ones.
3. Discuss strategies for developing and maintaining effective interpersonal relationships.



4. Demonstrate ability to use creative visualization techniques for managing stress; identifying and achieving high priority life goals; and rehearsing desired behaviors.

**Credits:** 3

**Prerequisites:**

PSY 101.

**PSY 260: Topics in Psychology**

A one-semester course on a specific topic in psychology. Topic to be announced each semester. Three lecture hours per week. Not offered every year

**Course Student Learning Outcomes**

1. Define terminology specific to the topics discussed
2. Apply course materials to real world scenarios
3. Identify key concepts connected to topic
4. Evaluate arguments about the course theme

**Credits:** 3

**Prerequisites:**

PSY 101.

**PSY 262: Introduction to Thanatology**

This course is a survey of the numerous loss experiences in the human condition with special attention to dying issues, the demography of death, grief, funeralization and memorialization. Attention will be given to special types of grief, children's education and afterlife theories. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Demonstrate personal knowledge of the current trends and over 100 glossary concepts utilized in thanatology.
2. Demonstrate the ability to prepare and plan their own funeral arrangements and help others to do the same.
3. Explain the death and grief process to children by knowing their awareness levels and expected grief manifestations.
4. Understand trauma deaths such as suicide, SIDS, miscarriage and child's death with specific attention to causes, prevention and grief reactions.
5. Develop a comprehensive guide of resources and support groups for the dying and those who are grieving.
6. Recognize and explain good health practices and statistical correlates for longevity.

**Credits:** 3

**PSY 263: Honors Seminar in Empowering Women**

This course examines the development of women throughout the lifespan as well as the psychological and social barriers that prevent them from achieving their desired life goals. Special attention is given to the cognitive, physical, social, and cultural factors affecting the development of girls and women as well as their interpersonal relationships. The importance of cross-cultural research for interpreting data on women's development is stressed. Three class hours a week. Fall. Competency met: Global Awareness (5.2).

**Course Student Learning Outcomes**

1. Discuss important historical and current topics of interest to psychologists who focus on issues related to girls and women.
2. Analyze and critique models and methods of psychosocial research that are used to study the behavior of girls and women.
3. Evaluate the validity and generalizability of psychosocial research concerning girls and women.
4. Demonstrate an understanding of how developmental psychosocial knowledge could be applied to impact social policy and the quality of life for girls and women across cultures.

**Credits:** 3

**Prerequisites:**



Enrollment in Honors Program or permission of instructor.

**PSY 264: Psychology of Grief**

The course is an in-depth experience into the myriad facets of the grieving process. It is designed to enlighten the student cognitively and affectively about the components, determinants, manifestations and specific reactions of various losses and the consequent grieving process. The differences between normal and unresolved grief, the tasks of grieving and the holistic impact will be addressed. Special attention will be given to traumatic death grief. Three lecture hours per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Gain comprehensive knowledge of the causes, distinctions, manifestations of grief and the holistic impact with the attention to the candidacy and clues of unresolved grief.
2. Distinguish between the avoidance patterns of grief and successful grieving.
3. Examine and explain cultural differences and gender differences in the grieving process.
4. Develop competency in the techniques of death notification and understand the impact of trauma death.
5. Demonstrate an understanding of specific trauma death such as homicide, military death, genocide, mega death as well as its consequences to the griever and society.

**Credits: 3**

**PSY 266: Introduction to Grief Counseling**

The course focuses on the qualities and skills as well as the functions and goals of the grief facilitator. Pre-need, at need, aftercare intervention and healing techniques will be addressed for a variety of loss experiences. An in-depth analysis of counseling theories will be presented, as well as resources for referral counseling. Three class hours a week. Spring

**Course Student Learning Outcomes**

1. Develop best personal qualities required for a counseling relationship and the ability to employ those professional skills for effective counseling.
2. Understand major goals of grief counseling and avoid pitfalls and problems.
3. Define and explain major theories of psychotherapy to assist in the application of concepts for counseling advice and referral.
4. Demonstrate knowledge of crisis counseling, intervention, and interview techniques as well as aftercare guidance.
5. Offer a multitude of choices and options available for the adjustment period of grief as well as techniques for motivational counseling that will give success in grief recovery.

**Credits: 3**



**PSY 267: Introduction to Gerontology:  
The Study of Aging**

Society as a whole is rapidly aging at an unprecedented rate. Using a multi-disciplinary approach, the aging process is examined from a variety of perspectives, including contemporary biological, psychological, and social theories. Various problems facing today's elders -- and those in caretaking roles for older adults -- are examined, including health, social, economic, political, and other age-related issues. Three lecture hours per week. Spring

**Course Student Learning  
Outcomes**

1. Understand and utilize the vocabulary of Gerontology.
2. Discuss the various aspects of the aging process which includes the biological, psychological, psychosocial, spiritual, chronological and financial.
3. Define and discuss the ageist attitudes in our society and compare those with other cultures.
4. Describe the impact of the aging process on family, friends, healthcare resources, the community and the available living environments, which include the Eden Alternative and the Greenhouse Project of Dr. Bill Thomas and culture change in extended care settings.
5. Advocate for positive approaches to good nutrition, preventative healthcare

programs, exercise and access to learning communities.

6. Understand the advance directive documents that promote autonomy and have an impact on the quality of life of our elders.

**Credits: 3**

**PSY 269: Geropsychology**

This course offers an in-depth, holistic examination of the biological, emotional, and mental components of the human person in the aging process and how they impact the health, lifestyle, and social life of elders. Special attending is given to Alzheimer disease as well as emotional and personality disorders encountered by elders. Three lecture hours per week. Fall, Spring

**Course Student Learning  
Outcomes**

1. Students will have a comprehensive knowledge of the Gerontology/Geriatric glossary of terms and theories, the holistic nature and problems encountered in the aging process, the myriad legislative benefits/advocacy/protections as well as social/health/agencies for support.
2. The student will gain a skill and competency to explain clearly information required for seniors, to offer coping strategies and enlighten seniors to the challenges and choices amidst the social trends which are currently affecting their lifestyles.
3. Because of the great deal of affective learning in the course, the student will have gained a sensitivity to all senior issues and concerns to better understand their role as facilitators.

**Credits: 3**



**PSY 271: Global Leadership**

This course provides students the opportunity to identify and develop some of the interpersonal competencies and skills that are important for success as a leader in a global workforce. Students assess their global leadership potential and identify strengths and areas in need of improvement. They learn needs assessment and project design skills, problem-solving strategies, and team-building skills and practice them while either serving at a non-profit organization in the community or leading peers on a community service project. Students reflect on their service experience and identify some possible projects for which they could apply their education to address social problems in their communities in the future. Three hours of lecture per week. Competency met: Global Awareness (5.2), Social Phenomenon (5.4), Ethical Dimensions (7.0). Spring

**Course Student Learning Outcomes**

1. Students will gain knowledge about the interpersonal competencies and skills that are important for success as a leader in a global workforce and assess their potential for global leadership.
2. Students will gain knowledge about strategies for needs assessment, problem solving, effective team building, and project management skills.
3. Students will gain practice in using these strategies and skills in face-to-face class

discussions and by either engaging in a service-learning project or taking a leadership role in a community service project

**Credits: 3**

**PSY 280: Disorders of Childhood: Development and Psychopathology**

Maladaptive patterns of behavior, cognition and emotion may occur during childhood and adolescence, and the normal unfolding of maturational milestones may be disrupted and disordered. This course examines the various atypical responses that children experience when "normal development goes awry". The course content makes three assertions. First, that children develop within the contexts of home, school, and community and may be at risk for psychopathology when these environments do not support healthy growth. Second, that development is driven by the interplay of biology and the environment and psychopathology is not inevitable. Protective factors function in both the individual child and the child's environment. Third, that children are vulnerable to the emergence of diverse disorders during particular times in development, and that one set of factors may or may not lead to maladaptive behavior, emotion or cognition. Three lecture hours per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Understand the developmental course, etiology, assessment, diagnosis and intervention of various psychological disorders beginning in childhood and adolescence.
2. Explain the biopsychosocial model of human development.



3. Demonstrate an understanding of the complexity of the many pathways toward child psychopathology.
4. Challenge stigmas assigned to children and families who suffer from psychological disorders.

**Credits:** 3

**Prerequisites:**

PSY 101 and PSY 252.

**PSY 281: The Effects of Drugs on the Body and Mind**

This course is designed to help students gain knowledge of alcohol and other drugs in the context of individual use. The primary goal is to understand how drugs alter the brain and have an impact on thoughts, feelings and behaviors. There will be an emphasis on drug induced changes in neurological functioning. Etiology of addiction from a biological perspective will be explored. This course serves as a prerequisite for many of the courses in the Substance Abuse Counseling Certificate Program. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

Upon completion of this course, the student will be able to:

1. Define and discriminate between the categories of drugs of abuse.
2. Describe current trends in drug use and abuse in the United States.
3. Analyze and explain how drugs affect the nervous system and how they are processed by the body.
4. Demonstrate an understanding of the psychological, sociological, and physiological effects of mood altering substances.
5. Recognize the signs and symptoms of addiction.
6. Identify the biological perspective of drug addiction.

**Credits:** 3

**PSY 287: Introduction to Addiction Studies**

This course is designed to help students gain an understanding of addiction from a psychological, sociological, biological and spiritual perspective with a strong focus on diversity in addicted populations. The concept if addiction as a disease will be examined. Consequences of addiction as they related to the individual regarding intervention, treatment, education, and relapse prevention are introduced. This course requires that the student attend at least 3 AA/NA meetings outside of the classroom hours. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

Upon completion of the course, the student will be able to:

1. Discriminate between drug used, abuse, dependency, and addictions.
2. Demonstrate an understanding of the psychological, sociological, behavioral and physiological effects of mood altering substances.
3. Compare and contrast the etiology of addiction including the biopsychosocial model, disease model, behavioral model, social model, and family systems model.
4. Discuss treatment models for drug intervention and prevention strategies in the United States.



5. Identify family dynamics of chemical abuse, including co-dependency.
6. Differentiate the effects of addictions on special populations, including diversity in age, ethnicity, sexual orientation/gender.

**Credits:** 3

**Prerequisites:**

PSY 101 and PSY 281.

### **PSY 290: Psychology of Learning**

This course is designed to provide the student with an understanding of experimental approaches to the study of animal behavior. The key concepts and principles related to different theories of learning will be covered, including biological, behaviorist, cognitive, and socio-cultural perspectives. Within the context of both cognitive and behavioral models of learning, attention will be given to the concepts of reinforcement and shaping of behavior, approach and avoidance learning, student motivation and learning, and metacognitive and self-regulation skills. Three lecture hours per week. Fall, Spring, Summer

### **Course Student Learning Outcomes**

1. Differentiate between the major perspectives and theories associated with learning theory.
2. Describe and analyze experimental research on human and animal learning,
3. Identify key terminology and principles of the varied learning theories.
4. Utilize and apply the principles of psychology of learning in their own learning and everyday life.
5. analyze how learning theories impact many aspects of life.
6. Identify various disorders and their impact on learning.

