Bristol Community College

Academic Catalog 2025-2026

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This is the official Bristol Community College Academic Catalog for the 2025-2026 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. Bristol reserves the right to make changes to 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.

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

About

Bristol Community College is a public institution of higher learning which was established in December 1965 by the Massachusetts Board of Regional Community Colleges. It is accredited by the New England Commission of Higher Education (NECHE).

Bristol's Strategic Plan has four key strategies: Academic Innovation, Equity and Student Success, Organizational Excellence, and Partnerships.

Mission, Vision and Values

Mission Statement of 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.

Vision

Advancing a vibrant, diverse community through education, learner by learner.

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.

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.

Accreditation

Institutional 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 though 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

Program Specific Accreditations

The following specialized accrediting bodies are recognized by the Council on Post-secondary Accreditation and/or by the United States Department of Education:

- The Associate in Science in Nursing program is accredited by the Accreditation Commission for Education in Nursing (ACEN).
- The Associate in Science in Dental Hygiene program is accredited by the Commission on Dental Accreditation of the American Dental Association.
- The Certificate of Achievement in Medical Assistant program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) on recommendation of the Medical Assisting Education Review Board (MAERB), Commission on Accreditation of Allied Health Programs.
- The Associate in Science in Clinical Laboratory Science program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).
- The Associate in Science in Occupational Therapy Assistant is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).
- The Associate in Science in Paralegal Studies and Certificate of Achievement in Paralegal Studies is approved by the American Bar Association (ABA).

Legal Statements, Student Information, and Regulations

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.

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.

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 Emmanuel Echevarria, Interim Title IX Coordinator, Hudnall Administration Building, D209H at 774.357.2682, Emmanuel.Echevarria@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 Emmanuel Echevarria, Interim Title IX Coordinator, Hudnall Administration Building, D209H, at 774.357.2682, Emmanuel.Echevarria@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

Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law which regulates the disclosure of student information. For more information, visit Family Educational Rights and Privacy Act.

Release of Student Information

Under FERPA, 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 and online.

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.

Complaints

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. Such complaints may be filed with the Family Policy Compliance Office at the U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-8520

Governance

The college is governed by a volunteer Board of Trustees appointed by the Governor of Massachusetts. One alumni trustee is elected by the Alumni Association for recommendation to the Governor; a student trustee is elected by the student body.

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.

College Organization

Board of Trustees

Board of Trustees

Renee Clark

Joseph C. Ferreira, Esq.

Pamela Gauvin, Esq.

Maria Gonzalez

Silvia Jones (Student Trustee) '24

Jeffrey T. Karam (Vice Chair)

Todd E. McGhee

Joan M. Medeiros (Chair)

John Morris (Alumni Trustee) '23

Lynn A. Motta (Secretary) '92

College Administration

President: Sedgwick L. Harris, A.A., Southwestern Michigan College; B.A., Northwestern Oklahoma State University; M.A., Western Michigan University; Ed.D., Ferris State University.

President's Leadership Team

- Joyce Faria Brennan, Vice President, Marketing & Communications, B.S. Northeastern University.
- Emmanuel R. Echevarria, Chief Human Resources Officer, A.A. Community College of Rhode Island, B.A. Rhode Island College.
- Andrew Fisher, Vice President, Academic Affairs/ Chief Academic Officer., B.A., University of North Texas; M.S., Texas A&M University – Commerce; Ed.D., Texas A&M University – Commerce.
- Steve Kenyon, C.P.A., Vice President, Administration & Finance/Chief Financial Officer, B.A. & M.B.A., University of Massachusetts.
- April Lynch, Chief of Staff and Strategy Development, M.B.A., Bryant University.
- Brianne McDonough, Interim Vice President of Economic and Business Development, B.S., Bridgewater State University, M.Ed., Salem State University
- Lucinda Poudrier-Aaronson, Director of Executive Operations. B.A., Rollins College, M.Ed., University of Florida.
- Kate O'Hara, Vice President, Student Services and Enrollment Management. B.S., Boston College, M.Ed., Suffolk University, M.B.A., Boston University.
- Jo-Ann Pelletier '89, Chief Information & Data Officer, Information Technology Services. A.S., Bristol Community College, B.S. & B.A., Rhode Island College, M.S., Boston University.
- Judi G. Urquhart, Chief Development Officer., B.A. Mount Holyoke College, M.B.A. Northwestern University Kellogg School of Management.

President's Cabinet Members

- **Stephen Bassler**, Risk/Compliance Officer
- **Natalie Beach**, Dean of Library Learning Commons
- **Jo Ann Bentley**, Associate Vice President of Facilities & Administration
- **Joyce Brennan**, Vice President of Marketing & Communications
- **Dorothy Chase**, Dean of School of Health Professions Programs
- **Joe DiMaria**, Associate Vice President of Student Success
- **Emmanuel Echevarria**, Chief Human Resources Officer
- **Craig Elkins**, Dean of Dual Enrollment
- **Andrew Fisher**, Vice President for Academic Affairs/Chief Academic Officer
- **Andrea Fortier**, Director of Marketing
- **Ray Franke**, Dean of School of Business, Industry, and Career Programs
- **Tamecka Hardmon**, Registrar
- **Sedgwick Harris**, President
- **Christine Hubbard**, Executive Dean of Academic Affairs
- **Steve Kenyon**, Vice President of Administration and Finance
- **Danielle Licitra**, Director Institutional Assessment
- **April Lynch**, Chief Strategy Officer
- **Brianne McDonough**, Interim Vice President of Economic and Business Development

- **Ryan Menard**, Associate Director of Enterprise Systems
- **Michael Nester**, Dean of the School of Languages, Arts, Humanities, and Social Science Programs
- **Kate O'Hara**, Vice President of Student and Enrollment Services
- **Jo-Ann Pelletier**, Chief Information & Data Officer
- **Lucinda Poudrier-Aaronson**, Director of Executive Operations, Office of the President
- **Janet Ray**, Dean of Attleboro Campus
- **Robert Rezendes**, Dean of Taunton and New Bedford Campuses
- **Adrienne Foster Scharf**, Dean of School of Science, Technology, Engineering, Math, and Education Programs
- **Judi Urquhart**, Chief Advancement Officer
- **Noreen Winderlick**, Director of Grant Development
- **Jill Woodcome**, Senior Director of Human Resources
- **TBA**, Comptroller

Full Time Faculty

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

Autumn Alden, Professor of Mathematics, B.S., University of Massachusetts Amherst; M.Ed., University of California Los Angeles; M.S., Salem State University

Carlos Almeida, Professor of Portuguese and Director of LusoCentro; B.A., University of Massachusetts Dartmouth; M.A., Ph.D., University of Massachusetts Amherst

David Amiel, Associate Professor of Natural Science; B.S., University of Massachusetts; M.S., Stony Brook University; Ph.D., Stony Brook University

Debra Anderson, Professor of English; B.A., Boston College; M.A., Salem State College

Janelle Arruda, Professor of Computer Information Systems; A.S., Bristol Community College; B.S., Roger Williams College; M.C.Ed., Lesley College

Engin Atasay, Professor of Education and Department Chair and Coordinator of Education; B.A., Eastern Mediterranean University; M.A., San Diego State University; Ph.D., University of Utah

Maryellen Atkins, Associate Professor of Art in Design/ Digital Media; B.A., Stonehill College; M.F.A., New York University

Colleen Avedikian, Professor of Sociology; B.A., Emmanuel College; M.A., Northeastern University; Ph.D., University of Massachusetts Dartmouth

Daniel Avedikian, Professor of Mathematics and Department Chair; B.S., Worcester State College; M.S., University of Connecticut

Donna Ayala, RN, Associate Professor of Nursing; B.S.N., University of Massachusetts Dartmouth; M.S.N., University of Phoenix

Jacqueline Barry, Professor of Reading; B.S., Daniel Webster College; MATC-ESL, Rhode Island College; M.B.A., University of Rhode Island

Rosario Basay, Professor of Economics and Coordinator of Race and Gender Studies; B.A., Pontifical Catholic University; M.A., Ph.D., Vanderbilt University

Nancy Benson, Professor of English; B.A., M.A., University of Massachusetts Dartmouth; Ph.D., University of Rhode Island

Rebecca Benya-Soderbom, Associate Professor of History; B.A., Bridgewater State College; M.A., Providence College

David Bessette, Associate Professor of Criminal Justice; B.S., Bryant University; M.S., Salve Regina University

Giriraj Bhattarai, Professor of Mathematics; B.S., M.S., Tribhuvan University; Ph.D., The University of Toledo

E. Jon Bjornson, Associate Professor of Hospitality and Casino Management; B.S., University of Wisconsin; M.S., Farleigh Dickinson University

Nancy Brown, Associate Professor of Nursing; B.S.N., University of Massachusetts Dartmouth; M.S.N., University of Phoenix

Kimberly Broderick

Peter Calo, Associate Professor of Criminal Justice; B.A., Salve Regina University; J.D., Roger Williams Law School

Melissa Cardelli, Professor of Early Childhood Education and Department Chair Early Childhood Education and Child Care, Coordinator Early Childhood Education Careers Degree and Certificates; B.A., University of Massachusetts Dartmouth; M.S., Wheelock College; C.A.G.S., American International College

Renee Cardinal, RN, Professor of Nursing; B.S.N., University of Massachusetts Dartmouth; M.S., Northeastern University; D.N.P., Regis College

Mary Cass, Associate Professor of Engineering Technology and Director of the CIM Program; B.S., Roger Williams University, B.S., University of Massachusetts Dartmouth; M.S., Tufts University Graduate School

Kimberly Coates, Associate Professor of English; B.A., Santa Clara University; M.A., Columbia University; M.A., Stony Brook University; Ph.D., Stony Brook University

Sandra Cozzens, Instructor of Academic Fieldwork Coordinator, Occupational Therapy Assistant Program; A.S. Bristol Community College; B.S., Salem State University

Jillian DeCosta, Associate Professor of Reading; B.S., East Carolina University; M.A., Columbia University

Lisa Delano-Botelho, Associate Professor of Psychology and Department Chair; B.A., M.A., University of Massachusetts Dartmouth

Rita DeOliveira, Professor of Psychology; B.A., M.A., University of Massachusetts Dartmouth; Ed.D., American International College

Nancy-Lee Devane, Professor of Psychology; B.A., M.A., Rhode Island College

Denise DiMarzio, Professor of English; B.A., Rhode Island College; M.A., University of Connecticut; C.A.G.S., Salve Regina University

Erik Durant, Professor of Fine Arts and Coordinator; B.A., Southern Connecticut State University; M.F.A., University of Massachusetts Dartmouth

Maha Fahiem, Associate Professor of Psychology; B.A., Menofia University; M.A., Menofia University; Ph.D., Menofia University

Rose Ferro, Associate Professor of Computer Information Systems; B.S., M.B.A., University of Massachusetts Dartmouth

Steven Frechette, Associate Professor of Cybersecurity/CIS and Department Chair; B.S., MBA, University of Massachusetts Dartmouth; D.Sc, Middle Georgia State University

Elizabeth French, Associate Professor of English; B.A., University of Pittsburgh; M.F.A., Emerson College

Mario Garcia-Rios, Professor of Biochemistry; B.S., Instituto Tecnológico y de Estudios Superiores de Monterrey; Ph.D., Purdue University

Michael Geary, Associate Professor of English and British Literature; B.A., Iona College; M.A., Rhode Island College

Laura Gostin, Assistant Professor of Communications; B.A., M.A., University of Rhode Island

J. Thomas Grady, Professor of English; B.A., Syracuse University; M.A., University of San Diego

David Graves, Associate Professor of Art/Graphic Design; A.A., Bristol Community College; B.F.A., University of Massachusetts Dartmouth; M.F.A., Vermont College of Fine Arts

Edward Guimont, Assistant Professor of History; B.A., Guilford College; M.A., University of Connecticut; Ph.D., University of Connecticut

Farah Habib, Associate Professor of English and Multicultural Literature; B.A., M.A., University of Rhode Island

Nicole Hall, Assistant Professor of Business Administration; B.S., M.B.A., D.B.A., Johnson & Wales University

Nicole Heaney, Associate Professor and Coordinator of Substance Abuse Counseling program, B.S.W., University of Vermont; M.S.W., Boston University

David Henry, Professor of Mathematics; B.A., University of Michigan; M.P.A., Framingham State College; M.S., Salem State College

J. Kirk Higham, Associate Professor of Mathematics; B.S., University of New Hampshire; M.S., University of Rhode Island

Kelli Hiller, Professor of Clinical Laboratory Science and Coordinator; B.S., University of Massachusetts Dartmouth; M.S., University of Rhode Island

Christine Houghton, Associate Professor of Veterinary Health Care; A.A., Bristol Community College; B.S., Framingham State University; M.S., North Carolina A&T State University

Onome Ighoavodha, Assistant Professor of Entrepreneurship; B.S., Millsaps College; M.S., Jackson State University; M.S., Ph.D., Rutgers Business School, Newark and New Brunswick

Igor Kholodov, Associate Professor of Computer Information Systems; B.S., M.S., Lvov State University, USSR

Donald Kilguss Jr., Associate Professor of History; B.A., Providence College; M.A., University of Rhode Island

Enoch Lamptey, Associate Professor of Sociology and Department Chair; B.A., The University of Ghana; MSC, The London School of Economics & Political Science; Ph.D., The University of Akron

Alejandro Latinez, Associate Professor of World Languages; B.A., Pontificia Universidad Católica del Perú; M.A., Vanderbilt University; Ph.D., Vanderbilt University

Lisa Lavoie, Instructor of Office Administration; A.S., Bristol Community College; B.A., Eastern Nazarene College; M.A., Fitchburg State University

David Ledoux, Associate Professor of Liberal Arts Theatre Option; BFA, SUNY Purchase College; MFA, Rutgers University

Kaitlyn Litwinetz, Assistant Professor of Mathematics; B.A., Merrimack College; M.A., University of Buffalo

Sandra Lygren, Professor of American Sign Language and Coordinator of Deaf Studies; B.S., Bridgewater State College; M.Ed., Boston University; CI/CT Registry of Interpreters for the Deaf

Jennifer Machado, Assistant Professor, Medical Administrative Assistant/Office Administration, B.A., University of Massachusetts Dartmouth

Jeanne Marston, CCNS, CCRN, AGCNS-BC, CDDN, BLS, ACLS, FCN, ELNEC, Assistant Professor of Nursing, Fundamentals and Pediatrics**;** B.S., B.S.N, C.N.S, D.N.P, University of Massachusetts Dartmouth

Heidi Martins, Assistant Professor of Psychology and Counseling, Coordinator of Gerontology and Thanatology; B.S., Bridgewater State College; M.Ed., Bridgewater State College

Esteban Martinez, Associate Professor of Culinary Arts; B.S., Johnson & Wales University; M.S., Eastern Nazarene College

Nickolas Mavrikidis, Professor of Mathematics; B.A., Western New England College; M.S., University of Massachusetts Lowell; M.S., Northeastern University

Dana Mayhew, Associate Professor of Sociology and Criminal Justice; B.A., University of Arizona; M.S., Valdosta State College

Brian McGuire, Associate Professor of English; B.A., M.A., Bridgewater State College

Constance Messier, OTR/L, Professor of Occupational Therapy; A.S., Bristol Community College; B.S., Salem State University; O.T.D., Rocky Mountain University

Marisa Millard, Professor of Graphic Design and Coordinator of Graphic Design and Web Design; B.A., F.F.A., Texas Christian University; M.F.A., University of North Texas

Manal Mogawer, DDM, Associate Professor of Dental Hygiene; A.S., Bristol Community College; B.S., M.S., Cairo University

Sabrina Mohan, LCSW, Associate Professor of Human Services and Department Chair of Human Services; B.A., Wheaton College; M.S.W., Wheelock College; P.M.C., Smith College; Ed.D., Northeastern University

Michele Murphy, Associate Professor of Communications; B.A., Radford University; M.A., Emerson College

Jean-Paul Nadeau, Professor of English; B.S., Bryant College; M.A., Seton Hall University; Ph.D., University of Rhode Island

Kimberly Newton, Professor of Biology, Sustainable Agriculture Program Coordinator, Commonwealth Honors Program Coordinator; B.A., M.A., M.S., University of Massachusetts Dartmouth

Holly Pappas, Professor of English; B.A., University of New Hampshire; M.A., Hollins College; M.F.A., University of Arkansas

Lisa Patacchiola, Assistant Professor of Computer Information Systems; B.S., Worcester Polytechnic Institute; M.S., Southern New Hampshire University

Audra Paulhus, RN, Assistant Professor of Nursing, Medical-Surgical Clinical; A.S.N., Bristol Community College; B.A., University of Massachusetts Dartmouth; M.S.N., University of Massachusetts Dartmouth

Melissa Pragana, NP, RN, Associate Professor of Nursing; B.S.N., University of Massachusetts Dartmouth; M.S., Boston College

Elaine Previte, Professor of Mathematics; B.A., M.A., Rhode Island College; M.B.A., University of Texas

Debra Quenga, RN, Professor of Nursing; A.S., Community College of Rhode Island; B.S.N., University of Massachusetts Dartmouth; M.S.N., University of Phoenix

Mary Rapien, Professor of Biology; B.A., Hiram College; Ph.D., University of Rhode Island

Mario Raya, Professor of Chemistry/Biological Chemistry; M.A., Harvard University; M.D., Universidad DelValle

Ricardo Rebelo, Associate Professor of Communications; A.A., Bristol Community College; B.A., M.A., Rhode Island College

Lauren Robillard, RN, Assistant Professor of Nursing, Maternity and Obstetrics Emphasis, B.S.N., Curry College; M.S.E.D., Western Governors University

Everilis Santana, Professor of Developmental Mathematics; B.S., Universidad de Puerto Rico; M.S., Cornell University

Nancy Santopadre dosReis, Associate Professor of Criminal Justice and Department Chair; B.S., M.S., Roger Williams University

Ronald Santos, Assistant Professor of Accounting; A.S., Bristol Community College; B.S., M.P.A., Rhode Island College

Dana Schlang, Professor of American Sign Language and Deaf Studies; B.A., Framingham State College; M.A., Gallaudet University

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

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Professors Emeriti

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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

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

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Thalles De Souza, Community College Student Segmental Advisor

NOTE: For the most up-to-date list, please see the Massachusetts Department of Higher Education Board Members webpage.

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: Clinical Laboratory Science, Dental Hygiene, Medical Assisting, Nursing, Occupational Therapy Assistant, Paralegal Studies (Certificate Option) and Phlebotomy. Learn more about the Health Science Admissions Requirements here.

International students seeking to enroll at the College on an F-1 Student Visa must meet additional criteria in alignment with Federal regulations in order to be admitted. Bristol is authorized under Federal law to enroll non-immigrant alien students.

Admission requirements to specific programs may change in accordance with policies established by the Massachusetts Board of Higher Education (BHE) 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.

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.

The Application Process

The details of the application process, including Bristol's free online application, are available at www.BristolCC.edu/Apply. If you need assistance with the application, please contact the Admissions Office at 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 scoresheet to the Admissions Office at Bristol. In certain cases, no admission decision can be made without these credentials. Fall semester applicants still enrolled in high school should submit an intermediate transcript at the time of application to Bristol. For those conditionally admitted to a non-selective program, no less than 10 days prior to the start of registration for the next term, the Admissions Office places a registration hold on any students who remain as conditional admit and for whom a final high school transcript (or the equivalent as defined in above policy) has not been received. This prohibits the student from registering for a subsequent term beyond that to which they were conditionally admitted.

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.

Please note that credentials are only considered official if they are received directly from the institution where the credential was earned. Credentials submitted by students may be kept on file but are not considered to be official documents.

Further details about the Admissions Credential Policy are available here.

If you graduated from high school or a secondary school outside the United States (or its territories), you must submit an official evaluation that demonstrates U.S. Equivalency. More information, including lists of approved credential evaluation services, is available by clicking here.

Please note if you are applying to any selective admission program (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 plan 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
- Wintersession Courses: Begin in December
- Spring Semester: 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 November 15 to receive priority consideration.

Applicants to Clinical Laboratory Science, Dental Hygiene, Medical Assisting, Occupational Therapy Assistant, or Phlebotomy 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. Students interested in applying to Phlebotomy for the summer semester are able to apply beginning February 1 and should complete the application by April 1 to receive priority consideration for admission to the summer semester beginning in June. Applications for the summer Phlebotomy cohort that are received or completed after April 1 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 for your program of interest or contact the Admissions Office for more information.

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

Requests for re-evaluation may be submitted by email to 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 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.

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.

The New England Board of Higher Education's (NEBHE) Tuition Break program (also known as the New England Regional Student Program (RSP), provides significant

tuition savings to residents of the six New England states when pursuing approved programs at out-of-state public colleges and universities. As eligibility for the RSP Tuition Break varies by state and by institution, we advise you to learn more by clicking here or contacting the Admissions Office for more information.

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.

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/.

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, or by accessing 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. See our website for the most up to date immunization records information.
- 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.

Tuition and Fees

Tuition and 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 Bristol education.

Tuition and Fees per credit hour

Massachusetts and nearby Rhode Island residents

Tuition	$24/credit
College Fee	$224/credit
Total	$248/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 Bristol 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	$224/credit
Total	$454/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)	$4,379.00 for fall; (subject to change)
Insurance cost for the Spring semester only is	$2,919.00 (subject to change)
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	$500
CORI/SORI Immunization compliance, drug testing (Health Science majors)	$40/ year
Culinary Arts	$1,250
Dental Hygiene (freshmen)	$7,000
Dental Hygiene (sophomore)	$5,000
Medical Assisting	$500
Nursing (freshmen)	$2,000
Nursing (sophomore)	$1,000
Phlebotomy	$300
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.

Policies

Once a student registers, they are 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 (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 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 and Waivers

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 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.)

American Opportunity Tax Credit

Students enrolled in six credits or more in the first four years of an undergraduate program, day or evening, may be eligible for the American opportunity tax credit, 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 $2,000, and 25 percent of the next $2,000 of qualified education expenses, for a maximum in any tax year of $2,500. Students are eligible for the credit for four years. The Financial Aid office and Student Accounts office have more information on this tax credit, but for specific information, consult a tax advisor.

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 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/.

Bristol Community College Foundation Scholarships

Bristol Community College Foundation Scholarships

Each year, the Bristol Community College Foundation provides over 200 unique scholarships to support our students' educational needs, with amounts ranging from about $250 up to several thousand dollars each. A searchable database of all scholarship opportunities can be found on our Scholarships webpage where users may either enter their desired search criteria or do a category search in the available drop-down menu. The scholarship application opens at the end of February with completed applications due by the middle of April. It is important to note that only one application submission is required to have access to all available scholarship opportunities. Final scholarship awardees are notified by the middle of June.

Questions? Please contact us at 774.357.2007 or BCCFoundation@Bristolcc.edu.

Financial Aid Eligible Certificates

Bristol Certificates listed below are eligible for financial aid. In order to be eligible for financial aid, a certificate needs to meet state and federal financial aid regulations. These certificates are updated for each new academic year beginning in the fall semester. If you have questions about financial aid eligible certificates please speak with your advisor. *All 60 credit Associate degree programs are eligible for financial aid.*

Certificates Eligible for Financial Aid

Accounting Certificate
Art Certificate
Automated Systems with Robotics Certificate
Chemical Analytics Certificate
Clean Water Quality Professional Technician Certificate
Culinary Arts Certificate
Culinary Arts Baking and Pastry Certificate
Cybersecurity Certificate
Deaf Studies: Prep Certificate
Developmental Disabilities Certificate
Drinking Water Quality Professional Technician Certificate
Early Childhood Education Certificate

Early Childhood Education Infant/Toddler Certificate
Electrocardiography (EKG) Certificate
English/Portuguese Community Interpreting Certificate
Event Planning Certificate
Gerontology Certificate
Graphic Design Certificate
Human Services Certificate
Law Enforcement Certificate
Marketing Certificate
Network Tech Certificate
Paralegal Studies Certificate
Race and Gender Studies Certificate
Small Business and Entrepreneurial Management Certificate
Spanish/English Community Interpreting Certificate
Substance Abuse Counseling Certificate
Supply Chain Management Certificate
Sustainable Agriculture Certificate
Thanatology Certificate
Web Design Certificate
World Language Studies Certificate

Certificates Ineligible for Financial Aid

A+ Certification Certificate
Administrative Assistant Certificate
Artificial Intelligence Practitioner Certificate
CNC Machining and Programming Certificate
Commercial Fishing At-Sea Monitor Certificate
Computer Aided Design and Drafting Certificate
Computer Aided Design and Manufacturing Certificate
Computer Programming Certificate
Early Childhood Education Foundational Certificate
Emergency Medical Technician Certificate
Geographic Information Systems Certificate
Medical Assistant Certificate
Medical Office Certificate
Native American Studies Certificate
Offshore Wind Power Technician Certificate
Offshore Wind Power Technology Certificate
Phlebotomy Certificate
Solar Energy Certificate
Water Quality Professional Certificate
Windows Server Administration Certificate

Academic Information & Resources

Academic Calendar

2025-2026 Academic Calendar

Fall 2025

Full Term | Tuesday, September 2 - Saturday, December 13

Date	Event
Thursday, August 28	Faculty/Staff Opening Day
Monday, September 1	Labor Day
Tuesday, September 2	**Classes begin (Full Term)**
Monday, September 8	Last day to add a Full Term class
Tuesday, September 9 - Monday, September 15	Enrollment Verification (Full Term)
Monday, September 15	Last day to drop a Full Term class without a "W" grade
Wednesday, October 8	Wintersession 2026 registration opens
Monday, October 13	Indigenous Peoples Day – no classes
Monday, October 20	Midterm Grades Due (Full Term)
Wednesday, November 5	Discovery Day – no classes
Tuesday, November 11	Veterans Day – no classes
Wednesday, November 12	Last day to withdraw from a Full Term class with a "W" grade
Wednesday, November 19	Spring 2026 registration opens
Thursday, November 27 - Saturday, November 29	Thanksgiving Holiday – no classes
Monday, December 1	Classes resume
Saturday, December 13	**Last day of classes (Full Term)**
Wednesday, December 17	Final grades due by 4 p.m. (Full Term)

First-Half Term | Tuesday, September 2 - Saturday, October 18

Date	Event
Tuesday, September 2	**Classes begin (First-Half Term)**
Tuesday, September 2 - Monday, September 8	Enrollment Verification (First-Half Term)
Monday, September 8	Last day to add & drop a First-Half Term class
Monday, October 6	Last day to withdraw from a First-Half Term class with a "W" grade
Wednesday, October 8	Wintersession 2026 registration opens
Monday, October 13	Indigenous Peoples Day - no classes
Saturday, October 18	**Last day of classes (First-Half Term)**
Wednesday, October 22	Final grades due by 4 p.m. (First-Half Term)

Flex Term | Tuesday, September 16 - Saturday, December 13

Date	Event
Tuesday, September 16	**Classes begin (Flex Term)**
Monday, September 22	Last day to add a Flex Term class
Tuesday, September 23 - Monday, September 29	Enrollment Verification (Flex Term)
Monday, September 29	Last day to drop a Flex Term class without a "W" grade
Wednesday, October 8	Wintersession 2026 registration opens
Monday, October 13	Indigenous Peoples Day – no classes
Wednesday, November 5	Discovery Day - no classes
Tuesday, November 11	Veterans Day - no classes
Wednesday, November 12	Last day to withdraw from a Flex-Term class with a "W" grade
Wednesday, November 19	Spring 2026 registration opens
Thursday, November 27 - Saturday, November 29	Thanksgiving Holiday – no classes
Monday, December 1	Classes resume
Saturday, December 13	**Last day of classes (Flex Term)**
Wednesday, December 17	Final grades due by 4 p.m. (Flex Term)

Second-Half Term | Monday, October 27 - Saturday, December 13

Date	Event
Monday, October 27	**Classes begin (Second-Half Term)**
Monday, October 27 - Saturday, November 1	Enrollment Verification (Second-Half Term)
Saturday, November 1	Last day to add & drop a Second-Half Term class without a "W" grade
Wednesday, November 5	Discovery Day – no classes
Tuesday, November 11	Veterans Day – no classes
Wednesday, November 19	Spring 2026 registration opens
Thursday, November 27 - Saturday, November 29	Thanksgiving Holiday – no classes
Monday, December 1	Classes resume
Monday, December 1	Last day to withdraw from a Second-Half Term class with a "W" grade
Saturday, December 13	**Last day of classes (Second-Half Term)**
Wednesday, December 17	Final grades due by 4 p.m. (Second-Half Term)

Wintersession

Monday, December 29, 2025 - Friday, January 16, 2026

Date	Event
Thursday, December 25	Christmas Day – no classes
Monday, December 29	**Classes begin (Wintersession)**
Monday, December 29 - Monday, January 5	Enrollment Verification (Wintersession)
Wednesday, December 31	Last day to add & drop a Wintersession course
Thursday, January 1	New Years Day – no classes
Friday, January 9	Last day to withdraw from classes with a "W" grade
Friday, January 16	**Last day of classes (Wintersession)**
Saturday, January 17	Final grades due by 4 p.m. (Wintersession)

Spring 2026

Full Term | Wednesday, January 21 - Tuesday, May 12

Date	Event
Monday, January 19	Martin Luther King, Jr. Day
Tuesday, January 20	Faculty/Staff Opening Day
Wednesday, January 21	**Classes begin (Full Term)**
Tuesday, January 27	Last day to add a Full Term class
Wednesday, January 28 - Tuesday, February 3	Enrollment Verification (Full Term)
Tuesday, February 3	Last day to drop a Full Term class without a "W" grade
Monday, February 16	Presidents Day – no classes
Wednesday, March 11	Summer 2026 registration opens
Monday, March 16 - Saturday, March 21	Spring Break
Tuesday, March 24	Midterm Grades Due (Full Term)
Tuesday, March 31	Last day to withdraw from a Full Term class with a "W" grade
Thursday, April 2	Professional development day – no classes
Wednesday, April 15	Fall 2026 registration opens
Monday, April 20	Patriot's Day – no classes
Tuesday, May 12	**Last day of classes (Full Term)**
Saturday, May 16	Commencement
Monday, May 18	Final grades due by 4 p.m. (Full Term)

First-Half Term | Wednesday, January 21 - Saturday, March 7

Date	Event
Wednesday, January 21	**Classes begin (First-Half Term)**
Wednesday, January 21 - Tuesday, January 27	Enrollment Verification (First-Half Term)
Tuesday, January 27	Last day to add & drop a First-Half Term class
Monday, February 16	Presidents Day – no classes
Tuesday, February 24	Last day to withdraw from a First-Half Term class with a "W" grade
Saturday, March 7	**Last day of classes (First-Half Term)**
Wednesday, March 11	Final grades due by 4 p.m. (First-Half Term)

Flex Term | Wednesday, February 4 - Tuesday, May 12

Date	Event
Wednesday, February 4	**Classes begin (Flex Term)**
Tuesday, February 10	Last day to add a Flex Term class
Wednesday, February 11 - Tuesday, February 17	Enrollment Verification (Flex Term)
Monday, February 16	Presidents Day – no classes
Tuesday, February 17	Last day to drop a Flex Term class without a "W" grade
Wednesday, March 11	Summer 2026 registration opens
Monday, March 16 - Saturday, March 21	Spring Break
Tuesday, March 31	Last day to withdraw from classes with a "W" grade
Thursday, April 2	Professional development day – no classes
Wednesday, April 15	Fall 2026 registration opens
Monday, April 20	Patriots Day – no classes
Tuesday, May 12	**Last day of classes (Flex Term)**
Saturday, May 16	Commencement
Monday, May 18	Final grades due by 4 p.m. (Flex Term)

Second-Half Term | Monday, March 23 - Tuesday, May 12

Date	Event
Monday, March 23	**Classes begin (Second-Half Term)**
Monday, March 23 - Saturday, March 28	Enrollment verification (Second-Half Term)
Saturday, March 28	Last day to add a Second-Half Term class
Monday, March 30	Last day to drop a Second-Half Term class without a "W" grade
Thursday, April 2	Professional development day – no classes
Wednesday, April 15	Fall 2026 registration opens
Monday, April 20	Patriots Day – no classes
Saturday, April 25	Last day to withdraw from a Second-Half Term class with a "W" grade
Tuesday, May 12	**Last day of classes (Second-Half Term)**
Saturday, May 16	Commencement
Monday, May 18	Final grades due by 4 p.m.

Summer 2026

12-Week Term | Monday, June 1 - Saturday, August 22

Date	Event
Monday, June 1	**Classes begin (12-Week Term)**
Saturday, June 6	Last day to add a 12-Week Term class
Monday, June 8 - Friday, June 12	Enrollment Verification (12-Week Term)
Monday, June 15	Last day to drop a 12-Week Term class without a "W" grade
Friday, June 19	Juneteenth – no classes
Saturday, July 4	Independence Day – no classes
Monday, July 20	Last day to withdraw from a 12-Week Term class with a "W" grade
Saturday, August 22	**Last day of classes (12-Week Term)**
Tuesday, August 25	Final grades due by 4 p.m. (12-Week Term)

First 6-Week Term | Monday, June 1 - Saturday, July 11

Date	Event
Monday, June 1	**Classes begin (First 6-Week Term)**
Monday, June 1 - Friday, June 5	Enrollment Verification (First 6-Week Term)
Tuesday, June 2	Last day to add a First 6-Week Term class
Monday, June 8	Last day to drop a First 6-Week Term class without a "W" grade
Friday, June 19	Juneteenth – no classes
Monday, June 29	Last day to withdraw from classes with a "W" grade
Saturday, July 4	Independence Day – no classes
Saturday, July 11	**Last day of classes (First 6-Week Term)**
Wednesday, July 15	Final grades due by 4 p.m. (First 6-Week Term)

Second 6-Week Term | Monday, July 13 - Saturday, August 22

Date	Event
Monday, July 13	**Classes begin (Second 6-Week Term)**
Monday, July 13 - Friday, July 17	Enrollment Verification (Second 6-Week Term)
Tuesday, July 14	Last day to add a Second 6-Week Term class
Monday, July 20	Last day to drop a Second 6-Week Term class without a "W" grade
Monday, August 10	Last day to withdraw from a Second 6-Week Term with a "W" grade
Saturday, August 22	**Last day of classes (Second 6-Week Term)**
Tuesday, August 25	Final grades due by 4 p.m. (Second 6-Week Term)

Academic Resources, Honors, and Graduation

Academic Resources

Bookstore

Fall River, C building, x2239 Bookstore@bristolcc.edu

Bristol Community College bookstore can be found at the Fall River location and is operated by Follett Higher Education Group. Students can shop in-store at the Fall

River location or order books and other materials online. Students can arrange to pick up books at any campus location for free or have books shipped for a fee.