**Credits:** 3

**Prerequisites:**

PSY 101.

### **PSY 295: Honors Seminar in Community Leadership**

In this interdisciplinary course, students review the scholarly literature on leadership to gain a concise grounding in major leadership concepts and theories, including a contemporary approach for leadership in groups, communities, and organizations. Working in groups, students practice problem-solving strategies and leadership skills by developing a project plan to help a nonprofit organization provide a service needed in the community, leading service-learning students to implement it, and assessing the project and their personal growth using guided-reflection techniques. Three hours of lecture per week. Spring

### **Course Student Learning Outcomes**

1. Discuss the characteristics and roles of leaders and followers according to historical and contemporary leadership theories.
2. Explain why and how the relational approach is helpful for providing leadership in groups, communities, and organizations in our contemporary society.
3. Explain why civic engagement and community leadership are important in our contemporary society.
4. Complete a service project that identifies a service needed in the community; reflect on the root causes; implement the project; and



assess the outcomes with a discussion including potential solutions.

5. Assess their strengths and potential for community leadership and give examples of some ways they could apply their personal interests, strengths, and knowledge of community leadership principals to address a problem in the community.

**Credits: 3**

**Prerequisites:**

Enrollment in the Commonwealth Honors Program or permission of the instructor.

## Science

### **SCI 110: Science vs. Pseudoscience**

Every day the public is faced with news of new scientific findings that have a great impact on our lives and health - from the latest causes of cancer to the dire predictions of climate science. This course is aimed at Sustainability majors and non-science majors, to help them gain an understanding of how science is done. Topics will include the peer review process, common experimental designs, the importance of sample size, interpreting graphs and statistics, and the role of the media in conveying science. This course will provide students with the tools to help them critically evaluate science in the news. Three lecture hours per week. Fall, Spring

### Course Student Learning Outcomes

1. After completion of this course, students should be able to:
2. Explain the basic features of the scientific process - such as peer review, hypothesis generation, and controlled experimentation.
3. Critically read and evaluate secondary sources of science news.
4. Distinguish between science and pseudoscience based on criteria relating to the process of science.

**Credits: 3**

### **SCI 112: Principles of Ecology**

An introduction to basic principles of ecology. The interaction of abiotic and biotic components of ecosystems are discussed as well as the effects of human intervention. Some labs are field trips. Three lecture hours and two laboratory hours per week. Competency met: Scientific Reasoning and Discovery Fall

### Course Student Learning Outcomes

1. Explain the process of ecological change both in the long term (evolutionary change) and in the short term (succession).
2. Utilize the tools of science through ecological field study focused on local ecosystems in Southeastern Massachusetts.
3. Analyze data, modeling the way in which scientist handle data, including the use of statistical methods and computers for analysis of data sets.
4. Compile scientific findings using the primary methods by which scientists communicate with their peers including composing original research papers, oral presentations and poster presentations.

**Credits: 4**

Instructional Support Fee Applies



**SCI 113: Physical Science**

This course introduces non-science majors to the physical sciences. It focuses on selected topics from chemistry, physics, geology, and astronomy. Students apply scientific method in the laboratory and learn proper laboratory safety. Three class hours and two laboratory hours per week. Competency met: Scientific Reasoning and Discovery Fall, Spring.

**Course Student Learning Outcomes**

1. Design and perform scientific experiments using of the principles of the scientific method to make observations, collect and analyze data, and present findings.
2. Describe and explain the universality of the laws of physics including the concepts of motion, force and universal gravitation.
3. Describe the basic structure of an atom, and using that structure, explain elements, isotopes, the types of chemical bonds and creation of compounds.
4. Explain the causes of earthquakes and volcanoes and using the theory of plate tectonics, describe the natural forces working to shape planet Earth.
5. Make and use accurate scientific measurements.

**Credits:** 4

**Prerequisites:**

Introductory Algebra competency or high-school algebra.

Instructional Support Fee Applies

**SCI 115: Science and Care of Plants**

This course is an introduction to the basic principles of plant science (structure, function, growth requirements, etc.) as a basis for consideration of topics of greater practical interest (e.g., horticultural techniques, uses of plants, identifying plants, landscaping). Three lecture hours and two laboratory hour per week. Competency met: Scientific Reasoning and Discovery Spring

**Course Student Learning Outcomes**

1. Describe and apply the scientific method to address observations and problems.
2. Recognize and describe the principles of scientific inquiry.
3. Use a microscope to identify plant tissue and cellular structures.
4. Identify and describe the common uses of plants by people.
5. Describe biological systematics and taxonomic organization of plants.
6. Compare and contrast the major families of cultivated plants.
7. Recognize, describe, and illustrate the morphological structures of plants.
8. Classify and describe the different kinds of flowers, fruits, and seeds.
9. Discuss and explain the physiology of plants, including photosynthesis.
10. Discuss plant behavior as it relates to plant health and care.



11. Compare and contrast industrial vs organic plant and food production.
12. Discuss and criticize the issues of world food production.
13. Describe and apply the principles of soil science to plant production.
14. Conduct and interpret physical and chemical soil analysis.
15. Demonstrate and report on successfully completed laboratory exercises.

**Credits: 4**

Instructional Support Fee Applies

**SCI 116: Science, Technology, and Society: The Chemistry of Hazardous Toxic Materials**

This course explores the theories and fundamentals of how and why fires start, spread and are controlled. The course includes an examination of the chemical requirements for combustion, the chemistry of fuels and explosive mixtures. Also, the various methods of stopping combustion, and an analysis of the properties affecting fire behavior. Three lecture hours and three laboratory hours per week. Competency met: Scientific Reasoning and Discovery (FESHE Approved) Fall, Spring

**Course Student Learning Outcomes**

1. Identify physical properties of three states of matter.
2. Categorize the components of a fire.
3. Explain the chemical and physical properties of fire.
4. Describe and apply the process of burning by explaining the fundamental theories of fire behavior and combustion.
5. Define and use the basic terms and concepts associated with the chemistry and dynamics of fire.
6. Discuss various materials and their relationship to fires as fuel.
7. Demonstrate knowledge of the characteristics of water as an agent for suppressing fire.
8. Articulate the differences between the various types of extinguishing agents.

9. Compare other agents and strategies that can be used for fire suppression.

**Credits: 4**

Instructional Support Fee Applies



**SCI 117: History and Philosophy of Science**

A survey of the philosophical, political, economic and social underpinnings of science since ancient times. The major focus of the course is on the period since the sixteenth century and on the conceptual framework within which scientists in each age have had to work. Three lecture hours per week. Competency met: Scientific Reasoning and Discovery, Global Awareness Fall, Spring

**Course Student Learning Outcomes**

1. Describe science as a method for knowing about the world, and distinguish between speculation, hypotheses, and theories.
2. Evaluate scientific discoveries and views of science within the context of historical time periods, cultural developments, and political climates.
3. Explain what is meant by "paradigm" and "paradigm shift" in the context of science and scientific revolutions.
4. Summarize the contributions to science made by "non-scientists" and scientists throughout history.
5. Explain the development of scientific inquiry and discoveries as collaborative and cumulative efforts.

**Credits: 3**

**SCI 119: Coastal Science**

An overview of the physical and biological structure of our southern New England coastline and the factors, including humans, which act on it. Particular emphasis will be given to consideration of the processes which shape the shoreline and to the biology and ecology of the most significant organisms of coastal communities such as salt marshes, sand dunes, rock shores and beaches. There will be several field trips to study local examples of the features and communities discussed. Three lecture hours and three laboratory hours per week. Competency met: Scientific Reasoning and Discovery Fall

**Course Student Learning Outcomes**

1. Demonstrate a basic knowledge of the geology and ecology of the coastal environment with specific reference to the coastal zone of Southeastern Massachusetts and Rhode Island.
2. Contrast and compare the roles of Plate Tectonics and Glaciation as forces that have shaped the geology of coastal New England; distinguish the relative time scales of these two processes.
3. Describe how the coast of New England has been, and continues to be modified by waves and tidal processes, changing the topography left behind by the Pleistocene glaciers.

4. Compare and contrast the various ecological habitats that are common in coastal New England, such as beaches and dunes, rocky shores, mud flats, estuaries and saltmarshes with respect to physical and chemical conditions, and with respect to the types of species found in each habitat.
5. Distinguish among the major groups of living organisms found in coastal New England, and use proper scientific terminology to place them into correct categories.
6. Analyze data and conclusions in library and internet resources related to the Coastal Zone, and compile summaries of those resources.

**Credits: 4**

**Prerequisites:**

One year of high school laboratory science or one semester of college laboratory science.  
Instructional Support Fee Applies



**SCI 125: Social and Ethical Issues in Science, Technology, and Health Science**

This course will explore the ethical and social issues that scientists encounter during the process of scientific investigation. This course covers topics from many scientific disciplines, including biology, medicine, physics, and astronomy. Students are exposed to the interdisciplinary nature of contemporary scientific investigation and to the ethical dilemmas that can arise when scientific advances have ambiguous implications for improving the quality of life. Class sessions emphasize student discussions and use case studies and written assignments as a format for promoting critical discussions of complex topics. Participation in this course will encourage the student to develop his/her own ethical views regarding science and technology, and will foster awareness of multiple perspectives on ethical issues in the sciences and on the role of scientific integrity in research. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. After successful completion of this course, students should be able to:
2. Develop ethical reasoning skills.
3. Identify instances of scientific misconduct and the appropriate consequences.

4. Demonstrate appropriate scientific record keeping and understand its importance.
5. Discuss scientific authorship and the peer review process.
6. Understand and identify conflicts of interest.
7. Discuss the use of and ethical issues surrounding humans and animals in research.
8. Engage in informed discussions about current topics in all areas of natural science (bioengineering, nuclear medicine, nanoscience, astronomy, etc.)

**Credits: 3**

Instructional Support Fee Applies

**SCI 240: Introduction to Oceanography**

This course is a study of the inter-relationships among geological, chemical, physical, and biological processes and systems in the world's oceans. Emphasis is placed on methods of the collection of oceanographic data as well as its interpretation and significance to the current world problems, including global climate change. The course is designed for students with a strong interest in the marine environment who have some preliminary background in one of the traditional areas of environmental science, namely biology, chemistry, or geology. Although the course does not require advanced mathematical skills, lab exercises may require simple computations, graphing, and map reading. Three hours of lecture and two hours of laboratory per week. Competency met: Scientific Reasoning and Discovery Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Compare and contrast the interactions among the Earth's hydrosphere, atmosphere, geosphere and biosphere with respect to sources and sinks of gases, heat exchange, and the cycles of nutrients important to living organisms.
2. Compare and contrast the roles of plate tectonics, weathering and erosion on the shape and position of the continental masses and ocean basins with respect to the



relative time scales and overall significance of each of these processes.

3. Summarize the overall contributions of surface currents and the thermohaline circulation to the distribution of salinity and temperature on a worldwide basis.
4. Evaluate the role of living organisms in the biosphere as contributors to the chemical nature of seawater, and explain their role in the recycling of gases and nutrients.
5. Predict how the Oceans may play an integral role in moderating climate change caused by the actions of natural forces and the specific actions of humans, as well as how climate change may lead to significant alterations in the size and shape of the ocean basins and the chemistry of seawater.
6. Compile scientific reports that demonstrate proper use of internet and library sources, as well as application of the scientific method to oceanographic data.

**Credits:** 4

**Prerequisites:**

One semester of a college-level laboratory science with a grade of C or better, or completion of CHM 090 with a grade of B or better, or permission of the instructor. Instructional Support Fee Applies

**SCI 251: Honors Seminar: Emerging Paradigms in Science, Humanities, and Culture**

This course is a broad overview of some of the latest discoveries and leading perspectives in contemporary science, as well as their potential impact on society, culture, education, and public policy. Topics covered in the course may include quantum physics, chaos, fractal theory, epigenetics, cosmology, consciousness studies, neurobiology, artificial intelligence, and others. The course is also cross-disciplinary in that it explores the potential impact of these discoveries on contemporary society, culture and the environment. Three lecture hours per week. 3 Credits Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Understand and explain some radical discoveries of modern science and their implications for our current worldview.
2. Identify and implement some new ways of living that are emerging at the forefront of our culture at this time.
3. Appreciate the nature of the paradigm shift we are presently experiencing and begin to speculate on their own leadership role in moving forward.

**Credits:** 3

**Prerequisites:**

Open to Commonwealth Honors Program students only.

**Social Science**



**SSC 101: Introduction to Geography**

This course is an introductory, one-semester study of the physical, cultural, and regional patterns of the Earth's surface. The course stresses fundamental geographic concepts within a study of the relationship of the physical environment and human actions over time. Three lecture hours per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Describe the physical and cultural features of the earth's surface and their origins and interconnections.
2. Explain the dynamic physical forces such as climate, plate tectonics, erosion and deposition, which have shaped the physical makeup of the earth's surface.
3. Identify the major physical and cultural regions that the earth's surface has evolved into.
4. Evaluate the evolution and geographic distribution of such phenomenon as the human population, economic activity, culture, language, and religion.
5. Assess the reasons why the economic development and wealth of the world is so unevenly geographically distributed.

**Credits: 3**

**Prerequisites:**

A passing score on the College's reading and writing placement tests or a C or better or concurrent enrollment in ENG 091 or ENG 092.

**SSC 217: Technology and Society**

This course examines the economic, political, social, and environmental impacts of technological development on the modern world. Topics include the role of technology in job loss and creation, the role of fossil fuels in the advance of civilization, energy dependence, technological transfer between nations, the inventive process, the control of technology, biotechnology, and the development of weapons of mass destruction. Students develop the ability to think, read, and write critically and analytically and to understand how technological change is connected to human behavior and how power is wielded within society. Three lecture hours per week. Competency met: Global Awareness (5.2), Ethical Dimensions (7.0) Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Define what technology is and explain the numerous ways in which it fosters economic, political and cultural exchange in society.
2. Recognize that the development of technology is subject to the interplay of social, economic, and political forces in society.
3. Explain how technological advance has historically been a leading cause of environmental harm worldwide.
4. Examine critically the potential of selected

technologies to promote a more humane and equitable world.

**Credits: 3**

**Prerequisites:**

A passing score on the College's reading and writing placement tests or a C or better or concurrent enrollment in ENG 091 or ENG 092.



## Sociology

### **SOC 101: Principles of Sociology**

This is an introductory course which presents the basic processes of human interaction and the concepts which describe their operation in everyday life. It studies the impact of culture, how we learn and conform to culture, and why deviance occurs. Principles of group behavior and social organization are viewed in the context of American culture and subcultures. Three lecture hours per week. Competency met: Global Awareness (5.2), Social Phenomenon (5.4), Ethical Dimensions (7.0) Fall, Spring, Summer

### Course Student Learning Outcomes

1. Identify fundamental concepts, theories and language comprising the discipline of Sociology.
2. Recognize and understand the social structural bases of human and organizational behavior.
3. Investigate and practice the meaning of sociological imagination.
4. Demonstrate critical thinking skills through the study of sociological phenomena.

**Credits: 3**

#### **Prerequisites:**

A passing score on the college's reading and writing placement tests or a C or better or concurrent enrollment in ENG 091 or ENG 092.

### **SOC 212: The Sociology of Social Problems**

This course focuses on the structure and dimensions of social problems confronting populations both in the United States and across the globe. Emphasis is placed on the problems of global poverty, work and unemployment, gender and racial inequities, environmental degradation, crime and drug addictions, disease and health care delivery, civil conflicts, and terrorism. The course attempts to understand the social structural causes of these problems and explores potential solutions. Three lecture hours per week. Competency met: Global Awareness (5.2), Social Phenomenon (5.4), Ethical Dimensions (7.0) Fall, Spring, Summer

### Course Student Learning Outcomes

1. Explain the sociological understanding of ways in which social structures create, maintain and exacerbate social problems.
2. Analyze the interrelationships between and among social problems, particularly those of a global nature and the ways in which they impact national and local social problems.
3. Advocate for a milieu that encourages civic and global awareness, empowerment of citizenship and identity, and civic participation and action.

4. Analyze social structures and the ways in which they impact personal lives and communities.

**Credits: 3**

#### **Prerequisites:**

A passing score on the college's reading and writing placement tests, or a C or better or concurrent enrollment in ENG 091 or ENG 092



**SOC 216: Food, Famine, and Farming in the Global Village**

This course analyzes the social-structural forces that shape the global food system with particular focus on societal problems emanating from the fossil-fuel-based, industrial agricultural model that now dominates world-wide food production, distribution, and consumption. Areas covered include a historical overview of subsistence strategies, the Green Revolution, threats to food security and water access, first-world obesity and third-world famine, the impact on food systems due to climate change and fossil fuel depletion, population swells, food-based social movements, and alternative food systems. Three hours of lecture per week. Fall

**Course Student Learning Outcomes**

1. Understand humankind's ties to and dependence on the natural world.
2. Identify social structural forces which shape the most basic experiences of daily life, with food as the core subject.
3. Develop a global awareness of the intricate and complex systems which bind humankind across nations and borders.
4. Engage in critical thinking and problem solving, especially regarding food within the context of climate change and resource depletion.

**Credits: 3**

**SOC 251: Sociology of the Family**

This course explores the various forms of contemporary family constructs with an emphasis on the social forces that impact family life. Micro-level psycho-social issues include sexual identity and orientation, courtship patterns, mate selection, role expectations and family planning practices. Macro-level socio-political economic factors include economic transformations, contemporary employment patterns, variation in family structures, childcare and childbearing issues, elder family member issues, and domestic violence. Three lecture hours per week. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Upon completion of this course, students will:
2. Develop a historical and cross-cultural analysis of contemporary family structures.
3. Examine the intersection of race, age, social class, gender, and sexual orientation on family life and roles.
4. Identify significant stages and processes in the family life cycle.
5. Critically analyze the social, economic and policy factors that shape family systems.

**Credits: 3**

**Prerequisites:**

A passing score on the college's reading and writing placement

tests or a C or better or concurrent enrollment in ENG 091 or ENG 092



**SOC 252: The Sociology of Human Relations**

This course explores the social-structural, social-psychological, and socio-political dimensions of human relations evolving in the midst of rapid social transformations occurring throughout the contemporary world. Focus is placed on the changing character of human relations within the context of work, family, and civil society as traditional social patterns give way to globalization. Potential developments of future societies and patterns of interaction are explored. Three lecture hours per week. Competency met: Global Awareness (5.2), Social Phenomenon (5.4), Ethical Dimensions (7.0) Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Compare and contrast the social-structural, social-psychological and socio-political dimensions of human relations in a globalized world.
2. Identify historical and contemporary social forces creating rapid cross-cultural change.
3. Decipher ways in which the changing character of human relations is occurring.
4. Examine social structural and socio-economic impacts on human relations.

**Credits: 3**

**Prerequisites:**

A passing score on the college's reading and writing placement tests, or a C or better or concurrent enrollment in ENG 091 or ENG 092.

**SOC 253: Environmental Sociology: Ecology and the Built Environment**

This course is a survey course of contemporary environmental and social science theory, research and data analysis. It explores the social construction of reality, the role of the corporate and social media, as well as, public policy formation and its consequences for humanity, civilization and the biosphere. The course concludes with an analysis of creative responses to environmental crises and their impact in human consciousness, education, science, culture, society, social movements, social change, human rights, environmental, social and economic justice, and revolution. It explores alternatives to the old infinite growth model of economics and social organization. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. Explain the historical sociocultural, economic, political and scientific processes that led to the current environmental crises.
2. Analyze the summary, interpretation, and explanation of empirical data.
3. Assess the possible outcomes of different policy decisions including their potential impact on their own lives, their community, and civilization as a whole.
4. Demonstrate they have integrated ecological principles and concepts that



foster a more ecologically grounded world view into their knowledge base.

5. Produce individual and collective action plans for dealing with the crises of civilization.
6. Invent individual and social coping strategies.

**Credits: 3**

**Prerequisites:**

A passing score on the college's reading and English placement tests or C or better or concurrent enrollment in ENG 091, or ENG 092.

**SOC 254: Alcohol Use and Abuse**

This course provides the student with a basic understanding of the nature of alcoholism and the problems it generates for alcoholics and their families. It also analyzes the kinds of social pressures that affect the development of alcoholism. Students are introduced to text materials and audiovisual presentations on the subject and participate in actual visits to agencies such as halfway houses and detoxification units that provide services to alcoholics and their families. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

1. Identify characteristics that distinguish among the conditions of alcohol use, abuse and alcoholism, both in the United States and cross-culturally.
2. Recognize the problems these conditions generate for subjects and their families, friends and the larger community.
3. Critically analyze research on societal conditions and social pressures leading to alcohol use, abuse and alcoholism.
4. Demonstrate familiarity with programs focused on education, prevention and treatment.