Community-Based Learning

The Civic Engagement Program at Bristol offers students a unique opportunity to participate in Community-Based Learning courses that combine classroom theory in any discipline with hands-on experience with local non-profits or public service areas (e.g. public schools, government offices). Students engaged in a Community-Based Learning course are asked to learn about community needs which relate to what they are learning in class and identify ways to help address those needs. Students also complete one or more reflective exercises to enhance understanding of course content, appreciation of the discipline, and sense of civic responsibility.

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

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.

Credit for Prior Learning

All locations, x2123 CPL@BristolCC.edu

Credit for Prior Learning (CPL) is an opportunity to earn college credit by demonstrating knowledge that you have gained through a variety of experiences such as military training, corporate training, work or volunteer experiences, MOOCs, or other non-academic activities prior to enrolling at Bristol. Students must demonstrate how they have met course outcomes outside an academic program in one of three ways:

- Credit by Credential
- Credit by Examination
- Credit by Portfolio

Internships

Fall River, K113, x 2407 EEC@bristolcc.edu

Many academic programs either require students to complete an internship as part of their graduation requirements or offer it as an elective course to enhance their learning experience. The Internship Program is dedicated to supporting students throughout every stage of the internship process. From refining their résumés and cover letters to identifying and securing the right internship opportunities, we provide personalized guidance to ensure a smooth transition into professional environments. Additionally, we offer ongoing support during the internship to help students navigate workplace expectations, develop essential skills, and successfully complete their experience. Our goal is to empower students with real-world experience that aligns with their academic and career aspirations, setting them up for future success.

Library Learning Commons

All locations, x2105

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. 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, and other spaces for computing and printing. Students may also reserve study rooms in Attleboro, Fall River, and New Bedford.

Tutoring

All locations, x2105 OnlineLC@bristolcc.edu.

Subject-based tutoring is available to all students. Remote drop-in tutoring is available online. In-person tutoring is available at all locations. Students can also make an appointment via email. Some courses have embedded tutors as well.

Writing Center

All locations, x2105 WritingCenter@bristolcc.edu

The Writing Center provides free tutoring to help students build writing skills. It is staffed by faculty, professional, and peer tutors. The center helps all writers, regardless of coursework. Students can take advantage of in person tutoring in Fall River (Library Learning Commons), New Bedford, Attleboro, and Taunton. Students can also access tutors online and through email. Email is returned within 24-36 hours.

Academic Honors

Dean's List

The Bristol Community College Dean's List honor recognizes students who achieve a semester GPA of 3.2 or better with a load of 12 credits or more and no grade below "C."

Commonwealth Honors Program

All locations, x3825 CHP@bristolcc.edu

The Commonwealth Honors Program (CHP) at Bristol offers students honors courses in various academic disciplines. All students are welcome to try out a 100-level honors course, and can apply to the program after completing 12 credits in a program (or transfer) with a GPA of 3.45 or above. To graduate as a Commonwealth Honors Scholar, students must complete at least four CHP courses, including HON 260: Culminating Honors Project, earn a 3.45 GPA or higher, and graduate with an associate's degree. Benefits include a $1000 stipend upon graduation, automatic acceptance to Honors Programs at UMass and other state universities, and opportunities to develop academic interests and mentoring relationships with faculty.

The Commonwealth Honors Program Coordinator is Professor Kimberly Newton. She can be contacted at kimberly.newton@bristolcc.edu or 774.357.3825.

Phi Theta Kappa (PTK)

Phi Theta Kappa is the only officially recognized international honor society for two-year colleges in the United States and abroad. PTK inspires high achieving students to expand their educational experience beyond the classroom. Its hallmarks of scholarship, leadership, service, and fellowship offer a chance to achieve personal goals and give back to the community. Students who have completed 18 credits with a cumulative GPA of 3.5 or higher are invited to become a member.

The PTK Advisor is Professor Brian McGuire. She can be reached at Brian.McGuire@bristolcc.edu.

Graduation

Commencement and Awards

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:

- Fulfill course requirements established in the selected program of study.
- Complete at least 60 credits (excluding developmental coursework) of passing coursework.
- Complete at least 25 percent of the semester hours applicable to their program at the College.
- Earn an overall G.P.A. of at least 2.0 in coursework taken at the College.
- Maintain good academic standing at the time of graduation.

Students must Apply to Graduate to be eligible to receive a diploma and participate in commencement, which is the ceremony that honors graduating students.

Valedictorian

Each year, the College confers the honor of Valedictorian for one graduating student who demonstrates academic excellence. The student gives the Valedictory address at the commencement ceremony and is a member of the Commencement Platform Party. Students graduating with a 4.0 GPA will be notified and invited to apply for the honor during the spring semester. Among those who express interest, the student with the highest number of credit hours completed at Bristol will be selected as Valedictorian.

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 commencement ceremony. Final "Cum Laude" designations include all coursework and are printed on the student's official College transcript.

Planning for Academic Success

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.

Course Load

A full-time course load is 12 credit hours or more a semester. 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. 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.

Registering for Courses

Students may register for classes at any time during the registration period. All students are to be registered for 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. Students can fill out the Course Change Form in myBristol by clicking on the Registration tab or with the help of an Advisor.

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. Students can fill out the Course Change Form in myBristol under the Student Services tab or with the help of an Advisor.

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 & Procedures in 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 myBristol, in person at any Enrollment Center, or via their college email to enrollmentservices@bristolcc.edu. Students should consult with the instructor or an advisor before withdrawing from a course. **A grade of " WF" will be assigned to any student who stops attending a course but does not officially withdraw.**

Repeating a Course

Students may repeat a course once without the permission of the Registrar or designee. Students will then be required to complete a "Repeat Course" form found in their myBristol account under Registration. The higher of the two grades will be applied to the student's grade point average calculation and graduation requirements. 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 follow the policies of that program, which may include reapplying to the program.

Directed Study

A directed study is an independent study or group study course under the sponsorship of a faculty member which meets the objectives of a course which is offered in the Academic Catalog. Credit for a directed study course is equivalent to credit for a catalog 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 online form in myBristol 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.

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.

Degrees and Certificates

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 three levels of certificates:

- *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.

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, and Phlebotomy 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

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.

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

Students will develop the ability to:

1. Identify and summarize a problem or issue comprehensively, delivering relevant information needed for understanding.
2. State own and others' perspectives and limits of positions, as related to the problem/issue.
3. Identify the key assumptions that underlie the issue.
4. Assess the quality of supporting data/evidence to support conclusions and implications or consequences.
5. Evaluate information and arguments for validity and sound reasoning.

Courses

- ART 101
- ART 275
- ART 286
- BUS 201
- CIS 105
- CIS 115
- CIS 120
- CIS 121
- CIS 122
- CIS 123
- CIS 134
- CIS 150

- CIS 155
- CIS 159
- CIT 150
- CIT 250
- CIT 251
- CIT 252
- CIT 274
- CIT 281
- CIT 285
- COM 101
- COM 104
- COM 112
- COM 157
- COM 159
- COM 211
- COM 212
- COM 241
- CRJ 101
- CUL 114
- DST 101
- DST 110
- DST 151
- DST 284
- ECE 112
- ECE 222
- EDU 130
- ENG 101
- ENG 102
- GVT 111
- GVT 112
- HLT 115
- HOS 135
- HST 111
- HST 112
- HST 113
- HST 114
- HST 226
- HST 251
- HST 252
- HST 259
- HST 260
- HST 280
- HST 290
- HUM 110
- HUM 150
- MED 101
- MED 200
- MED 205
- MED 217
- PSY 165
- PSY 232
- PSY 255
- SCI 251
- SOC 216
- SSC 101

Ethical Dimensions

Students will develop the ability to:

1. Analyze the origin of their core beliefs.
2. Explore multiple perspectives in areas of contemporary significance including ethical implications.
3. Apply concepts of justice and fairness grounded in cultural perspectives and awareness.
4. Recognize the complexities and interrelationships among ethical issues.
5. Explain to others the connection between ethics, the value of good citizenship and the evolution of concepts of right and wrong.

Courses

- ANS 112
- ARC 201
- BUS 155
- BUS 201
- CIS 115
- CIT 285
- CRJ 101
- CRJ 113
- CRJ 258
- ECE 111
- EDU 130
- EDU 210
- EGR 113
- ENG 214
- FIR 157
- GVT 111
- GVT 112
- GVT 251
- HST 111
- HST 112
- HST 113
- HST 114
- HST 216
- HST 256
- HST 259

- HST 260
- HST 280
- HUM 110
- HUM 150
- HUM 260
- HUM 264
- HUM 291
- HUM 292
- MAA 210
- MAN 154
- MED 101
- PHL 101
- PHL 152
- PSY 257
- SER 225
- SER 291
- SOC 101
- SOC 210
- SOC 212
- SOC 216
- SOC 251
- SOC 252
- SOC 256
- SOC 257
- SSC 217
- SUS 101
- THE 101

Global and Historic Awareness

Students will develop the ability to:

1. Explain connections between human behaviors and historical consequences.
2. Demonstrate an understanding of the past to make connections between historical and current events.
3. Identify how values, belief systems, and institutions have evolved over time, and evaluate their significance and relationship to each other.
4. Appraise the complexity of socioeconomic forces, divergent political views, cultural dynamics, and/or environmental pressures that contribute to the contemporary world condition.
5. Compare and contrast one's own cultural perspective and alternative global perspectives.

Courses

- ART 105
- ART 106
- COM 111
- DST 110
- DST 151
- EDU 225
- ENG 252
- GVT 111
- GVT 112
- HST 111
- HST 112
- HST 113
- HST 114
- HST 216
- HST 226
- HST 251
- HST 252
- HST 253
- HST 256
- HST 257
- HST 259
- HST 260
- HST 280
- HST 290
- HUM 150
- MAN 290
- MED 216
- SCI 117
- SER 101
- SOC 101
- SOC 210
- SOC 212
- SOC 216
- SOC 251
- SOC 252
- SOC 256
- SSC 101
- SSC 217
- SUS 101
- THE 117
- THE 118

Human Expression

Students will develop the ability to:

1. Explain how works of human expression shape personal and cultural values and identities, and increase empathy.

2. Appraise the philosophical, literary, aesthetic, or linguistic expressions of the human condition in terms of alternative, ambiguous, or contradictory perspectives.
3. Critically investigate enduring and contemporary issues of human experience through the lens of creative expression.
4. Create or interpret works of art (literature, visual arts, or performing arts).
5. Construct or evaluate ideas or questions that challenge assumptions.
6. Engage in the creative process, with emphasis on risk-taking and innovation.

Courses

- ANS 222
- ARC 201
- ART 105
- ART 106
- ART 111
- ART 112
- ART 121
- ART 122
- ART 131
- ART 132
- ART 140
- ART 151
- ART 205
- ART 211
- ART 216
- ART 221
- ART 222
- ART 225
- ART 226
- ART 227
- ART 231
- ART 251
- ART 256
- ART 260
- ART 261
- ART 262
- ART 266
- ART 267
- ART 271
- ART 272
- ART 273
- ART 275
- ART 276
- ART 280
- ART 281
- ART 282
- ART 285
- ART 291
- ART 292
- ASL 101
- ASL 102
- ASL 201
- ASL 202
- COM 104
- COM 113
- COM 114
- COM 160
- CUL 251
- CUL 262
- DST 251
- EDU 210
- ENG 214
- ENG 215
- ENG 217
- ENG 230
- ENG 233
- ENG 252
- ENG 253
- ENG 254
- ENG 255
- ENG 256
- ENG 257
- ENG 258
- ENG 259
- ENG 260
- ENG 272
- ENG 276
- ENG 283
- ESL 124
- HST 226
- HST 252
- HST 257
- HST 259
- HST 260
- HST 265
- HUM 101
- HUM 157
- HUM 158
- HUM 260
- HUM 264
- HUM 292
- MUS 111
- MUS 113
- PHL 101
- PHL 111

- PHL 152
- POR 101
- POR 102
- POR 201
- POR 202
- POR 321
- POR 322
- SPA 101
- SPA 102
- SPA 201
- SPA 202
- SPA 213
- THE 101
- THE 110
- THE 112
- THE 113
- THE 120
- THE 124
- THE 127
- THE 212
- THE 213
- THE 214

Information Literacy

Students will develop the ability to:

1. Determine the nature and extent of the information needed.
2. Access needed information effectively and efficiently.
3. Evaluate information and its sources critically.
4. Use information effectively to accomplish a specific purpose.
5. Access and use technology and information ethically and legally.

Courses

- ART 151
- ART 251
- ART 260
- ART 271
- ART 276
- ART 281
- CAD 101
- CIS 110
- CIS 111
- CIS 113
- CIS 120
- CIS 121
- CIS 122
- CIS 123
- CIS 131
- CIS 132
- CIS 133
- CIS 134
- CIS 150
- CIS 155
- CIS 157
- CIS 158
- CIS 159
- CIS 160
- CIS 162
- CIS 231
- CIS 232
- CIS 233
- CIS 250
- CIS 255
- CIS 257
- CIS 258
- CIS 260
- CIS 261
- CIS 262
- CIS 271
- CIS 272
- CIS 283
- CIT 140
- CIT 141
- CIT 142
- CIT 143
- CIT 150
- CIT 241
- CIT 242
- CIT 243
- CIT 245
- CIT 247
- CIT 248
- CIT 250
- CIT 251
- CIT 252
- CIT 255
- CIT 260
- CIT 262
- CIT 274
- CIT 281
- CIT 285
- COM 101
- COM 104
- COM 112
- COM 157

- COM 159
- COM 211
- COM 212
- COM 241
- CSS 105
- CUL 100
- DST 101
- DST 151
- DST 251
- DST 284
- ECE 111
- EDU 101
- EDU 210
- EGR 103
- EGR 133
- ENG 215
- HUM 101
- MAA 105
- MAA 211
- MED 101
- MED 217
- OFC 117
- OFC 162
- PSY 232
- SER 101

Multicultural and Social Perspectives

Students will develop the ability to:

1. Identify the responsibilities and rights of the individual in human society.
2. Appraise the impact of other cultures on the development of one's own ideas and beliefs.
3. Demonstrate how differences in race, gender, religion, ethnicity, social class, disability, sexual orientation, and linguistic background contribute to the pervasive realities of stereotyping and discrimination.
4. Explain principles of group behavior and how systems of authority, order, and control influence those group behaviors.
5. Explain the social and historical circumstances that form the basis of the beliefs, experiences and actions of culturally diverse groups.
6. Articulate the different assumptions, beliefs and perspectives of people from different cultural backgrounds and demonstrate respect for the beliefs, values, traditions, and practices of people from other cultures.

Courses

- ANT 101
- ART 105
- ART 106
- COM 160
- CRJ 219
- CRJ 251
- DST 110
- DST 251
- ECE 110
- ECE 111
- ECE 113
- ECE 222
- ECE 244
- ECE 245
- ECN 111
- ECN 112
- EDU 150
- EDU 225
- ENG 217
- ENG 255
- ENG 256
- ENG 257
- ENG 259
- ESL 126
- GVT 111
- GVT 112
- GVT 251
- HOS 135
- HST 111
- HST 112
- HST 113
- HST 114
- HST 226
- HST 251
- HST 253
- HST 257
- HST 259
- HST 265
- HUM 101
- HUM 110
- HUM 150
- HUM 264
- HUM 272
- HUM 291

- MAS 101
- PHL 101
- PHL 152
- PSY 101
- PSY 257
- SER 101
- SOC 101
- SOC 210
- SOC 212
- SOC 251
- SOC 252
- SOC 256
- SOC 257
- SOC 258
- SSC 101

Oral Communication

Students will develop the ability to:

1. Follow a consistent organizational pattern that presents ideas in a clear, articulate manner.
2. Make language choices that are effective for the presentation and engage diverse audiences.
3. Deliver presentations using appropriate posture, eye contact, vocal expression, and other body language.
4. Use a variety of supporting materials that establish their credibility.
5. Listen respectfully and critically to other speakers while focusing on their verbal and nonverbal messages.
6. Evaluate, interpret, and critique a speaker's central message.

Courses

- ASL 101
- BUS 201
- COM 104
- COM 113
- COM 114
- COM 160
- COM 218
- ECE 251
- ECE 252
- ECE 261
- HOS 135
- MED 217
- SER 251
- THE 112

Quantitative and Symbolic Reasoning

Students will develop the ability to:

1. Explain information represented in mathematical, symbolic, and/or graphical form.
2. Display information and data in graphs, charts, and other appropriate ways.
3. Perform mathematical calculations accurately to solve problems.
4. Identify, understand, and engage in mathematics as well as make well-founded mathematical judgments as a constructive, concerned, reflective citizen.
5. Use deductive thinking to solve mathematical problems and to determine the reasonableness of the results.
6. Compose explanations, using supporting mathematical language and symbolism from individually constructed data and/or graphs.

Courses

- AGR 126
- BUS 111
- ECE 245
- MTH 111
- MTH 115
- MTH 119
- MTH 119S
- MTH 125
- MTH 125S
- MTH 127
- MTH 127S
- MTH 131
- MTH 131S
- MTH 152
- MTH 152S
- MTH 154
- MTH 172
- MTH 214
- MTH 215
- MTH 243
- MTH 251
- MTH 253
- MTH 254

- PSY 230

Scientific Reasoning and Discovery

Students will develop the ability to:

1. Construct a testable question based upon relevant scientific information.
2. Identify and evaluate plausible hypotheses.
3. Implement and evaluate plausible hypotheses.
4. Test to evaluate hypotheses.
5. Analyze test results with consideration for future work.
6. Analyze science-based issues in contemporary society.

Courses

- AGR 213
- AGR 214
- AST 111
- AST 114
- AST 211
- AST 212
- BIO 110
- BIO 111
- BIO 115
- BIO 117
- BIO 121
- BIO 122
- BIO 126
- BIO 127
- BIO 129
- BIO 130
- BIO 132
- BIO 140
- BIO 154
- BIO 160
- BIO 205
- BIO 220
- BIO 230
- BIO 233
- BIO 234
- BIO 235
- BIO 239
- BIO 240
- CHM 113
- CHM 114
- CHM 115
- CHM 116
- CHM 120
- CHM 225
- CIS 115
- CIS 134
- CIT 150
- CIT 250
- CIT 251
- CIT 252
- CIT 274
- CIT 281
- CIT 285
- EGR 113
- EGR 141
- EGR 172
- GLG 101
- MED 200
- MED 205
- MED 217
- PHY 101
- PHY 102
- PHY 211
- PHY 212
- PSY 232
- SCI 110
- SCI 112
- SCI 113
- SCI 115
- SCI 116
- SCI 117
- SCI 119
- SCI 240
- SCI 251

Written Communication

Students will develop the ability to:

1. Demonstrate an awareness of diverse audiences and purposes of writing.
2. Compose in a variety of contexts and genres.
3. Construct coherent documents that demonstrate consistent unity of thought.
4. Locate, evaluate, and integrate primary and secondary sources in support of their own ideas.
5. Cite sources in a format appropriate for the discipline.
6. Write using precise, clear Standard Written English.

Courses

- COM 101
- COM 112
- COM 241
- CRJ 101
- CUL 100
- CUL 115
- ECE 110
- ECE 112
- ECE 244
- ECE 245
- EDU 130
- ENG 101
- ENG 102
- ENG 214
- ENG 215
- ESL 126
- HOS 135
- HST 251
- MED 101
- SER 290

World Language Requirement

In those programs that require a 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.

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.

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 acknowledgment. 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 acknowledgment. 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 Division Dean using the Academic Dishonesty Form.

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 recommended.
- 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 excessive absences. A student guilty of academic negligence may be dropped from a course with a grade of "F" 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.

Change 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, and Phlebotomy 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.

Student Grievance Procedure

Bristol Community College follows the Massachusetts Community College Student Grievance Procedure, which is available in full on our website.

The Student Grievance Procedure may be used by a student to address alleged abridgment of the student's rights, as stated in the college's Student Handbook and/or Policy Guide. The student Grievant or the Responding Party may consult with the Student Grievance Officer at any time. The college's Student Grievance Officer is the Vice President for Student Services and Enrollment Management. You can find him/her in G225 or at 774.357.2150.

All Grievances, including grade disputes, are ideally resolved through open and cooperative dialogue. Only when such efforts are unsuccessful should the Student Grievance Procedure be invoked as follows:

Level One - Informal Procedure

The Grievant and the Responding Party should consult with the Student Grievance Officer at this time. The Grievant initiates the informal phase of the Grievance process. The Grievant shall first present his/her complaint orally and informally to the Responding Party. This shall be done in a reasonable period of time, not exceeding thirty (30) calendar days following the instructional period when a grievable act or omission occurs.

The Responding Party must respond to the Grievant's complaint within ten (10) days. Though this phase of the process is informal, the parties may present their positions in writing. If the matter is not resolved informally within ten (10) calendar days from the date a response to the complaint was due, the Grievant may proceed to Level Two.

Level Two - Formal Procedure

Prior to filing a written Grievance at Level Two, a Grievant must consult with the Student Grievance Officer. The Responding Party should also consult with the Student Grievance Officer at this phase of the process.

Step 1: The Student Grievance Officer shall notify the parties in writing when a complaint is not resolved informally at Level One.

The Grievant may, within ten (10) calendar days after receipt of the Student Grievance Officer's written notice, file with the Student Grievance Officer a Grievance. The Grievance shall contain the following information: the name and title of the person(s) against

whom the Grievance is directed, a statement of all known facts, documents and materials supporting the grievance, a list of individuals who have information pertinent to the grievance, and the relief sought by the Grievant. All supporting documents, if any, shall be attached to the grievance as part of the Grievance. The Grievance shall also state the date it is filed and that it is being filed at "Level Two, Step One."

The Grievance may be filed with the Student Grievance Officer by email, regular mail, certified mail, or in hand. Thereafter, the Student Grievance Officer shall deliver the Grievance, and all supporting documents, if any, to the Responding Party within five (5) calendar days. If the Responding Party is unavailable at the time the Grievance is filed, the Student Grievance Officer shall use reasonable means to deliver the Grievance within a reasonable period of time.

The Responding Party shall forward a written Level Two - Step One response to the Student Grievance Officer within ten (10) calendar days of his/her receipt of the Grievance. The Student Grievance Officer shall deliver the written response to the Grievant within five (5) calendar days of receipt.

Step 2: If the Grievance is not resolved to the satisfaction of the Grievant within ten (10) calendar days after his/her receipt of the Step One response, or if no written response is submitted, the Grievant may within ten (10) calendar days after the written response was received or due, request the Student Grievance Officer to forward the Grievance and response, if any, to the supervisor of the Responding Party, with a copy to the Senior Officer of the work area of the Responding Party.

The supervisor shall investigate the Grievance and confer with the Senior Officer. The supervisor shall forward his/her written decision to the Student Grievance Officer, within ten (10) calendar days after receipt of the Step Two Grievance. Thereafter, the Student Grievance Officer shall deliver the decision to the Grievant and the Responding Party within five (5) calendar days.

At any time before the issuance of the Supervisor's Step Two decision, the Senior Officer may request that the parties meet to discuss the issue and attempt to resolve it. Grade appeals do not go beyond this Step (Level Two - Step Two) per the section on Grade Appeals. No new issues or allegations may be raised by either party after Step Two.

Step 3: If the Grievance is not resolved to the satisfaction of the Grievant within the period allowed at Level Two - Step Two, the Grievant may request a hearing before a Student Grievance Committee. Such a request must be in writing and presented to the Student Grievance Officer within ten (10) calendar days from the issuance of the Supervisor's Level Two - Step Two decision.

Within ten (10) calendar days of the Student Grievance Officer's receipt of the Grievant's request for a hearing, the Student Grievance Officer shall arrange a hearing before a Student Grievance Committee. The Student Grievance Officer shall use reasonable efforts to schedule the hearing at a time mutually convenient to the parties. At least twenty-four (24) hours prior to the hearing, the Student Grievance Officer shall provide each member of the Committee and all parties to the Grievance with copies of the Grievance, responses to the Grievance, decisions issued, and all relevant supporting documentation and materials. The Committee's make-up and hearing rules are discussed later in this policy.

The Committee shall deliver its findings and recommendations to the Student Grievance Officer within ten (10) calendar days following the hearing. A copy of the Committee's findings and recommendations shall be delivered to the President or his/her designee, within five (5) calendar days of receipt.

Within ten (10) calendar days of the President's receipt of the Committee's findings and recommendations, the President or his/her designee, shall issue a written statement accepting, modifying or rejecting the Committee's recommendations. The decision of the President, or his/her designee, shall be final and binding on all parties.

For Massachusetts Residents and Online Students in *Non-SARA* Member States and Territories

After you have exhausted the complaint procedures made available by Bristol Community College, located at **Student Complaints**, if your complaint has not been resolved, you may file a consumer complaint with the Massachusetts Department of Higher Education by

using the **consumer complaint form**. The DHE **consumer complaint form** should be used by students who are located in:

- Massachusetts
- Non-SARA Member States or Territories (e.g., California, Guam, etc.)

For Online Students Located in SARA Member States and Territories

After you have exhausted the complaint procedures made available by Bristol Community College, located at **Student Complaints**, if your complaint has not been resolved, you may file a complaint with the DHE by using the **SARA complaint form**. The DHE **SARA complaint form** should be used by students who are located in **SARA member states and territories**. This includes all students who are located in SARA member states and territories for the purposes of completing out-of-state learning placements, such as internships, practica, clinical experiences, etc. in SARA member states and territories outside Massachusetts.

Additional information from the DHE's **SARA complaint website** is below:

The SARA complaint process is as follows:

1. Students must first attempt to resolve their complaints using internal administrative procedures offered by the SARA institution.
2. After all administrative remedies have been exhausted with the MA-SARA institution, the student may submit a SARA Complaint via the URL below.
3. The Department shall send a copy of the complaint to the institution that is the subject of the complaint;
4. Within 30 days of the date that the Department sends a copy of the complaint to the institution, the institution must provide a written response to the student and the Department.

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 Dental Hygiene, Clinical Laboratory Science, 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.

College Success Seminar 101 Waiver

Many students are required to take CSS 101 to satisfy this competency. Unless otherwise required by the student's program, a blanket waiver has been approved if the student:

- Already holds an Associate's degree or higher;
- Has earned 30 or more transfer credits;
- Has earned 30 or more Bristol credits with a GPA of 2.5 or better; or
- Has a combination of 30 or more transfer and Bristol credits with a GPA of 2.5 or better.

Students who have earned and have documented one of these credentials are not required to submit a Petition for Waiver. The student must, however, meet all other program requirements and the 60-credit minimum number of credits to graduate.

Waiver of 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, contact your advisor and complete the "Petition for Waiver of Academic Requirement" form located within MyBristol (formerly AccessBCC). Petitions should be submitted by the end of the business day on the Monday following the first day of the semester for the course. While the form may be filled out beyond this priority date, there is no guarantee that if it is submitted late that the financial aid office can process dispersals that may be related to financial aid eligibility. For additional information, please contact Academic Advising, 774.357.3044 or Academic Affairs, 774.357.2185.

Grading Policy

Final grades are awarded to each student in all scheduled courses at the end of the semester, mini-semester or summer session within 72 hours of the last day of classes. All students taking a course at Bristol Community College must be assigned grades. If a student believes that a mistake was made in the original grade recorded for the course, the student may appeal the grade through the Student Grievance Procedure.

Grading policies are included in each course syllabus and are at the discretion of the faculty member. In the absence of a stated policy on grading in the course syllabus, the following guidelines will be used to determine the final course grade.

A+=97-100	A=93-96	A-=90-92
B+=87-89	B=83-86	B-=80-82
C+=77-79	C=73-76	C-=70-72
D+=67-69	D=63-66	D-=60-62
F=0-59	WF=0-59	

Note: Individual faculty, departments, and/or programs may enact more strenuous policies as specified in the course syllabus and program pages in this catalog.

Grade Related Definitions

Audit – (L) 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.

Incomplete – An (I) grade An Incomplete "I" grade is given to a student if work in a class is unfinished because of illness, accident, or other unavoidable absence, unless otherwise noted. An incomplete grade may be assigned to a student who has attended at least 75% of the semester.

An Incomplete "I" grade may be given to a student if work in a class is unfinished because of illness, accident, or other unavoidable absence, unless otherwise noted. An incomplete grade may be assigned to a student who has attended at least 75% of the semester.

An Instructor must submit a "Report of Incomplete Grade" Form for each "I" grade assigned. The student must arrange with the Instructor or Academic Area Dean in the Instructor's absence to make up the deficiency.

Bristol policy require incomplete work to be made up by the end of the following term. A student's grade will be changed to the grade indicated by the faculty member on the incomplete grade form unless a change of grade

is submitted prior to the end of the following term. For students who receive incomplete grades for the spring semester, they will have until the end of the fall semester to complete the course work.

The decision to give an incomplete grade is at the discretion of the faculty member and earlier deadlines can be established by the faculty member.

Withdrawal (W and WF) - Whether a student withdraws officially or unofficially they will be assigned a grade of W or WF respectively. A WF grade will count towards G.P.A. and the student's pace as it relates to Satisfactory Academic Progress. A W grade will not count towards the G.P.A. but will count towards pace.

The "WF" grade will be used by faculty to distinguish between an earned and unearned F grade. Below are definitions of an earned vs. an unearned F grade.

- Unearned F (WF) - A grade given to a student who does not complete the coursework in any given course and is ineligible for an incomplete grade.
    - Example: Student is reported yes during enrollment verification but then stops attending class and is unresponsive to outreach or is out of compliance with the faculty attendance policy.
- Earned F (F) - A grade given to a student who completes required coursework but earns less than the required score to earn a passing grade.
    - Example: Student attends all classes or most (within the scope of the faculty's attendance policy) and earns a score that is considered not passing according to the faculty grading policy.

Developmental Grades – Grades given in developmental courses do not satisfy requirements in any degree, program, or major. Developmental coursework will not be computed into the student's cumulative G.P.A. The credits are also not included in pace. A student should meet with an advisor each semester, but especially before attempting to take the same developmental course more than twice.

Repeat 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 MyBristol account under "Student Services". The higher of the two grades will be applied to the student's grade point average calculation and graduation requirements.

See Bristol's complete Grading Policy on our website for more detailed information.

Withdrawal Policy & Procedures

How to Officially Withdraw from the College

Students who wish to withdraw from all of their courses at Bristol Community College are required to notify the Registrar's office by completing a Total Withdrawal Form.

Students are responsible for withdrawing officially if they stop attending any or all classes. A grade of "WF" will be assigned to any student who stops attending a course but does not officially withdraw. See Unofficial Withdrawals at the bottom of this page for more information. Official Withdrawals are accepted until the tenth week of classes of a 15-week semester or an equivalent amount of class time for shorter duration courses (refer to the Add/Drop Calendar for student-generated withdrawal dates). Students looking to withdraw from a course(s) that will not result in a withdrawal from all courses may withdraw online in accessBCC, in person at any Enrollment Center, via email to enrollmentservices@bristolcc.edu or though the Course Change Form. Email requests must come from the student's Bristol college email address and must include the student's name, Bristol student ID number, and course information (CRN and/or course and section number). Email from non-college accounts will not be accepted.

Students are encouraged to meet with an advisor before making any changes to their schedule. General Advising services can be reached at AdvisingCenter@bristolcc.edu or 774-357-2777. Those who wish to withdraw from selective Health Science Programs (i.e. Clinical Laboratory Science, Dental Hygiene, Medical Assisting, Nursing, Occupational Therapy Assistant, or Phlebotomy) should speak with the department chair or coordinator of their program. These programs are competitive and a student may "lose their spot" if they withdraw and would need to reapply. A student withdrawing from all classes must complete a Total Withdrawal Form and are

encouraged to meet with the program coordinator or an academic advisor. Withdrawal requests are not processed retroactively.

Withdrawing from a credit course before or during the second week of the semester will result in the course being drop/deleted from the academic record. After the second week, a "W" enrollment status will be assigned. 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 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 student support fee. If a student officially withdraws after the third week of classes, there will be no tuition or college fee refunds. See Refund Policies in the Tuition and Fees for further details.

Please refer to the Academic Catalog for information about specific deadlines, grades, refund policy and financial responsibilities. Withdrawing from the college may affect Satisfactory Academic Progress and can place the student at risk for academic probation or dismissal; See Satisfactory Academic Progress (SAP) in the Academic catalog. Students who use financial aid and who subsequently withdraw may be required to return some or all funds received. Failure to comply may result in ineligibility to receive future financial assistance at any institution, referral to collections agencies, and interception of income tax refunds.

Students with questions regarding financial aid should contact Financial Aid department by phone at 774.357.2515 or email at financialaid@bristolcc.edu. Students who withdraw from the college will be subject to the institution's refund policy. Students with questions should contact Enrollment Services via any of the methods mentioned above or at 774-357-2590.

In partnership with Academic Affairs, the Registrar's Office determines the date each semester for official withdrawals. The withdrawal date recorded on a student's record will be determined using the date the student initiated the withdrawal process by providing official notice to the college verbally, or in writing of their intent to withdraw. If the intent to withdraw is initiated via email, the email must be received from the student's college email account and include the student's name, Bristol student ID number, and course information (CRN and/or course and section number).

Please Note: Bristol Community College does not have a Leave of Absence Policy. All students who take leave are expected to withdraw from the institution following the withdrawal procedure. Student who wish to withdraw due to Medical reasons are encouraged to contact the office of the Vice President of Student Services and Enrollment Management at 774-357-2150. Documentation may be required to keep on record for future reinstatement as related to the academic catalog year.

Unofficial Withdrawals

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.

A "WF" grade will be reported on a student's transcript. A grade of WF is included in the G.P.A. calculation, counts toward a student's pace completion and will count as credits attempted but not earned. A WF grade

is used to determine the difference between a student who completed the coursework and earned an F grade and students who did not complete the coursework.

Satisfactory Academic Progress (SAP)

Bristol has established the following *Satisfactory Academic Progress (SAP) Policy*. This Policy applies reasonable standards to measure whether an otherwise eligible student maintains SAP in their program of study in accordance with the standards specified in 34 CFR 668.34. An otherwise eligible student is eligible to receive Title IV, HEA program assistance if the student maintains SAP in their course of study according to the standards of SAP published in this Policy.

This Policy applies to all students to ensure consistent application of standards to all appropriate status classifications, e.g., full-time, part-time, undergraduate, and educational programs established by the institution. Thus, all students will be evaluated for SAP toward completing their academic program of study and the achievement of a degree or certificate, regardless of their eligibility for financial aid. Students with a FAFSA (or Massachusetts equivalent) on file will be notified of their SAP status.

The law and federal regulations require that institutions monitor SAP progress using both qualitative and quantitative measures. Bristol's SAP Policy includes both a qualitative component, or Grades/Grade Point Average (GPA) in the program of study, and a quantitative (time-based) component, or "Pace" at which students are expected to progress through their program of study toward degree completion.

Students' academic progress will be evaluated by Student Services and Enrollment Management (SSEM) at the end of each Fall, Spring, and Summer semester after grades have been posted. At the time of each evaluation, a student who has not achieved the required GPA, or who is not successfully completing their program of study at the required Pace, will be notified in writing of any risk to their eligibility for federal, state, and institutional financial assistance. Students who fail to meet SAP standards for two consecutive evaluation periods in their current degree or certificate program will be deemed ineligible for further financial aid. Students who have lost financial aid due to failing to make SAP can regain eligibility by meeting the SAP standard contained in this Policy or through successful appeal.

Students who cannot complete a program of study within the specified maximum timeframe are ineligible for financial aid once it becomes mathematically impossible for them to complete within the maximum timeframe.

Students may appeal loss of financial aid through the appeal process laid out in this Policy.

SAP calculations are based on the program of study at the time of review. For example, for a student who begins the semester in Program A but switches to Program B before the time of review, the calculations would be made for Program A. A student's appeal may reference the change of program as a remedy to regain SAP. **Students may only change their program two (2) times via appeal in order to regain SAP eligibility.**

Qualitative Measure – Program Grade Point Average (GPA)

The purpose of the qualitative measure of SAP is to assess quality of academic work using standards measurable against a norm. **Students must maintain a minimum GPA based on the total number of attempted credits within the student's program of study as of the evaluation period**. GPAs are rounded up to two decimal points. Students are required to attain a 2.00 GPA overall for graduation.

Before graduating, students must achieve the specified GPA to remain in their program of study.

For an Associate Degree Program:

Total Credits Attempted*:	**Financial Aid Warning/Dismissal if GPA is Below:**
15 or fewer**	1.70
16 or more	2.0

For a Certificate of Achievement (CTACH) or Certificate of Accomplishment (CTACC) only:

Total Credits Attempted*:	**Financial Aid Warning/Dismissal if GPA is Below:**
1 or more	2.0

**Credits for which the student is registered at the end of the add/drop period.*

***No student will be deemed Financial Aid Ineligible as a result of GPA within the first 15 attempted credit hours in an Associate's Degree program.*

- Developmental course grades, including grades for ESL courses, are included in the program GPA assessment of SAP.
- Any course in which a student remains enrolled past the add/drop period will be counted in the program GPA assessment of SAP.
- A student who officially withdraws from a course before the published deadline will not have the W grade factored into their program GPA.
- A student who is granted a late withdrawal for extenuating circumstances by means of appeal will not have the WX grade factored into their program GPA.
- A student who stopped attending without providing official notification (unofficial withdrawal) from a course, will have the WF grade factored into a student's program GPA with the same weight as an earned F.
- Incomplete grades will not be included in the program GPA until it has converted to a final grade.
- For courses a student retakes, including a previously passed course, the Academic Catalog (see Course Repeat) will govern which grade is included in the program GPA calculation.
- Transfer credits do not carry a letter grade and are not included in a student's program GPA.
- Grades forgiven under the Academic Catalog (see Academic Forgiveness) are still counted in the program GPA for SAP purposes.
- Any attempted and completed credits that could be applied toward the current program of study, including those taken in a prior program, are included in the program GPA calculation.
- For students who seek to earn additional degrees or certificates at Bristol, both the credits taken at Bristol and any transfer credits accepted and attributable to the second degree will be counted in the SAP calculation.
- If the Registrar receives late notification of a grade change for the previous term, SAP will not automatically be recalculated using the new information. Students may request a recalculation from the Office of the Vice President for SSEM.

Quantitative Measure – Pace of Completion

The SAP Policy specifies the Pace at which students are expected to progress through their program of study to ensure that they will complete their program of study within the maximum timeframe and provides for measurement of students' progress at each evaluation point. Students must successfully complete 67% of the credits they attempt to be considered making Pace. Students are allowed 150% of the normal time frame as measured by credit hours to complete their program of study. Unless noted below, **all courses that could be counted toward program completion are included in the calculation of Pace**.

- Transfer credits (credit hours) from another institution accepted toward the student's program of study count as both attempted and completed hours. This includes credit hours earned from another institution under a consortium agreement.
- Internal transfer credits granted under academic forgiveness count as both attempted and completed credits. Credits forgiven under academic forgiveness count as both attempted and not completed credits.
- Courses dropped during Add/Drop or courses which are dropped after the deadline by means of appeal (DX) will not be counted towards attempted credits.
- Courses from which a student has withdrawn (W, WF, or WX) will be counted towards attempted and not completed credits.
- Incomplete grades will not be included until it has converted to a final grade. Incomplete grades issued in or before Spring 2016 will be counted as not completed credits.
- All attempts for repeated courses are included as attempted credits. Only passed courses are counted as completed credits.
- If a student is retaking a previously passed course, all attempts count as attempted credits. If passed, the repeated coursework will count as completed credits. Only one passed attempt can count toward program completion in the Pace calculation. Any prior passed attempts will count as not completed credits.
- If a student takes multiple courses that would fulfill the same program requirement, all attempts count as attempted credits. However, only the one course that is applied to the program will count as

completed credits. All other courses taken that would fulfill this program requirement are counted as not completed credits.
- Developmental courses are included in the Pace calculation.
- English as a Second Language (ESL) Courses are offered at both the developmental and college level. All ESL courses are included in the Pace calculation.

Certificate Programs

Students in certificate programs must maintain the same standards for Pace of Completion.

Calculating Pace

Pace is calculated by dividing the total number of credits the student has successfully completed in their program of study by the total number of attempted credits in their program of study. Pace calculations are rounded up to the nearest whole number (i.e. round up X.5 and higher, round down if below X.5).

Maximum Timeframe

Bristol defines the Maximum Timeframe for all undergraduate programs measured in credit hours as 150 percent of the published length of the program of study, as measured in credit hours.

For example, if an associate degree program requires successful completion of 60 credit hours for graduation, students must complete their program within 90 attempted credits. A certificate program consisting of 24 credit hours must be completed within 36 attempted credits.

If a student changes to a new program of study, all courses from a prior program of study that are applicable to the new program of study are counted within Maximum Timeframe.

In limited circumstances, the Vice President of SSEM or their designee may grant an appeal allowing a student to remain in their program and get financial aid beyond the 150% maximum timeframe. The following conditions apply to approved maximum timeframe appeals:

- Because the student is above the maximum timeframe to complete their program of study, they will be deemed financial aid ineligible after each semester and required to complete a new appeal for reinstatement. This appeal must include an updated academic plan created with an Academic Coordinator.
- The student must be able to complete their program of study within two semesters or a maximum of 30 credits, whichever is longer.

Students are required to follow their academic plan and must pass all attempted credits. This means the student cannot withdraw from or fail any courses moving forward. If the student does not pass all their attempted credits, future appeals may not be approved.

Failure to Maintain Satisfactory Academic Progress

At the time of each evaluation, a student who has not achieved the required GPA, or who is not successfully completing their program of study at the required Pace, will be notified in writing of the results of an evaluation that impacts their eligibility for federal, state, and institutional financial assistance, including free community college programs (i.e., MassReconnect and MassEducate). Students with a FAFSA on file will be notified of their SAP status.

SAP Statuses

Students' SAP reviews will result in a student being placed on one of the following statuses:

- Making SAP – Good Financial Aid Standing (S)
- Not Making SAP – Financial Aid Warning (W)
- Not Making SAP – Financial Aid Ineligibility (occurs after failing to make SAP for two consecutive evaluation periods) (U)
- Not Making SAP with Successful Appeal – Financial Aid reinstatement with Financial Aid probation (P)

Making SAP – Good Financial Aid Standing (S)

A student who has met the SAP qualitative and quantitative standards of this Policy is making SAP toward degree completion. This student is in good financial aid standing with Bristol and is eligible to receive assistance under federal Title IV, state, and institutional financial aid programs during the next semester of enrollment.

Not Making SAP –Financial Aid Warning (W)

Financial Aid Warning status is assigned to a student who was previously in good financial aid standing who fails to make SAP at the end of an evaluation period. Students on warning will remain eligible for financial aid for the remainder of the semester in which they are placed on warning. Students cannot be placed on financial aid warning for more than one consecutive semester of enrollment. A student who has returned to good financial aid standing for at least one term but later does not meet SAP standards can be placed on a second term of financial aid warning.

There is no appeal required for a student to remain eligible for financial aid while on financial aid warning. However, if by the end of the next evaluation period the student is still falling below the minimum SAP standards, they will lose subsequent financial aid eligibility, and their status will be changed to Financial Aid Ineligible.

Not Making SAP –Financial Aid Ineligible (U)

Students who do not meet the minimum SAP standards for two consecutive evaluation periods or cannot mathematically complete their program of study within the specified maximum timeframe will lose subsequent financial aid eligibility and their status will be changed to Financial Aid Ineligible. A student who is not meeting Bristol's SAP standards can appeal for reconsideration of their eligibility for Title IV, HEA program assistance. A student who successfully appeals this determination may have their eligibility for financial aid reinstated.

Not Making SAP with Approved Appeal – Financial Aid Probation (P)

Students in Financial Aid Ineligible status will be notified in writing and given the opportunity to appeal. If the student's appeal is successful, their status will be changed to Financial Aid Probation, and they will regain Title IV eligibility for one semester.

Students who do not meet the SAP standards for a second consecutive evaluation period after an approved appeal will be deemed ineligible again and will need to submit another appeal to regain financial aid eligibility. Students who do not meet SAP standards for a third consecutive evaluation without demonstrating academic progress are at risk for permanent financial aid ineligibility. Students may continue at Bristol without financial aid eligibility if they meet all other program requirements.

Regaining Eligibility

A student not making SAP may re-establish eligibility for financial aid by meeting all aspects of the qualitative (GPA) and quantitative (pace of completion) components of the SAP Policy.

Appeals

Students may appeal a determination they are not making SAP to the Office of the Vice President for SSEM to share circumstances that prevented their academic success (i.e. illness, accident, or injury experienced by the student or a significant person in their life; death of a family member or significant person in their life; severe personal, family and/or medical problems, including mental health emergencies; severe financial problems and/or housing insecurity; or other unexpected circumstances beyond the student's control).

A student's appeal may reference a change of program as a remedy to regain SAP. **Students may only change their program two (2) times via appeal in order to regain SAP eligibility.**

To be eligible for an appeal, the Office of the Vice President for SSEM must determine that the student will be able to meet SAP standards by the next evaluation point. If it is not possible for the student to meet SAP standards by the end of the semester but it is determined that they may return to good standing with more time, appeals may be approved at the discretion of the Office of the Vice President for SSEM. Students who successfully appeal a SAP determination will be placed on Financial Aid Probation and will remain eligible for aid for one semester. Students who do not successfully appeal remain ineligible for aid until they meet the minimum SAP criteria or until a subsequent appeal is approved.

Students must submit a written appeal to the Office of the Vice President for SSEM before the published deadline for the term for which they wish to register. Appeals are considered on a case-by-case basis to account for individual circumstances.

If a completed appeal is not submitted by the published deadline, the Financial Aid Ineligible status will remain in effect. To submit an appeal, students must follow these steps:

1. Submit a Satisfactory Academic Progress (SAP) Appeal online.

The appeal must explain why the student failed to make SAP and what has changed in their situation that will allow them to make satisfactory progress at the next evaluation.

Supporting Documentation is required for an appeal to be considered complete. The documentation should be signed and dated and must address the time period for which the student is appealing and include dates of events contributing to the appeal. Appeals will not be considered complete until documentation is received.

All appeals must include an academic plan developed with the student's primary advisor.

All documentation provided by an external constituent should be prepared on official letterhead, signed, and dated. All documentation must show that your academic performance was impacted by your issue. Appropriate documentation may include, but is not limited to:

For Medical Issues (Including Mental Health Emergencies):

1. A statement from a medical professional indicating the student was under their care during the time period in question;
2. The date(s) of care provided;
3. Certification that their condition impacted their academic performance; and
4. Any additional information that may be relevant.

Death of Family Member:

1. A death certificate; or
2. A copy of the obituary; or
3. A letter from a funeral director verifying the date of the death and any services; or
4. For deaths occurring outside of the United States, travel documents that coincide with travel related to the death.

Emergency Housing Situation:

1. Letter from social service agency, clergy, or another non-family member assisting with emergency housing, stating temporary or emergency housing status for the time period related to the appeal; or
2. Eviction notice with dates of eviction; or
3. Letter from former landlord indicating loss of housing.

Change In Employment Status or Work Schedule:

1. Letter from employer noting the prior schedule and the new schedule and the date the change became effective; or
2. A letter from a former employer noting the date of termination; or
3. A letter from a new employer noting the date of hire and the required work schedule.

Other:

1. Police, fire, or insurance reports; or
2. Court documents, or a letter from a personal attorney; or
3. Statement from a victim advocate; or
4. Letter from social service agency indicating that the student's course work could not be completed; or
5. Medical documentation from an immediate family member's medical provider that includes dates of illness and treatment, and a statement that the student served as a caregiver during the illness; or
6. Military orders including the date of enlistment and any dates of training or active duty; or
7. Insurance documents verifying dates of emergencies; or
8. Letter from an attorney verifying circumstances and impact it had on your academic success; or
9. Birth certificate of a child born during the period of appeal; or
10. Other documentation as requested.

If a student cannot provide documentation, they must explain why they are unable to provide it.

2. The Office of the Vice President for SSEM will review all required documentation once submitted.

Decisions are made after a careful evaluation of the student's individual circumstances, federal Title IV requirements, and Bristol policy. Notification will be sent in writing to the student about the outcome.

SAP appeal reviews will result in one of the following outcomes:

- **Appeal Denied**
  - A student whose SAP appeal is denied will remain ineligible for financial aid until the student returns to good SAP status either by meeting SAP requirements or through a future appeal.
- **Approved with Financial Aid Probation**
  - A student whose financial aid reinstatement appeal is approved will be placed on **Financial Aid Probation**. The student will be eligible to receive financial aid during the next semester of enrollment.
  - Students on Financial Aid Probation are required to follow their approved academic plan. Students on Financial Aid Probation must also pass all attempted credits. If the student was determined to not be making SAP due to their GPA, they must also earn a semester GPA higher than their program GPA. Academic plans are developed on a student-by-student basis and include a course-by-course plan, including anticipated grades earned. Academic Coordinators and students may also note additional resources the student will use (i.e., tutoring, office hours, study groups, success coaching, etc.) to support their success. Students must follow their academic plan to remain eligible for financial aid.
  - Students who are on Financial Aid probation who are deemed Financial Aid Ineligible in the next evaluation period will be required to submit another appeal. However, students who have demonstrated progress during the evaluation period (specifically by successfully completing all attempted credits and/or earning a semester GPA that is higher than their program GPA) are only required to submit an updated academic plan.
- **Appeals for Returning Students**
  - Students who are returning to Bristol and who were previously on Financial Aid Ineligible status are required to submit an appeal to be reconsidered for financial aid eligibility. The appeal process for these students is the same as that described above. Returning students may be readmitted to Bristol even if they are not Financial Aid eligible.
- **Appeals for Sunset Programs**
  - Appeals are not considered for a program of study not listed in the current catalog year.
- **Not Making SAP –Financial Aid Ineligible**
  - Students who fall below the minimum SAP standards after two consecutive evaluation periods will be deemed ineligible for subsequent financial aid.
- **No Financial Aid Status Calculated**
  - Students who were enrolled at Bristol prior to Fall 2022 who do not have a financial aid status in their student record are assigned a code of Needs Review (X). Students who are returning to Bristol who did not previously have a SAP status calculated will have their financial aid status calculated post-admission and post-FAFSA completion. If, upon evaluation, a returning student without a prior financial aid status is determined to fall below the SAP standards, they will be placed on Financial Aid Warning status. If a student is above the maximum timeframe for their desired program, they will need to complete an appeal.

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

Student Services

Bristol Community College provides a network of resources, programs, and services designed to provide the necessary support in and out of the classroom to be successful students.

Access the Student Handbook on our website for the Student Code of Conduct, policies and procedures, and more.

Student Resources

Athletics

Fall River, G221A; Brian.Fernandes@BristolCC.edu

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

Advising & Success

Email: AdvisingCenter@BristolCC.edu
Phone: x2777
Fall River, G200

New Bedford, NB335

Attleboro, ATT126

Taunton, TAU339

Academic advising at Bristol is a cornerstone of student support, providing a caring and consistent presence throughout your college experience. Advisors are there to guide students through the academic journey, offering a friendly face when you're unsure of your path and assisting with tasks like academic planning, change of major, and course selection. They're also your go-to resource for learning about student services like tutoring, co-op experiences, career planning, transfer advising, and job placement.

New degree-seeking students at Bristol are assigned an Academic Advisor before course registration to help them navigate their first semester and beyond. While drop-in advising is available for immediate advising needs, meeting with an assigned advisor each time ensures personalized guidance on your college path. It's recommended to meet with your advisor at least three times per semester to stay on track and make the most of your college experience. With their support, students not only set and achieve academic goals but also find the resources needed to succeed.

Alumni Affairs

Fall River, D109, x2365 Alumni@BristolCC.edu

Bristol Community College engages alumni through events, volunteer opportunities, newsletters, social media, and other communications. All graduates of Bristol, as well as non-graduates who have completed at least 30 credits, are members of the Bristol Community College Alumni Association. Alumni enrich our community by providing links to professional fields, serving as community leaders, supporting the College financially through the Bristol Community College Foundation, and offering their stories to guide current

and prospective students. A few ways of the many alumni are involved at Bristol include: the Bristol Mentoring Network, where alumni mentor current students one-on-one; College Central Network online platform, where alumni can search for jobs or offer employment opportunities to students and other alumni; serving on the Alumni Association Steering Committee, which plans alumni events and supports the College in numerous ways; and sharing their stories to be featured in various communications, showing the impact of a Bristol education.

Basic Needs Support

Fall River, E103A (within the Veterans Center), x2835, BasicNeeds@BristolCC.edu

Basic Needs Support assists students who are experiencing barriers to accessing living essentials, such as food, housing, health care and wellness, technology, transportation, child and dependent care, belonging and community, among other related needs. We support students in addressing their basic needs by providing a safe, non-judgmental environment to discuss their current, unique circumstances; identifying resources at Bristol Community College and within the local and statewide communities; and collaboratively creating a sustainable plan to work toward having their needs met.

Cafeteria and Food Services

Fall River, G Building, x2237 and C Building x2140
foodservices@bristolcc.edu

The Café is located in the Commonwealth College Center (G building) on the Fall River Campus, offering breakfast and lunch items in a full-service café. The Hawks Nest, located in the Siegel Health Technologies Building (C building) on the Fall River Campus, offers breakfast, lunch and dinner items. Students can purchase items using Bristol Bucks at the Cafe, Hawks Nest and Vending and receive an 8% discount. For hours of operation, visit Cafeteria and Food Services.

Campus Police

Fall River, D110

Business Line: (774) 357-2218, College Phone: x2218

Emergency Line: (774) 357-3911, College Phone: x3911

TEXT-A-TIP (deaf/hard of hearing): Text "BCCTIP" + your message to 67283 for real-time text communication with a police dispatcher.

CampusPoliceDepartment@BristolCC.edu

Ten emergency call boxes are located throughout the Fall River Campus. They connect directly to a Campus Police dispatcher.

The Bristol Community College Police Department is committed to establishing partnerships with all members of the college community to proactively solve problems and reduce crime. We deliver essential services with the utmost integrity and professionalism to enhance civility and the protection and well-being of the college's students, faculty, staff, and visitors.

Career Services

All locations, x2959 CareerServices@BristolCC.edu

Career Services educates students about the career development process. Career Coaches help students create career plans through individualized counseling, workshops, and programming. They also host an Opportunity Fair and administer College Central Network which connects students with employers.

Disability Services

All locations, 774.357.2955
ODSaccess@BristolCC.edu

The Office of Disability Services (ODS) ensures that the college provides an equal opportunity for students with disabilities to access their education, co-curricular activities, and academic supports through inclusive design and accommodations, as needed. ODS Learning Specialists meet with qualified students to review disability documentation, determine reasonable accommodations, and recommend a variety of learning strategies and assistive technology tools. Individual accommodations are a civil right guaranteed under federal laws.

Financial Aid

All locations, x2515 FinancialAid@BristolCC.edu

At Bristol our goal is to help make coming to college affordable and convenient. Financial aid comes in a variety of forms such as grants, scholarships, waivers,

loans and even student employment opportunities. Bristol's Financial Aid team is here to help every step of the way. Financial Aid team members are at each campus and available by email, phone, in person or virtual appointments, and designated walk-in schedules.

Fitness and Recreation Center

Fall River, G Building (lower level), x2958
Brian.Fernandes@BristolCC.edu

Bristol's fitness center offers free access to modern exercise equipment and physical fitness services for all students, employees, and alumni. Visitors must have a Bristol Campus Identification Card.

Mental Health Counseling

All Locations, x2760
MentalHealthCounseling@BristolCC.edu

Mental Health Counseling offers free, short-term counseling services to Bristol students. Services are designed to meet each student's needs and to help guide them through transitions and self-discovery.

Multicultural Student Center

Fall River, G Building, x2222
StudentEngagement@BristolCC.edu

The Multicultural Student Center 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. 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.

New Student Orientation

Fall River, G Building, x2222
StudentEngagement@BristolCC.edu

New Student Orientation is offered before the semester begins and it gives new and transfer students an opportunity to learn about all the support services available to them as a new Bayhawk.

Parking

Fall River, D110

Business Line: (774) 357-2218, College Phone: x2218

Emergency Line: (774) 357-3911, College Phone: x3911

CampusPoliceDepartment@BristolCC.edu

Parking is free and available on a first-come, first-served basis on most campuses. The Fall River campus has 12 parking lots with more than 1,800 spaces. 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.

Student Engagement and Belonging

Fall River, G Building, x2222
StudentEngagement@BristolCC.edu

Student Engagement and Belonging oversees services including New Student Orientation, events on and off campus, student clubs and leadership opportunities.

Student Wellness

Fall River, E104; All locations x2760

Student Wellness at Bristol provides a range of services to support student success, health and well-being. Staff are trained to help students to engage in their academic studies with purpose and intention. Student Wellness also helps students to address challenges they may encounter by providing holistic support, interventions that can raise self-awareness, and help to resolve personal issues. Student Wellness includes mental health counseling, student resources, and a graduate intern training program.

Technology Services

Fall River, A building, x3333 ITShelp@BristolCC.edu

Information Technology Services (ITS) provides support with campus computers and computer-based services.

Testing Center

Fall River, G218, x3978 TestingCenter@BristolCC.edu

The Testing Center oversees the following standardized exams; Accuplacer placement test, Test of Essential Academic Skills (TEAS), College-Level Examination Program® (CLEP), and the Massachusetts high school equivalency test (HiSET).

Transfer Services

Fall River, G200, x2234 Transfer@BristolCC.edu

Many Bristol students transfer to continue their education at other higher education institutions. Transfer Services offers workshops, programs, and educational material for interested students. Bristol Community College participates in the statewide MassTransfer program, providing many seamless transfer pathways for students to transfer with junior status. Transfer Services also manages over 80 agreements with four-year institutions for students who want to pursue a bachelor's degree after Bristol.

TRiO

Fall River Campus, B115 x3881
Dariel.Henry@BristolCC.edu

TRIO Programs are Federally funded programs that help first-generation, low income, and students with disabilities with demonstrated academic need to overcome class, social, and cultural barriers to higher education. The goal of the program is to increase retention, graduation, and transfer rates from two-year to four-year institutions of eligible students.

Veterans Center

Fall River Campus, E103, x 2227
Denny.Cosmo@BristolCC.edu

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, 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.

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.

Women's Center

Fall River, E104a WomensCenter@BristolCC.edu

The Women's Center at Bristol Community College provides a safe and supportive space for empowerment through advocacy and education. The center provides a number of support services, such as Community Connect, emotional/crisis support, film and book series, and Parenting Advancement Pathways.

Transfer Services

Transfer Services provides a variety of programs, workshops, and educational material for students interested in continuing their academic studies beyond Bristol Community College. The Transfer Services webpage shares information and resources as students are getting started with planning their transfer process. Through the proactive advising process and transfer counseling, students can begin preparing for their transfer as soon as their first semester.

Where do students transfer?

Hundreds of Bristol students successfully transfer to many public and private institutions every year, including Bridgewater State University, UMass Dartmouth, UMass Amherst, Southern New Hampshire University, Bryant University, and many more. Visit our Common Transfer Schools webpage for more information.

Transfer Agreements

Bristol maintains over 80 transfer agreements with partner institutions. These agreements clearly articulate pathways for students to complete their education at Bristol and continue seamlessly to a four-year institution. Each agreement includes admission requirements and stipulations, and some partnerships include financial incentives. Visit our Transfer Agreements webpage for more information.

MassTransfer

As a member of the Massachusetts Public Higher Education System, Bristol Community College maintains strong ties with all Massachusetts public four-year universities, and offers the MassTransfer program to support students as they pursue their higher education goals.

MassTransfer provides a number of potential benefits for students, including course equivalencies, general education coursework acceptance, pathways ensuring four-year partner admission with junior status, and transfer of credit based on associate degree

completion. Additional benefits can include financial incentives for full-time enrollment and academic achievement. MassTransfer pathways are available at all state universities and UMASS campuses. More information is available on the MassTransfer website.

Locations

The college was established in Fall River and has since added campuses in Attleboro, New Bedford, Taunton, and Online. Each location shares resources to make education available to the community.

Learn more about Bristol's 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
- **Online Campus**

Degrees/Certificates

Applied Artificial Intelligence

Applied Artificial Intelligence

Program Code:
AAI
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Associate in Applied Science

Program Statement

Students will be prepared for professional entry-level positions as AI specialists, AI developers, and entry-level data scientists in the transformative field of applied artificial intelligence. Students will master theoretical concepts of machine learning, computer vision, natural language processing, programming, and data analytics. Students receive extensive hands-on learning opportunities and develop AI projects from conception to deployment, using AI virtual tools to solve business problems across various industries that streamline efficiency while addressing ethical considerations inherent in AI project lifecycles.

Program Information

Within the semester following completion of ENG 102, students should seek the assistance of their advisor for selection of Science Elective based on career interests.

After Bristol

This program prepares students for high-demand positions in the rapidly growing fields of artificial intelligence and data science. In addition, Bristol participates in the statewide **MassTransfer** program and has developed many program-to-program transfer articulation agreements that guarantee admission and credit transfer. Please visit www.mass.edu/masstransfer to determine available transfer institutions and to ensure which credits will be transferred and applied to your degree.

Degree Requirements

General Courses

Course #	Title	Credits
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
	COM 104 or COM 114	3
MTH 119	Fundamental Statistics	3.00
PHL 152	Ethics: Making Ethical Decisions in a Modern World	3.00
SOC 212	The Sociology of Social Problems	3.00
INT 210	Internship Experience I	3.00

General Electives

Course #	Title	Credits
	MassTransfer Mathematics/ Quantitative Reasoning Electives	6-8
	MassTransfer Natural or Physical Lab Science Elective	4

Program Courses

Course #	Title	Credits
CAI 101	Introduction to AI Concepts	3.00
CAI 120	Machine Learning Foundations	4.00
CAI 121	Intro to Computer Vision	4.00
CAI 122	Intro to Natural Language Processing	4.00
CAI 123	Intro to Data Analytics	4.00
CAI 270	Capstone Course in Applied AI	4.00
CIS 120	Programming: Logic, Design and Implementation	3.00
CIS 153	Python	3.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
ENG 101	Composition I: College Writing	3.00
CAI 101	Introduction to AI Concepts	3.00
MTH 119	Fundamental Statistics	3.00
CIS 120	Programming: Logic, Design and Implementation	3.00
SOC 212	The Sociology of Social Problems	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3.00
CIS 153	Python	3.00
CAI 120	Machine Learning Foundations	4.00
	MTH 131 or MTH 172	3-4
PHL 152	Ethics: Making Ethical Decisions in a Modern World	3.00

Recommended Course Sequence - Semester 3

Course #	Title	Credits
	MTH 132 or MTH 214	3-4
CAI 122	Intro to Natural Language Processing	4.00
	MassTransfer Natural or Physical Lab Science Elective	4
	COM 104 or COM 114	3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
CAI 123	Intro to Data Analytics	4.00
CAI 121	Intro to Computer Vision	4.00
INT 210	Internship Experience I	3.00
CAI 270	Capstone Course in Applied AI	4.00
	Total credits:	**60-62**

Category Descriptions

COM 104 or COM 114

Credits: 3

Choose one of the following:

Course #	Title	Credits
COM 104	Fundamentals of Public Speaking	3.00
COM 114	Professional Speaking	3.00

MassTransfer Mathematics/Quantitative Reasoning Electives

Credits: 6-8

Choose one two-course math sequence.

Course #	Title	Credits
	MTH 131 and MTH 132	6
	MTH 172 and MTH 214	8

MassTransfer Natural or Physical Lab Science Elective

Credits: 4

Choose one MassTransfer Natural or Physical Lab Science elective.

Artificial Intelligence Practitioner Certificate

Program Code:
AIP
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Certificate of Achievement

Program Statement

Students will be prepared for professional entry-level positions as AI specialists, AI developers, and entry-level data scientists in the transformative field of applied artificial intelligence. Students will master theoretical concepts of machine learning, computer vision, natural language processing, programming, and data analytics. Students receive extensive hands-on learning opportunities and develop AI projects from conception to deployment, using AI virtual tools to solve business problems across various industries that streamline efficiency while addressing ethical considerations inherent in AI project lifecycles.

Program Information

Within the first semester, students should seek the assistance of their advisor for selection of the general elective.

After Bristol

This program prepares students for high-demand positions in the rapidly growing field of artificial intelligence and data science. In addition, Bristol participates in the statewide **MassTransfer** program and has developed many program-to-program transfer

articulation agreements that guarantee admission and credit transfer. Please visit www.mass.edu/masstransfer to determine available transfer institutions and to ensure which credits may transfer upon completion of your certificate.

Program Requirements

Course #	Title	Credits
CAI 101	Introduction to AI Concepts	3.00
CAI 120	Machine Learning Foundations	4.00
CAI 121	Intro to Computer Vision	4.00
CAI 122	Intro to Natural Language Processing	4.00
CAI 123	Intro to Data Analytics	4.00
CIS 153	Python	3.00
MTH 119	Fundamental Statistics	3.00
	Program Elective	3

Recommended Course Sequence - Semester 1

Course #	Title	Credits
CAI 101	Introduction to AI Concepts	3.00
CIS 153	Python	3.00
CAI 120	Machine Learning Foundations	4.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
MTH 119	Fundamental Statistics	3.00
CAI 121	Intro to Computer Vision	4.00
CAI 122	Intro to Natural Language Processing	4.00

Recommended Course Sequence - Semester 3

Course #	Title	Credits
CAI 123	Intro to Data Analytics	4.00
	Program Elective	3
	Total credits:	**28**

Category Descriptions

Program Elective

Credits: 3

Choose one of the following:

Course #	Title	Credits
INT 210	Internship Experience I	3.00
	CIS Elective	3
	CIT Elective	3
	MTH Elective	3
PHL 152	Ethics: Making Ethical Decisions in a Modern World	3.00

Art Transfer

Animation and Motion Graphics

Program Code:
AT_AMG
Academic Area:
Arts and Humanities
Type:
Associate in Arts

Program Statement

In this program, students build a foundation in drawing and design, utilizing both analog and digital technologies. The hands-on, structured curriculum supports students working toward story-telling through time-based media. In their second year, they choose electives to focus on animation or motion graphics. Studio courses emphasize visual language, drawing from observation, creative thinking and technical skills. Students prepare to transfer to a four-year program in animation and game arts, or film and video, or related disciplines.