**Credits: 3**

**SOC 256: Race and Ethnicity in the Contemporary United States**

This course explores the social structural forces and the psychosocial dynamics influencing contemporary U.S. race and ethnic relations, cultural identities, and cross-cultural perceptions. Particular emphasis is on social inequality in education, work, income, housing, healthcare, the media, sports, crime and the judicial system. Groups of particular interest included Native Americans, African Americans, Asian American and Latino Americans. Additionally, issues of immigrant and refugee populations dislocated due to poverty, environmental stresses and civil disorders are examined. Three lecture hours per week. Competency met: Multicultural Perspective, Social Phenomenon, Ethical Dimensions. Fall, Spring, Summer

**Course Student Learning Outcomes**

1. Upon completion of this course, students will:
2. Evaluate race and ethnicity as socially constructed categories and explore how these categories are created and maintained.
3. Analyze racial and ethnic inequalities as structural rather than as individual phenomena.
4. Identify the ways in which race and ethnicity intersect with social class and gender.
5. Critically analyze the social, economic, environmental and



policy factors that shape the systems of racial/ethnic inequalities.

**Credits: 3**

**Prerequisites:**

A passing score on the College's reading and writing placement tests or a C or better or concurrent enrollment in ENG 091 or ENG 092.

**SOC 257: Social Issues in Loss**

This course is designed to address social issues which are impacting loss experiences such as divorce and single parenting problems, child abuse, aging issues and losses, pet death, disability, disfigurement, disenfranchisement, rape, alcoholism, unemployment, euthanasia and new trends in technology which are bringing about new losses. The ethnic, cultural and religious customs and traditions which are employed to deal with loss will also be discussed. Three lecture hours per week. Competency met: Multicultural Perspective (5.3), Ethical Dimensions (7.0) Fall, Spring, Summer

**Course Student Learning Outcomes**

Students who successfully complete this course will be able to identify:

1. Issues related to various death and non-death losses.
2. New trends in technology and lifestyle that create new types of losses.
3. The diversity of expression in responding to death and dying losses.

**Credits: 3**

**SOC 258: Topics in Sociology**

A one-semester course on a specific topic in sociology. Topic to be announced each semester. Three lecture hours per week. Competency met: Social Phenomenon (5.4) Not offered every year

**Course Student Learning Outcomes**

1. Define terminology specific to the topics discussed
2. Apply course materials to real world scenarios
3. Identify key concepts connected to topic
4. Evaluate arguments about the course theme

**Credits: 3**

**Prerequisites:**

SOC 101.



**SOC 262: Social Issues in Aging**

This course actively engages the student with a myriad of issues in the aging process with on-site programs at service agencies and presentations by senior care representatives. An in-depth study of the social trends effecting lifestyles examines such issues as senior living arrangement, health care programs and benefits, senior organizations and community services, elder abuse and seniors as victims of crime, stress factors, legal and end-of-life issues as well as profiles of the three aging stages with specific concerns and required responses. The course also examines career opportunities for senior assistance and guidelines for care management. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. Students will have a comprehensive knowledge of the Gerontology/Geriatric glossary of terms and theories, the holistic nature and problems encountered in the aging process, the myriad legislative benefits/ advocacy/ protections as well as social/health/agencies for support.
2. The student will gain a skill and competency to explain clearly information required for seniors, to offer coping strategies and enlighten seniors to the challenges and choices amidst the social trends which are currently affecting their lifestyles.

3. Because of the great deal of affective learning in the course, the student will have gained a sensitivity to all senior issues and concerns to better understand their role as facilitators.

**Credits: 3**

**SOC 263: Senior Life - Choices and Challenges**

This course offers an in-depth examination of a variety of resources available for seniors to live a healthy, happy, and satisfying life. The student is introduced to the numerous community organizations, activities, and educational opportunities that can engage seniors. The course addresses the new challenges of grandparenting, lifestyles, technology, and anti-aging therapies as well as preparation modes for the baby-boomer generation. The course includes a fun activity of role playing senior values and interests and a "Life Review" project of a selected family senior. Three hours of lecture per week. Fall, Spring

**Course Student Learning Outcomes**

1. Students will have a comprehensive knowledge of the Gerontology/Geriatric glossary of terms and theories, the holistic nature and problems encountered in the aging process, the myriad legislative benefits/ advocacy/ protections as well as social/health/agencies for support.
2. The student will gain a skill and competency to explain clearly information required for seniors, to offer coping strategies and enlighten seniors to the challenges and choices amidst the social trends which are currently affecting their lifestyles.



3. Because of the great deal of affective learning in the course, the student will have gained a sensitivity to all senior issues and concerns to better understand their role as facilitators.

**Credits:** 3

## Spanish

### **SPA 101: Elementary Spanish I**

This course offers beginning training in the four skills: reading, writing, speaking and aural comprehension. An introduction to Hispanic culture is included. One hour of laboratory practice is required. Only for students with no language background or one to two years of high school Spanish with a C average. Students with an A or B average are encouraged to enroll in the 102 level. Three lecture hours and one language laboratory hour per week. Competency met: Humanities (6.0) Fall, Spring; Evening/Weekend

### Course Student Learning Outcomes

1. Read, write and orally reproduce the basic alphabetical sounds of the Spanish Language.
2. Initiate, minimally sustain, and close simple, basic communicative tasks, limited to greetings, introductions, numbers, requesting information, time, classroom items, nationalities, place of origin, and foods.
3. Use the appropriate basic grammatical structures associated with classroom, invitations, requests, thanking people, expressing needs, likes, and dislikes, describing people, animals and things, expressing possession, expressing obligation, describing routine activities, expressing preferences and feelings.
4. Read simple authentic texts and discuss their content.



5. Write small passages using acquired vocabulary and grammatical structures.
6. Recognize names and other identification features of the Spanish speaking countries.

**Credits: 3**

Instructional Support Fee Applies

**SPA 102: Elementary Spanish II**

A continuation of training in the four basic skills: reading, writing, speaking and aural comprehension. Cultural and daily living topics are included. Three class hours and one lab hour per week. Competency met: Humanities (6.0) Fall, Spring; Evening/Weekend

**Course Student Learning Outcomes**

1. Read, write and orally reproduce more complex grammatical structures, using the present, past and future tenses.
2. Initiate, minimally sustain, and close simple, basic communicative tasks, related to identification of family, daily life, housing, weather and sports.
3. Express physical and emotional states.
4. Read simple authentic texts and discuss their content.
5. Examine and translate audio and video clips.
6. Describe fundamental historic, social and political aspects of the Spanish speaking countries.

**Credits: 3**

**Prerequisites:**

SPA 101 or two years of high school Spanish with an A or B average.  
Instructional Support Fee Applies

**SPA 201: Intermediate Spanish I**

A review and continuation of Spanish grammar plus additional training in the four skills: reading, writing, speaking and understanding. Readings and discussions based on cultural topics, contemporary literature, newspaper articles, Internet sources and video. Three class hours and one language lab per week. Competency met: Humanities (6.0) Fall, Spring; Evening/Weekend

**Course Student Learning Outcomes**

1. Read, write and orally reproduce more complex grammatical structures, using other modes of the past and future tenses as well as the Imperfect tense.
2. Initiate and maintain a normal conversation based on daily events.
3. Read and interpret more complex texts and discuss their content.
4. Explain the contents of audio and video materials.
5. Express subjective attitudes with the appropriate use of the Subjunctive.
6. Describe fundamental historic, social and political aspects of the Spanish speaking countries.

**Credits: 3**

**Prerequisites:**

SPA 102 or three years of high school Spanish with a C average.  
Instructional Support Fee Applies



**SPA 202: Intermediate Spanish II**

A continuation of SPA 201. Further grammar review based on readings and compositions. Intensive practice of spoken language. More advanced readings from Hispanic literature and culture. Frequent compositions and written exercises. Three class hours and one language lab hour per week. Competency met: Humanities (6.0) Fall, Spring; Evening/Weekend

**Course Student Learning Outcomes**

1. Converse in a clearly participatory fashion.
2. Initiate, sustain, and bring to closure a wide variety of communicative tasks.
3. Express subjective attitudes with the appropriate use of the Subjunctive.
4. Initiate and maintain a normal conversation based on daily events.
5. Read and interpret more complex texts and discuss their contents.
6. Explain the contents of audio and video materials.
7. Formulate own ideas about cultural similarities and differences in the Spanish speaking communities in the United States and the world.

**Credits: 3**

**Prerequisites:**

SPA 201 or four consecutive years of high school Spanish with a C average.

Instructional Support Fee Applies

**SPA 213: Spanish for Spanish Speakers**

A review and continuation of Spanish grammar, plus additional training in the four skills--reading, writing, speaking, and understanding--for Hispanic bilingual students whose home language is Spanish, but whose dominant and school language is English. This course includes readings and discussions based on the cultures and voices of the major Hispanic groups in the United States: Mexican-Americans, Puerto Ricans, and Cubans. It presents high-interest topics through a variety of narrative styles, voices, registers, and genres. Students practice spelling and grammar as well as study false cognates, Anglicisms, and idiomatic expressions. The course is taught in Spanish. Three lecture hours and one language laboratory hour per week. Competency met: Humanities (6.0) Fall

**Course Student Learning Outcomes**

1. Read, write and orally reproduce more complex grammatical structures, using other modes of the past and future tenses as well as the Imperfect tense for Hispanic bilingual students whose main language is Spanish but whose dominant and school language is English.
2. Initiate and maintain a normal conversation based on daily events.
3. Read and interpret more complex texts and discuss their content.

4. Explain the contents of audio and video materials.
5. Express subjective attitudes with the appropriate use of the Subjunctive.
6. Describe fundamental historic, social and political aspects of the Spanish speaking countries including the United States.

**Credits: 3**

**Prerequisites:**

SPA 102, or three years of high school Spanish with a C average, or permission of the instructor.



**SPA 321: Spanish for Interpreters**

This course develops students' Spanish language skills to ensure oral competency in a variety of interpreting settings. Students refine their extensive Spanish vocabulary and acquire abilities in terminology research, dictionary usage, and glossary building. Students engage in practical communication activities found in various community settings. This course covers medical terminology and basic terminology used in the fields of human services and education. The course is taught primarily in Spanish. Three hours of lecture per week. Fall, Spring

**Course Student Learning Outcomes**

1. Show more confidence to face the real situation of interpreting.
2. Compare and contrast important aspects of the oral and written Spanish from Spain and Latin American and Spanish speakers in the United States.
3. Use a variety of linguistic resources available for the interpreters: medical dictionaries, specific vocabulary lists, sites in the Internet.
4. Employ an extensive Spanish medical terminology.

**Credits: 3**

**Prerequisites:**

Passing score on the oral and written entrance examination for the Spanish/English Community Interpreter Program.

**SPA 322: The Spanish Language in the World**

This course is a general overview of the Spanish language in the world: the birth of the Spanish idiom, the evolution of the language throughout the centuries, and its place in today's society. The instruction focuses on the following basic aspects of the language: the study of the diversity of the communities that speak the language in today's world and the interpretation of the chronology of this romance language as an organized linguistic system. Special attention is given to the Spanish language in immigrant communities. Texts used to study the language include fiction, poetry, critical essays, and audio-visual materials (films, CDs). Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. Develop the ability to identify the various communities of Spanish speakers in the world.
2. Recognize some important differences between classic and contemporary Spanish.
3. Appreciate the importance of other languages in the formation of the Spanish language.
4. Recognize specific themes and motifs of the periods of Spanish literature.
5. Connect some of their own life experiences with the Spanish immigrant literature.