Program Information

- Students develop their creative and technical potential while building a strong portfolio showcasing their abilities for use in transferring or directly towards the job market.
- Classes use industry-standard software and hardware in dedicated design computer labs and studios. Students can take advantage of open lab and studio time to work on their projects and collaborate with classmates.
- Faculty are all artists and designers whose current professional practice informs their teaching. The program is flexible enough to support students' specific goals, allowing students to build skills in areas ranging from 3D modeling to motion graphics, and from advanced figure drawing to

stop-motion. Students work with a program-specific advisor to choose electives to best support their goals.

- Full-time students should take 3 studio courses per semester. ART 101 Visual Art Colloquium should be taken in your first semester; ART 201 Careers in the Visual Arts should be taken in your final year as you prepare for transfer and the workforce. Advanced studio courses require prerequisites or faculty permission to enroll. Program-specific tutors can help support skill-development in observation drawing as well as mastering digital technologies.
- Consult with your program-specific advisor when developing your course schedule each semester for sequencing and selecting courses to best support your goals. Your advisor can also help with dual enrollment as appropriate to prepare you to transfer for a related discipline.

After Bristol

Students transfer to four-year programs leading to careers in animation & game arts, film & video, interactive design, sound design, motion graphics, broadcasting, special effects and virtual reality. Recent graduates have transferred to School of Visual Arts, Emerson College, UMass Dartmouth, Woodbury University, Bridgewater State University, and MassArt.

Infused General Education Competencies

Ethical Dimensions, Multicultural Perspective, Oral Communication

Degree Requirements

General Courses

Course #	Title	Credits
ART 106	Survey of Art History II: Modern Art	3.00
ART 205	Topics in Contemporary Art	3.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00

Elective Courses

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

Studio Foundation

Course #	Title	Credits
ART 101	Visual Art Colloquium	1.00
ART 111	Drawing I	3.00
ART 112	Drawing II	3.00
ART 121	Two-Dimensional Design	3.00
ART 151	Digital Photography	1.00
ART 260	Computer Graphics	3.00
	ART 122 or ART 132	3

Advanced Studio

Course #	Title	Credits
ART 201	Careers in the Visual Arts	2.00
ART 261	Graphic Design I	3.00
ART 266	Typography Design	3.00
ART 276	Multimedia Design	3.00
ART 280	Electronic Imaging	3.00
ART 281	Web Animation	3.00
	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
	Program Electives	9

Recommended Course Sequence - Semester 1

Course #	Title	Credits
ART 101	Visual Art Colloquium	1.00
ART 106	Survey of Art History II: Modern Art	3.00
ART 111	Drawing I	3.00
ART 121	Two-Dimensional Design	3.00
ART 260	Computer Graphics	3.00
ENG 101	Composition I: College Writing	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ART 112	Drawing II	3.00
ART 151	Digital Photography	1.00
ART 280	Electronic Imaging	3.00
ART 281	Web Animation	3.00
ENG 102	Composition II: Writing about Literature	3.00
	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	2.00
ART 205	Topics in Contemporary Art	3.00
ART 261	Graphic Design I	3.00
ART 266	Typography Design	3.00
ART 276	Multimedia Design	3.00

Recommended Course Sequence - Semester 4

Course #	Title	Credits
	ART 282 or ART 285	3
	Scientific Reasoning and Discovery Elective with Lab	4
	Quantitative and Symbolic Reasoning Elective	3
	Total credits:	**65**

Category Descriptions

Scientific Reasoning and Discovery Elective with Lab

Credits: 4

Choose one Scientific Reasoning and Discovery elective that includes a lab component.

Quantitative and Symbolic Reasoning Elective

Credits: 3

Choose one Quantitative and Symbolic Reasoning elective.

ART 122 or ART 132

Credits: 3

Choose one of the following:

Course #	Title	Credits
ART 122	Two-Dimensional Design II	3.00
ART 132	Three-Dimensional Design II	3.00

ART 282 or ART 285

Credits: 3

Choose one of the following:

Course #	Title	Credits
ART 282	Character Animation	3.00
ART 285	Motion Graphics	3.00

Program Electives

Credits: 9

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

Course #	Title	Credits
ART 211	Drawing III	3.00
ART 216	Introduction to Illustration	3.00
ART 282	Character Animation	3.00
ART 285	Motion Graphics	3.00
ART 292	Design Studio	3.00
COM 159	Advanced Television and Digital Production Practicum	3.00
INT 210	Internship Experience I	3.00
MUS 117	Sound Design for Multimedia	3.00

Fine Arts

Program Code:
AT_ATF
Academic Area:

Arts and Humanities

Type:

Associate in Arts

Program Statement

This program provides a thorough 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, studio practice, 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 and diverse portfolio.

Program Information

The Art program has over 160 students and more than 10 dedicated faculty of working artists and designers. The program offers a strong individual support system for students, including program-specific advisors, a professional staffed gallery space with yearly juried student exhibition, as well as dedicated drawing, painting, sculpture, photography, and design studio spaces with open studio hours each week. It is recommended that full-time students take 3 studio courses per semester, and meet with program-specific advisors to develop their course schedule.

Additional Information

Advanced studio courses require prerequisites or faculty permission to enroll. Consult with your program-specific advisor when developing your schedule each semester. Summer studio courses are encouraged. ART 101 is recommended in your first semester. ART 201 is recommended in your final year.

After Bristol

Graduates transfer to four-year institutions and major in subjects such as painting, illustration, sculpture, textiles & fiber arts, printmaking, fashion, ceramics, jewelry and metalworking, photography, art history, art education, art therapy, and other related fields.

Degree Requirements

General Courses

Course #	Title	Credits
ART 105	Survey of Art History I: Ancient through Renaissance Art	3.00
ART 205	Topics in Contemporary Art	3.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
	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 with Lab	4
	Transfer Elective	3

Studio Foundation

Course #	Title	Credits
ART 101	Visual Art Colloquium	1.00
ART 111	Drawing I	3.00
ART 112	Drawing II	3.00
ART 121	Two-Dimensional Design	3.00
ART 131	Three-Dimensional Design	3.00
ART 151	Digital Photography	1.00

Advanced Studio

Course #	Title	Credits
ART 201	Careers in the Visual Arts	2.00
ART 211	Drawing III	3.00
ART 260	Computer Graphics	3.00
ART 280	Electronic Imaging	3.00
	Advanced Studio Electives	15

Recommended Course Sequence – Semester 1

Course #	Title	Credits
ART 105	Survey of Art History I: Ancient through Renaissance Art	3.00
ENG 101	Composition I: College Writing	3.00
ART 101	Visual Art Colloquium	1.00
ART 111	Drawing I	3.00
ART 121	Two-Dimensional Design	3.00
ART 260	Computer Graphics	3.00

Recommended Course Sequence – Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3.00
ART 112	Drawing II	3.00
ART 280	Electronic Imaging	3.00
ART 131	Three-Dimensional Design	3.00
	PHL 101, PHL 152, SOC 101, or SOC 212	3
ART 151	Digital Photography	1.00

Recommended Course Sequence – Semester 3

Course #	Title	Credits
	MTH 119 or MTH 125	3
ART 201	Careers in the Visual Arts	2.00
ART 205	Topics in Contemporary Art	3.00
ART 211	Drawing III	3.00
	Advanced Studio Elective	3
	Transfer Elective	3

Recommended Course Sequence – Semester 4

Course #	Title	Credits
	Scientific Reasoning and Discovery Elective with Lab	4
	Advanced Studio Elective	3
	Advanced Studio Elective	3
	Advanced Studio Elective	3
	Advanced Studio Elective	3
	Total credits:	**65**

Category Descriptions

MTH 119 or MTH 125

Credits: 3

Choose one of the following:

Course #	Title	Credits
MTH 119	Fundamental Statistics	3.00
MTH 125	Modern College Mathematics	3.00

PHL 101, PHL 152, SOC 101, or SOC 212

Credits: 3

Choose one of the following:

Course #	Title	Credits
PHL 101	Introduction to Philosophy	3.00
PHL 152	Ethics: Making Ethical Decisions in a Modern World	3.00
SOC 101	Principles of Sociology	3.00
SOC 212	The Sociology of Social Problems	3.00

Scientific Reasoning and Discovery Elective with Lab

Credits: 4

Choose one Scientific Reasoning and Discovery elective that includes a lab component.

Transfer Elective

Credits: 3

Choose one MassTransfer elective that fits your educational goals.

Advanced Studio Electives

Credits: 15

Choose five advanced studio electives from the following.

Course #	Title	Credits
ART 211	Drawing III	3.00
ART 212	Drawing IV	3.00
ART 216	Introduction to Illustration	3.00
ART 221	Painting I	3.00
ART 222	Painting II	3.00
ART 226	Printmaking: Relief	3.00
ART 227	Printmaking: Intaglio	3.00
ART 231	Sculpture	3.00
ART 236	Figure Sculpture I	3.00
ART 251	Photography II: Digital	3.00
ART 256	Photography I	3.00
ART 257	Photography II: Darkroom	3.00
ART 261	Graphic Design I	3.00
ART 262	Graphic Design II	3.00
ART 266	Typography Design	3.00
ART 267	Publication Design	3.00
ART 271	Web Design I	3.00
ART 272	Web Design II	3.00
ART 273	Advanced Web Design Studio	3.00
ART 281	Web Animation	3.00
ART 282	Character Animation	3.00
ART 285	Motion Graphics	3.00
ART 292	Design Studio	3.00
INT 210	Internship Experience I	3.00
COM 159	Advanced Television and Digital Production Practicum	3.00
MUS 117	Sound Design for Multimedia	3.00

Graphic Design

Program Code:
AT_ATG
Academic Area:
Arts and Humanities
Type:
Associate in Arts

Program Statement

This program provides a strong foundation in drawing, design and typography, preparing students for transfer into a BFA program and a career in graphic design, advertising design, user interface design, motion graphics and related disciplines, including illustration, photography and art education. Students focus on the design process, utilizing both analog and digital media within a structured curriculum. Studio courses emphasize visual language, creative thinking, and technical skills, centered on the connections to professional practice.

Program Information

- Students develop their creative and technical potential while building a strong portfolio for use in transferring or directly towards the job market.
- Classes use industry-standard software and hardware in dedicated design computer labs and studios. Faculty are all designers and artists whose current professional practice informs their teaching.
- The program offers a strong personalized support system for students with a program-specific advisor and the opportunity to begin building a professional network with classmates and faculty.
- Full-time students should take 3 studio courses per semester. ART 101 Visual Art Colloquium should be taken in your first semester; ART 201 Careers in the Visual Arts should be taken in your final year as you prepare for transfer and the workforce. Advanced studio courses require prerequisites or faculty permission to enroll.
- Consult with your program-specific advisor when developing your course schedule each semester for sequencing and selecting courses to best support your goals. Your advisor can also help with dual enrollment as appropriate to prepare you to transfer for a related discipline.

After Bristol

Graduates transfer to four-year BFA programs in graphic design, communication design, and advertising design, as well as related disciplines including illustration, art education, photography, and industrial design. Recent graduates have transferred to Massachusetts College of Art and Design, Rhode Island School of Design, School of Visual Arts, UMass Dartmouth, Minneapolis College of Art and Design, and others. Alumni have gone on to work at advertising agencies, design and marketing firms, as well as in-house creative departments.

Infused General Education Competencies

Ethical Dimensions, Historical Awareness, Multicultural Perspective, Oral Communication

Degree Requirements

General Courses

Course #	Title	Credits
ART 105	Survey of Art History I: Ancient through Renaissance Art	3.00
ART 106	Survey of Art History II: Modern Art	3.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00

Elective Courses

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

Studio Foundation

Course #	Title	Credits
ART 101	Visual Art Colloquium	1.00
ART 111	Drawing I	3.00
ART 112	Drawing II	3.00
ART 121	Two-Dimensional Design	3.00
ART 122	Two-Dimensional Design II	3.00
ART 131	Three-Dimensional Design	3.00
ART 151	Digital Photography	1.00
ART 260	Computer Graphics	3.00

Advanced Studio

Course #	Title	Credits
ART 201	Careers in the Visual Arts	2.00
ART 211	Drawing III	3.00
ART 251	Photography II: Digital	3.00
ART 261	Graphic Design I	3.00
ART 262	Graphic Design II	3.00
ART 266	Typography Design	3.00
ART 267	Publication Design	3.00
ART 280	Electronic Imaging	3.00
	ART 271, ART 292 or INT 210	3

Recommended Course Sequence – Semester 1

Course #	Title	Credits
ART 101	Visual Art Colloquium	1.00
ART 105	Survey of Art History I: Ancient through Renaissance Art	3.00
ART 111	Drawing I	3.00
ART 121	Two-Dimensional Design	3.00
ART 260	Computer Graphics	3.00
ENG 101	Composition I: College Writing	3.00

Recommended Course Sequence – Semester 2

Course #	Title	Credits
ART 106	Survey of Art History II: Modern Art	3.00
ART 112	Drawing II	3.00
ART 122	Two-Dimensional Design II	3.00
ART 151	Digital Photography	1.00
ART 280	Electronic Imaging	3.00
ENG 102	Composition II: Writing about Literature	3.00

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	3.00
ART 201	Careers in the Visual Arts	2.00
ART 211	Drawing III	3.00
ART 261	Graphic Design I	3.00
ART 266	Typography Design	3.00
	Quantitative and Symbolic Reasoning Elective	3

Recommended Course Sequence – Semester 4

Course #	Title	Credits
ART 251	Photography II: Digital	3.00
ART 262	Graphic Design II	3.00
ART 267	Publication Design	3.00
	Scientific Reasoning and Discovery Elective with Lab	4
	Total credits:	**65**

Category Descriptions

Scientific Reasoning and Discovery Elective with Lab

Credits: 4

Choose one Scientific Reasoning and Discovery elective that includes a lab component.

Quantitative and Symbolic Reasoning Elective

Credits: 3

Choose one Quantitative and Symbolic Reasoning elective.

ART 271, ART 292 or INT 210

Credits: 3

Choose one of the following or an ART elective approved by the program coordinator.

Course #	Title	Credits
ART 271	Web Design I	3.00
ART 292	Design Studio	3.00
INT 210	Internship Experience I	3.00

Web Design and Media Arts

Program Code:
AT_ATM
Academic Area:
Arts and Humanities
Type:
Associate in Arts

Program Statement

This program provides students with the necessary foundation to enter the job market directly for careers in web design, user-interface design and media arts, or to transfer to a four-year BFA program including communication design, graphic design and interactive design programs that include specializations in these disciplines. Course work emphasizes both the creative process and the technical requirements of the field. Students develop a professional-level 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 directly towards the job market.
- Classes use industry-standard software and hardware in dedicated design computer labs and studios. Faculty are all designers and artists whose current professional practice informs their teaching.
- The program offers a strong personalized support system for students with a program-specific advisor and the opportunity to begin building a professional network with classmates and faculty.
- This degree can be completed at any of the following campuses: Fall River, New Bedford, and Online (synchronous).
- Full-time students should take 3 studio courses per semester. ART 101 Visual Art Colloquium should be taken in your first semester; ART 201 Careers in the Visual Arts should be taken in your final year as you prepare for transfer and the workforce. Advanced studio courses require prerequisites or faculty permission to enroll. Embedded tutors and program-specific tutors can help support skill-development in mastering digital technologies.
- Consult with your program-specific advisor when developing your course schedule each semester for sequencing and selecting courses to best support your goals. Your advisor can also help with dual enrollment as appropriate to prepare you to transfer for a related discipline.

After Bristol

Graduates prepare for careers in design and marketing firms, advertising agencies, as well as in-house creative departments, as well as for freelance work in web design and related fields. Students may also transfer to four-year BFA programs in graphic design, communication design, and advertising design, as well as related disciplines including industrial design, architecture and art education, photography, and industrial design.

Infused General Education Competencies

Ethical Dimensions, Historical Awareness, Multicultural Perspective, Oral Communication

Degree Requirements

General Courses

Course #	Title	Credits
ART 106	Survey of Art History II: Modern Art	3.00
ART 205	Topics in Contemporary Art	3.00
CIS 122	Internet Developer	3.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00

Elective Courses

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

Studio Foundation

Course #	Title	Credits
ART 101	Visual Art Colloquium	1.00
ART 111	Drawing I	3.00
ART 121	Two-Dimensional Design	3.00
ART 122	Two-Dimensional Design II	3.00
ART 151	Digital Photography	1.00
ART 260	Computer Graphics	3.00
ART 271	Web Design I	3.00
ART 280	Electronic Imaging	3.00

Advanced Studio

Course #	Title	Credits
ART 201	Careers in the Visual Arts	2.00
ART 261	Graphic Design I	3.00
ART 266	Typography Design	3.00
ART 272	Web Design II	3.00
ART 273	Advanced Web Design Studio	3.00

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
	Program Electives	9

Recommended Course Sequence - Semester 1

Course #	Title	Credits
ART 101	Visual Art Colloquium	1.00
ART 111	Drawing I	3.00
ART 121	Two-Dimensional Design	3.00
ART 260	Computer Graphics	3.00
CIS 122	Internet Developer	3.00
ENG 101	Composition I: College Writing	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ART 106	Survey of Art History II: Modern Art	3.00
ART 122	Two-Dimensional Design II	3.00
ART 151	Digital Photography	1.00
ART 271	Web Design I	3.00
ART 280	Electronic Imaging	3.00
ENG 102	Composition II: Writing about Literature	3.00

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	2.00
ART 205	Topics in Contemporary Art	3.00
ART 261	Graphic Design I	3.00
ART 266	Typography Design	3.00
ART 272	Web Design II	3.00

Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Program Elective	3
	Program Elective	3
ART 273	Advanced Web Design Studio	3.00
	Scientific Reasoning and Discovery Elective with Lab	4
	Quantitative and Symbolic Reasoning Elective	3
	Total credits:	**65**

Category Descriptions

Scientific Reasoning and Discovery Elective with Lab

Credits: 4

Choose one Scientific Reasoning and Discovery elective that includes a lab component.

Quantitative and Symbolic Reasoning Elective

Credits: 3

Choose one Quantitative and Symbolic Reasoning elective.

Program Electives

Credits: 9

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	3.00
ART 276	Multimedia Design	3.00
ART 281	Web Animation	3.00
ART 282	Character Animation	3.00
ART 285	Motion Graphics	3.00
ART 292	Design Studio	3.00
INT 210	Internship Experience I	3.00

Art Certificate

Program Code:
AC
Academic Area:
Arts and Humanities
Type:
Certificate of Achievement

Program Statement

The Art Certificate is an intensive investigation into the student's choice of visual and applied arts. Students design their own program to increase their knowledge of the arts and their competency and skill in various media and methods, and to build or enhance their personal practice.

Program Information

- All courses are taught by a dedicated faculty of working artists and designers.
- All certificate courses count towards the Art Transfer degree program.
- The program offers a strong individual support system for students, including program-specific advisors, a professional staffed gallery space with yearly juried student exhibition, as well as dedicated drawing, painting, sculpture, photography and design studio spaces with open studio hours each week.
- Students should meet with a program specific advisor to develop their schedule each semester, and follow a similar sequence of all studio art courses recommended for the Art Transfer program.

Program Requirements

Course #	Title	Credits
ART 101	Visual Art Colloquium	1.00
ART 111	Drawing I	3.00
ART 112	Drawing II	3.00
ART 121	Two-Dimensional Design	3.00
ART 131	Three-Dimensional Design	3.00
ART 132	Three-Dimensional Design II	3.00
ART 151	Digital Photography	1.00
ART 260	Computer Graphics	3.00
ART 280	Electronic Imaging	3.00
	Art Elective	3

Recommended Course Sequence - Semester 1

Course #	Title	Credits
ART 101	Visual Art Colloquium	1.00
ART 111	Drawing I	3.00
ART 260	Computer Graphics	3.00
ART 121	Two-Dimensional Design	3.00
ART 131	Three-Dimensional Design	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ART 112	Drawing II	3.00
ART 280	Electronic Imaging	3.00
ART 132	Three-Dimensional Design II	3.00
ART 151	Digital Photography	1.00
	Art Elective	3
	Total credits:	**26**

Category Descriptions

Art Elective

Credits: 3

Choose one of the following:

Course #	Title	Credits
ART 211	Drawing III	3.00
ART 212	Drawing IV	3.00
ART 216	Introduction to Illustration	3.00
ART 221	Painting I	3.00
ART 222	Painting II	3.00
ART 226	Printmaking: Relief	3.00
ART 227	Printmaking: Intaglio	3.00
ART 231	Sculpture	3.00
ART 236	Figure Sculpture I	3.00
ART 251	Photography II: Digital	3.00
ART 256	Photography I	3.00
ART 257	Photography II: Darkroom	3.00
ART 281	Web Animation	3.00
ART 282	Character Animation	3.00
ART 285	Motion Graphics	3.00
INT 210	Internship Experience I	3.00

Graphic Design Certificate

Program Code:
GD
Academic Area:
Arts and Humanities
Type:
Certificate of Achievement

Program Statement

This certificate prepares students for careers in graphic design, including support positions for advertising, print, and interactive design. Students gain a firm foundation in the creative process and use of visual language for communication while building a strong portfolio that demonstrates their technical and creative abilities. Electives allow students to expand their studies to include areas such as motion graphics, photography and illustration.

Program Information

- This certificate is particularly suited for those with a background in art, design, marketing, or communication who want to update or extend their skills.
- Students use industry-standard software, hardware and peripherals in dedicated design computer labs and studios. Faculty are all designers and artists whose current professional practice informs their teaching.
- The program offers a strong personalized support system for students with a program-specific advisor and the opportunity to begin building a professional network with classmates and faculty.
- This certificate can be completed at any of the following campuses: Fall River, New Bedford, and Online (synchronous).
- Consult with your program-specific advisor when developing your course schedule each semester for sequencing and selecting courses to best support your goals.

After Bristol

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

Related Programs

Graphic Design transfer program, Web Design & Media Arts career program, Animation & Motion Graphics transfer program and the Web Design Certificate.

Program Requirements

Course #	Title	Credits
	ART 111	3
ART 260	Computer Graphics	3.00
ART 261	Graphic Design I	3.00
ART 262	Graphic Design II	3.00
ART 266	Typography Design	3.00
ART 267	Publication Design	3.00
ENG 101	Composition I: College Writing	3.00
	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	3.00
ART 260	Computer Graphics	3.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
ART 261	Graphic Design I	3.00
ART 266	Typography Design	3.00
ENG 101	Composition I: College Writing	3.00
	Graphic Design Art Electives	6

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ART 262	Graphic Design II	3.00
ART 267	Publication Design	3.00
	Graphic Design Art Electives	6
	Total credits:	**27**

Category Descriptions

ART 111

Credits: 3

Students with satisfactory drawing portfolio may take ART 216 instead of ART 111, with the permission of the program coordinator.

Course #	Title	Credits
ART 111	Drawing I	3.00

Graphic Design Art Electives

Credits: 6

Choose two of the following:

Course #	Title	Credits
ART 271	Web Design I	3.00
ART 276	Multimedia Design	3.00
ART 280	Electronic Imaging	3.00
ART 292	Design Studio	3.00

Web Design Certificate

Program Code:
WB
Academic Area:
Arts and Humanities
Type:
Certificate of Achievement

Program Statement

This certificate prepares students to respond to industry needs for skills in web design and development as well as user-interface 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 background in art/design, marketing, communication/broadcasting, or a related technical field, who want to expand their skill set.

Program Information

- This program is intended to help students enter the job market directly into careers requiring skills in web design, web development and/or user-interface design. Students develop their creative and technical potential while building a strong portfolio for use in the job market.
- Classes use industry-standard software and hardware in dedicated design computer labs and studios. Faculty are all designers and artists whose current professional practice informs their teaching.
- The program offers a strong personalized support system for students with a program-specific advisor and the opportunity to begin building a professional network with classmates and faculty.
- Courses in this program transfer into the degree program in Web Design & Media Arts career and in to the degree program in Graphic Design.
- This certificate can be completed at any of the following campuses: Fall River, New Bedford, and Online (synchronous).
- Consult with your program-specific advisor when developing your course schedule each semester for sequencing and selecting courses to best support your goals.
- Embedded tutors and program-specific tutors can help support skill-development in mastering digital technologies.

After Bristol

This certificate helps students gain skills to prepare them to work in design and marketing firms, advertising agencies, in-house creative departments, as well as for freelance work in web design and related fields. Students may also apply coursework to transfer programs in Graphic Design or Web Design and later transfer to four-year BFA programs.

Program Requirements

Course #	Title	Credits
ART 260	Computer Graphics	3.00
ART 261	Graphic Design I	3.00
ART 262	Graphic Design II	3.00
ART 267	Publication Design	3.00
ART 271	Web Design I	3.00
ENG 101	Composition I: College Writing	3.00
	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	3.00
ART 271	Web Design I	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ART 261	Graphic Design I	3.00
ENG 101	Composition I: College Writing	3.00
	ART 272, ART 273 or ART 281	3

Recommended Course Sequence - Semester 3

Course #	Title	Credits
ART 262	Graphic Design II	3.00
ART 267	Publication Design	3.00
	INT 210, ART 266 and/or ART 276	6
	Total credits:	**27**

Category Descriptions

ART 272, ART 273 or ART 281

Credits: 3

Choose one of the following:

Course #	Title	Credits
ART 272	Web Design II	3.00
ART 273	Advanced Web Design Studio	3.00
ART 281	Web Animation	3.00

INT 210, ART 266 and/or ART 276

Credits: 6

Choose two of the following:

Course #	Title	Credits
INT 210	Internship Experience I	3.00
ART 266	Typography Design	3.00
ART 276	Multimedia Design	3.00

Arts and Humanities

Sample Change

	Total credits:	**0**

Biology

Commercial Fishing At-Sea Monitor Certificate

Program Code:
AS
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Certificate of Recognition

Program Statement

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 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. Contact the program coordinator for information on how to obtain this.
- 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.
- In order to work in the field upon completion, 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 certificate in CPR and First Aid.
- 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.

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.

Program Requirements

Course #	Title	Credits
BIO 132	Marine Biology	4.00
EGR 268	Fisheries Technologies and Monitoring Techniques	4.00
	Total credits:	**8**

Business

Event Planning Certificate

Program Code:
EV
Academic Area:
Business and Experiential Education
Type:
Certificate of Accomplishment

Program Statement

The Event Planning Certificate provides students with the skills and knowledge to get started as event planners.

Program Information

- Hospitality Professionals and students just starting out can complete the Event Planning Certificate in only 2 semesters and begin working in the field.
- Students are required to participate in an internship which provides practical experience.
- The course sequence below is recommended but not required.

After Bristol

Students that complete this certificate program will be able to begin work in the Event Planning industry.

Program Requirements

Course #	Title	Credits
HOS 121	Introduction to Hospitality	3.00
HOS 223	Convention Sales and Services	3.00
HOS 137	Events Management and Marketing	3.00
HOS 255	Event Design	3.00
HOS 270	Planning the Perfect Wedding	3.00
INT 210	Internship Experience I	3.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
HOS 121	Introduction to Hospitality	3.00
HOS 223	Convention Sales and Services	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
HOS 137	Events Management and Marketing	3.00
HOS 255	Event Design	3.00
HOS 270	Planning the Perfect Wedding	3.00
INT 210	Internship Experience I	3.00
	Total credits:	**18**

Marketing Certificate

Program Code:
MRK
Academic Area:
Business and Experiential Education
Type:
Certificate of Accomplishment

Program Statement

This certificate prepares students for entry-level or support positions in a marketing or sales department.

Program Information

- This program requires 24 credits.
- All courses align with the Associate in Science in Business Administration Career (Marketing Management) program.
- Students who have taken courses at other institutions may receive transfer credit. All transfer credit requests for business related courses (ACC, BNK, BUS, LSM, MAN, MAR and RMN) must be approved by the Business Administration Department Chair.

After Bristol

Graduates can work as marketing agents, customer service representatives, advertising agents, service representatives, marketing assistants, and sales people.

Program Learning Outcomes

Students will be able to:

1. Apply knowledge of marketing principles, marketing functions, and marketing systems in diverse cultures and the global business environment.
2. Identify potential markets

3. Explain how companies use the segmentation process to create integrated marketing communications and build their brands
4. Articulate the skills needed to make ethical decisions based on research, analysis, and critical thinking
5. Identify the role that diversity plays in shaping a company's marketing strategies.

Program Requirements

Course #	Title	Credits
CIS 111	Introduction to Business Information Systems	3.00
INT 210	Internship Experience I	3.00
MAN 101	Principles of Management	3.00
MAR 101	Principles of Marketing	3.00
MAR 114	Sales Principles	3.00
MAR 255	Advertising Procedures	3.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
CIS 111	Introduction to Business Information Systems	3.00
MAR 101	Principles of Marketing	3.00
MAN 101	Principles of Management	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
INT 210	Internship Experience I	3.00
MAR 114	Sales Principles	3.00
MAR 255	Advertising Procedures	3.00
	Total credits:	**18**

Small Business and Entrepreneurial Management Certificate

Program Code:
SBE
Academic Area:
Business and Experiential Education
Type:
Certificate of Accomplishment

Program 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. The program includes an Internship (INT210) which provides practical experience.

Program Information

- This program requires 23 credits to graduate
- Students who have taken courses at other institutions may receive transfer credit. All transfer credit requests for business related courses (ACC, BNK, BUS, LSM, MAN, MAR and RMN) must be approved by the Business Administration Department Chair.
- Students work with program faculty and area resources to receive intensive, practical training in business plan preparation.
- Students are required to follow the course sequence. Do not register for ACC 101 in the first semester.

After Bristol

Students will acquire the necessary skills to establish and implement a small business plan. Students will be able to use computer tools to perform various functions.

Program Learning Outcomes

Students will be able to:

1. Develop a small business plan
2. Apply the knowledge and skills needed to make business decisions
3. Identify business problems and devise solutions
4. Apply qualitative reasoning skills in business decisions
5. Liaise with community partners for common visions.

Program Requirements

Course #	Title	Credits
ACC 101	Principles of Accounting I	4.00
ACC 114	Introduction to QuickBooks Pro	1.00
BUS 112	Personal Financial Planning	3.00
INT 210	Internship Experience I	3.00
MAN 101	Principles of Management	3.00
MAN 154	Small Business Management	3.00
MAR 101	Principles of Marketing	3.00
MAR 114	Sales Principles	3.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
MAN 101	Principles of Management	3.00
MAR 101	Principles of Marketing	3.00
MAN 154	Small Business Management	3.00
MAR 114	Sales Principles	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ACC 101	Principles of Accounting I	4.00
BUS 112	Personal Financial Planning	3.00
ACC 114	Introduction to QuickBooks Pro	1.00
INT 210	Internship Experience I	3.00
	Total credits:	**23**

Supply Chain Management Certificate

Program Code:
SCM
Academic Area:
Business and Experiential Education
Type:
Certificate of Accomplishment

Program Statement

Students will have a broad knowledge of how the different aspects of the supply chain operate and how they are 'linked' in a chain to enable organizations to plan and execute product and service delivery to achieve customer satisfaction.

Program Information

- This program requires 18 credits to graduate.
- The program, which includes an internship, will provide students with both an intellectual and practical foundation to enable them to analyze and evaluate a variety of contemporary issues involved in designing and implementing global supply chain systems.
- Students who have taken courses at other institutions may receive transfer credit. All transfer credit requests for business related courses (ACC, BNK, BUS, LSM, MAN, MAR and RMN) must be approved by the Business Administration Department Chair.

After Bristol

Students can enter into the supply chain workforce.

Program Learning Outcomes

Students will be able to:

1. Discuss the fundamental concepts of supply chain management
2. Analyze the role of modern logistics options in corporate goals and strategies
3. Compare efficiency alternatives to improve sustainable supply chain practices
4. Apply knowledge for evaluation and management of an effective supply chain system

Program Requirements

Course #	Title	Credits
BUS 116	Introduction to Logisitics	3.00
BUS 201	Inventory and Warehouse Management	3.00
BUS 215	Global Supply Chain Management	3.00
INT 210	Internship Experience I	3.00
OFC 117	Introduction to Computers and Software Applications	3.00
PRM 101	Foundations of Project Management	3.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
BUS 116	Introduction to Logisitics	3.00
OFC 117	Introduction to Computers and Software Applications	3.00
BUS 215	Global Supply Chain Management	3.00
PRM 101	Foundations of Project Management	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
BUS 201	Inventory and Warehouse Management	3.00
INT 210	Internship Experience I	3.00
	Total credits:	**18**

Accounting Certificate

Program Code:
AG
Academic Area:

Business and Experiential Education

Type:

Certificate of Achievement

Program Statement

This certificate provides updated accounting expertise for people already working in the accounting field. It is also valuable to those working in the accounting field with no qualifications. It may also be used by students without an accounting background to develop entry-level career skills.

Program Information

- This program requires 29 credits to graduate.
- Students who have taken courses at other institutions may receive transfer credit. All transfer credit requests for business related courses (ACC, BNK, BUS, LSM, MAN, MAR and RMN) must be approved by the Business Administration Department Chair.
- Accounting courses must follow the four semester sequence due to the course prerequisites.

After Bristol

All courses align with the Associate in Science in Business Administration Career (Accounting) program.

Program Learning Outcomes

Students will be able to:

1. Apply the major concepts, skills and principles required in the preparation of standardized accounting reports
2. Analyze business issues and transactions using appropriate accounting skills
3. Apply accounting software for financial records and transactions.
4. Explain disclosure techniques for financial statements.

Program Requirements

Course #	Title	Credits
ACC 101	Principles of Accounting I	4.00
ACC 102	Principles of Accounting II	4.00
ACC 150	Small Business Financial Software	3.00
ACC 201	Intermediate Accounting I	3.00
ACC 202	Intermediate Accounting II	3.00
BUS 253	Corporation Finance	3.00
INT 210	Internship Experience I	3.00
	ACC 253, ACC 255 or ACC 257	3
	ACC 256, ACC 257 or ACC 259	3

Recommended Course Sequence - Semester 1

Course #	Title	Credits
ACC 101	Principles of Accounting I	4.00
ACC 150	Small Business Financial Software	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ACC 102	Principles of Accounting II	4.00
BUS 253	Corporation Finance	3.00

Recommended Course Sequence - Semester 3

Course #	Title	Credits
ACC 201	Intermediate Accounting I	3.00
	ACC 253, ACC 255 or ACC 257	3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
ACC 202	Intermediate Accounting II	3.00
INT 210	Internship Experience I	3.00
	ACC 256, ACC 257 or ACC 259	3
	Total credits:	**29**

Category Descriptions

ACC 253, ACC 255 or ACC 257

Credits: 3

Choose one of the following:

Course #	Title	Credits
ACC 253	Cost Accounting	3.00
ACC 255	Federal Taxation I	3.00
ACC 257	Managerial Accounting	3.00

ACC 256, ACC 257 or ACC 259

Credits: 3

Choose one of the following:

Course #	Title	Credits
ACC 256	Federal Taxation II	3.00
ACC 257	Managerial Accounting	3.00
ACC 259	Analysis of Financial Statements	3.00

Business Administration Career

Accounting

Program Code:
BC_ACC
Academic Area:
Business and Experiential Education
Type:
Associate in Science

Program 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.

The program focuses on industry needs. It also enriches the student experience with a hands-on practical internship, helping to develop the essential skills for an accounting career. It will help to develop students' abilities to embrace opportunities for the future.

Program Information

- This program requires a total of 62 credits.
- The faculty have years of practical experience that makes your education relevant to the workplace.
- Students who have taken courses at other institutions may receive transfer credit. All transfer credit requests for business related courses (ACC, BNK, BUS, LSM, MAN, MAR and RMN) must be approved by the Business Administration Department Chair.
- Some courses in this program are eligible for Credit for Prior Learning (CPL).
- Students must take ENG 102 if they wish to take advantage of transfer agreements with UMass Dartmouth and Southern New Hamshire University (SNHU).

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.

Program Learning Outcomes

Students will be able to:

1. Produce financial statements from business transactions and records
2. Apply accounting principles in preparation of financial statements
3. Critically analyze financial statements for decision making
4. Communicate accounting information in clear terms to diverse users
5. Apply quantitative and qualitative knowledge to interpreting accounting information.

Degree Requirements

General Courses

Course #	Title	Credits
CIS 111	Introduction to Business Information Systems	3.00
	CSS 101: College Success Seminar / Business and Experiential Education FYE	0-1
ECN 111	Principles of Economics-Macro	3.00
ENG 101	Composition I: College Writing	3.00
HST 112	The West and the World II	3.00
	COM 114 or COM 218	3
INT 210	Internship Experience I	3.00

Elective Courses

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

Program Courses

Course #	Title	Credits
ACC 101	Principles of Accounting I	4.00
ACC 102	Principles of Accounting II	4.00
ACC 114	Introduction to QuickBooks Pro	1.00
BUS 111	Business and Financial Mathematics	3.00
BUS 112	Personal Financial Planning	3.00
BUS 251	Business Law	3.00
MAN 101	Principles of Management	3.00
MAR 101	Principles of Marketing	3.00

Concentration Courses

Course #	Title	Credits
ACC 201	Intermediate Accounting I	3.00
ACC 202	Intermediate Accounting II	3.00
ACC 255	Federal Taxation I	3.00
ACC 256	Federal Taxation II	3.00
	ACC 253, ACC 257 or ACC 259	3

Recommended Course Sequence - Semester 1

Course #	Title	Credits
	CSS 101: College Success Seminar / Business and Experiential Education FYE	0-1
CIS 111	Introduction to Business Information Systems	3.00
ACC 101	Principles of Accounting I	4.00
BUS 111	Business and Financial Mathematics	3.00
ENG 101	Composition I: College Writing	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ACC 102	Principles of Accounting II	4.00
MAR 101	Principles of Marketing	3.00
ECN 111	Principles of Economics-Macro	3.00
MAN 101	Principles of Management	3.00
	COM 114 or COM 218	3

Recommended Course Sequence - Semester 3

Course #	Title	Credits
BUS 251	Business Law	3.00
ACC 255	Federal Taxation I	3.00
ACC 114	Introduction to QuickBooks Pro	1.00
ACC 201	Intermediate Accounting I	3.00
HST 112	The West and the World II	3.00
	ACC 253, ACC 257 or ACC 259	3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
ACC 202	Intermediate Accounting II	3.00
	Scientific Reasoning and Discovery Elective with Lab	4
BUS 112	Personal Financial Planning	3.00
INT 210	Internship Experience I	3.00
ACC 256	Federal Taxation II	3.00
	Total credits:	**61-62**

Category Descriptions

CSS 101: College Success Seminar / Business and Experiential Education FYE

Credits: 0-1

Students can register for CSS 101 or complete the Business and Experiential Education First-Year Experience (FYE) Summer or Intersession orientation. Students who have earned a previous degree or have 30+ credits with a GPA of 2.5 or better are not required to register for CSS 101. Review the CSS 101 Waiver for more details.

Course #	Title	Credits
CSS 101	College Success Seminar	1.00

COM 114 or COM 218

Credits: 3

Choose one of the following:

Course #	Title	Credits
COM 114	Professional Speaking	3.00
COM 218	Business Communication	3.00

Scientific Reasoning and Discovery Elective with Lab

Credits: 4

Choose one Scientific Reasoning and Discovery elective that includes a lab component.

ACC 253, ACC 257 or ACC 259

Credits: 3

Choose one of the following:

Course #	Title	Credits
ACC 253	Cost Accounting	3.00
ACC 257	Managerial Accounting	3.00
ACC 259	Analysis of Financial Statements	3.00

Entrepreneurship

Program Code:
BC_ENT
Academic Area:
Business and Experiential Education
Type:
Associate in Science

Program Statement

This 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

- This program requires a total of 64 credits.
- 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.
- Students who have taken courses at other institutions may receive transfer credit. All transfer credit requests for business related courses (ACC, BNK, BUS, LSM, MAN, MAR and RMN) must be approved by the Business Administration Department Chair.
- Some courses in this program are eligible for Credit for Prior Learning (CPL).
- Students must take ENG 102 if they wish to take advantage of transfer agreements with UMass Dartmouth and Southern New Hampshire University (SNHU).
- Follow the course sequence as much as possible.

After Bristol

Students will be ready to start their own businesses and operate small enterprises.

Students can transfer to four-year institutions which offer bachelor degrees in Entrepreneurship. Contact your advisor or the Department Chair. This program is not MassTransfer eligible.

Program Learning Outcomes

Students will be able to:

1. Develop a small business plan.

2. Apply the knowledge and skills needed to make business decisions
3. Identify problems and devise solutions.
4. Apply qualitative reasoning skills in business decisions
5. Execute a small business plan
6. Engage with community partners for common visions.

Degree Requirements

General Courses

Course #	Title	Credits
CIS 111	Introduction to Business Information Systems	3.00
	CSS 101: College Success Seminar / Business and Experiential Education FYE	0-1
ECN 111	Principles of Economics-Macro	3.00
ENG 101	Composition I: College Writing	3.00
HST 112	The West and the World II	3.00
	COM 114 or COM 218	3
INT 210	Internship Experience I	3.00

Elective Courses

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

Program Courses

Course #	Title	Credits
ACC 101	Principles of Accounting I	4.00
	ACC 102 or a Business Elective	3-4
BUS 111	Business and Financial Mathematics	3.00
BUS 112	Personal Financial Planning	3.00
BUS 251	Business Law	3.00
MAN 101	Principles of Management	3.00
MAR 101	Principles of Marketing	3.00
MAN 118	Workshop in Team Development and Managerial Communications	1.00

Concentration Courses

Course #	Title	Credits
ACC 114	Introduction to QuickBooks Pro	1.00
BUS 114	Small Business Planning Workshop	1.00
BUS 253	Corporation Finance	3.00
MAN 154	Small Business Management	3.00
MAN 251	Human Resources Management	3.00
MAN 290	Managing an Enterprise	3.00
MAR 114	Sales Principles	3.00
MAR 255	Advertising Procedures	3.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
	CSS 101: College Success Seminar / Business and Experiential Education FYE	0-1
CIS 111	Introduction to Business Information Systems	3.00
BUS 111	Business and Financial Mathematics	3.00
MAN 101	Principles of Management	3.00
ENG 101	Composition I: College Writing	3.00
MAR 101	Principles of Marketing	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
MAN 154	Small Business Management	3.00
BUS 251	Business Law	3.00
ACC 101	Principles of Accounting I	4.00
BUS 112	Personal Financial Planning	3.00
	COM 114 or COM 218	3
MAN 118	Workshop in Team Development and Managerial Communications	1.00

Recommended Course Sequence - Semester 3

Course #	Title	Credits
BUS 253	Corporation Finance	3.00
HST 112	The West and the World II	3.00
MAN 251	Human Resources Management	3.00
ECN 111	Principles of Economics-Macro	3.00
MAR 114	Sales Principles	3.00
	ACC 102 or a Business Elective	3-4

Recommended Course Sequence - Semester 4

Course #	Title	Credits
INT 210	Internship Experience I	3.00
ACC 114	Introduction to QuickBooks Pro	1.00
MAR 255	Advertising Procedures	3.00
	Scientific Reasoning and Discovery Elective with Lab	4
MAN 290	Managing an Enterprise	3.00
BUS 114	Small Business Planning Workshop	1.00
	Total credits:	**65-67**

Category Descriptions

CSS 101: College Success Seminar / Business and Experiential Education FYE

Credits: 0-1

Students can register for CSS 101 or complete the Business and Experiential Education First-Year Experience (FYE) Summer or Intersession orientation. Students who have earned a previous degree or have 30+ credits with a GPA of 2.5 or better are not required to register for CSS 101. Review the CSS 101 Waiver for more details.

Course #	Title	Credits
CSS 101	College Success Seminar	1.00

COM 114 or COM 218

Credits: 3

Choose one of the following:

Course #	Title	Credits
COM 114	Professional Speaking	3.00
COM 218	Business Communication	3.00

Scientific Reasoning and Discovery Elective with Lab

Credits: 4

Choose one Scientific Reasoning and Discovery elective that includes a lab component.

ACC 102 or a Business Elective

Credits: 3-4

Choose one of the following:

Course #	Title	Credits
ACC 102	Principles of Accounting II	4.00
BUS 113	Introduction to Business Functions and Practices	3.00
BUS 116	Introduction to Logisitics	3.00
BUS 155	Business Ethics	3.00
BUS 201	Inventory and Warehouse Management	3.00
BUS 215	Global Supply Chain Management	3.00
BUS 265	Investments	3.00

Financial Services - Financial Management

Program Code:
BC_MAN
Academic Area:
Business and Experiential Education
Type:
Associate in Science

Program 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 focuses on developing skills in finance and 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

- This program requires 61 – 62 credits to graduate
- Students who have taken courses at other institutions may receive transfer credit. All transfer credit requests for business related courses (ACC, BNK, BUS, LSM, MAN, MAR and RMN) must be approved by the Business Administration Department Chair.
- The faculty have years of practical experience that makes your education relevant to the workplace.

- Students should follow the course sequence, particularly the full-time program sequence. Students should take any required developmental courses in their first semester.

After Bristol

- Graduates work as mutual fund customer service representatives and broker assistants, banking assistants, financial service associates, loan service representatives, insurance representatives, credit and collection associates, and junior financial analysts and, treasury assistants/clerks, and in Finance departments of companies.
- The career program is designed for students who plan to enter the workforce immediately after graduation.
- Students can also transfer to UMass Dartmouth's Bachelor of Science in Finance program through Bristol's transfer agreement. Visit our Transfer Agreements webpage for details. Contact your advisor or the Department Chair for more information.

Program learning Outcomes

Students will be able to:

1. Produce basic financial statements and reports from data
2. Analyze the financial statements of a business
3. Explain the major sources of finance for a corporate organization and the financing decision process
4. Appraise investment opportunities
5. Evaluate the various securities available for personal financial investment.

Degree Requirements

General Courses

Course #	Title	Credits
	CSS 101: College Success Seminar / Business and Experiential Education FYE	0-1
CIS 111	Introduction to Business Information Systems	3.00
COM 218	Business Communication	3.00
ECN 111	Principles of Economics-Macro	3.00
ENG 101	Composition I: College Writing	3.00
HST 112	The West and the World II	3.00
INT 210	Internship Experience I	3.00

Elective Courses

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

Program Courses

Course #	Title	Credits
ACC 101	Principles of Accounting I	4.00
ACC 102	Principles of Accounting II	4.00
BUS 111	Business and Financial Mathematics	3.00
BUS 251	Business Law	3.00
MAN 101	Principles of Management	3.00
MAR 101	Principles of Marketing	3.00

Concentration Courses

Course #	Title	Credits
ACC 255	Federal Taxation I	3.00
ACC 256	Federal Taxation II	3.00
ACC 259	Analysis of Financial Statements	3.00
BUS 112	Personal Financial Planning	3.00
BUS 253	Corporation Finance	3.00

Program Electives

Course #	Title	Credits
ACC 114	Introduction to QuickBooks Pro	1.00
	BUS 265 or ACC 257	3

Recommended Course Sequence - Semester 1

Course #	Title	Credits
	CSS 101: College Success Seminar / Business and Experiential Education FYE	0-1
ENG 101	Composition I: College Writing	3.00
CIS 111	Introduction to Business Information Systems	3.00
BUS 111	Business and Financial Mathematics	3.00
ACC 101	Principles of Accounting I	4.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ECN 111	Principles of Economics-Macro	3.00
MAN 101	Principles of Management	3.00
MAR 101	Principles of Marketing	3.00
ACC 102	Principles of Accounting II	4.00
COM 218	Business Communication	3.00

Recommended Course Sequence - Semester 3

Course #	Title	Credits
BUS 253	Corporation Finance	3.00
	ACC 255, BUS 265 or ACC 257	3
BUS 251	Business Law	3.00
HST 112	The West and the World II	3.00
	BUS 265 or ACC 257	3
ACC 114	Introduction to QuickBooks Pro	1.00

Recommended Course Sequence - Semester 4

Course #	Title	Credits
INT 210	Internship Experience I	3.00
BUS 112	Personal Financial Planning	3.00
	ACC 259, BUS 265 or ACC 257	3
	Scientific Reasoning and Discovery Elective	3-4
ACC 256	Federal Taxation II	3.00
	Total credits:	**60-62**

Category Descriptions

CSS 101: College Success Seminar / Business and Experiential Education FYE

Credits: 0-1

Students can register for CSS 101 or complete the Business and Experiential Education First-Year Experience (FYE) Summer or Intersession orientation. Students who have earned a previous degree or have 30+ credits with a GPA of 2.5 or better are not required to register for CSS 101. Review the CSS 101 Waiver for more details.

Course #	Title	Credits
CSS 101	College Success Seminar	1.00

Scientific Reasoning and Discovery Elective

Credits: 3-4

Choose one Scientific Reasoning and Discovery elective.

BUS 265 or ACC 257

Credits: 3

Choose one of the following:

Course #	Title	Credits
BUS 265	Investments	3.00
ACC 257	Managerial Accounting	3.00

General Management

Program Code:
BC_GEN
Academic Area:
Business and Experiential Education
Type:
Associate in Science

Program Statement

Students enrolled in this 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 Administration Career programs share common courses, so students can switch easily between concentrations.

Program Information

- This program requires 61-62 credits to graduate.
- Students who have taken courses at other institutions may receive transfer credit. All transfer credit requests for business related courses (ACC, BNK, BUS, LSM, MAN, MAR and RMN) must be approved by the Business Administration Department Chair.
- The faculty have years of practical experience in national and global business which makes your education relevant to the workplace.
- This concentration assists students to prepare for a variety of careers.
- Students should take the preparatory and developmental courses (CSS 101, CIS 111 and ENG 101) first. Do not take ACC 101 in the first semester of your program so that you can prepare for success first.

After Bristol

- Graduates work as quality control specialists, shift supervisors, and assistant managers of retail stores.
- This program is designed for students who expect to work in the profession immediately after graduation. Students are ready to launch their career in business management and other enterprises.

Program Learning Outcomes

Students will be able to:

1. Apply business knowledge and skills needed to make basic business decisions
2. Apply critical thinking skills to business decisions
3. Explain the ethical, legal, and social responsibilities of individuals and organizations.
4. Apply quantitative analysis and interpretation to business problems.
5. Apply effective business communication techniques to business situations.

Degree Requirements

General Courses

Course #	Title	Credits
	CSS 101: College Success Seminar / Business and Experiential Education FYE	0-1
CIS 111	Introduction to Business Information Systems	3.00
COM 218	Business Communication	3.00
ECN 111	Principles of Economics-Macro	3.00
ENG 101	Composition I: College Writing	3.00
HST 112	The West and the World II	3.00
PSY 101	General Psychology	3.00
INT 210	Internship Experience I	3.00

Elective Courses

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

Program Courses

Course #	Title	Credits
ACC 101	Principles of Accounting I	4.00
ACC 102	Principles of Accounting II	4.00
BUS 111	Business and Financial Mathematics	3.00
BUS 112	Personal Financial Planning	3.00
BUS 251	Business Law	3.00
MAN 101	Principles of Management	3.00
MAR 101	Principles of Marketing	3.00
MAN 118	Workshop in Team Development and Managerial Communications	1.00

Concentration Courses

Course #	Title	Credits
BUS 113	Introduction to Business Functions and Practices	3.00
MAN 290	Managing an Enterprise	3.00

Program Electives

Course #	Title	Credits
	Business or Management Program Elective	3
	ENG 102, Business or Management Program Elective	3

Recommended Course Sequence - Semester 1

Course #	Title	Credits
	CSS 101: College Success Seminar / Business and Experiential Education FYE	0-1
CIS 111	Introduction to Business Information Systems	3.00
ENG 101	Composition I: College Writing	3.00
BUS 111	Business and Financial Mathematics	3.00
BUS 113	Introduction to Business Functions and Practices	3.00
MAN 118	Workshop in Team Development and Managerial Communications	1.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ACC 101	Principles of Accounting I	4.00
HST 112	The West and the World II	3.00
MAR 101	Principles of Marketing	3.00
MAN 101	Principles of Management	3.00
	Business or Management Program Elective	3

Recommended Course Sequence - Semester 3

Course #	Title	Credits
ACC 102	Principles of Accounting II	4.00
COM 218	Business Communication	3.00
ECN 111	Principles of Economics-Macro	3.00
BUS 251	Business Law	3.00
	Scientific Reasoning and Discovery Elective with Lab	4

Recommended Course Sequence - Semester 4

Course #	Title	Credits
INT 210	Internship Experience I	3.00
	ENG 102, Business or Management Program Elective	3
PSY 101	General Psychology	3.00
BUS 112	Personal Financial Planning	3.00
MAN 290	Managing an Enterprise	3.00
	Total credits:	**61-62**

Category Descriptions

CSS 101: College Success Seminar / Business and Experiential Education FYE

Credits: 0-1

Students can register for CSS 101 or complete the Business and Experiential Education First-Year Experience (FYE) Summer or Intersession orientation. Students who have earned a previous degree or have 30+ credits with a GPA of 2.5 or better are not required to register for CSS 101. Review the CSS 101 Waiver for more details.

Course #	Title	Credits
CSS 101	College Success Seminar	1.00

Scientific Reasoning and Discovery Elective with Lab

Credits: 4

Choose one Scientific Reasoning and Discovery elective that includes a lab component.

Business or Management Program Elective

Credits: 3

Choose one of the following:

Course #	Title	Credits
BUS 116	Introduction to Logisitics	3.00
BUS 155	Business Ethics	3.00
BUS 253	Corporation Finance	3.00
MAN 152	Purchasing	3.00
MAN 251	Human Resources Management	3.00

ENG 102, Business or Management Program Elective

Credits: 3

Choose one of the following:

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3.00
BUS 116	Introduction to Logisitics	3.00
BUS 155	Business Ethics	3.00
BUS 253	Corporation Finance	3.00
MAN 152	Purchasing	3.00
MAN 251	Human Resources Management	3.00

Hospitality and Event Management

Program Code:
BC_HOS
Academic Area:
Business and Experiential Education
Type:
Associate in Science

Program Statement

The Hospitality Industry is the world's largest employment field. This degree program is applicable to all types of Hospitality Managers or Event Managers.

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.

After Bristol

Upon completion of the degree, students will be able to seek employment in lodging operations, private clubs, cruise ships, casinos, or event planning companies.

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	3.00
ENG 101	Composition I: College Writing	3.00
INT 210	Internship Experience I	3.00

Elective Courses

Course #	Title	Credits
	COM 104 or COM 114	3
	History Elective	3
	Scientific Reasoning and Discovery Elective	3-4

Program Courses

Course #	Title	Credits
ACC 101	Principles of Accounting I	4.00
BUS 111	Business and Financial Mathematics	3.00
BUS 112	Personal Financial Planning	3.00
BUS 155	Business Ethics	3.00
MAN 101	Principles of Management	3.00
MAN 152	Purchasing	3.00
OFC 117	Introduction to Computers and Software Applications	3.00

Concentration Courses

Course #	Title	Credits
HOS 121	Introduction to Hospitality	3.00
HOS 135	Risk and Sustainability Management	3.00
HOS 137	Events Management and Marketing	3.00
HOS 255	Event Design	3.00
HOS 270	Planning the Perfect Wedding	3.00
MAR 101	Principles of Marketing	3.00
PRM 101	Foundations of Project Management	3.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
	CSS 101: College Success Seminar / Business and Experiential Education FYE	0-1
HOS 121	Introduction to Hospitality	3.00
ENG 101	Composition I: College Writing	3.00
BUS 112	Personal Financial Planning	3.00
HOS 135	Risk and Sustainability Management	3.00
BUS 111	Business and Financial Mathematics	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ACC 101	Principles of Accounting I	4.00
MAN 152	Purchasing	3.00
HOS 137	Events Management and Marketing	3.00
MAN 101	Principles of Management	3.00
OFC 117	Introduction to Computers and Software Applications	3.00

Recommended Course Sequence - Semester 3

Course #	Title	Credits
MAR 101	Principles of Marketing	3.00
ECN 111	Principles of Economics-Macro	3.00
HOS 255	Event Design	3.00
	History Elective	3
PRM 101	Foundations of Project Management	3.00

Recommended Course Sequence - Semester 4

Course #	Title	Credits
BUS 155	Business Ethics	3.00
	COM 104 or COM 114	3
HOS 270	Planning the Perfect Wedding	3.00
INT 210	Internship Experience I	3.00
	Scientific Reasoning and Discovery Elective	3-4
	Total credits:	**61-63**

Category Descriptions

CSS 101: College Success Seminar / Business and Experiential Education FYE

Credits: 0-1

Students can register for CSS 101 or complete the Business and Experiential Education First-Year Experience (FYE) Summer or Intersession orientation. Students who have earned a previous degree or have 30+ credits with a GPA of 2.5 or better are not required to register for CSS 101. Review the CSS 101 Waiver for more details.

Course #	Title	Credits
CSS 101	College Success Seminar	1.00

COM 104 or COM 114

Credits: 3

Choose one of the following:

Course #	Title	Credits
COM 104	Fundamentals of Public Speaking	3.00
COM 114	Professional Speaking	3.00

History Elective

Credits: 3

Choose a History Elective that fits your educational goals.

Scientific Reasoning and Discovery Elective

Credits: 3-4

Choose one Scientific Reasoning and Discovery elective.

Marketing Management

Program Code:

BC_MAR
Academic Area:
Business and Experiential Education
Type:
Associate in Science

Program Statement

This 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 Administration Career programs share common courses, so students can switch easily between concentrations.

Program Information

- This program requires 63– 64 credits to graduate
- Students who have taken courses at other institutions may receive transfer credit. All transfer credit requests for business related courses (ACC, BNK, BUS, LSM, MAN, MAR and RMN) must be approved by the Business Administration Department Chair.
- 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.
- Follow the course sequence. Do not register for ACC 101 in the first semester.

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.

Program Learning Outcomes

Students will be able to:

1. Explain the role that marketing plays in an organization
2. Apply their knowledge of marketing principles, marketing functions, and marketing systems in a business environment
3. Articulate how companies use the segmentation process to build their brands
4. Apply the skills needed to develop ideas and make ethical decisions.
5. Identify the role that diversity plays in shaping a company's marketing strategies
6. Express how marketing concepts, functions, and systems relate to diverse cultures and the global business environment.

Degree Requirements

General Courses

Course #	Title	Credits
	CSS 101: College Success Seminar / Business and Experiential Education FYE	0-1
CIS 111	Introduction to Business Information Systems	3.00
COM 218	Business Communication	3.00
ECN 111	Principles of Economics-Macro	3.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
HST 112	The West and the World II	3.00
INT 210	Internship Experience I	3.00

Elective Courses

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

Program Courses

Course #	Title	Credits
ACC 101	Principles of Accounting I	4.00
ACC 102	Principles of Accounting II	4.00
BUS 111	Business and Financial Mathematics	3.00
BUS 251	Business Law	3.00
MAN 101	Principles of Management	3.00
MAR 101	Principles of Marketing	3.00

Concentration Courses

Course #	Title	Credits
MAR 114	Sales Principles	3.00
MAR 253	Sales Management	3.00
MAR 255	Advertising Procedures	3.00
	BUS 116, BUS 253 or MAN 152	3

Program Electives

Course #	Title	Credits
	ACC 257, ECN 112 or Program Electives	6

Recommended Course Sequence - Semester 1

Course #	Title	Credits
	CSS 101: College Success Seminar / Business and Experiential Education FYE	0-1
ENG 101	Composition I: College Writing	3.00
CIS 111	Introduction to Business Information Systems	3.00
BUS 111	Business and Financial Mathematics	3.00
MAN 101	Principles of Management	3.00
MAR 101	Principles of Marketing	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ACC 101	Principles of Accounting I	4.00
ECN 111	Principles of Economics-Macro	3.00
	Scientific Reasoning and Discovery Elective	3-4
ENG 102	Composition II: Writing about Literature	3.00
MAR 114	Sales Principles	3.00

Recommended Course Sequence - Semester 3

Course #	Title	Credits
ACC 102	Principles of Accounting II	4.00
MAR 255	Advertising Procedures	3.00
COM 218	Business Communication	3.00
HST 112	The West and the World II	3.00
	ECN 112 or Program Elective	3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
INT 210	Internship Experience I	3.00
BUS 251	Business Law	3.00
	ACC 257 or Program Elective	3
MAR 253	Sales Management	3.00
	BUS 116, BUS 253 or MAN 152	3
	Total credits:	**62-64**

Category Descriptions

CSS 101: College Success Seminar / Business and Experiential Education FYE

Credits: 0-1

Students can register for CSS 101 or complete the Business and Experiential Education First-Year Experience (FYE) Summer or Intersession orientation. Students who have earned a previous degree or have 30+ credits with a GPA of 2.5 or better are not required to register for CSS 101. Review the CSS 101 Waiver for more details.

Course #	Title	Credits
CSS 101	College Success Seminar	1.00

Scientific Reasoning and Discovery Elective

Credits: 3-4

Choose one Scientific Reasoning and Discovery elective.

BUS 116, BUS 253 or MAN 152

Credits: 3

Choose one of the following:

Course #	Title	Credits
BUS 116	Introduction to Logisitics	3.00
BUS 253	Corporation Finance	3.00
MAN 152	Purchasing	3.00

ACC 257, ECN 112 or Program Electives

Credits: 6

Choose two electives from ACC 257, ECN 112, ACC, BNK, BUS, INT, MAN, MAR, HOS or PRM.

Business Administration Transfer

Business Administration Transfer

Program Code:
BT
Academic Area:
Business and Experiential Education
Type:
Associate in Arts

Program 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 transfer agreements negotiated with four-year colleges and universities.

Program Information

- This program requires a total of 65 credits.
- This program has a fast-track option that can be completed in 1.5 years. Contact the Department Chair for more information.
- Students should take preparatory and developmental courses (CSS 101, CIS 111 and ENG 101) first.
- Students should not take ACC 101 in the first semester.
- Students who have taken courses at other institutions may receive transfer credit. All transfer credit requests for business related courses must be approved by the Business Administration Department Chair.
- Some courses in this program are eligible for Credit for Prior Learning (CPL).

After Bristol

- Recent graduates have transferred to University of Massachusetts Dartmouth, Bridgewater State University, University of Massachusetts Amherst, Brown University, Rhode Island College, Bryant University, Roger Williams University, and others.
- 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 Services website to review which credits will be transferred and applied to your degree.

Degree Requirements

General Courses

Course #	Title	Credits
	CSS 101: College Success Seminar / Business and Experiential Education FYE	0-1
COM 218	Business Communication	3.00
ECN 111	Principles of Economics-Macro	3.00
ECN 112	Principles of Economics-Micro	3.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
HST 111	The West and the World I	3.00
HST 112	The West and the World II	3.00
MTH 131	Elements of College Mathematics	3.00
MTH 251	Fundamental Business Statistics	3.00
MTH 252	Statistics for Decision Making	3.00
PSY 101	General Psychology	3.00

Elective Courses

Course #	Title	Credits
	MassTransfer Natural or Physical Lab Science Elective	4
	MassTransfer Natural or Physical Lab Science Elective	4

Program Courses

Course #	Title	Credits
ACC 101	Principles of Accounting I	4.00
ACC 102	Principles of Accounting II	4.00
ACC 257	Managerial Accounting	3.00
BUS 251	Business Law	3.00
CIS 111	Introduction to Business Information Systems	3.00
MAN 101	Principles of Management	3.00
MAR 101	Principles of Marketing	3.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
	CSS 101: College Success Seminar / Business and Experiential Education FYE	0-1
CIS 111	Introduction to Business Information Systems	3.00
ENG 101	Composition I: College Writing	3.00
ECN 111	Principles of Economics-Macro	3.00
MTH 131	Elements of College Mathematics	3.00
MAN 101	Principles of Management	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ACC 101	Principles of Accounting I	4.00
MAR 101	Principles of Marketing	3.00
ECN 112	Principles of Economics-Micro	3.00
ENG 102	Composition II: Writing about Literature	3.00
PSY 101	General Psychology	3.00

Recommended Course Sequence - Semester 3

Course #	Title	Credits
ACC 102	Principles of Accounting II	4.00
MTH 251	Fundamental Business Statistics	3.00
	MassTransfer Natural or Physical Lab Science Elective	4
COM 218	Business Communication	3.00
HST 111	The West and the World I	3.00

Recommended Course Sequence - Semester 4

Course #	Title	Credits
ACC 257	Managerial Accounting	3.00
HST 112	The West and the World II	3.00
BUS 251	Business Law	3.00
	MassTransfer Natural or Physical Lab Science Elective	4
MTH 252	Statistics for Decision Making	3.00
	Total credits:	**64-65**

Category Descriptions

CSS 101: College Success Seminar / Business and Experiential Education FYE

Credits: 0-1

Students can register for CSS 101 or complete the Business and Experiential Education First-Year Experience (FYE) Summer or Intersession orientation. Students who have earned a previous degree or have 30+ credits with a GPA of 2.5 or better are not required to register for CSS 101. Review the CSS 101 Waiver for more details.

Course #	Title	Credits
CSS 101	College Success Seminar	1.00

MassTransfer Natural or Physical Lab Science Elective

Credits: 4

Choose one MassTransfer Natural or Physical Lab Science elective.

Chemistry

Chemical Analytics Certificate

Program Code:
CQ
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Certificate of Accomplishment

Program Statement

The goal of the Chemical Analytics Certificate is to prepare students for entry-level jobs as an Analytical Chemist.

Program Information

Students will acquire the skills and experience necessary to obtain employment as an entry-level chemist through laboratory courses where they will be trained to use current equipment in the field.

After Bristol

After completing the Chemical Analytics Certificate, students should be able to obtain employment in an entry-level position at an Analytical Chemistry laboratory or related company.

Program Requirements

Course #	Title	Credits
CHM 113	Fundamentals of Chemistry I	4.00
CHM 120	Environmental Chemistry	4.00
CHM 220	Introductory Analytical Chemistry	4.00
MTH 152	College Algebra	3.00
PHY 101	Technical Physics I	4.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
CHM 113	Fundamentals of Chemistry I	4.00
MTH 152	College Algebra	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
CHM 120	Environmental Chemistry	4.00
CHM 220	Introductory Analytical Chemistry	4.00
PHY 101	Technical Physics I	4.00
	Total credits:	**19**

Communication

Communication

Program Code:
CO
Academic Area:
Arts and Humanities
Type:
Associate in Arts

Program Statement

Students explore the fundamentals of human communication in theory and practice, analyze the historical 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 program is designed for students who plan to transfer to a four-year institution to complete their baccalaureate program to pursue a career in communication including public relations, social media, journalism, film, politics and more.
- Students are required to take 20 courses for a total of 61-62 credits. Courses include communication and foundational disciplines such as history, math, science, and behavioral and social sciences.
- The program includes four core communication courses in which students gain marketable and transferable skills from professors who engage them in project-based learning providing tangible examples from industry and international experience.
- Students also take a required internship or practicum course where they gain practical experience through field-based learning in the community or on campus with the student newspaper or television news program.
- Through courses and co-curricular activities, students have access to a professional TV studio and podcast.
- Based on advising and assessment of individual needs and direction, students select three communication-related elective courses.
- Students should follow the recommended course sequence and meet with their Communication faculty advisor to discuss transfer and career goals, progress, courses and opportunities as needed throughout the semester.