6. Develop a better understanding of literary text written in Spanish.

**Credits: 3**

**Prerequisites:**

SPA 321 or permission of the instructor.

**SPA 351: Advanced Spanish Literature**

A detailed study of a major work or works of Spanish and Latin American authors. Competency met: Humanities (6.0) Not offered every year

**Course Student Learning Outcomes**

1. Explain the development of literature written in Spanish in chronological sequence.
2. Describe social and historical context in which literary works were produced.
3. Explain literary genres, literary styles, and art movements associated with the works studied.
4. Analyze literary works and explore the significance to Spanish speaking communities.
5. Demonstrate intermediate to advance oral and written language proficiency and basic literary analysis skills.
6. Compare Hispanic cultures to learner's own cultures.

**Credits: 3**

**Prerequisites:**

SPA 202 or equivalent. Three lecture hours per week.



**SPA 352: Advanced Spanish Literature II**

A detailed study of a major work or works of Spanish and Latin American authors. Three lecture hours per week. Competency met: Humanities (6.0) Not offered every year

**Course Student Learning Outcomes**

1. Explain the development of literature written in Spanish in chronological sequence.
2. Describe social and historical context in which literary works were produced.
3. Explain literary genres, literary styles, and art movements associated with the works studied.
4. Analyze literary works and explore the significance to Spanish speaking communities.
5. Demonstrate advance oral and written language proficiency and basic to intermediate literary analysis skills.
6. Compare Hispanic cultures to learner's own cultures.

**Credits: 3**

**Prerequisites:**

SPA 202 or equivalent.

**SPA 353: Spanish/English Interpreting**

This course examines the process of interpreting through hands-on experiences with both Spanish and English as target and source languages in the process of interpreting. Starting with consecutive interpreting and ending with simultaneous interpreting, students apply interpreter theory, exercise process tasks, and practice fundamental interpreting skills and standards in a variety of simulated settings. Students discuss, develop, and practice strategies to deal with problematic Spanish and cross-cultural situations. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. Apply professional standards for translations.
2. Practice norms and guidelines from state agencies and professional organizations.
3. Produce clear and polished written translation of all sorts of documents from the medical and legal fields (reports, documents from the Social Services; medical follow-up instructions; medical forms, etc.).
4. Engage in translation sub-skills, such as revising and editing.
5. Translate common mainstream/community documents (forms, birth certificates, questionnaires, etc.).

6. Identify regional variations of medical and legal terminology.

**Credits: 3**

**Prerequisites:**

SPA 354.

**Co-Requisites:**

SPA 354.



**SPA 354: Written and Sight Translation for English and Spanish**

This course focuses on the theory, process, and techniques of written and sight translation. Students engage in a variety of hands-on experiences with translation and editing. Materials may include government and other agency forms such as applications; reports; certificates; and school, social service, and medical documents. The course prepares students for practical, community-based translations. Students review the English and second-language skills necessary to produce clear and polished written and sight translations. Three lecture hours per week. Fall, Spring

**Course Student Learning Outcomes**

1. Put into practice the standards and code of ethics for medical or legal interpreters.
2. Use interpreting skills in a variety of medical or legal situations.
3. Listen to tapes and provide oral translation into the target language (Spanish or English).
4. Interpret information given on the telephone or on site.
5. Conduct consecutive interpreting.
6. Conduct simultaneous interpreting.

**Credits:** 3

**Prerequisites:**

HUM 156.

**Substance Abuse Counseling**

**SAC 255: Counseling in the Community and Case Management**

This course is designed to assist the students to gain the skills related to substance abuse counseling within the community. The focus will be on working with different client populations, providing crisis intervention, and behavior management, as well as record-keeping, documentation, and understanding how to resolve dilemmas involving professional values and ethics. (Ethics:2.5 hrs of the required 10 hours for CADAC). Three lecture hours per week. Fall Spring

**Course Student Learning Outcomes**

Upon completion of this course, the student will be able to:

1. Demonstrate knowledge regarding the roles, functions, and professional identity of community counselors.
2. Identify the structures and operations of professional organizations, training standards, and ethical standards pertaining to the practice of community counseling.
3. Analyze client characteristics and the implications of sociocultural, demographic, and lifestyle diversity relevant to community counseling in order to appropriately refer clients to treatment services.
4. Apply theories and techniques of community needs assessment to design,



implement, and evaluate community counseling interventions, programs and systems.

5. Demonstrate effective use of community intervention, consultation, education, outreach and program development.
6. Identify strategies for client advocacy in public policy and government related issues.
7. Demonstrate skills for group work within a variety of community settings.

**Credits:** 3

**Prerequisites:**

PSY 255 and PSY 287.

**SAC 260: Introduction to Substance Abuse Counseling**

This course explores key concepts utilized in substance abuse treatment. Various skills to help the student assess the severity of addiction and develop an initial treatment plan will be introduced. Treatment settings and interventions from different theoretical perspectives commonly used with chemically dependent clients are explored. Issues of comorbidity and diversity with substance abuse are explored. (Ethics: 2.5 hrs of the required 10 hours for CADAC) Three lecture hours per week. Fall Spring

**Course Student Learning Outcomes**

Upon completion of this course, the student will be able to:

1. Evaluate an addiction situation and accurately diagnose.
2. Engage and counsel a client who has an addiction problem.
3. Evaluate differentiated advocacy strategies for clients and families with a range of addictions.
4. Demonstrate appropriate use of advocacy strategies for clients and families with substance abuse disorders.
5. Synthesize and integrate peer reviewed articles related to the efficacy of different treatment modalities.

**Credits:** 3

**Prerequisites:**

PSY 287 and PSY 255.

**SAC 265: Family Therapy in Substance Abuse Treatment**

This course will provide an overview of the role of alcoholism/chemical dependency in the family system and the various intervention and treatment approaches used in assisting families troubled by substance use and misuse. The course covers a variety of family assessment and intervention models as well as an analysis of relevant and critical issues to consider when working with families during the treatment, intervention, and/or rehabilitation processes. The course will focus on developing specialized skills and techniques for working with families in an attempt to foster family cohesion to confront challenges and to provide students with a context and a philosophy for facilitating families as they move through time. Specific attention is given to the family life cycle and the effect or risk factors, such as a disability, chronic illness or substance use disorders on the family. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

Upon completion of this course it is expected that the student will be able to:

1. Apply knowledge regarding the roles of family and ethnicity in addiction process.
2. Analyze the structure and develop a working knowledge of motivational interviewing to help clients engage in treatment.



3. Identify client ethnic group and the implications of sociocultural, demographic, and lifestyle diversity relevant to engaging in counseling.
4. Analyze theories and techniques of needs assessment to design, implement, and evaluate family counseling interventions, programs and systems.
5. Identify general principles of intervention, consultation, education, outreach, and program development with diverse family systems.
6. Apply skills for group work with a variety of families in various community settings.

**Credits:** 3

**Prerequisites:**

PSY 281; PSY 255.

**Co-Requisites:**

PSY 255.

**SAC 290: Substance Abuse Counseling Practicum I**

This two credit course was designed as an intensive learning experience aimed at bridging the gap between the academic knowledge imparted through the core courses and the hands-on experience of the field practicum. Participants meet with advisor to secure an appropriate placement needed for accruing hands-on experience hours. Students will engage in the use of role play in the classroom as a means of supervision and to enhance clinical skills. Students are required to accumulate 50 hours of the necessary 300 hours of experience needed at their designated placement. (Ethics: 2.5 hours of the required 10 hours needed for CADAC). Fall, Spring

**Course Student Learning Outcomes**

Upon completion of the course students will be able to:

1. Demonstrate an understanding of the clients with whom they prefer to work
2. Identify their strengths and weaknesses that may have an effect on their practicum
3. Secure a placement for practicum
4. Form rapport with clients
5. Identify problems in the field and demonstrate effective use of supervision through class/ team discussions

6. Develop skills needed to complete intakes, assessments and treatment plan goals for the client.

**Credits:** 2

**Prerequisites:**

PSY 101 and PSY 281. 0.6 lecture hours per week.



**SAC 291: Substance Abuse Counseling Practicum II**

The course provides opportunities to integrate coursework with primary goals for a Substance Abuse Counselor through client service in an approved placement. The course is designed for students to learn from and grow through each other's experiences, as well as individual experiences. Openness to learning, sharing experiences, thoughts and feelings, and joining peers in giving and receiving feedback will be required.

**Course Student Learning Outcomes**

Upon completion of this course, the student will be able to:

1. Demonstrate effective counseling skills and techniques (develop and maintain therapeutic relationships: accurately listen to clients; express genuine, accurate empathy; facilitate client change; facilitate client self-awareness, self-responsibility and personal growth)
2. Develop the necessary self-awareness (e.g., personal issues, attitudes and behaviors based on such factors as race/ethnicity, gender and sexual orientation) to be effective as a beginning counselor
3. Maintain adequate clinical counseling records as identifies by the agency of placement

4. Demonstrate sensitivity to diversity issues (e.g., race/ethnicity, gender and sexual orientation) that impact clients and counseling relationships
5. Demonstrate effective use of supervision (understand the supervisory process; give constructive feedback to peers and receive feedback from peers, supervisor, and instructor)
6. Maintain appropriate ethics, boundaries and professionalism while at agency site

**Credits:** 3

**Prerequisites:**

SAC 290. Three lecture hours per week. (Ethics: 2.5 hrs.) 3 credits  
Fall, Spring

**Sustainability Studies**



**SUS 101: Sustainability and Humankind's Dilemma: Life on a Tough New Planet**

This course focuses on fundamental sustainability crises confronting humankind in the face of climate change, peak oil, resource depletion, species extinction, and societal collapse. Areas covered include social-structural conditions driving ecological overshoot; human threats to natural systems; population and Earth's carrying capacity; globalization, poverty and failing states; environmentally-based national and transnational conflicts; emerging pathogens and diseases; systems analysis of societal complexity and systemic breakdown. Three lecture hours per week. Competency met: Global Awareness (5.2) and Ethical Dimensions (7.0). Fall

**Course Student Learning Outcomes**

1. Identify key issues, concepts, theories and language associated with socio-ecology and sustainability issues.
2. Demonstrate the ways in which societal structures and social forces shape ecological and sustainability discourse and practices.
3. Develop skills in critical thinking, Internet access, research procedures and collaborative activities.
4. Exercise an appreciation for, and a continuing interest and participation in, ecological issues and the stabilization of a healthy planet.

**Credits:** 3

**Prerequisites:**

A passing score on the college's reading and writing placement tests or a C or better or concurrent enrollment in ENG 091, or ENG 092.