After Bristol

- Qualified Communication students transfer to four-year schools and may choose from among a variety of careers to pursue that are related to the communication field.
- 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 Services website to review which credits will be transferred and applied to your degree.

Program Learning Outcomes

Students will be able to:

1. Explain fundamental theoretical concepts related to human communication.
2. Apply fundamental theoretical concepts to specific contexts to facilitate effective communication.
3. Identify key figures and events related to the development of major mass media and emerging new media.
4. Explain the potential effects of media on an increasingly diverse society.
5. Demonstrate oral, written, and mediated communication skills.
6. Explain ethical issues related to interpersonal, intercultural, group, organizational, and public communication in order to create strategies to help address some of those issues.
7. Research a communication-related career that matches their skill set and/or interests in this rapidly-changing field to develop a career plan.

Degree Requirements

General Courses

Course #	Title	Credits
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
HST 111	The West and the World I	3.00
HST 112	The West and the World II	3.00

Elective Courses

Course #	Title	Credits
	MassTransfer Behavioral and Social Science Elective	3
	MassTransfer Behavioral and Social Science Elective	3
	MassTransfer and Communication Behavioral and Social Science Elective	3
	MassTransfer Natural or Physical Lab Science Elective	4
	MassTransfer Natural or Physical Science Elective	3-4
	MassTransfer Mathematics/ Quantitative Reasoning Elective	3
	Oral Communication Elective	3

Program Courses

Course #	Title	Credits
COM 101	Introduction to Communication and College Success	3.00
COM 111	Mass Communication	3.00
COM 112	News Writing and Reporting	3.00
COM 241	Public Relations	3.00
	COM 159, COM 212 or INT 210	3

Program Electives

Course #	Title	Credits
	Communication Program Electives	12

Recommended Course Sequence - Semester 1

Course #	Title	Credits
COM 101	Introduction to Communication and College Success	3.00
ENG 101	Composition I: College Writing	3.00
HST 111	The West and the World I	3.00
	MassTransfer Mathematics/ Quantitative Reasoning Elective	3
	MassTransfer Behavioral and Social Science Elective	3

Recommended Course Sequence - Semester 2

Course #	Title	Credits
	MassTransfer Natural or Physical Lab Science Elective	4
	Oral Communication Elective	3
COM 111	Mass Communication	3.00
ENG 102	Composition II: Writing about Literature	3.00
HST 112	The West and the World II	3.00

Recommended Course Sequence - Semester 3

Course #	Title	Credits
	MassTransfer and Communication Behavioral and Social Science Elective	3
	MassTransfer Natural or Physical Science Elective	3-4
COM 112	News Writing and Reporting	3.00
	COM 159, COM 212 or INT 210	3
	Program Elective	3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
	MassTransfer Behavioral and Social Science Elective	3
COM 241	Public Relations	3.00
	Program Elective	3
	Program Elective	3
	Program Elective	3
	Total credits:	**61-62**

Category Descriptions

MassTransfer Behavioral and Social Science Elective

Credits: 3

Choose one MassTransfer Behavioral and Social Science elective.

MassTransfer and Communication Behavioral and Social Science Elective

Credits: 3

Choose one of the following:

Course #	Title	Credits
ANT 101	Social and Cultural Anthropology	3.00
ECN 111	Principles of Economics-Macro	3.00
ECN 112	Principles of Economics-Micro	3.00
GVT 111	U.S. Government	3.00
GVT 112	Comparative Government	3.00
GVT 251	State and Local Government	3.00
PSY 101	General Psychology	3.00
SOC 101	Principles of Sociology	3.00
SOC 212	The Sociology of Social Problems	3.00
SOC 252	The Sociology of Human Relations	3.00
SOC 256	Race and Ethnicity in the Contemporary United States	3.00
SOC 258	Topics in Sociology	3.00

MassTransfer Natural or Physical Lab Science Elective

Credits: 4

Choose one MassTransfer Natural or Physical Lab Science elective.

MassTransfer Natural or Physical Science Elective

Credits: 3-4

Choose one MassTransfer Natural or Physical Science elective.

MassTransfer Mathematics/Quantitative Reasoning Elective

Credits: 3

Choose one of the following:

Course #	Title	Credits
MTH 119	Fundamental Statistics	3.00
MTH 125	Modern College Mathematics	3.00

Oral Communication Elective

Credits: 3

Choose one of the following:

Course #	Title	Credits
COM 104	Fundamentals of Public Speaking	3.00
COM 114	Professional Speaking	3.00

COM 159, COM 212 or INT 210

Credits: 3

Choose one of the following:

Course #	Title	Credits
COM 159	Advanced Television and Digital Production Practicum	3.00
COM 212	Field Experience-Student Newspaper Practicum	3.00
INT 210	Internship Experience I	3.00

Communication Program Electives

Credits: 12

Students should meet with their faculty advisor early in their first semester to discuss career goals and transfer plans since some articulation agreements have specific requirements regarding program electives.

To complete the Communications A2B MassTransfer program, register for the following foundational courses: ENG 230 and COM 113.

Choose four of the following:

Course #	Title	Credits
ART 260	Computer Graphics	3.00
COM 113	Interpersonal Speech	3.00
COM 114	Professional Speaking	3.00
COM 157	Introduction to Television and Digital Production	3.00
COM 159	Advanced Television and Digital Production Practicum	3.00
COM 160	Intercultural Communication	3.00
COM 211	Social Media Communication	3.00
COM 218	Business Communication	3.00
ENG 230	Film	3.00
INT 210	Internship Experience I	3.00
INT 220	Internship Experience II	3.00
MAR 101	Principles of Marketing	3.00
MAR 255	Advertising Procedures	3.00
PHL 111	Introduction to Logic	3.00
THE 101	Introduction to Theatre	3.00
THE 112	Introduction to Acting	3.00

Computer Aided Drafting

Computer Aided Design and Manufacturing Certificate

Program Code:
CN
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Certificate of Accomplishment

Program Statement

This certificate program provides students with the needed skills to become a professional computer-aided draftsperson, 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 the college's Automation, Electro-Mechanical, and Mechanical Technology associate degree programs.

Students utilize typical industrial CNC machining centers, high-tech computer equipment, and the latest AutoDesk, SolidWorks, and/or CAM software.

Program Requirements

Course #	Title	Credits
CAD 111	Mechanical Design with Solidworks	3.00
CAD 211	Computer Aided Manufacturing	3.00
EGR 111	Fundamentals of Manual Machining	4.00
EGR 112	Automated Machining	3.00
EGR 172	Material Science	4.00
	CAD 101, CAD 112 or CAD 172	6

Recommended Course Sequence - Semester 1

Course #	Title	Credits
CAD 111	Mechanical Design with Solidworks	3.00
EGR 111	Fundamentals of Manual Machining	4.00
EGR 172	Material Science	4.00
	CAD 101 or CAD 172	3

Recommended Course Sequence - Semester 2

Course #	Title	Credits
CAD 211	Computer Aided Manufacturing	3.00
EGR 112	Automated Machining	3.00
	CAD 101, CAD 112 or CAD 172	3
	Total credits:	**23**

Category Descriptions

CAD 101, CAD 112 or CAD 172

Credits: 6

Choose two of the following:

Course #	Title	Credits
CAD 101	Computer Aided Drafting	3.00
CAD 112	Maker Space Projects and Advanced Mechanical Design with SolidWorks	3.00
CAD 172	Mechanical Design Using Inventor	3.00

CNC Machining and Programming Certificate

Program Code:
CM
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Certificate of Recognition

Program 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 basis for continuing on toward a degree. All courses apply to the college's degree programs in Automation, Electro-Mechanical and Mechanical Technology.
- This program utilizes Bristol's NSF-funded Computer-Integrated Manufacturing (CIM) Laboratory facility, utilizing typical industrial CNC machining centers.

Program Requirements

Course #	Title	Credits
EGR 172	Material Science	4.00
	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
	Total credits:	**13-14**

Category Descriptions

CAD 101, CAD 111, CAD 112 or CAD 172

Credits: 3

Choose one of the following:

Course #	Title	Credits
CAD 101	Computer Aided Drafting	3.00
CAD 111	Mechanical Design with Solidworks	3.00
CAD 112	Maker Space Projects and Advanced Mechanical Design with SolidWorks	3.00
CAD 172	Mechanical Design Using Inventor	3.00

CAD 211, EGR 111 or EGR 112

Credits: 6-7

Choose two of the following:

Course #	Title	Credits
CAD 211	Computer Aided Manufacturing	3.00
EGR 111	Fundamentals of Manual Machining	4.00
EGR 112	Automated Machining	3.00

Computer Aided Design and Drafting Certificate

Program Code:
CD
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Certificate of Recognition

Program Statement

This one-year certificate program provides students with the needed skills to become a professional computer-aided architectural draftsperson, civil draftsperson, 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 basis for advanced work in a degree program. All courses apply to Bristol's Automation, Architectural & Civil, Electro-Mechanical, Environmental, and Mechanical degree 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.

Program Requirements

Choose Architectural and Civil or Mechanical and Manufacturing Concentration.

Architectural and Civil Concentration

Course #	Title	Credits
CAD 101	Computer Aided Drafting	3.00
CAD 122	Architectural Drawing	3.00
CAD 125	3D Architecture, Building, and Landscape Design	3.00
CAD 128	Civil Drafting and Design	3.00

Mechanical and Manufacturing Concentration

Course #	Title	Credits
CAD 101	Computer Aided Drafting	3.00
	CAD 111, CAD 112, CAD 172 or CAD 211	9
	Total credits:	**12**

Category Descriptions

CAD 111, CAD 112, CAD 172 or CAD 211

Credits: 9

Choose three of the following:

Course #	Title	Credits
CAD 111	Mechanical Design with Solidworks	3.00
CAD 112	Maker Space Projects and Advanced Mechanical Design with SolidWorks	3.00
CAD 172	Mechanical Design Using Inventor	3.00
CAD 211	Computer Aided Manufacturing	3.00

Computer Information Systems

Computer Networking

Program Code:
CI_CIN
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Associate in Science

Program Statement

Students will be prepared for entry-level positions in network administration, IT technical support and related fields. This program combines theoretical knowledge with hands-on practical experience. Students will gain a solid foundation in the principles of computer networking, including server management, network design, network security, implementation, and troubleshooting. Through hands-on exercises and real-world projects, students will apply their knowledge in configuring servers, routers and other network devices commonly used in industry settings.

Program Information

- Students are required to complete 13 program courses and 8 general courses for a total of 62 credits to complete degree requirements.
- All students must complete General Education Requirements, which are infused through the program and general courses.
- Students with CompTIA A+, Network+ and Security+, can receive credit for prior learning for EGR 133, CIS 134, and CIT 150, respectively.
- Students who have earned credit at other institutions may be able to obtain transfer credit. Transfer credit approval for any Computer Information Systems (CIS or CIT) course must be approved by the Department Chair or by a full-time faculty member in the department.
- Bristol Community College is a licensed partner with CompTIA, Cisco Networking Academy, and AWS Academy. Bristol students can purchase test vouchers and prep materials at a discounted price.

After Bristol

- This program prepares students for high-demand careers as information security professionals in various organizations.
- If you plan to transfer to a four-year institution, visit Transfer Services. Speaking to an advisor at least one year in advance is recommended to plan your transfer path.

Degree Requirements

General Courses

Course #	Title	Credits
BUS 115	Fundamentals of an Enterprise	1.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
MTH 131	Elements of College Mathematics	3.00
	COM 104 or COM 114	3
	HST 111, 112, 113 or 114	3

General Electives

Course #	Title	Credits
	Ethical Dimensions Elective	0-3
	Global and Historic Awareness Elective	0-3
	Multicultural and Social Perspectives Elective	0-3
	Multicultural and Social Perspectives Elective	3
	MassTransfer Natural or Physical Science Elective	3-4

Program Courses

Course #	Title	Credits
CIS 106	Operating System Scripting	1.00
CIS 120	Programming: Logic, Design and Implementation	3.00
CIS 121	Operating Systems	3.00
CIS 131	Windows Server Administration I	3.00
CIS 132	Introduction to UNIX/Linux and Shell Programming	3.00
CIS 133	Unix/Linux System Administration I	3.00
CIS 134	Networking Technologies	4.00
CIS 231	Windows Server Administration II	3.00
CIS 232	Unix/Linux System Administration II	3.00
CIS 233	Routing and Router Configuration	4.00
CIS 271	Network Installation and Configuration Seminar	4.00
CIT 150	Cybersecurity Principles	3.00
EGR 133	Computer Configuration and Repair	4.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
CIS 120	Programming: Logic, Design and Implementation	3.00
CIS 121	Operating Systems	3.00
ENG 101	Composition I: College Writing	3.00
MTH 131	Elements of College Mathematics	3.00
	HST 111, 112, 113 or 114	3

Recommended Course Sequence - Semester 2

Course #	Title	Credits
CIS 106	Operating System Scripting	1.00
CIS 131	Windows Server Administration I	3.00
CIS 132	Introduction to UNIX/Linux and Shell Programming	3.00
CIS 134	Networking Technologies	4.00
ENG 102	Composition II: Writing about Literature	3.00
BUS 115	Fundamentals of an Enterprise	1.00

Recommended Course Sequence - Semester 3

Course #	Title	Credits
CIS 133	Unix/Linux System Administration I	3.00
CIS 231	Windows Server Administration II	3.00
EGR 133	Computer Configuration and Repair	4.00
CIS 233	Routing and Router Configuration	4.00
	MassTransfer Natural or Physical Science Elective	3-4

Recommended Course Sequence - Semester 4

Course #	Title	Credits
CIS 232	Unix/Linux System Administration II	3.00
CIS 271	Network Installation and Configuration Seminar	4.00
CIT 150	Cybersecurity Principles	3.00
	COM 104 or COM 114	3
	Program Elective	3
	Total credits:	**63-73**

Category Descriptions

COM 104 or COM 114

Credits: 3

Choose one of the following:

Course #	Title	Credits
COM 104	Fundamentals of Public Speaking	3.00
COM 114	Professional Speaking	3.00

HST 111, 112, 113 or 114

Credits: 3

Choose one of the following:

Course #	Title	Credits
HST 111	The West and the World I	3.00
HST 112	The West and the World II	3.00
HST 113	United States History to 1877	3.00
HST 114	United States History from 1877	3.00

Ethical Dimensions Elective

Credits: 0-3

Choose one Ethical Dimensions elective.

Global and Historic Awareness Elective

Credits: 0-3

Choose one Global and Historic Awareness elective.

Multicultural and Social Perspectives Elective

Credits: 0-3

Choose one Multicultural and Social Perspectives elective.

Multicultural and Social Perspectives Elective

Credits: 3

Choose one Multicultural and Social Perspectives elective.

MassTransfer Natural or Physical Science Elective

Credits: 3-4

Choose one MassTransfer Natural or Physical Science elective.

Computer Programming and Web Development

Program Code:
CI_CPW

Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Associate in Science

Program 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.
- Students who have earned credit at other institutions may be able to obtain transfer credit. Transfer credit approval for any Computer Information Systems (CIS or CIT) course must be approved by the Department Chair or by a full-time faculty member in the department.
- 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 websites. Students either join a web development firm or do consulting.

Degree Requirements

General Courses

Course #	Title	Credits
BUS 115	Fundamentals of an Enterprise	1.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
	History Elective	3
	COM 104 or COM 114	3
	MTH 131 or MTH 172	3-4

General Electives

Course #	Title	Credits
	Ethical Dimensions Elective	0-3
	Global and Historic Awareness Elective	0-3
	Multicultural and Social Perspectives Elective	3
	MassTransfer Natural or Physical Science Elective	3-4

Program Courses

Course #	Title	Credits
CIS 105	Hardware Fundamentals	1.00
CIS 120	Programming: Logic, Design and Implementation	3.00
CIS 121	Operating Systems	3.00
CIS 150	Oracle and SQL	3.00
CIS 272	Program Development Seminar	3.00
CIT 102	Security Awareness	1.00

Programming or Web Track

Choose one of the following tracks:

Course #	Title	Credits
	Programming Track	27-31
	Web Track	24-26

Recommended Course Sequence - Semester 1

Course #	Title	Credits
CIS 120	Programming: Logic, Design and Implementation	3.00
CIS 121	Operating Systems	3.00
ENG 101	Composition I: College Writing	3.00
	MTH 131 or MTH 172	3-4
	Programming/Web Track Elective	3-4
CIT 102	Security Awareness	1.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3.00
	COM 104 or COM 114	3
	Programming/Web Track Elective	3-4
	Programming/Web Track Elective	3-4
	Programming/Web Track Elective	3-4
CIS 105	Hardware Fundamentals	1.00

Recommended Course Sequence - Semester 3

Course #	Title	Credits
CIS 150	Oracle and SQL	3.00
	History Elective	3
	Programming/Web Track Elective	3-4
	Programming/Web Track Elective	3-4
	Programming Track Elective	3-4
BUS 115	Fundamentals of an Enterprise	1.00

Recommended Course Sequence - Semester 4

Course #	Title	Credits
CIS 272	Program Development Seminar	3.00
	Programming/Web Track Elective	3-4
	Programming/Web Track Elective	3-4
	MassTransfer Natural or Physical Science Elective	3-4
	Multicultural and Social Perspectives Elective	3
	Total credits:	**60-66**

Category Descriptions

History Elective

Credits: 3

Choose one of the following:

Course #	Title	Credits
HST 111	The West and the World I	3.00
HST 112	The West and the World II	3.00
HST 113	United States History to 1877	3.00
HST 114	United States History from 1877	3.00

COM 104 or COM 114

Credits: 3

Choose one of the following:

Course #	Title	Credits
COM 104	Fundamentals of Public Speaking	3.00
COM 114	Professional Speaking	3.00

MTH 131 or MTH 172

Credits: 3-4

Choose one of the following:

Course #	Title	Credits
MTH 131	Elements of College Mathematics	3.00
MTH 172	Precalculus with Trigonometry	4.00

Ethical Dimensions Elective

Credits: 0-3

Choose one Ethical Dimensions elective.

Global and Historic Awareness Elective

Credits: 0-3

Choose one Global and Historic Awareness elective.

Multicultural and Social Perspectives Elective

Credits: 3

Choose one Multicultural and Social Perspectives elective.

MassTransfer Natural or Physical Science Elective

Credits: 3-4

Choose one MassTransfer Natural or Physical Science elective.

Programming Track

Credits: 27-31

Course #	Title	Credits
	Programming Language Sequence Electives	12-14
	Programming CIS/CIT Electives	15-17

Web Track

Credits: 24-26

Course #	Title	Credits
	Web Language Sequence Electives	12
	Web CIS/CIT Electives	12-14

Computer Science Transfer

Program Code:
CI_CIX
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Associate in Science

Program 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.
- Students who have earned credit at other institutions may be able to obtain transfer credit. Transfer credit approval for any Computer Information Systems (CIS or CIT) course must be approved by the Department Chair or by a full-time faculty member in the department.
- Students may be required to obtain and use specific hardware, operating systems, or applications.

After Bristol

- Recent graduates have transferred to Bridgewater State University, 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, current Bristol articulation agreements, and to complete an A2B Program Search, visit the Transfer Services website to review which credits will be transferred and applied to your degree.

Degree Requirements

General Courses

Course #	Title	Credits
ECN 112	Principles of Economics-Micro	3.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
ENG 215	Technical Writing	3.00
MTH 214	Calculus I	4.00
MTH 215	Calculus II	4.00
MTH 243	Discrete Structures I	3.00
MTH 244	Discrete Structures II	3.00
	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
	Ethical Dimensions Elective	0-3
	Global and Historic Awareness Elective	0-3
	Human Expression Elective	3
	Multicultural and Social Perspectives Elective	0-3

Program Courses

Course #	Title	Credits
CIS 123	Object-Oriented Concepts	3.00
CIS 157	Object-Oriented JAVA Programming I	4.00
CIS 158	Introduction to Procedural Programming	4.00
CIS 257	Object-Oriented JAVA Programming II	4.00
CIS 260	Software Specification and Design	4.00
CIS 261	Introduction to Computer Systems	4.00
CIS 262	Computer Organization and Design	4.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
CIS 123	Object-Oriented Concepts	3.00
CIS 157	Object-Oriented JAVA Programming I	4.00
ENG 101	Composition I: College Writing	3.00
MTH 214	Calculus I	4.00
	HST 111 or HST 113	3

Recommended Course Sequence - Semester 2

Course #	Title	Credits
CIS 257	Object-Oriented JAVA Programming II	4.00
ECN 112	Principles of Economics-Micro	3.00
ENG 102	Composition II: Writing about Literature	3.00
MTH 215	Calculus II	4.00
	HST 112 or HST 114	3

Recommended Course Sequence - Semester 3

Course #	Title	Credits
CIS 158	Introduction to Procedural Programming	4.00
CIS 261	Introduction to Computer Systems	4.00
ENG 215	Technical Writing	3.00
MTH 243	Discrete Structures I	3.00
	BIO 121, CHM 113 or PHY 211	4

Recommended Course Sequence - Semester 4

Course #	Title	Credits
CIS 260	Software Specification and Design	4.00
CIS 262	Computer Organization and Design	4.00
	Human Expression Elective	3
MTH 244	Discrete Structures II	3.00
	BIO 122, CHM 114 or PHY 212	4
	Total credits:	**70-79**

Category Descriptions

BIO 121, CHM 113 or PHY 211

Credits: 4

Choose one of the following:

Course #	Title	Credits
BIO 121	Fundamentals of Biological Science I	4.00
CHM 113	Fundamentals of Chemistry I	4.00
PHY 211	General Physics I	4.00

BIO 122, CHM 114 or PHY 212

Credits: 4

Choose one of the following

Course #	Title	Credits
BIO 122	Fundamentals of Biological Science II	4.00
CHM 114	Fundamentals of Chemistry II	4.00
PHY 212	General Physics II	4.00

Two-course History Sequence

Credits: 6

Choose one two-course history sequence.

Course #	Title	Credits
	HST 111 and HST 112	6
	HST 113 and HST 114	6

Ethical Dimensions Elective

Credits: 0-3

Choose one Ethical Dimensions elective.

Global and Historic Awareness Elective

Credits: 0-3

Choose one Global and Historic Awareness elective.

Human Expression Elective

Credits: 3

Choose one Human Expression elective.

Multicultural and Social Perspectives Elective

Credits: 0-3

Choose one Multicultural and Social Perspectives elective.

Cybersecurity and Digital Forensics

Program Code:

CI_CSDF

Academic Area:

Science, Technology, Engineering and Mathematics

Type:

Associate in Science

Program Statement

Students will be prepared for professional entry-level positions in the field of cybersecurity and digital forensics. Students will master the theoretical concepts of information security, the methodologies required for practical problem-solving, and the digital forensic techniques to conduct analyses of computers, networking equipment, and related information assets. Students will also learn the principles of managing risk within IT infrastructures and how to conduct business continuity and disaster recovery planning for enterprise organizations.

Program Information

- Students must complete 16 program courses and 5 general courses for a total of 64 credits.
- All students must complete General Education Requirements which are infused through the program and general courses.
- Students with CompTIA Network+, Security+, and AWS Cloud Practitioner certifications can receive Credit for Prior Learning for CIS 134, CIT 150, and CIT 281, respectively.
- Students who have earned credit at other institutions may be able to obtain transfer credit. Transfer credit approval for any Computer Information Systems (CIS or CIT) course must be approved by the Department Chair.
- Bristol Community College is a licensed partner with CompTIA, Cisco Networking Academy, and AWS Academy. Bristol students can purchase test vouchers and prep materials at a discount.

After Bristol

- This program prepares students for high-demand careers as information security professionals in various organizations.
- Visit Transfer Services if you plan to transfer to a four-year institution to determine available institutions. Speaking to an advisor at least one year in advance is recommended to plan your transfer path.

Additional Information

Bristol Community College is designated as a National Center of Academic Excellence in Cyber Defense (CAE-CD) by the National Security Agency (NSA) at Fort Meade in Washington, D.C. Bristol's Cybersecurity and Digital Forensics Program is recognized as a national standard of excellence in academics, competency development, community outreach, and professional leadership.

The National Centers of Academic Excellence in Cybersecurity (NCAE-C) program (established in 1999) is managed by the National Cryptologic School at the National Security Agency. Federal Partners include the Cybersecurity and Infrastructure Security Agency (CISA), the Federal Bureau of Investigation (FBI), the National Institute of Standards and Technology (NIST)/National Initiative on Cybersecurity Education (NICE), the National Science Foundation (NSF), the Department of Defense Office of the Chief Information Officer (DoD-CIO), and US Cyber Command (CYBERCOM).

Degree Requirements

General Courses

Course #	Title	Credits
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
MTH 131	Elements of College Mathematics	3.00
	COM 104 or COM 114	3
	Global and Historic Awareness Elective	3

Program Courses

Course #	Title	Credits
CIS 106	Operating System Scripting	1.00
CIS 115	Introduction to Cybersecurity	3.00
CIS 120	Programming: Logic, Design and Implementation	3.00
CIS 121	Operating Systems	3.00
CIS 131	Windows Server Administration I	3.00
CIS 133	Unix/Linux System Administration I	3.00
CIS 134	Networking Technologies	4.00
CIS 153	Python	3.00
CIT 150	Cybersecurity Principles	3.00
CIT 250	Cyber Defense and Firewall Security	3.00
CIT 251	Managing Risks in Information Systems	3.00
CIT 252	Critical Security Controls	3.00
CIT 255	Digital Forensics	4.00
CIT 274	Cybersecurity and Forensics Seminar	4.00
CIT 281	Cloud Computing	3.00
	CIT 285 or INT 210	3

Recommended Course Sequence - Semester 1

Course #	Title	Credits
ENG 101	Composition I: College Writing	3.00
CIS 115	Introduction to Cybersecurity	3.00
MTH 131	Elements of College Mathematics	3.00
CIS 120	Programming: Logic, Design and Implementation	3.00
CIS 134	Networking Technologies	4.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3.00
CIS 121	Operating Systems	3.00
CIT 150	Cybersecurity Principles	3.00
CIS 131	Windows Server Administration I	3.00
CIS 153	Python	3.00

Recommended Course Sequence - Semester 3

Course #	Title	Credits
CIS 106	Operating System Scripting	1.00
CIT 250	Cyber Defense and Firewall Security	3.00
CIT 251	Managing Risks in Information Systems	3.00
CIS 133	Unix/Linux System Administration I	3.00
CIT 281	Cloud Computing	3.00
	COM 104 or COM 114	3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
CIT 252	Critical Security Controls	3.00
CIT 255	Digital Forensics	4.00
	CIT 285 or INT 210	3
CIT 274	Cybersecurity and Forensics Seminar	4.00
	Global and Historic Awareness Elective	3
	Total credits:	**64**

Category Descriptions

COM 104 or COM 114

Credits: 3

Choose one of the following:

Course #	Title	Credits
COM 104	Fundamentals of Public Speaking	3.00
COM 114	Professional Speaking	3.00

Global and Historic Awareness Elective

Credits: 3

Choose one Global and Historic Awareness elective.

CIT 285 or INT 210

Credits: 3

Choose one of the following:

Course #	Title	Credits
CIT 285	Ethical Hacking	3.00
INT 210	Internship Experience I	3.00

Game Development - Game Creation

Program Code:
CI_CIGC
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Associate in Science

Program 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

- Students who have earned credit at other institutions may be able to obtain transfer credit. Transfer credit approval for any Computer Information Systems (CIS or CIT) course must be approved by the Department Chair or by a full-time faculty member in the department.
- 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.

Degree Requirements

General Education Courses

Course #	Title	Credits
BUS 115	Fundamentals of an Enterprise	1.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
MTH 152	College Algebra	3.00
	COM 104 or COM 114	3
	History Elective	3
	SOC 101 or SOC 212	3
	MassTransfer Natural or Physical Science Elective	3-4
	Multicultural and Social Perspectives Elective	0-3

Program Courses

Course #	Title	Credits
CIS 120	Programming: Logic, Design and Implementation	3.00
CIT 140	Electronic Game Development I	3.00
CIT 141	Visual Concepts for Game Designers	3.00
CIT 142	Computer Game Level Building	3.00
CIT 143	Programming for Game Developers I	3.00
CIT 247	Pre-Production Game Development	3.00
CIT 276	Game Production	4.00
CIT 165	Game Scripting	3.00
CIT 241	Electronic Game Development II	3.00
CIT 243	Game and Sound Production	3.00
CIT 245	Game Design on Paper	3.00
CIT 249	Visual Concepts for Game Designers II	3.00
CIT 262	Advanced Game Analysis	3.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
CIS 120	Programming: Logic, Design and Implementation	3.00
CIT 140	Electronic Game Development I	3.00
CIT 141	Visual Concepts for Game Designers	3.00
CIT 142	Computer Game Level Building	3.00
ENG 101	Composition I: College Writing	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
CIT 143	Programming for Game Developers I	3.00
CIT 241	Electronic Game Development II	3.00
BUS 115	Fundamentals of an Enterprise	1.00
ENG 102	Composition II: Writing about Literature	3.00
MTH 152	College Algebra	3.00
	COM 104 or COM 114	3

Recommended Course Sequence - Semester 3

Course #	Title	Credits
CIT 165	Game Scripting	3.00
CIT 245	Game Design on Paper	3.00
CIT 247	Pre-Production Game Development	3.00
CIT 249	Visual Concepts for Game Designers II	3.00
	SOC 101 or SOC 212	3
	Multicultural and Social Perspectives Elective	0-3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
CIT 243	Game and Sound Production	3.00
CIT 262	Advanced Game Analysis	3.00
CIT 276	Game Production	4.00
	History Elective	3
	MassTransfer Natural or Physical Science Elective	3-4
	Total credits:	**62-66**

Category Descriptions

COM 104 or COM 114

Credits: 3

Choose one of the following:

Course #	Title	Credits
COM 104	Fundamentals of Public Speaking	3.00
COM 114	Professional Speaking	3.00

History Elective

Credits: 3

Choose one of the following:

Course #	Title	Credits
HST 111	The West and the World I	3.00
HST 112	The West and the World II	3.00
HST 113	United States History to 1877	3.00
HST 114	United States History from 1877	3.00

SOC 101 or SOC 212

Credits: 3

Choose one of the following:

Course #	Title	Credits
SOC 101	Principles of Sociology	3.00
SOC 212	The Sociology of Social Problems	3.00

MassTransfer Natural or Physical Science Elective

Credits: 3-4

Choose one MassTransfer Natural or Physical Science elective.

Multicultural and Social Perspectives Elective

Credits: 0-3

Choose one Multicultural and Social Perspectives elective.

Information Systems Transfer

Program Code:
CI_CIT
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Associate in Science

Program 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 from other institutions for any Bristol Computer Information Systems (CIS or CIT) course must be approved by the CIS Department Chair or by a full-time CIS faculty member.
- Students may be required to obtain and use specific hardware, operating systems, or applications.
- 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, current Bristol articulation agreements, and to complete an A2B Program Search, visit the Transfer Services website to review which credits will be transferred and applied to your degree.

NOTE: *There are 3 'Transfer Electives' (Mass Transfer electives) in this program, so a student could meet the STEM block if they selected 2 behavioral/social science electives (6 credits) from the Mass Transfer list. Please note that if you are completing this degree to benefit from MassTransfer by transferring to a UMass Campus or State University with your associate degree, you must complete all STEM block requirements using the guidance above.*

Degree Requirements

General Courses

Course #	Title	Credits
ACC 101	Principles of Accounting I	4.00
ACC 102	Principles of Accounting II	4.00
ECN 112	Principles of Economics-Micro	3.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
	COM 104 or COM 114	3
	Two-course History Sequence	6

Elective Courses

Course #	Title	Credits
	Ethical Dimensions Elective	0-3
	Global and Historic Awareness Elective	0-3
	Multicultural and Social Perspectives Elective	0-3
	Quantitative and Symbolic Reasoning Elective	6-8
	MassTransfer Natural or Physical Science Electives	6-8
	Transfer Electives	6

Program Courses

Course #	Title	Credits
CIS 263	Information Systems Seminar	1.00
	CIS 150 or CIS 152	3

Program Electives

Course #	Title	Credits
	CIS 155, CIS 156 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
	Quantitative and Symbolic Reasoning Elective	6-8
ACC 101	Principles of Accounting I	4.00
ENG 101	Composition I: College Writing	3.00
	Information Systems Program Elective	3-4
	HST 111 or HST 113	3

Recommended Course Sequence - Semester 2

Course #	Title	Credits
	Quantitative and Symbolic Reasoning Elective	6-8
ACC 102	Principles of Accounting II	4.00
ENG 102	Composition II: Writing about Literature	3.00
	CIS 155, CIS 156 or CIS 157	3-4
	HST 112 or HST 114	3

Recommended Course Sequence - Semester 3

Course #	Title	Credits
	Transfer Elective	3
	MassTransfer Natural or Physical Science Elective	3-4
	CIS 150 or CIS 152	3
	CIS 255, CIS 256 or CIS 257	3-4
	COM 104 or COM 114	3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
CIS 263	Information Systems Seminar	1.00
	CIS/CIT Elective	3
	Transfer Elective	3
	Transfer Elective	3
ECN 112	Principles of Economics-Micro	3.00
	MassTransfer Natural or Physical Science Elective	3-4
	Total credits:	**60-76**

Category Descriptions

COM 104 or COM 114

Credits: 3

Choose one of the following:

Course #	Title	Credits
COM 104	Fundamentals of Public Speaking	3.00
COM 114	Professional Speaking	3.00

Two-course History Sequence

Credits: 6

Choose one two-course history sequence.