**SUS 102: Resilient Sustainability: Preparing for the Future**

This course focuses in the multitude of socially-based adaption strategies currently emerging or in existence to meet the numerous sustainability crises facing humankind. Areas of study include the paradigm shift towards sustainable resilience: transitional sustainability movements; the New Urbanisms and reconfiguration of the built environment; re-invigoration of community; education for employment in a post-carbon world; post industrialized agriculture and evolving alternative food systems; harnessing renewable energy; strengthening physical health and mental well-being; steady-state elements and the New Economy; bio-regionalism and the nation-state; population stabilization and the eradication of poverty; "untrashing" the planet and its vital resources; sustainable conservation and curtailment practices leading to resilience. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

1. Make the connections between sustainability crises and sustainably resilient adaptations.
2. Distinguish between and articulate the differences between the current unlimited growth paradigm and the emerging sustainable steady-state paradigm.



3. Decipher and analyze the parts of complex social systems and the ways in which they interconnect.
4. Identify and critically assess sustainability social movements and social actions and their impacts on societies.
5. Recognize ways in which emerging and existing sustainability efforts could be implemented locally and regionally.
6. Develop research skills using the Internet and library resources.
7. Clearly write and orally present research findings.

**Credits: 3**

**Prerequisites:**

A passing score on the college's reading and writing placements test or a C or better or concurrent enrollment in ENG 091, or ENG 092.

**SUS 201: Sustainability, Human Rights, and Climate Justice**

This course focuses on the disproportional burdens associated with climate change that experts anticipate will be experienced by poor countries and poor populations, with emphasis on Africa, Asia and Small Island States. Substantive areas include the causes and consequences of uneven development and climate-driven threats and impacts on agriculture and food security; ecosystem goods and services; livelihoods and income generation; health, disease and pandemics; water and energy access; sea-rise and built-environmental infrastructure; sociopolitical destabilization, conflicts and terrorism; involuntary displacement and migration; and gender equity. Particular concerns center on international geopolitical relations, global interconnectivity, nations' ethical responsibilities toward the poor in the face of climate crises, and transitional mitigation and adaptation responses. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Distinguish between First World and Third World societal characteristics and articulate the problems of uneven development.
2. Identify and explain the significance of key international (United Nations) documents focused on universal rights and fairness and their ethical implications.

3. Recognize and articulate the interconnected complexities of climate change events, especially as they impact poor countries and poor populations.
4. Demonstrate familiarity with potential mitigation and adaptation strategies, especially as they apply to poor countries and poor populations.
5. Apply the relevance of such strategies for local and regional climate change events in southeastern New England.
6. Develop research skills using the Internet, library resources and contacts with relevant embassies.
7. Think systemically and critically.
8. Conduct basic social science research.
9. Write and orally present research findings including recommendations for appropriate mitigation and adaptation responses.

**Credits: 3**

**Prerequisites:**

A passing score on the college's reading and writing placement tests or a C or better or concurrent enrollment in ENG 091, or ENG 092.



**SUS 203: Sustainable Economics: The Rise of the New Economy**

This course focuses on the contradictions within contemporary capitalism, their impacts on the physical and human environment, and the emerging economic transformation. Issues addressed include the future of economic growth and globalization; impacts on consumer society; the rise of natural and human capital; steady state, gift and shared economics; participatory budgeting; re-localization of labor; cooperatives and worker-owned production; emerging small businesses; developmental of local and regional currencies; bio-regional productions; and alternative finance and banking systems. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Articulate the connections between society and economy.
2. Explain the fundamental structure of globalized capitalism.
3. Discern ways in which the contemporary dominant economic system impacts the environment and issues of sustainability.
4. Identify existing and emerging models of economic activity.
5. Decipher economic models most conducive to resilience and sustainability.
6. Develop research skills through use of the Internet and library sources.

7. Demonstrate written and oral mastery of research findings.

**Credits:** 3

**Prerequisites:**

A passing score on the college's reading and writing placement tests or a C or better or concurrent enrollment in ENG 091, or ENG 092.

**SUS 204: Civic Engagement: Sustainability Capstone Project**

This field intensive course serves as the student's civic engagement capstone experience after having completed all prerequisite SUS classes. It is designed for students to apply the knowledge and skills gained via the SUS courses to a real world situation in the field, chosen by the student in collaboration with her/his capstone advisor, and facilitated through BCC's Office of Civic Engagement. Each student will spend a minimum of 6 hours per week in the field at the chosen site and meet weekly with the capstone advisor to review progress in the field. Three lecture hours per week. Spring

**Course Student Learning Outcomes**

1. The student will have the opportunity to engage in a real world, hands-on experience in the field where s/he can apply knowledge learned in the classroom to a situation in the field
2. To train the student in a research method of particular use to sustainability work and to a civic engagement project- Participant Observation
3. The student will gain a sense of self-actualization, self-confidence, and a sense of agency through active engagement in a professionally-oriented social setting
4. The student will learn to think critically and systematically in addressing research materials and site issues



5. The student will gain experience in writing and communicating orally in a cogent, accessible manner
6. The student will develop a sense of professionalism by working in the field, conducting research and making recommendations as to sustainability adaptations and solutions

**Credits:** 3

**Prerequisites:**

SUS 203

**Co-Requisites:**

SOC 253.

## Sustainable Agriculture

### **AGR 114: Sustainable Agriculture**

This course is an introduction to the principles and practices of sustainable agriculture for small organic farms and gardens. Topics include sustainable agriculture principles and practices, economics, soil science, conservation, tillage, and fertility, composting, cover crops, crop rotation, plant biology, weeds, pest and disease control. Three hours of lecture and two hours of laboratory per week, including field trips. Competency met: Scientific Reasoning and Discovery. Spring

### Course Student Learning Outcomes

1. Describe and apply the scientific method to address observations and problems.
2. Describe and apply the principles of scientific inquiry.
3. Compare and contrast industrial vs. organic agriculture practices and impacts.
4. Discuss and appraise the economic trends in agricultural markets.
5. Discuss principles and practices of soil science and soil conservation.
6. Conduct and interpret physical and chemical soil analysis results.
7. Recognize and explain plant nutrient deficiencies and their remedies.
8. Describe and execute soil fertility techniques including composting, cover crops, crop rotations, and fertilization.
9. Recognize and describe plant morphology and physiology.



10. Explain and apply diverse weed management techniques and practices.
11. Conduct and discuss a whole farm case study to identify specific experiences, lessons learned, constraints, and opportunities on local organic farms.
12. Analyze, discuss, and debate agricultural issues including biotechnology, climate change, environmental degradation, and food quality.

**Credits: 4**

Instructional Support Fee Applies

**AGR 116: Water Acquisition and Conservation**

This course is designed to give students an understanding of the science of water, including its chemistry, its movements in the environment, and its use in agriculture. The course introduces students to traditional and alternative ways of accessing water for agricultural use, as well as methods to conserve this most precious resource. Two lecture hours per week. Spring

**Course Student Learning Outcomes**

1. Demonstrate an understanding of water chemistry and the movement of water throughout the earth.
2. Demonstrate traditional and alternative methods of obtaining water for farming.
3. Demonstrate methods of conserving water so that this limited resource will be there for this and future generations.

**Credits: 2**

**AGR 122: Natural Beekeeping Practices**

This course is an introduction to the basic principles and practices of natural beekeeping emphasizing organic methods. The course prepares beginning beekeepers to start or expand their own beekeeping as a hobby or small enterprise. Topics include biology and life cycle of honey bees, equipment and materials, starting a new hive, seasonal hive management practices, hive pests and diseases, harvesting and marketing. Students will have the opportunity to purchase new hives, equipment, and bees to establish their own hive in the spring. At least one field day will demonstrate installation, feeding, and early care of a new hive. Two lecture hours per week. Spring, Evening/Weekend only

**Course Student Learning Outcomes**

1. Understand the fundamentals of bee biology and its role in organic agriculture.
2. Recognize and understand the basic beekeeping equipment and its use in establishing, managing, and harvesting bee products.
3. Learn the techniques and methods of managing honeybee hive for pollination and honey productions.
4. Understand the issues of beekeeping, including diseases, parasites, and predators, and their prevention or treatment.
5. Learn the fundamentals of honey harvesting, extraction, processing, and marketing.



**Credits: 2**

**AGR 123: Entomology and Plant Disease**

This course focuses on the identification of insect pests and plant diseases, and explores the prevention, detection, and organic control of plant pests and diseases. Content includes a survey of principal plant pests and diseases, their biology and life cycles, impacts, disease symptoms, and controls. An introduction to Integrated Pest Management (IPM) is included. Control methods will include cultural practices as well as biological and organic chemical methods. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. After Completion of this course, students will be able to:
2. Identify common pests and pathogens in agriculture, including insects, bacterial, fungal and viral diseases.
3. Identify what chemicals are available for eliminating pests and be able to practice safe application techniques.
4. Recognize and identify insect damage on plant material.
5. Utilize integrated Pest Management techniques.

**Credits: 3**

**AGR 124: Permaculture: Design for Regeneration**

The course integrates both research and practical applications to design food systems that have the resiliency of natural ecosystems. The essential components of diverse garden systems will be discussed in detail, including edible ecosystem gardens, perennial cropping and mini orchards, soil fertility, water management, tools and techniques and planting strategies. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

1. Students who successfully complete this course will be able to:
2. Describe and apply the scientific method to analyze patterns in the natural world and apply solutions to design challenges.
3. Recognize and describe the principles of scientific inquiry.
4. Describe ecological systems, their functions and the ecosystem services that they provide.
5. Discuss and analyze perennial aggro-forestry systems of diverse tree crops and livestock animals.
6. Discuss and apply the principles of ecological relationships to the design sustainable plant and food production.
7. Discuss and analyze the issues of world food productions systems and food sovereignty principles.

**Credits: 3**



**AGR 125: Specialized Crops**

This course focuses on the production of specialized crops including heirloom varieties, native plants, as well as emerging production industries such as hemp. The importance and usefulness of crops in an ecological and economic setting is emphasized, as well as current regulations and practices regarding production. Students will also be given the opportunity to explore growing specialized crops meeting their own interest to help diversify local agriculture and increase potential economic benefit for new and existing farmers. Three lecture hours per week. Fall, Summer

**Course Student Learning Outcomes**

1. After completion of this course students will be able to:
2. Identify the difference between native and non-native/invasive plants, as well as the benefits and uses of native and heirloom plants and hemp.
3. Develop a plan for growing/marketing native plants and heirloom plants.
4. Discuss the biology, history and uses of native plants and hemp as well as other specialized crops.
5. Recognize the current state and federal regulations regarding all levels of production of specialized crops, from seed saving/collecting, to growing and processing

6. crops.
7. Prepare for the practice of growing specialized crops.