Course #	Title	Credits
	HST 111 and HST 112	6
	HST 113 and HST 114	6

Ethical Dimensions Elective

Credits: 0-3

Choose one Ethical Dimensions elective.

Global and Historic Awareness Elective

Credits: 0-3

Choose one Global and Historic Awareness elective.

Multicultural and Social Perspectives Elective

Credits: 0-3

Choose one Multicultural and Social Perspectives elective.

Quantitative and Symbolic Reasoning Elective

Credits: 6-8

Choose two Mathematics/Quantitative Reasoning electives.

Course #	Title	Credits
	MTH 131 and MTH 132	6
	MTH 131 and MTH 251	6
	MTH 251 and MTH 252	6
	MTH 152 and MTH 172	7
	MTH 214 and MTH 215	8

MassTransfer Natural or Physical Science Electives

Credits: 6-8

Choose two **MassTransfer Natural or Physical Science** electives.

Transfer Electives

Credits: 6

Choose three **MassTransfer** elective that fits your educational goals.

CIS 150 or CIS 152

Credits: 3

Choose one of the following:

Course #	Title	Credits
CIS 150	Oracle and SQL	3.00

CIS 155, CIS 156 or CIS 157

Credits: 3-4

Choose one of the following:

Course #	Title	Credits
CIS 155	Introduction to C++ Programming	3.00
CIS 157	Object-Oriented JAVA Programming I	4.00

CIS 255, CIS 256 or CIS 257

Credits: 3-4

Choose one of the following:

Course #	Title	Credits
CIS 255	C++ Object Oriented Programming	3.00
CIS 257	Object-Oriented JAVA Programming II	4.00

CIS/CIT Elective

Credits: 3

Information Systems Program Elective

Credits: 3-4

Choose one of the following:

Course #	Title	Credits
CIS 120	Programming: Logic, Design and Implementation	3.00
CIS 155	Introduction to C++ Programming	3.00
CIS 255	C++ Object Oriented Programming	3.00
CIS 157	Object-Oriented JAVA Programming I	4.00
CIS 257	Object-Oriented JAVA Programming II	4.00
CIS 153	Python	3.00

Computer Programming Certificate

Program Code:
CZ
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Certificate of Accomplishment

Program 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

- Students who have earned credit at other institutions may be able to obtain transfer credit. Transfer credit approval for any Computer Information Systems (CIS or CIT) course must be approved by the Department Chair or by a full-time faculty member in the department.

- Students without basic computer skills should enroll in CIS 111 prior to enrolling in this certificate.
- Students should plan to spend large blocks of time developing proficiency.

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
	Total credits:	**15-19**

Category Descriptions

CIS 150, 152 or CIS 159

Credits: 3

Choose one of the following:

Course #	Title	Credits
CIS 150	Oracle and SQL	3.00
CIS 159	MySQL and PHP	3.00

Computer Programming Elective

Credits: 3-4

Choose one of the following:

Course #	Title	Credits
CIS 122	Internet Developer	3.00
CIS 150	Oracle and SQL	3.00
CIS 155	Introduction to C++ Programming	3.00
CIS 157	Object-Oriented JAVA Programming I	4.00
CIS 250	Interactive Websites	3.00
CIS 255	C++ Object Oriented Programming	3.00
CIS 257	Object-Oriented JAVA Programming II	4.00
CIT 143	Programming for Game Developers I	3.00
CIT 242	Programming for Game Developers II	3.00

Computer Programming Language Elective

Credits: 3-4

Choose one of the following:

Course #	Title	Credits
CIS 155	Introduction to C++ Programming	3.00
CIS 157	Object-Oriented JAVA Programming I	4.00
CIS 250	Interactive Websites	3.00
CIT 143	Programming for Game Developers I	3.00

Computer Programming Language Sequence

Credits: 6-8

Choose one of the following sequences:

Course #	Title	Credits
	CIS 155 and CIS 255	6
	CIS 156 and CIS 256	6
	CIS 157 and CIS 257	8
	CIS 159 and CIS 258	6

Cybersecurity Certificate

Program Code:
CY
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Certificate of Accomplishment

Program Statement

Students will be prepared for professional entry-level positions in the field of cybersecurity. Students will master the theoretical concepts of information security, the methodologies required for practical problem-solving, and the digital forensic techniques to conduct analyses of computers, networking equipment, and related information assets. Students will also learn the principles of managing risk within IT infrastructures and how to conduct business continuity and disaster recovery planning for enterprise organizations.

Program Information

- Students are required to complete seven program courses for a total of 22 credits.
- This certificate is ideal for career professionals and learners with an associate degree or higher seeking to transition into the field of cybersecurity.
- This certificate may be completed 100% online within 12 months.
- In the first semester, students must attend a mandatory one hour virtual Internship Prep Workshop. The internship in the second semester is a professional learning experience which offers meaningful, valuable, and practical work within the field of cybersecurity.
- Students with CompTIA Network+ and Security+ certifications can receive Credit for Prior Learning for CIS 134 and CIT 150, respectively.
- Students who have earned credit at other institutions may be able to obtain transfer credit. Transfer credit approval for any Computer Information Systems (CIS or CIT) course must be approved by the Department Chair or by a full-time faculty member in the department.
- Bristol Community College is a licensed partner with CompTIA, Cisco Networking Academy, and AWS Academy. Bristol students can purchase test vouchers and prep materials at a discount.
- All courses may be applied to an Associate in Science in General Studies, STEM Transfer Studies.

After Bristol

- This program prepares students for high-demand careers as information security professionals in various organizations.
- All courses within this certificate program apply to the Associate in Science in Cybersecurity and Digital Forensics degree program. Please speak to an advisor for details.

Program Requirements

Course #	Title	Credits
INT 210	Internship Experience I	3.00
CIS 134	Networking Technologies	4.00
CIT 150	Cybersecurity Principles	3.00
CIT 250	Cyber Defense and Firewall Security	3.00
CIT 251	Managing Risks in Information Systems	3.00
CIT 252	Critical Security Controls	3.00
CIT 277	Cybersecurity Capstone	3.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
CIS 134	Networking Technologies	4.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
CIT 150	Cybersecurity Principles	3.00

Recommended Course Sequence - Semester 3

Course #	Title	Credits
CIT 250	Cyber Defense and Firewall Security	3.00
CIT 251	Managing Risks in Information Systems	3.00

Recommended Course Sequence - Semester 4

Course #	Title	Credits
INT 210	Internship Experience I	3.00
CIT 252	Critical Security Controls	3.00
CIT 277	Cybersecurity Capstone	3.00
	Total credits:	**22**

Network Tech Certificate

Program Code:
NT
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Certificate of Achievement

Program Statement

Students will be prepared for entry-level positions in network administration, IT technical support and related fields. This program combines theoretical knowledge with hands-on practical experience. Students will gain a solid foundation in the principles of computer networking, including server management, network design, network security, implementation, and troubleshooting. Through hands-on exercises and real-world projects, students will apply their knowledge in configuring servers, routers and other network devices commonly used in industry settings.

Program Information

- Students are required to complete 7 program courses for a total of 29 credits to complete the requirements.
- This certificate is ideal for career professionals and learners with an associate degree or higher seeking to transition into the field of computer networking.
- This certificate may be completed 100% online.
- The certificate can be completed in two semesters if started in a spring semester.
- Students with CompTIA A+ or Network+ certifications can receive Credit for Prior Learning for EGR 133: Computer Configuration and Repair, and CIS 134: Networking Technologies respectively.
- Transfer credit for any CIS or CIT course must be approved by the CIS Department Chair.
- Bristol Community College is a licensed partner with CompTIA, Cisco Networking Academy, and AWS Academy. Bristol students can purchase test vouchers and prep materials at a discounted rate.

After Bristol

- This program prepares students for high-demand careers as information security professionals in various organizations.
- Most courses within this certificate program may be applied to the Networking degree program. Please speak to an advisor for details.
- Students are encouraged to sit for the A+ Certification exam.
- All courses may be applied to an Associate in Science in General Studies, STEM Transfer Studies.

Program Requirements

Course #	Title	Credits
CIS 121	Operating Systems	3.00
CIS 131	Windows Server Administration I	3.00
CIS 132	Introduction to UNIX/Linux and Shell Programming	3.00
CIS 134	Networking Technologies	4.00
CIS 160	The Microcomputer Environment	3.00
CIS 231	Windows Server Administration II	3.00
EGR 133	Computer Configuration and Repair	4.00
ENG 101	Composition I: College Writing	3.00
ENG 215	Technical Writing	3.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
CIS 160	The Microcomputer Environment	3.00
CIS 121	Operating Systems	3.00
CIS 131	Windows Server Administration I	3.00
ENG 101	Composition I: College Writing	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 215	Technical Writing	3.00
CIS 132	Introduction to UNIX/Linux and Shell Programming	3.00
CIS 134	Networking Technologies	4.00
CIS 231	Windows Server Administration II	3.00
EGR 133	Computer Configuration and Repair	4.00
	Total credits:	**29**

A+ Certification Certificate

Program Code:
A+
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Certificate of Recognition

Program Statement

This certificate prepares students to take the A+ Certification exam.

Program Information

Students without basic computer skills should enroll in CIS 111 prior to enrolling in this certificate.

Program Requirements

Course #	Title	Credits
CIS 121	Operating Systems	3.00
CIS 160	The Microcomputer Environment	3.00
EGR 133	Computer Configuration and Repair	4.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
CIS 121	Operating Systems	3.00
CIS 160	The Microcomputer Environment	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
EGR 133	Computer Configuration and Repair	4.00
	Total credits:	**10**

Windows Server Administration Certificate

Program Code:
WA
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Certificate of Recognition

Program 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.
- If started in a spring semester, this program can be completed in two semesters: CIS 121 & CIS 131 in the spring, CIS 231 in the fall.

Program Requirements

Course #	Title	Credits
CIS 121	Operating Systems	3.00
CIS 131	Windows Server Administration I	3.00
CIS 231	Windows Server Administration II	3.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
CIS 121	Operating Systems	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
CIS 131	Windows Server Administration I	3.00

Recommended Course Sequence - Semester 3

Course #	Title	Credits
CIS 231	Windows Server Administration II	3.00
	Total credits:	**9**

Criminal Justice

Criminal Justice Career

Program Code:
CJ
Academic Area:
Behavioral and Social Sciences and Education
Type:
Associate in Science

Program Statement

This program provides students with a strong foundation in the operation of our Criminal Justice System. Students who earn 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.

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 are qualified to seek immediate employment as state and local police officers, corrections officers, private security agents, court advocates, and juvenile residence counselors.
- Graduates 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.

Degree Requirements

General Courses

Course #	Title	Credits
CSS 101	College Success Seminar	1.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
SOC 101	Principles of Sociology	3.00
PSY 101	General Psychology	3.00
COM 104	Fundamentals of Public Speaking	3.00
GVT 251	State and Local Government	3.00
	Scientific Reasoning and Discovery 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	3.00
CRJ 113	Criminal Law	3.00
CRJ 219	Police and Society	3.00
CRJ 245	Corrections	3.00
CRJ 251	Criminology	3.00
CRJ 258	Criminal Procedure	3.00
CRJ 259	Introduction to Criminalistics	3.00

Program Electives

Course #	Title	Credits
	Criminal Justice Program Electives	9

Recommended Course Sequence - Semester 1

Course #	Title	Credits
CSS 101	College Success Seminar	1.00
CRJ 101	Introduction to Criminal Justice	3.00
CRJ 113	Criminal Law	3.00
ENG 101	Composition I: College Writing	3.00
SOC 101	Principles of Sociology	3.00
	HST 111 or HST 113	3

Recommended Course Sequence - Semester 2

Course #	Title	Credits
CRJ 245	Corrections	3.00
ENG 102	Composition II: Writing about Literature	3.00
	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	3.00
CRJ 251	Criminology	3.00
CRJ 258	Criminal Procedure	3.00
PSY 101	General Psychology	3.00
	Scientific Reasoning and Discovery Elective	3-4

Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Program Elective	3
	Program Elective	3
CRJ 259	Introduction to Criminalistics	3.00
COM 104	Fundamentals of Public Speaking	3.00
GVT 251	State and Local Government	3.00
	Total credits:	**60-62**

Category Descriptions

Scientific Reasoning and Discovery Elective

Credits: 3-4

Choose one Scientific Reasoning and Discovery elective.

Two-course History Sequence

Credits: 6

Choose one two-course history sequence.

Course #	Title	Credits
	HST 111 and HST 112	6
	HST 113 and HST 114	6

MTH 119 or MTH 125

Credits: 3

Choose one of the following:

Course #	Title	Credits
MTH 119	Fundamental Statistics	3.00
MTH 125	Modern College Mathematics	3.00

Criminal Justice Program Electives

Credits: 9

Choose three of the following:

Course #	Title	Credits
CRJ 115	Report Writing and Information Systems	3.00
CRJ 221	Juvenile Offenders	3.00
CRJ 256	Criminal Investigation	3.00
SOC 256	Race and Ethnicity in the Contemporary United States	3.00
INT 210	Internship Experience I	3.00

Criminal Justice Transfer

Program Code:
CJ_CJT
Academic Area:
Behavioral and Social Sciences and Education
Type:
Associate in Science

Program 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 at a four-year institution.

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.

After Bristol

- Students often continue their education and complete a baccalaureate program in Criminal Justice.
- 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.
- 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.

- 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 Services website to review which credits will be transferred and applied to your degree.

Degree Requirements

General Courses

Course #	Title	Credits
CSS 101	College Success Seminar	1.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
SOC 101	Principles of Sociology	3.00
PSY 101	General Psychology	3.00
COM 104	Fundamentals of Public Speaking	3.00
GVT 251	State and Local Government	3.00
	Two-course History Sequence	6
	MassTransfer Natural or Physical Science Elective	3-4
	MassTransfer Natural or Physical Lab Science Elective	4
	MTH 119 or MTH 125	3

Program Courses

Course #	Title	Credits
CRJ 101	Introduction to Criminal Justice	3.00
CRJ 113	Criminal Law	3.00
CRJ 219	Police and Society	3.00
CRJ 245	Corrections	3.00
CRJ 251	Criminology	3.00
CRJ 258	Criminal Procedure	3.00
CRJ 259	Introduction to Criminalistics	3.00

Program Electives

Course #	Title	Credits
	Criminal Justice Program Electives	6

Recommended Course Sequence - Semester 1

Course #	Title	Credits
CRJ 101	Introduction to Criminal Justice	3.00
CRJ 113	Criminal Law	3.00
CSS 101	College Success Seminar	1.00
ENG 101	Composition I: College Writing	3.00
SOC 101	Principles of Sociology	3.00
	HST 111 or HST 113	3

Recommended Course Sequence - Semester 2

Course #	Title	Credits
CRJ 245	Corrections	3.00
	Program Elective	3
ENG 102	Composition II: Writing about Literature	3.00
	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	3.00
CRJ 251	Criminology	3.00
CRJ 258	Criminal Procedure	3.00
PSY 101	General Psychology	3.00
	MassTransfer Natural or Physical Lab Science Elective	4

Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Program Elective	3
CRJ 259	Introduction to Criminalistics	3.00
COM 104	Fundamentals of Public Speaking	3.00
GVT 251	State and Local Government	3.00
	MassTransfer Natural or Physical Science Elective	3-4
	Total credits:	**61-63**

Category Descriptions

Two-course History Sequence

Credits: 6

Choose one two-course history sequence.

Course #	Title	Credits
	HST 111 and HST 112	6
	HST 113 and HST 114	6

MassTransfer Natural or Physical Science Elective

Credits: 3-4

Choose one MassTransfer Natural or Physical Science elective.

MassTransfer Natural or Physical Lab Science Elective

Credits: 4

Choose one MassTransfer Natural or Physical Lab Science elective.

MTH 119 or MTH 125

Credits: 3

Choose one of the following:

Course #	Title	Credits
MTH 119	Fundamental Statistics	3.00
MTH 125	Modern College Mathematics	3.00

Criminal Justice Program Electives

Credits: 6

Choose two of the following:

Course #	Title	Credits
CRJ 221	Juvenile Offenders	3.00
CRJ 256	Criminal Investigation	3.00
SOC 256	Race and Ethnicity in the Contemporary United States	3.00
INT 210	Internship Experience I	3.00

Law Enforcement Certificate

Program Code:
LW
Academic Area:
Behavioral and Social Sciences and Education
Type:
Certificate of Achievement

Program 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 of law and criminal procedure.

Program Information

All courses apply to the Associate in Science in Criminal Justice degree programs.

No academic credit can be awarded for life experience, academy, military, or other training.

Program Requirements

Course #	Title	Credits
COM 104	Fundamentals of Public Speaking	3.00
ENG 101	Composition I: College Writing	3.00
PSY 101	General Psychology	3.00
SOC 101	Principles of Sociology	3.00
CRJ 101	Introduction to Criminal Justice	3.00
CRJ 113	Criminal Law	3.00
CRJ 219	Police and Society	3.00
CRJ 251	Criminology	3.00
CRJ 258	Criminal Procedure	3.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
CRJ 101	Introduction to Criminal Justice	3.00
CRJ 113	Criminal Law	3.00
ENG 101	Composition I: College Writing	3.00
SOC 101	Principles of Sociology	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
CRJ 219	Police and Society	3.00
CRJ 251	Criminology	3.00
CRJ 258	Criminal Procedure	3.00
PSY 101	General Psychology	3.00
COM 104	Fundamentals of Public Speaking	3.00
	Total credits:	**27**

Culinary Arts

Culinary Arts

Program Code:
CU
Academic Area:
Business and Experiential Education
Type:
Associate in Applied Science

Program Statement

The Culinary Arts program provides students with the opportunity to develop the practical skills and the theoretical knowledge needed to work in the food service/hospitality fields in a variety of entry level and advanced positions in food preparation or the front of the house.

Program Information

This program offers students the opportunity to develop strong communications, organizational, and critical thinking skills, as well as practical preparation for entry into the growing food service industry.

- Applicants must attend a New Student Information Session
- Prior to being considered for admission, students must complete the College Placement Exams (or be exempt).
- All courses are taught by experienced chef instructors and/or food service industry professionals.
- Students must be available to work at required Culinary Arts functions and events

Successful completion of this program requires participants to be able to demonstrate practical cooking skills required to work successfully in a professional kitchen.

High School Articulation Credit

Students graduating from area high schools and vocational/technical centers who participate in the College Tech-Prep program, 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.

After Bristol

Graduates can work in the kitchens, dining rooms, or bakeshops of a wide variety of establishments–from small local restaurants to large international organizations. An established transfer articulation agreement with Johnson & Wales University provides a streamlined pathway for students to pursue a four-year degree in Culinary Arts, Food & Beverage Industry Management, and Food & Beverage Industry Entrepreneurship.

Degree Requirements

General Courses

Course #	Title	Credits
BIO 140	Culinary Nutrition	3.00
CIS 113	Hospitality Management Information Systems	3.00
COM 104	Fundamentals of Public Speaking	3.00
ENG 101	Composition I: College Writing	3.00
HST 226	Food in History	3.00
INT 210	Internship Experience I	3.00
MTH 115	Culinary Math	3.00
SOC 252	The Sociology of Human Relations	3.00

Program Courses

Course #	Title	Credits
CUL 100	Introduction to the College/ Culinary Experience	1.00
CUL 111	Fundamental Culinary Skills and Techniques	4.00
CUL 112	Garde Manger and Banquets	4.00
CUL 113	Baking and Pastry Fundamentals	2.00
CUL 114	Dining Room Management	3.00
CUL 123	Wine and Bar Management	2.00
CUL 140	Food Safety Management	2.00
CUL 216	Cuilnary Capstone Experience	3.00
CUL 240	Purchasing, Menu Planning and Cost Control	3.00
CUL 245	Modern Cooking Techniques	3.00
CUL 248	Restaurant a la carte Cooking	3.00
CUL 261	Classical Cuisine	3.00
CUL 262	International Cuisine	3.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
CUL 100	Introduction to the College/ Culinary Experience	1.00
CIS 113	Hospitality Management Information Systems	3.00
CUL 140	Food Safety Management	2.00
CUL 111	Fundamental Culinary Skills and Techniques	4.00
MTH 115	Culinary Math	3.00
ENG 101	Composition I: College Writing	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
CUL 112	Garde Manger and Banquets	4.00
CUL 114	Dining Room Management	3.00
CUL 240	Purchasing, Menu Planning and Cost Control	3.00
CUL 113	Baking and Pastry Fundamentals	2.00
COM 104	Fundamentals of Public Speaking	3.00

Recommended Course Sequence - Semester 3

Course #	Title	Credits
CUL 261	Classical Cuisine	3.00
CUL 262	International Cuisine	3.00
CUL 123	Wine and Bar Management	2.00
SOC 252	The Sociology of Human Relations	3.00
HST 226	Food in History	3.00

Recommended Course Sequence - Semester 4

Course #	Title	Credits
CUL 216	Cuilnary Capstone Experience	3.00
CUL 245	Modern Cooking Techniques	3.00
CUL 248	Restaurant a la carte Cooking	3.00
BIO 140	Culinary Nutrition	3.00
INT 210	Internship Experience I	3.00
	Total credits:	**60**

Culinary Arts Baking and Pastry

Program Code:
CU_CUB
Academic Area:
Business and Experiential Education
Type:
Associate in Applied Science

Program 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 needed to work in the food service/hospitality fields as pastry and bakery personnel in a variety of entry level and advanced positions.

Program Information

This program offers students the opportunity to develop strong communications, organizational, and critical thinking skills, as well as practical preparation for entry into the growing food service industry.

- Applicants must attend a New Student Information Session
- Prior to being considered for admission, students must complete the College Placement Exams (or be exempt).
- All courses are taught by experienced chef instructors and/or food service industry professionals.
- Students must be available to work at required Culinary Arts functions and events

Successful completion of this program requires participants to be able to demonstrate practical cooking skills required to work successfully in a professional kitchen.

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 food service profession.

After Bristol

Graduates can work in the kitchens, dining rooms, or bakeshops of a wide variety of establishments–from small local restaurants to large international organizations. An established transfer articulation agreement with Johnson & Wales University provides a streamlined pathway for students to pursue a four-year degree in Culinary Arts, Food & Beverage Industry Management, and Food & Beverage Industry Entrepreneurship.

Degree Requirements

General Courses

Course #	Title	Credits
BIO 140	Culinary Nutrition	3.00
CIS 113	Hospitality Management Information Systems	3.00
COM 104	Fundamentals of Public Speaking	3.00
ENG 101	Composition I: College Writing	3.00
HST 226	Food in History	3.00
INT 210	Internship Experience I	3.00
MTH 115	Culinary Math	3.00
SOC 252	The Sociology of Human Relations	3.00

Program Courses

Course #	Title	Credits
CUL 100	Introduction to the College/ Culinary Experience	1.00
CUL 140	Food Safety Management	2.00
CUL 151	Essentials of Baking and Pastry	3.00
CUL 153	Baking Technologies	3.00
CUL 155	Cooking Skills for Bakers	2.00
CUL 156	Artisan Bread	3.00
CUL 157	French Pastries	3.00
CUL 216	Cuilnary Capstone Experience	3.00
CUL 240	Purchasing, Menu Planning and Cost Control	3.00
CUL 251	Advanced Pastry Arts	4.00
CUL 253	The Art of the Cake	3.00
CUL 254	Contemporary Plated Desserts	3.00
CUL 255	Chocolate and Confectionery Techniques	3.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
CUL 100	Introduction to the College/ Culinary Experience	1.00
CIS 113	Hospitality Management Information Systems	3.00
CUL 140	Food Safety Management	2.00
CUL 151	Essentials of Baking and Pastry	3.00
CUL 153	Baking Technologies	3.00
CUL 155	Cooking Skills for Bakers	2.00
MTH 115	Culinary Math	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
CUL 156	Artisan Bread	3.00
CUL 157	French Pastries	3.00
CUL 240	Purchasing, Menu Planning and Cost Control	3.00
COM 104	Fundamentals of Public Speaking	3.00
ENG 101	Composition I: College Writing	3.00

Recommended Course Sequence - Semester 3

Course #	Title	Credits
CUL 253	The Art of the Cake	3.00
CUL 251	Advanced Pastry Arts	4.00
SOC 252	The Sociology of Human Relations	3.00
HST 226	Food in History	3.00

Recommended Course Sequence - Semester 4

Course #	Title	Credits
CUL 216	Cuilnary Capstone Experience	3.00
CUL 255	Chocolate and Confectionery Techniques	3.00
CUL 254	Contemporary Plated Desserts	3.00
BIO 140	Culinary Nutrition	3.00
INT 210	Internship Experience I	3.00
	Total credits:	**60**

Culinary Arts Baking and Pastry Certificate

Program Code:
CB
Academic Area:
Business and Experiential Education
Type:
Certificate of Achievement

Program Statement

The Culinary Arts Baking and Pastry 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. This program focuses on practical training for realistic job settings.

Program Information

- This program offers students the opportunity to develop practical preparation for entry into the growing food service industry.
- Applicants must attend a New Student Information Session
- All courses are taught by experienced chef instructors and/or food service industry professionals.
- Successful completion of this program requires participants to be able to demonstrate practical cooking skills required to work successfully in a professional kitchen.

After Bristol

On completion of this certificate, students can transition to the Applied Associate of Science in Culinary Arts Baking and Pastry Arts degree or continue to an entry-level food service position in the workforce.

Program Courses

Course #	Title	Credits
CIS 113	Hospitality Management Information Systems	3.00
CUL 100	Introduction to the College/ Culinary Experience	1.00
CUL 140	Food Safety Management	2.00
CUL 151	Essentials of Baking and Pastry	3.00
CUL 153	Baking Technologies	3.00
CUL 156	Artisan Bread	3.00
CUL 157	French Pastries	3.00
CUL 240	Purchasing, Menu Planning and Cost Control	3.00
INT 210	Internship Experience I	3.00
MTH 115	Culinary Math	3.00

Recommended Course Sequence - Semester I

Course #	Title	Credits
CUL 100	Introduction to the College/ Culinary Experience	1.00
CIS 113	Hospitality Management Information Systems	3.00
CUL 140	Food Safety Management	2.00
CUL 151	Essentials of Baking and Pastry	3.00
CUL 153	Baking Technologies	3.00
MTH 115	Culinary Math	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
CUL 156	Artisan Bread	3.00
CUL 157	French Pastries	3.00
CUL 240	Purchasing, Menu Planning and Cost Control	3.00
INT 210	Internship Experience I	3.00
	Total credits:	**27**

Culinary Arts Certificate

Program Code:
CA
Academic Area:
Business and Experiential Education
Type:
Certificate of Achievement

Program Statement

The Culinary Arts certificate prepares students for entry-level employment in the food service industry. Graduates canwork in kitchens, dining rooms or bakeries in a wide variety of establishments This program focuses on practical training for realistic job settings.

Program Information

- All courses in this certificate apply to the Applied Associate in Science in Culinary Arts
- All courses may be applied as electives to an Associate in Science in General Studies, Business and Entrepreneurial Studies. Speak with an Advisor or the Department Chair for more information.
- Successful completion of this program requires participants to be able to demonstrate practical cooking skills required to work successfully in a professional kitchen.

After Bristol

On completion of this certificate, students can transition to the Applied Associate in Science in Culinary Arts or continue to an entry-level food service position in the workforce.

Program Requirements

Course #	Title	Credits
CIS 113	Hospitality Management Information Systems	3.00
CUL 100	Introduction to the College/ Culinary Experience	1.00
CUL 111	Fundamental Culinary Skills and Techniques	4.00
CUL 112	Garde Manger and Banquets	4.00
CUL 113	Baking and Pastry Fundamentals	2.00
CUL 114	Dining Room Management	3.00
CUL 140	Food Safety Management	2.00
CUL 240	Purchasing, Menu Planning and Cost Control	3.00
INT 210	Internship Experience I	3.00
MTH 115	Culinary Math	3.00

Recommended Course Sequence - Semester I

Course #	Title	Credits
CUL 100	Introduction to the College/ Culinary Experience	1.00
CIS 113	Hospitality Management Information Systems	3.00
CUL 140	Food Safety Management	2.00
CUL 111	Fundamental Culinary Skills and Techniques	4.00
MTH 115	Culinary Math	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
CUL 112	Garde Manger and Banquets	4.00
CUL 113	Baking and Pastry Fundamentals	2.00
CUL 114	Dining Room Management	3.00
CUL 240	Purchasing, Menu Planning and Cost Control	3.00
INT 210	Internship Experience I	3.00
	Total credits:	**28**

Deaf Studies

Deaf Studies Transfer

Program Code:
DS
Academic Area:
Arts and Humanities
Type:
Associate in Arts

Program 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

- Students who have not decided on transfer or career paths in Deaf Studies should choose the MassTransfer option.
- Deaf Studies provides a foundation for interpreters, but it is not an interpreter training/ education program (ITP/IEP). Students who want to become professional interpreters should enroll in our Interpreter transfer concentration which will prepare students to transfer on to a four-year institution.
- The program can be completed in 2 years if students successfully complete 5 courses a semester (15 credits). Less than five courses per semester will add additional time to complete the program and graduate. Students can also opt to take summer courses to lessen the fall/spring workload.
- Students who have taken non-credit "sign language classes" in the past or are native signers (Deaf/signing family) should meet with the program director to discuss Credit for Prior Learning opportunities to earn credits.
- Students who have taken 2 or more ASL classes in high school, with a B or better, should meet with the program director to determine which ASL level you should begin with.
- Although individual courses may be offered on different campuses in both day/evening formats and/or online, Deaf Studies courses (DST/DSC) and upper level ASL courses (ASL 201 and 202) are primarily offered on the New Bedford campus

for day, face-to-face classes or online; some Deaf Studies courses are solely offered on-line (Deaf History, Deaf Literature)

- Students who do not earn a C or better in any ASL class, DST 101 or DST 110 Deaf Culture will not be able to complete an Associate of Arts in Deaf Studies program and should speak to the program director about options including retaking courses in the program.
- 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 become involved with their program throughout their studies to apply and further develop language skills in real world, practical situations.
- Students may be required to undergo a Criminal Offender Record Information (CORI) check for courses which require Community Based Learning or ASL 285 placements.
- Students who did not follow, or were not offered, a college prep track in high school, may find a 12-credit load (or a 4-course load) or part-time credit load is a successful way to adjust to the rigors of this program of study.
- Graduates who want to continue and become professional members in the ASL workforce must meet language proficiency standards for ASL. Essential functions include certain cognitive, physical and sensory abilities necessary to acquire a second, visual language. If you are unsure if you can meet the essential functions required of the various fields in Deaf Studies, please seek out the Office of Disability Services to discuss your situation and needs.

After Bristol

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.

Degree Requirements

General Courses

Course #	Title	Credits
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
PSY 101	General Psychology	3.00
SOC 101	Principles of Sociology	3.00
	HST 111, 112, 113 or 114	3

Elective Courses

Course #	Title	Credits
	MassTransfer Behavioral and Social Science Elective	3
	Communication Elective	3
	MassTransfer Natural or Physical Science Elective	3-4
	MassTransfer Natural or Physical Lab Science Elective	4
	MassTransfer Mathematics/ Quantitative Reasoning Elective	3
	Deaf Studies Transfer Elective	1-3

Program Courses

Course #	Title	Credits
ASL 101	Elementary American Sign Language I	3.00
ASL 102	Elementary American Sign Language II	3.00
ASL 181	Visual/Gestural Communication	1.00
ASL 201	Intermediate American Sign Language I	3.00
ASL 202	Intermediate American Sign Language II	3.00
ASL 285	Community-based Learning in Deaf Studies	1.00
DST 101	Introduction to Deaf Studies	4.00
DST 110	Deaf Culture	3.00
DST 151	Deaf History	3.00
DST 251	Deaf Literature and ASL Folklore	3.00
DST 284	ASL/Deaf Studies Capstone Seminar	1.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
ASL 101	Elementary American Sign Language I	3.00
DST 101	Introduction to Deaf Studies	4.00
DST 110	Deaf Culture	3.00
ENG 101	Composition I: College Writing	3.00
SOC 101	Principles of Sociology	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ASL 102	Elementary American Sign Language II	3.00
ASL 181	Visual/Gestural Communication	1.00
PSY 101	General Psychology	3.00
	MassTransfer Mathematics/ Quantitative Reasoning Elective	3
	Communication Elective	3

Recommended Course Sequence - Semester 3

Course #	Title	Credits
ASL 201	Intermediate American Sign Language I	3.00
DST 151	Deaf History	3.00
	MassTransfer Natural or Physical Science Elective	3-4
	MassTransfer Behavioral and Social Science Elective	3
ENG 102	Composition II: Writing about Literature	3.00

Recommended Course Sequence - Semester 4

Course #	Title	Credits
ASL 202	Intermediate American Sign Language II	3.00
DST 284	ASL/Deaf Studies Capstone Seminar	1.00
ASL 285	Community-based Learning in Deaf Studies	1.00
DST 251	Deaf Literature and ASL Folklore	3.00
	MassTransfer Natural or Physical Lab Science Elective	4
	HST 111, 112, 113 or 114	3
	Total credits:	**60-63**

Category Descriptions

HST 111, 112, 113 or 114

Credits: 3

Choose one of the following:

Course #	Title	Credits
HST 111	The West and the World I	3.00
HST 112	The West and the World II	3.00
HST 113	United States History to 1877	3.00
HST 114	United States History from 1877	3.00

MassTransfer Behavioral and Social Science Elective

Credits: 3

Choose one MassTransfer Behavioral and Social Science elective.