**Credits: 3**

**Theatre**



**THE 101: Introduction to Theatre**

This is a fundamental course designed to acquaint students with all phases of theatre. Students will explore the basics of acting, directing, script analysis, playwriting, and design. By engaging in hands on, experiential learning, Students will begin to understand the basic methods and tools of theatre making. This course ultimately wants students to wrestle with the dialectical nature of theatre in pursuit of the truth. Students will come away with an appreciation for how truth in dramatic work is a powerful tool for personal, cultural, and societal development. Competency met: Humanities (6.0), Ethical Dimensions (7.0). Fall; Spring

**Course Student Learning Outcomes**

1. Analyze plays and performance to be able to locate and name the major turning points, Aristotelian elements, actions, objectives, key circumstances, theme, spine, world of the play, and translate these into creative choices.
2. Define, describe and demonstrate the role and function of four major positions of theatre personnel (Actor, Director, Playwright, Designer).
3. Discuss the role of theatre in society, and the responsibility of the theatre artist in society.
4. Create and evaluate theatrical material (written, performed, drawn, constructed, devised) based on a deep sense of self,

analysis of texts, research, collaboration, and close reading.

5. Synthesize ideas drawn from various writings, and make bold, innovative and risky creative choices based on the conclusions.

**Credits: 3**

**THE 102: Theatre Colloquium**

This course will consist of seminars, visiting artist talks, and workshops to help students explore the tools necessary to be a theatre student in college and the tools necessary to be a theatre artist after college. This course will provide an overview of careers in theatre and the entertainment industry. Students will be exposed to professional and educational resources, audition and interview techniques, and strategies for dealing with the challenges of a life in the arts such as how to budget and strategize when you are a freelance worker. One lecture hour per week.

**Course Student Learning Outcomes**

Students will be able to:

1. Take notes and ask crucial questions.
2. Locate and appropriately utilize college resources and local culture and artistic resources.
3. Create a personal finance budget.
4. Locate and appropriately apply for industry related jobs.
5. Create a personal education and career plan.

**Credits: 1**



**THE 110: Musical Theatre Performance**

This course gives students the opportunity to explore the fundamentals of acting as it pertains to musical theatre performance. Students will look at the history, style, and structure of musical theatre, and be able to analyze scores for meaning and interpretation, develop characters, prepare emotionally, and increase physical expression. Up-tempo and ballad solos as well as duets, trios, or quartets will be performed in class. An ensemble number with beginner's choreography will also be explored and rehearsed in class.

**Course Student Learning Outcomes**

Students will be able to:

1. Identify the various styles of musical theatre, from English operetta and Jazz Age to rock/pop and jukebox.
2. Discuss the ways in which style is manifested through performance.
3. Identify the structural elements of a musical.
4. Make appropriate performance choices based on the world of the play.
5. Analyze the character, action, and circumstances within musical theatre scores and choreography.

**Credits: 3**

**THE 112: Introduction to Acting**

This course consists of exercises that are designed to provide foundational techniques in the craft of acting. Students will develop the ability to actively listen, pursue characters' objectives in imaginary circumstances, focus, concentrate, relax, increase sensory and emotional awareness, and apply analytical and instinctive methodologies in order to make risky, bold and interesting acting choices. Three lecture hours per week. Competency met: Humanities; Oral Communication. Fall

**Course Student Learning Outcomes**

1. Listen and respond appropriately to relevant stimulus.
2. Analyze plays in order to identify the actions, objectives, circumstances (personal and cultural), core issues, character's worldview, and story structure, and then communicate this analysis verbally, in writing, and through performance.
3. Execute the character's actions in proportion to the given circumstances.
4. Embody the behavior of the character to reveal circumstances and story.
5. Appropriately create the behavior of the character by using the personal feelings, perceptions and behavior of the actor.

**Credits: 3**

**THE 113: Acting: Scene Study**

Designed to prepare the actor to work with the actual text of a play. Scenes will be analyzed from the actor's point of view for meaning and interpretation, character development, physical choices, emotional preparation, and clarity of performance. Scenes will be performed in class. THE 101 and THE 112 recommended, but not required. Three lecture hours per week. Competency met: Humanities. Spring

**Course Student Learning Outcomes**

1. Construct a three dimensional physical space that the actor can inhabit.
2. Analyze plays in order to make specific and detailed acting choices.
3. Create a character that reconciles the actor's personal worldview and the worldview of their character, as well as the time, place, and cultural realities of the world of the play when working on a scene .
4. Act in proper in adjustment to the play, the world of the play, and the moment-to-moment logic of the play.
5. Justify their choices, both verbally, and in writing.

**Credits: 3**



### THE 115: Director's Workshop

In this course, students will analyze plays from a director's point of view. Rehearsal and organizational procedures will be discussed from script to performance. Working techniques, scene building, blocking and movement, use of space, point of view, and interpretation will provide the student with necessary skills. Directed scenes will be presented in class and/or in studio theatre. Students will be expected to direct scenes. Theatre elective. One three-hour class per week. Competency met: Humanities (6.0) Spring; Day only

### Course Student Learning Outcomes

1. To teach the complex craft of theatre from this center perspective of the director's vision and interpretation.
2. To refine skills in story-telling, reading and interpretation.
3. To refine skills in organization, development of ideas, actualization, analysis, movement and composition.
4. To learn how to articulate, investigate and describe the process of directing.
5. To develop critical awareness and writing skills that can be used to describe and record the director's process.
6. To heighten discernment of artistic and production values.
7. To teach story building, character development, blocking and use of space and movement to reveal a story and balance the space.

8. To teach use of design elements and movement to reveal a story.
9. To develop skills in reading for central vision.

**Credits:** 3

### THE 116: Acting for the Camera

Although the foundation of acting is the same for the stage as it is for the screen, the actor needs specific technique to adapt to the demands of video and film. This course will address specific conditions necessary to acting for the camera. In-class exercises combined with practical experience acting in front of the camera will form the basis of the class. One three-hour class per week. Competency met: Humanities (6.0) Fall; Day only

**Credits:** 3

### THE 117: Theatre History - The Early Years

This course looks at the evolution of theatre from Ancient Greece to the 17th Century. It is designed for students to be able to draw connections between the issues, beliefs, ideas, and values in various cultures' theatres, and how they have developed through history. There will be reading and some short lectures followed by discussions and in-class exercises. A focus will be placed in examining how the institution of the theatre is a product of, and in service of, the society in which it exists. Competency met: Humanities. Three lecture hours per week. Fall

### Course Student Learning Outcomes

1. Explain connections between human behaviors and historical texts (using both primary and secondary sources).
2. Analyze the techniques of the theatre practitioners of the past and draw connections between various styles of theatre now and through the centuries.
3. Identify how theatrical values, belief systems, and institutions have evolved over time, and evaluate their significance and relationship to each other and society.
4. Identify how theatre reflects the values, belief systems, and institutions of each society in which it is created.
5. Compare and contrast their own cultural perspectives and alternative global



perspectives by analyzing specific characters from classical plays from various cultures.

**Credits: 3**

**Prerequisites:**

A passing score on the College's English and reading placement tests or C or better or concurrent enrollment in ENG 091 or ENG 092.

**THE 118: Theatre History - The Modern Years**

This course looks at the evolution of theatre from the 17th century to today. It is designed for students to be able to draw connections between the issues, beliefs, ideas, and values in various cultures' theatres, and how they have developed through history. There will be reading and some short lectures followed by discussion and in-class exercises. A focus will be placed on examining how the institution of the theatre is a product of, and in service, of the society in which it exists. Three lecture hours per week. 3 Credits  
Fall

**Course Student Learning Outcomes**

1. Explain connections between human behaviors and the historical consequences of the Enlightenment through the present by comparing plays and various historical texts (using both primary and secondary sources).
2. Analyze the techniques of the theatre practitioners of the 18th century to today, and draw connections between theatrical styles and the societies from which they originated.
3. Identify how European and American values have evolved since the Enlightenment, and how theatre reflects and/or challenges these values.
4. Compare and contrast one's own cultural perspectives with an alternative global

perspective from various historical figures and characters from plays.

**Credits: 3**

**THE 119: Attending the Play**

This course is designed for those who wish to acquire a basic understanding of how to view a play and is intended for the general student population. Students will attend various types of productions ranging from college theatre to community theatre to professional theatre, followed by in-class discussion. Performing artists, theatre designers, technicians and related theatre personnel will be invited to discuss their particular area of production. Students will also read about and discuss theatre in its various forms. Three class hours a week. Additional time is required for attending plays. For non-theatre majors. Competency met: Humanities (6.0) Not offered every year

**Credits: 3**

**THE 120: Costume Design for the Stage**

This workshop covers the basics of formulating costume designs for stage productions. Students will learn to analyze texts, research styles, render drawings, choose fabrics, and prepare finished costume designs. Character analysis, sewing and alteration techniques, and accessorizing will be discussed. Emphasis will be placed on BCC's mainstage productions for hands-on experience. One three-hour class per week. Competency met: Humanities (6.0) Not offered every year

**Credits: 3**



**THE 121: Voice Production**

Fundamentals of vocal training, concentrating on relaxation and exercise techniques to free the voice, center breathing, expand vocal range, strengthen projection, express emotion, refine articulation, and to focus the voice into the resonating and amplifying areas of the body. Techniques to maintain vocal health during production will also be taught. One three-hour class per week. Competency met: Humanities (6.0) Fall

**Credits: 3**

**THE 122: Theatre Rehearsal and Performance (Fall)**

This hands-on course, designed to bring the actor onstage for a public performance, focuses on artistic areas of the rehearsal process. Students develop advanced acting technique by performing before an audience for an extended run, sometimes also going to other local stages. Once the play is decided, students must audition for parts. The course explores play analysis, character development, and cultural/historical setting. The final project includes a written analysis of the student's own work in relation to the production and a study of one specific aspect of the production. The course involves additional rehearsal time. It may be taken again as THE 123. Competency met: Humanities (6.0) Fall

**Credits: 4**

**THE 123: Theatre Rehearsal and Performance (Spring)**

This hands-on course, designed to bring the actor onstage for a public performance, focuses on artistic areas of the rehearsal process. Students develop advanced acting technique by performing before an audience for an extended run, sometimes also going to other local stages. Once the play is decided, students must audition for parts. The course explores play analysis, character development, and cultural/historical setting. The final project includes a written analysis of the student's own work in relation to the production and a study of one specific aspect of the production. The course involves additional rehearsal time. It may be taken again as THE 122. Competency met: Humanities (6.0) Spring

**Course Student Learning Outcomes**

Intended to function as a practical, a laboratory, where students receive hands-on experience in weaving together all elements of theatre by rehearsing and performing two plays per semester. Students present a portfolio project (a Scrapbook), following each show, to articulate their experience with visual, literary, and photographic evidence of the process of bringing all of the elements of theatre together to produce a whole event to be performed before a live audience.

1. To build confidence, flexibility, collaboration skills, and team spirit.
2. To sensitize the actor to the source of dramatic building and dramatic technique.
3. To teach and maintain a sense of discipline, range, cooperation, and play necessary to building a play or working in any ensemble or productive artistic environment.
4. To develop critical skills concerning the student's process and the understanding of the work as a whole by creating portfolio projects that require an ongoing rehearsal journal which will be read during class hours in preparation for the midterm and final required scrapbooks.
5. To teach play building by either creating new work (devised pieces) or mounting existing work on either of two stages: STUDIO THEATRE (75 seat); MAIN STAGE PROSCENIUM THEATRE (700 seat) to be presented before a live audience.
6. To allow students to experience, first-hand, the elements of theatre and how they work together.
7. To teach students, first-hand, the language of theatre and how it is used to present our human experience on this Earth.

**Credits: 3**



### **THE 124: Theatre Design**

Students will explore the fundamentals of how to analyze, research, and interpret a piece of dramatic text for the purpose of making design choices. An overview of props, scenery, lighting, sound, and costume design will be covered. Students will learn how to make bold and innovative choices that are informed by a global understanding of plays and the social and cultural values in which they were created. Three lecture hours per week. Fall

### **Course Student Learning Outcomes**

Students will be able to:

1. Analyze plays for the purpose of creating designs.
2. Research cultural, historical, and aesthetic elements of the world of the play, and make choices that reflect the complexity and nuance of the thematic elements of the play.
3. Make risky, bold, yet appropriate design choices that reveal story, character, circumstance, metaphor and theme.
4. Defend artistic choices verbally and in writing.
5. Strategize the initial stages of a design process.

**Credits: 3**

### **THE 125: Sound Design and Production**

This course provides a hands-on foundation in the practical and artistic use of sound to support theatre and visual arts productions. It focuses on the development of sound-scapes, the use of technical equipment in the production of sound, and the translation of visual, emotional, and written ideas into supportive sound environments. It explores sound production from various sources: natural sound, technically-produced sound, composition from natural objects and musical instruments. Students produce projects specifically suited to theater and visual arts. Three lecture hours and two laboratory hours per week. Competency met: Humanities (6.0) Fall, Spring  
**Credits: 3**

### **THE 127: Scenic Design**

This course gives students a basic understanding of scenic design for the stage. It includes hands-on work in such areas as knowledge and application of safety rules, use of tools and equipment, basic carpentry skills, design and preparation of scale models, analysis of text for design, translation of artistic concept to stage areas and spatial relationships. Three lecture hours per week. Competency met: Humanities (6.0) Fall  
**Credits: 3**

### **THE 128: Lighting Design**

This course gives students a basic understanding of lighting design for the stage. It includes hands-on work in such areas as knowledge and application of basic safety rules; use of tools and equipment; basic knowledge of electricity; basic knowledge of lighting instruments and their specific applications; preparation from text of lighting plot; translation of artistic concept to illumination, intensity, color, angle focus, and actualization. Three lecture hours per week. Competency met: Humanities (6.0) Spring  
**Credits: 3**

### **THE 132: Theatre Production (Fall)**

This is a hands-on course where the student experiences all aspects of technical production and focuses specifically on one or two areas. Students work backstage in one or two of several theatrical areas such as set construction, lighting, sound, costume, mask-making, props, and/or running crews for two shows per semester. The student may have the opportunity to design or apprentice under the designer in addition to working tech. The course requires additional rehearsal time. Students must prepare to put in extra hours working on their respective projects. Work in more than one area may be required from each student depending on the show and the availability of additional help. The course may be taken again as THE 133. Three lecture hours and three laboratory hours per week. Competency met: Humanities (6.0) Fall  
**Credits: 4**



**THE 133: Theatre Production (Spring)**

This is a hands-on course where the student experiences all aspects of technical production and focuses specifically on one or two areas. Students work backstage in one or two of several theatrical areas such as set construction, lighting, sound, costume, mask-making, props, and/or running crews for two shows per semester. The student may have the opportunity to design or apprentice under the designer in addition to working tech. The course requires additional rehearsal time. Students must prepare to put in extra hours working on their respective projects. Work in more than one area may be required from each student depending on the show and the availability of additional help. The course may be taken again as THE 132. Three lecture hours and three laboratory hours per week. Competency met: Humanities (6.0) Spring

**Credits: 4**

**THE 134: Puppet/Mask Workshop**

This is a hands-on course exploring design techniques, materials, and practical stage use in creating masks and puppets for the theatre. Students create masks and puppet characters in different styles. A variety of construction and design techniques are explored. Students learn historical contexts stemming from ritual, dance, and theatrical performance. Movement and staging is emphasized. Opportunity for work to be applied for stage productions is offered. Three lecture hours per week. Fall Not offered every year.

**Credits: 3**

**THE 135: Stagecraft (Fall)**

This is a hands-on course designed to give students a practical and theoretical understanding of the tools and techniques used in the technical building of a stage production. Students gain experience by working backstage on crews concerned with set construction: basic carpentry, electric, painting, lighting, sound, costume, props, and stage management. Students learn to use Vectorworks, a basic computer drafting program used in scenic design. Students are required to work on tech crews for both the Studio Theatre and Main Stage productions, two shows per semester. Students spend 10 to 15 hours a week working backstage. Students also attend a one-hour weekly seminar to learn practical skills. The course may be taken again as Stagecraft (Spring). One lecture hour and 10 to 15 hours per week working backstage. Fall

**Course Student Learning Outcomes**

1. Demonstrate understanding of safety procedures and backstage protocol.
2. Participate in two productions as backstage production crews.
3. Maintain a regular, complete portfolio/journal detailing skills learned in each production.
4. Demonstrate ability to work on crews, perform basic construction, mounting, costume craft, and running crew skills to support theatrical performance.

5. Show ability to use Vectorworks, a basic computer drafting program that can be applied to theater sets.
6. Using the internet, students will identify theater sets and how they were constructed based on plans created by software.

**Credits: 2**



**THE 136: Stagecraft (Spring)**

This is a hands-on course designed to give students a practical and theoretical understanding of the tools and techniques used in the technical building of a stage production. Students gain experience by working backstage on crews concerned with basic carpentry, electrics, painting, lighting, sound, costume, props, and stage management. Students are required to work on tech crews for productions. Students spend 10 to 15 hours a week working backstage. Students also attend a three-hour weekly seminar to learn practical skills. Three lecture hours and 10 to 15 hours per week working backstage. Spring

**Course Student Learning Outcomes**

1. Apply analytical and quantitative principles while designing and constructing scenery, properties, costumes, lighting and sound.
2. Interpret working drawings in order to construct scenery and costumes.
3. Utilize the appropriate materials and hardware necessary for scenic and costume construction.
4. Plan the construction of scenery, costumes, properties, lighting, or sound designs based on the reading of scripts.
5. Construct scenery, props, costumes, lighting or sound used for theatrical purposes on Bristol's main stage production.

**Credits:** 3

**THE 212: Acting: Voice, Movement, and Style**

Students will explore how an actor uses an awareness of self to build up to the vocal, physical, and stylistic demands of the text and the character. Students will engage in vocal and physical exercises that increase resonance, relaxation, balance, flexibility and sensitivity to impulse and the imagination. The class will focus on scenes, monologues, and projects that deal with heightened language and situations, such as material by Shakespeare, Brecht, Churchill, Ionesco, and Albee. Three lecture hours per week. Fall

**Course Student Learning Outcomes**

Students will be able to:

1. Perform techniques that eliminate unnecessary tension and increase vocal resonance.
2. Demonstrate increase balance, flexibility, and range of motion in comparison to student's original capacity.
3. Align vocal and physical expression with the moment-to-moment reality on stage.
4. Apply personal motivations to the performance of specified plays and characters.
5. Apply Viewpoints work, the Michael Chekhov Technique, and Linklater Voice work to the performance of specified plays and characters.

**Credits:** 3

**THE 213: Acting: Theatre to Film**

This course will begin to acquaint the actor with the challenges that stem from the different environments where performances can occur. Students will perform scenes and monologues in a variety of settings (a large proscenium theatre, a small black box theatre, and on-camera) to explore how performance can be calibrated in a way that honors truthful moment-to-moment behavior while meeting the needs of the medium. Three lecture hours per week. , Spring

**Course Student Learning Outcomes**

Students will be able to:

1. Adjust their performance to suit the needs of specific performance conditions, without compromising the internal life of their character.
2. Construct performances from a deep and complex connection to the character.
3. Identify and solve acting issues that get in the way of maximal performance of the actor.
4. Construct a personal process that makes the actor self-sufficient.
5. Develop a sense of discernment in their own choices and the work of others.

**Credits:** 3

**Prerequisites:**

THE 112, THE 113, or permission of Program Coordinator.



### **THE 214: Playwriting**

This will be a process-based course in which students will learn to create original writing for the stage. Students will come away with an understanding of the basic building blocks of dramatic writing and dramatic structure: action, objective, circumstance, inciting incident, turning points, crisis, climax, etc. Students will learn how to bring themselves to their writing, and develop their personal voice. Students will increase their ability to sense what is authentic in their own work and the work of others, and to then generate work that is bold, original, risky and truthful. Competency met: Humanities. Three lecture hours per week. , Spring

### **Course Student Learning Outcomes**

Students will be able to:

1. Write plays that are based in dramatic action and informed by complex layers of circumstance and character.
2. Apply principles of dramatic structure to construct later drafts of work.
3. Develop a sense of authenticity, storytelling, moment-to-moment logic, and societal relevance in creating and revising work.
4. Conceptualize and use the tools specific to the theatre in their writing.
5. Locate problems and weaknesses in their own and others writing, and to communicate them effectively.

**Credits:** 3

**Prerequisites:**

THE 101, THE 112.

### **THE 290: Theatre Capstone**

Students will pull together a portfolio documenting all of the required production work done in the Bristol Theatre Program including acting, directing, stage-managing, designing, playwriting, run-crews, and front-of-the-house. Students will be asked to include written critiques and reflections of their work, pictures, video, sound recordings, scripts, prompt books, or anything that reflects the work done in their time at Bristol. Students will defend their work after a final presentation at the end of the semester. Spring

### **Course Student Learning Outcomes**

Students will be able to:

1. Critique current and past work, and strategize for future success.
2. Explain artistic intent and describe artistic outcome.
3. Draw connections between various experiences and synthesize meaning from them.
4. Describe future intent and discuss the process to achieve stated goals.
5. Demonstrate participation in Bristol Theatre Program productions: acting work, design work, and/or stage management of at least three productions. Run-Crew for at least one production.

**Credits:** 1

**Prerequisites:**

THE 101, THE 102, THE 112, THE 113, THE 117, THE 118, THE 124, THE 136, and THE 212.