Communication Elective

Credits: 3

MassTransfer Natural or Physical Science Elective

Credits: 3-4

Choose one MassTransfer Natural or Physical Science elective.

MassTransfer Natural or Physical Lab Science Elective

Credits: 4

Choose one MassTransfer Natural or Physical Lab Science elective.

MassTransfer Mathematics/Quantitative Reasoning Elective

Credits: 3

Choose one MassTransfer Mathematics/Quantitative Reasoning elective.

Deaf Studies Transfer Elective

Credits: 1-3

Choose a MassTransfer elective to meet the overall credit requirement for your program.

Education

Program Code:
DS_DSE
Academic Area:
Arts and Humanities
Type:
Associate in Arts

Program 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

- The program can be completed in 2 years if students successfully complete 5 courses a semester (15 credits). Less than five courses per semester will add additional time to complete the program and graduate. Students can also opt to take summer courses to lessen the fall/spring workload.
- Program courses are a combination of general education courses all students must take, Deaf Studies and ASL courses, and courses that pertain to a variety of fields within education
- Students who want to meet the MassTransfer block should choose either Early Childhood Education or Education concentration for a total of 12 credits.
- Students wanting to continue into education should choose an elective (with their advisor/ program coordinators) that pertains to that transfer goal.
- Students who have taken non-credit "sign language classes" in the past, or who are heritage signers (Deaf/signing family) should meet with the program coordinators to discuss Credit for Prior Learning Assessment (CPL) opportunities.
- Students who have taken 2 or more ASL classes in high school, with a B or better, should meet with the program coordinators for placement.
- Although individual courses may be offered on different campuses in both day/evening formats and/or online, Deaf Studies courses (DST/DSC) and upper level ASL courses (ASL 201 and 202) are primarily offered on the New Bedford campus for day, face-to-face classes or online; some Deaf Studies courses are solely offered online (Deaf History, Deaf Literature)
- Students who do not earn a C or better in any ASL class, DST 101 Introduction to Deaf Studies or DST 110 Deaf Culture will not be able to complete an Associate's in Arts in Deaf Studies program and should speak to the program coordinators about options including retaking courses.
- 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.
- Students may be required to undergo a Criminal Offender Record Information (CORI) check for courses which require Community Based Learning or ASL 285 placements.

After Bristol

- Students in this concentration have successfully transferred to Bridgewater State University,

Northeastern University, Gallaudet University and Rhode Island College to degree programs in education.

- Students seeking licensure as a teacher of the Deaf/hard-of-hearing can seek a BA/BS program in Deaf Education out of state or seek any education degree and attend graduate school at Boston University to achieve an Ed.M. in Deaf education. Deaf Studies supports and prepares students for the Bi-lingual/Bi-cultural philosophy.

Degree Requirements

General Courses

Course #	Title	Credits
BIO 111	General Biology I	4.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
HST 111	The West and the World I	3.00
HST 113	United States History to 1877	3.00
MTH 127	Mathematics for Elementary School Teachers I	3.00
PSY 101	General Psychology	3.00

Program Courses

Course #	Title	Credits
ASL 101	Elementary American Sign Language I	3.00
ASL 102	Elementary American Sign Language II	3.00
ASL 181	Visual/Gestural Communication	1.00
ASL 201	Intermediate American Sign Language I	3.00
ASL 202	Intermediate American Sign Language II	3.00
ASL 285	Community-based Learning in Deaf Studies	1.00
DST 101	Introduction to Deaf Studies	4.00
DST 110	Deaf Culture	3.00
DST 151	Deaf History	3.00
DST 251	Deaf Literature and ASL Folklore	3.00
DST 284	ASL/Deaf Studies Capstone Seminar	1.00

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	3.00
DST 101	Introduction to Deaf Studies	4.00
DST 110	Deaf Culture	3.00
ENG 101	Composition I: College Writing	3.00
	ECE/EDU Concentration Course	3

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ASL 102	Elementary American Sign Language II	3.00
ASL 181	Visual/Gestural Communication	1.00
ENG 102	Composition II: Writing about Literature	3.00
MTH 127	Mathematics for Elementary School Teachers I	3.00
PSY 101	General Psychology	3.00
	ECE/EDU Concentration Course	3

Recommended Course Sequence - Semester 3

Course #	Title	Credits
ASL 201	Intermediate American Sign Language I	3.00
DST 151	Deaf History	3.00
	ECE/EDU Concentration Course	3
HST 111	The West and the World I	3.00
PSY 252	Child Development	3.00

Recommended Course Sequence - Semester 4

Course #	Title	Credits
ASL 202	Intermediate American Sign Language II	3.00
DST 284	ASL/Deaf Studies Capstone Seminar	1.00
ASL 285	Community-based Learning in Deaf Studies	1.00
DST 251	Deaf Literature and ASL Folklore	3.00
HST 113	United States History to 1877	3.00
BIO 111	General Biology I	4.00
	Total credits:	**62**

Category Descriptions

Early Childhood Education

Credits: 12

To meet DEEC requirements, students should take ECE 113, ECE 222, ECE 234 and ECE 251 in the Early Childhood Education Certificate.

ECE 260 is the best choice for transferring.

Course #	Title	Credits
ECE 111	Introduction to Early Childhood Education	3.00
ECE 112	Observing, Recording, and Analyzing Early Childhood Settings	3.00
PSY 252	Child Development	3.00
	Early Childhood Education Elective	3

Education

Credits: 12

Course #	Title	Credits
EDU 220	Foundations of Education with Teaching Pre-Practicum	3.00
PSY 252	Child Development	3.00
	Education Electives	6

Human Services

Program Code:
DS_DSH
Academic Area:
Arts and Humanities
Type:
Associate in Arts

Program Statement

The Deaf Studies program – Human Services option prepares students who aspire to either work in an entry-level position in a Deaf human service setting or they plan to transfer and specialize in social work, vocational rehabilitation, counseling, or other related fields. Fundamental to our program are both competency in American Sign Language (ASL) and a desire to work within the Deaf community as allies. All Deaf Studies programs share the same ASL and Deaf Studies core courses that explore the language, culture, history and contemporary issues of Deaf people. Our curriculum also lays the foundation needed to successfully transfer into a 4-year program in the human services area of choice.

Program Information

- The program can be completed in 2 years if students successfully complete 5 courses a semester (15 credits). Less than five courses per semester will add additional time to complete the program and graduate. Students can also opt to take summer courses to lessen the fall/spring workload.
- Program courses are a combination of general education courses all students must take, Deaf Studies and ASL courses, and courses that pertain to a variety of fields within human services.
- Students who want to meet the MassTransfer block should take a 3-credit science as their free elective.
- Students wanting to continue in Social Work should choose an elective (with their advisor/ program coordinators) that pertains to that transfer goal.
- Students who have taken non-credit "sign language classes" in the past, or who are native signers (Deaf/signing family) should meet with the program coordinators to discuss Credit for Prior Learning Assessment (CPL) opportunities.

- Students who have taken 2 or more ASL classes in high school, with a B or better, should meet with the program coordinators for placement.
- Although individual courses may be offered on different campuses in both day/evening formats and/or online, Deaf Studies courses (DST/DSC) and upper level ASL courses (ASL 201 and 202) are primarily offered on the New Bedford campus for day, face-to-face classes or online; some Deaf Studies courses are solely offered online (Deaf History, Deaf Literature)
- Students who do not earn a C or better in any ASL class, DST 101 Introduction to Deaf Studies or DST 110 Deaf Culture will not be able to complete an Associate's in Arts in Deaf Studies program and should speak to the program coordinators about options including retaking courses.
- 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.
- Students may be required to undergo a Criminal Offender Record Information (CORI) check for courses which require Community Based Learning or ASL 285 placements.
- 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. We also have a "Prep Certificate" for those that want to explore some introductory courses before they choose a concentration. Students can change program options any time during their studies with an advisor/program coordinator.
- Although designed as a human-services focused program, graduates develop valuable skills which can be applied across many ASL workforce career paths or 4-year degree programs.
- If you are unsure if you can meet the essential functions required of the various fields within Human Services, please seek out the Office of Disability Services to discuss your situation and needs.

After Bristol

- If you plan to transfer to a four-year institution, visit the Transfer Affairs website at www.BristolCC.edu/transfer.
- Graduates of this option have successfully transferred to Bridgewater State University and Rhode Island College for a degree in Social Work or entered the ASL workforce in entry level positions such as direct support professionals for individuals who are Deaf+, independent living skills advocates and DBCAN providers.

Degree Requirements

General Courses

Course #	Title	Credits
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
HST 111	The West and the World I	3.00
SOC 101	Principles of Sociology	3.00

Elective Courses

Course #	Title	Credits
	MassTransfer Mathematics/ Quantitative Reasoning Elective	3
	MassTransfer Natural or Physical Lab Science Elective	4
	Deaf Studies Transfer Elective	1-3

Program Courses

Course #	Title	Credits
ASL 101	Elementary American Sign Language I	3.00
ASL 102	Elementary American Sign Language II	3.00
ASL 181	Visual/Gestural Communication	1.00
ASL 201	Intermediate American Sign Language I	3.00
ASL 202	Intermediate American Sign Language II	3.00
ASL 285	Community-based Learning in Deaf Studies	1.00
DST 101	Introduction to Deaf Studies	4.00
DST 110	Deaf Culture	3.00
DST 151	Deaf History	3.00
DST 251	Deaf Literature and ASL Folklore	3.00
DST 284	ASL/Deaf Studies Capstone Seminar	1.00
PSY 101	General Psychology	3.00
SER 101	Introduction to Social Welfare	3.00

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	3.00
DST 101	Introduction to Deaf Studies	4.00
DST 110	Deaf Culture	3.00
ENG 101	Composition I: College Writing	3.00
SER 101	Introduction to Social Welfare	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ASL 102	Elementary American Sign Language II	3.00
ASL 181	Visual/Gestural Communication	1.00
SOC 101	Principles of Sociology	3.00
	MassTransfer 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	3.00
DST 151	Deaf History	3.00
HST 111	The West and the World I	3.00
PSY 101	General Psychology	3.00
ENG 102	Composition II: Writing about Literature	3.00

Recommended Course Sequence - Semester 4

Course #	Title	Credits
ASL 202	Intermediate American Sign Language II	3.00
DST 284	ASL/Deaf Studies Capstone Seminar	1.00
ASL 285	Community-based Learning in Deaf Studies	1.00
DST 251	Deaf Literature and ASL Folklore	3.00
	MassTransfer Natural or Physical Lab Science Elective	4
	Program Elective	3
	Total credits:	**60-62**

Category Descriptions

MassTransfer Mathematics/Quantitative Reasoning Elective

Credits: 3

Choose one MassTransfer Mathematics/Quantitative Reasoning elective.

MassTransfer Natural or Physical Lab Science Elective

Credits: 4

Choose one MassTransfer Natural or Physical Lab Science elective.

Deaf Studies Transfer Elective

Credits: 1-3

Choose a MassTransfer elective to meet the overall credit requirement for your program.

Human Services Program Electives

Credits: 6

Choose two of the following:

Course #	Title	Credits
COM 113	Interpersonal Speech	3.00
PSY 254	Psychology of Personality	3.00
PSY 255	Abnormal Psychology	3.00
PSY 258	Introduction to Behavior Modification	3.00
SER 251	Generalist Practice in Human Services	3.00
SOC 212	The Sociology of Social Problems	3.00

Interpreter Transfer

Program Code:
DS_DSI
Academic Area:
Arts and Humanities
Type:
Associate in Arts

Program Statement

The Deaf Studies – Interpreter Transfer program prepares students who aspire to become professional American Sign Language/English Interpreters in educational or community settings. Our curriculum lays the foundation needed to successfully transfer into a 4-year Interpreter Training Program (ITP). Fundamental to our program are both competency in American Sign Language (ASL) and a desire to work within the Deaf community as allies. All Deaf Studies programs share the same ASL and Deaf Studies core courses that explore the language, culture, history and contemporary issues of Deaf people.

Program Information

- The program can be completed in 2 years if students successfully complete 5 courses a semester (15 credits). Less than five courses per semester will add additional time to complete the program and graduate. Students can also opt to take summer courses to lessen the fall/spring workload.
- This program is designed for students to transfer to a four-year institution that offers interpreter training. Graduates cannot become interpreters at the conclusion of this program. This is the first step in the journey. To learn more about the field of interpreting, visit discoverinterpreting.com and rid.com.
- Program courses are a combination of general education courses all students must take, Deaf Studies and ASL courses, and courses that pertain to the field of interpreting.
- Students who have taken non-credit "sign language classes" in the past, or who are native signers (Deaf/signing family) should meet with the program coordinators 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 coordinators for placement.
- Although individual courses may be offered on different campuses in both day/evening formats and/or online, Deaf Studies courses (DST/DSC) and upper level ASL courses (ASL 201 and 202) are primarily offered on the New Bedford campus for day, face-to-face classes or online; some Deaf Studies courses are solely offered online (Deaf History, Deaf Literature)
- Students who do not earn a C or better in any ASL class, DST 101 Introduction to Deaf Studies or DST 110 Deaf Culture will not be able to complete an Associate's of Arts in Deaf Studies program and should speak to the program coordinators about options including retaking courses.
- 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.

- Students may be required to undergo a Criminal Offender Record Information (CORI) check for courses which require Community Based Learning or ASL 285 placements.
- To meet transfer partner requirements, students need 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 already.
- 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. We also have a "Prep Certificate" for those that want to explore some introductory courses before they choose a concentration. Students can change program options any time during their studies with an advisor/program coordinator.
- Although designed as a transfer program, graduates develop valuable skills which can be applied across many ASL workforce career paths or non-interpreter, 4-year programs.
- If you are unsure if you can meet the essential functions required of the job of an ASL/English interpreter, please seek out the Office of Disability Services to discuss your situation and needs.

After Bristol

- Bristol has an agreement with Framingham State University for seamless transfer to their ASL Studies – ASL/English Interpreter concentration.
- Students have also successfully transferred to and graduated from: University of NH- Manchester, Northeastern University, Boston University, Gallaudet University, National Technical Institute of the Deaf and University of Southern Maine.
- We are very proud to share that graduates of our program have, after completing/graduating from their 4-year degree, taken and passed their state certification ("screening") through the Mass Commission for the Deaf/Hard-of-Hearing and obtained national certifications through Registry of Interpreters for the Deaf (RID (Registry of Interpreters for the Deaf)) and/or Educational Interpreters Performance Assessment (EIPA). (The current pass rates for all applicants for RID written exam is 80 – 90% and the pass rate for the interview and performance assessment has been 25 – 30% since 2011.)

Degree Requirements

General Courses

Course #	Title	Credits
COM 113	Interpersonal Speech	3.00
COM 160	Intercultural Communication	3.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
PHL 152	Ethics: Making Ethical Decisions in a Modern World	3.00
	PSY 101 or SOC 101	3
	HST 111, 112, 113 or 114	3

Elective Courses

Course #	Title	Credits
	Deaf Studies Transfer Elective	3
	MassTransfer Mathematics/ Quantitative Reasoning Elective	3
	MassTransfer Natural or Physical Lab Science Elective	4

Program Courses

Course #	Title	Credits
ASL 101	Elementary American Sign Language I	3.00
ASL 102	Elementary American Sign Language II	3.00
ASL 181	Visual/Gestural Communication	1.00
ASL 201	Intermediate American Sign Language I	3.00
ASL 202	Intermediate American Sign Language II	3.00
ASL 285	Community-based Learning in Deaf Studies	1.00
DSC 225	Introduction to ASL/English Interpreting	3.00
DST 101	Introduction to Deaf Studies	4.00
DST 110	Deaf Culture	3.00
DST 151	Deaf History	3.00
DST 251	Deaf Literature and ASL Folklore	3.00
DST 284	ASL/Deaf Studies Capstone Seminar	1.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
ASL 101	Elementary American Sign Language I	3.00
DST 101	Introduction to Deaf Studies	4.00
DST 110	Deaf Culture	3.00
	PSY 101 or SOC 101	3
ENG 101	Composition I: College Writing	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ASL 102	Elementary American Sign Language II	3.00
ASL 181	Visual/Gestural Communication	1.00
COM 113	Interpersonal Speech	3.00
ENG 102	Composition II: Writing about Literature	3.00
	MassTransfer 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	3.00
DST 151	Deaf History	3.00
COM 160	Intercultural Communication	3.00
PHL 152	Ethics: Making Ethical Decisions in a Modern World	3.00
	MassTransfer Natural or Physical Lab Science Elective	4

Recommended Course Sequence - Semester 4

Course #	Title	Credits
ASL 202	Intermediate American Sign Language II	3.00
DST 284	ASL/Deaf Studies Capstone Seminar	1.00
ASL 285	Community-based Learning in Deaf Studies	1.00
DST 251	Deaf Literature and ASL Folklore	3.00
DSC 225	Introduction to ASL/English Interpreting	3.00
	Deaf Studies Transfer Elective	3
	Total credits:	**62**

Category Descriptions

PSY 101 or SOC 101

Credits: 3

Choose one of the following:

Course #	Title	Credits
PSY 101	General Psychology	3.00
SOC 101	Principles of Sociology	3.00

HST 111, 112, 113 or 114

Credits: 3

Choose one of the following:

Course #	Title	Credits
HST 111	The West and the World I	3.00
HST 112	The West and the World II	3.00
HST 113	United States History to 1877	3.00
HST 114	United States History from 1877	3.00

Deaf Studies Transfer Elective

Credits: 3

Choose a MassTransfer elective to meet the overall credit requirement for your program.

MassTransfer Mathematics/Quantitative Reasoning Elective

Credits: 3

Choose one MassTransfer Mathematics/Quantitative Reasoning elective.

MassTransfer Natural or Physical Lab Science Elective

Credits: 4

Choose one MassTransfer Natural or Physical Lab Science elective.

Deaf Studies: Prep Certificate

Program Code:
DD
Academic Area:
Arts and Humanities
Type:
Certificate of Accomplishment

Program Statement

This certificate program is designed for students interested in American Sign Language and the lives of Deaf people. This program can be completed in one year if started in the fall. It is a collection of first year courses ideal for students in non-Deaf Studies degree programs seeking 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 before fully committing to one of our two-year degree programs. This certificate is not designed to lead to employment in the ASL (American Sign Language) workforce without further studies and credentials.

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 in the Deaf community through attendance at Deaf/ASL events.
- Students will spend an additional hour per week engaged in language lab activities with each ASL course taken.
- Students who have taken non-credit "sign language classes" in the past, or who are native signers (Deaf/signing family) should meet with the program coordinators 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 coordinators for placement.
- Although individual courses may be offered on different campuses in both day/evening formats and/or online, Intro to Deaf Studies and Deaf Culture are primarily offered on the New Bedford campus for day, face-to-face classes or online.
- ASL 101 Elementary American Sign Language I is offered in both online and on-campus formats.

Program Requirements

Course #	Title	Credits
ASL 101	Elementary American Sign Language I	3.00
ASL 102	Elementary American Sign Language II	3.00
ASL 181	Visual/Gestural Communication	1.00
DST 101	Introduction to Deaf Studies	4.00
DST 110	Deaf Culture	3.00
ENG 101	Composition I: College Writing	3.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
ASL 101	Elementary American Sign Language I	3.00
DST 101	Introduction to Deaf Studies	4.00
DST 110	Deaf Culture	3.00
ENG 101	Composition I: College Writing	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ASL 102	Elementary American Sign Language II	3.00
ASL 181	Visual/Gestural Communication	1.00
	Total credits:	**17**

Dental Hygiene

Dental Hygiene

Program Code:
DH
Academic Area:
Health Sciences
Type:
Associate in Science

Program 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

- The Associate in Science in Dental Hygiene is a selective admission program. See Admissions requirements below for more detail.
- Once enrolled in the Dental Hygiene program, students are required to complete all courses in the four semesters of instruction in the required sequence and without interruption, in order to integrate theoretical and clinical education and to graduate.
- Students must complete 82 credits, including 34 credits of general courses, 6 elective credits, and 42 program credits. Students are encouraged to complete general and elective credits prior to the start of program courses. NOTE: Financial aid may be impacted if full-time status is not maintained for the duration of the program.
- Students should expect to be involved in program courses and program responsibilities/ requirements on a full-time basis from approximately 7am to 5 pm Monday through Friday.
- Students may be required to be on campus when not normally scheduled for different meetings, events and/or at the request of faculty. Every attempt is made to give students advance notice of schedule changes.
- Students planning to transfer into this program may contact the program chair with questions.
- The most recent Bristol Community College average first time pass rate for the National Board (required for licensure in Massachusetts) is 80%.
- The most recent CDCA patient simulated manikin examination average first time pass rate is 90%.

Program Accreditation

The program in dental hygiene is accredited by the Commission on Dental Accreditation and has been granted the accreditation status of "approval without reporting requirements". The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission's web address is: http://coda.ada.org/.

After Bristol Community College

Graduates work 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, and Technical Literacy

Admissions Process

The Dental Hygiene program is a competitive program with selective admission requirements. A limited number of students are admitted each year. Priority is given to applications submitted by the Priority Application deadline, which is February 1.

The Admissions Office reviews each applicant based on the pre-admission requirements. Meeting minimum criteria places the applicant in the selection pool but does not guarantee admission to the Dental Hygiene program. Applicants in the selection pool are ranked according to GPA (highest to lowest) on the pre-admission courses. Additional selection criteria (TEAS score, admission date, etc.) may be considered if there is a tie. The Admissions Office notifies the top twenty-two candidates of acceptance into the program, and these candidates have until May 1st to confirm their acceptance. Selection criteria are subject to change.

Admission Requirements

All applicants are required to complete the following pre-admission requirements to be considered for the selection pool for the Dental Hygiene program:

1. Earn a B- or greater in the following pre-admission courses:

- High school Algebra I (or a higher-level mathematics course in high school or college)
- A 4-credit college chemistry course with a laboratory component
- BIO 233 Human Anatomy and Physiology I (or equivalent)
- ENG 101 Composition I: College Writing (or equivalent or a higher level college English course)

NOTE: Applicants must have a minimum grade point average (GPA) of 3.0+ in the above pre-admission courses, and students must complete all pre-admission math and science courses within 5 years of the priority application deadline.

NOTE: If only the minimum of a "B-" is earned in the pre-admission courses this does not equate to the 3.0 pre-admission GPA that is required.

2. Achieve a total composite score of 50% or higher on the ATI TEAS Exam. For more detailed TEAS information, please visit the Testing Center.

3. Attend one mandatory Health Science Information Session. Applicants are advised to preregister early as seating is limited. Sessions are only held prior to the application deadline (Feb 1st).

Transcripts from attendance at other regionally accredited colleges and universities may be required with submission of your application. Please refer to the Admissions page within this catalog for further information. 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 Bristol Community College's **Health Services** requirements. This includes an annual physical examination, and evidence of:

- Meningitis Vaccination (students aged 21 and younger only).
- MMR: documentation of 2 vaccinations OR a positive antibody titer lab within the last 12 months.
- Varicella: documentation of 2 vaccinations OR a positive antibody titer lab within the last 12 months.
- Hepatitis B: Positive antibody titer lab.
- Tuberculosis Screening: Negative blood test (T-Spot, QuantiFERON Gold).
- Tdap: Documentation of 1 dose within the last ten years.
- Covid-19 vaccination and booster are required by our extramural rotation sites third and fourth semesters, attendance at which is necessary to complete the program.

Health insurance is required. A ten-panel random drug test screen is required upon entrance, each academic year, and/or at random. If there is a need for any re-testing, the fee is paid by the student. Immunization requirements are subject to change and can be found in the Health Sciences Student Handbook, which is provided at orientation to accepted students.

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. HR@BristolCC.edu.

A positive CORI/SORI check may prevent students from working in contracted health facilities and on-site dental hygiene clinic, which will prevent students from completing the program objectives. A positive CORI/SORI may affect your eligibility for licensure in the state of Massachusetts. Contact the Board of Registration in Dentistry for questions relating to eligibility for licensure.

Please be advised that despite Massachusetts law which 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. BLS for Health Care Providers, Online CPR or other CPR providers may not be accepted. It is recommended that student certification is obtained the summer prior to entry into the program. Students are responsible for maintaining current CPR certification for the entirety of the program without lapse.

Additional Costs

Students must carry professional liability insurance and provide their own transportation to off-campus clinical assignments. They are responsible for purchasing instruments, equipment, textbooks, uniforms, clinical supplies and disposables. Students are responsible for paying for professional memberships, board examination fees, and CPR certification.

Grade Requirements

A grade of 77% or better must be attained in each clinical course and all other Dental Hygiene (DHG) courses in order to progress in the program.

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 in 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 the health status of an individual is considered confidential and protected by the Family Education Rights and Privacy Act of 1974.

Degree Requirements

General Courses

Course #	Title	Credits
BIO 220	Introduction to Nutrition	3.00
BIO 233	Human Anatomy and Physiology I	4.00
BIO 234	Human Anatomy and Physiology II	4.00
BIO 239	Elements of Microbiology	4.00
	Chemistry Elective	4
COM 104	Fundamentals of Public Speaking	3.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
MTH 119	Fundamental Statistics	3.00
PSY 101	General Psychology	3.00

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	3.00
DHG 113	Orientation to Clinical Dental Hygiene	5.00
DHG 119	Head and Neck Anatomy	2.00
DHG 120	Dental Hygiene Theory II	2.00
DHG 122	Clinical Dental Hygiene II	2.00
DHG 124	Oral Radiography	3.00
DHG 126	Periodontology	3.00
DHG 128	Pharmacology for Dental Hygienists	1.00
DHG 230	Local Anesthesis for the Dental Hygienist	2.00
DHG 231	Dental Hygiene Theory III	2.00
DHG 233	Clinical Dental Hygiene III	4.00
DHG 235	General and Oral Pathology	2.00
DHG 237	Dental Materials	3.00
DHG 240	Dental Hygiene Theory IV	2.00
DHG 242	Clinical Dental Hygiene IV	4.00
DHG 244	Oral Health in the Community	2.00

Required Course Sequence - Fall Semester 1

Course #	Title	Credits
BIO 234	Human Anatomy and Physiology II	4.00
COM 104	Fundamentals of Public Speaking	3.00
DHG 111	Dental Anatomy, Oral Histology, and Embryology	3.00
DHG 113	Orientation to Clinical Dental Hygiene	5.00
DHG 119	Head and Neck Anatomy	2.00
DHG 124	Oral Radiography	3.00

Required Course Sequence - Spring Semester 2

Course #	Title	Credits
DHG 120	Dental Hygiene Theory II	2.00
DHG 122	Clinical Dental Hygiene II	2.00
DHG 126	Periodontology	3.00
DHG 128	Pharmacology for Dental Hygienists	1.00
BIO 220	Introduction to Nutrition	3.00
ENG 102	Composition II: Writing about Literature	3.00
PSY 101	General Psychology	3.00

Required Course Sequence - Fall Semester 3

Course #	Title	Credits
BIO 239	Elements of Microbiology	4.00
DHG 230	Local Anesthesis for the Dental Hygienist	2.00
DHG 231	Dental Hygiene Theory III	2.00
DHG 233	Clinical Dental Hygiene III	4.00
DHG 235	General and Oral Pathology	2.00
DHG 237	Dental Materials	3.00

Required Course Sequence - Spring Semester 4

Course #	Title	Credits
DHG 240	Dental Hygiene Theory IV	2.00
DHG 242	Clinical Dental Hygiene IV	4.00
DHG 244	Oral Health in the Community	2.00
MTH 119	Fundamental Statistics	3.00
	SOC 101, 212 or 252	3
	Global and Historic Awareness Elective	3
	Total credits:	**82**

Category Descriptions

Chemistry Elective

Credits: 4

Choose one 4-credit general college chemistry elective.

SOC 101, 212 or 252

Credits: 3

Choose one of the following:

Course #	Title	Credits
SOC 101	Principles of Sociology	3.00
SOC 212	The Sociology of Social Problems	3.00
SOC 252	The Sociology of Human Relations	3.00

Global and Historic Awareness Elective

Credits: 3

Choose one Global and Historic Awareness elective.

Early Childhood Education

Child Care Career

Program Code:
CH
Academic Area:
Behavioral and Social Sciences and Education
Type:
Associate in Science

Program Statement

The Early Childhood Education Career program prepares students to become eligible for the Massachusetts Department of Early Education and Care lead teacher qualification. Students select one of two concentration areas; Infant-Toddler or Preschool.

Program Information

- Students are required to take 21 courses for a total of 64 credits. Program courses include topics in child development, observation and assessment, curriculum, special needs, and health and safety.
- All students are required to meet 10 general education requirements. All general education requirements are integrated throughout required and elective courses.
- Students should take any required developmental course in their first semester along with EDU 101 College Success Seminar for Education.

- Students should meet with the program coordinator prior to registering for courses.
- Students should follow the recommended course sequence provided in the catalog.
- All Early Childhood students must achieve grades of "C-" or better in all subject courses with an ECE designation.
- Courses address the knowledge and competencies required for MA Department of Early Education and Care teacher and lead teacher qualifications. The lead teacher qualification level is dependent upon the selected concentration (infant, toddler, or preschool). Students should access the Department of Early Education and Care website for specific teaching qualifications.
- Students will apply respectful care and educational principles tailored for infants, toddlers, and/or preschool children.
- Through two supervised practicum placements in a licensed early childhood education program, students will demonstrate their grasp of these principles and their ability to provide high-quality education and respectful care.

After Bristol

- This program is MassTransfer eligible as long as students complete MassTransfer eligible Human Expression elective. See your advisor for more details.
- For students who are interested in transferring, please visit Transfer Services. Please plan your transfer at least one year before graduation.
- Upon completion of the degree, students are eligible to work in an intermediate level teaching position in early childhood education programs.
- Graduates of this degree have gone on to become lead teachers, curriculum coordinators, owners of early childhood programs (center-based, and family child care), and paraprofessionals in the public-school department.

Special Requirements for the Program

- Students must take ECE 251 Teaching Practicum I and Seminar I and ECE 252 Teaching Practicum II and Seminar II which requires students to teach in a local child care setting. Practicums will take place within a 40-50 mile radius of the Fall River campus and must be in Massachusetts.
- In order to enroll in a teaching practicum and seminar, students must meet with the Department Chair the semester before enrollment to ensure that the student meets all prerequisites and requirements.
- Students will be assigned to an early childhood education program, unless they are already working in a Massachusetts licensed child care program, in which case Bristol will make every effort to work with the student's place of employment.
- 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.
- Students that plan to complete a practicum 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.
- 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.
- During this program, which requires 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, hearing, comprehension, and communication skills to accurately monitor children in their care.

Degree Requirements

General Courses

Course #	Title	Credits
EDU 101	College Success Seminar for Education	1.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
HST 113	United States History to 1877	3.00
HST 114	United States History from 1877	3.00
	PSY 101 or SOC 101	3

Elective Courses

Course #	Title	Credits
	MassTransfer Humanities and Fine Arts Elective	3
	MassTransfer Mathematics/ Quantitative Reasoning Elective	3
	MassTransfer Natural or Physical Science Elective	3
	MassTransfer Natural or Physical Lab Science Elective	4

Program Courses

Course #	Title	Credits
ECE 110	Early Childhood Growth and Development	3.00
ECE 111	Introduction to Early Childhood Education	3.00
ECE 112	Observing, Recording, and Analyzing Early Childhood Settings	3.00
ECE 113	Health, Safety, and Nutrition in Early Childhood Environments	3.00
ECE 221	Guiding Young Children	3.00
ECE 222	Special Needs in Early Childhood	3.00
ECE 234	Preschool Curriculum Planning	3.00
ECE 244	Parent-Teacher Communication and Partnerships	3.00
ECE 251	Teaching Practicum I and Seminar I	4.00

Concentration Courses

Choose one of the following concentration options:

Course #	Title	Credits
	Infant-Toddler Track	7
	Preschool Track	7

Recommended Course Sequence - Semester 1

Course #	Title	Credits
EDU 101	College Success Seminar for Education	1.00
ECE 110	Early Childhood Growth and Development	3.00
ECE 111	Introduction to Early Childhood Education	3.00
ECE 113	Health, Safety, and Nutrition in Early Childhood Environments	3.00
ENG 101	Composition I: College Writing	3.00
	MassTransfer Mathematics/ Quantitative Reasoning Elective	3

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ECE 112	Observing, Recording, and Analyzing Early Childhood Settings	3.00
ECE 222	Special Needs in Early Childhood	3.00
	MassTransfer Natural or Physical Lab Science Elective	4
	PSY 101 or SOC 101	3
ENG 102	Composition II: Writing about Literature	3.00

Recommended Course Sequence - Semester 3

Course #	Title	Credits
ECE 221	Guiding Young Children	3.00
ECE 234	Preschool Curriculum Planning	3.00
ECE 251	Teaching Practicum I and Seminar I	4.00
	MassTransfer Natural or Physical Science Elective	3
HST 113	United States History to 1877	3.00

Infant Toddler Track - Recommended Course Sequence - Semester 4

Course #	Title	Credits
ECE 244	Parent-Teacher Communication and Partnerships	3.00
ECE 224	Infant and Toddler Development and Curriculum	3.00
ECE 252	Teaching Practicum II and Seminar II	4.00
HST 114	United States History from 1877	3.00
	MassTransfer Humanities and Fine Arts Elective	3

Preschool Track - Recommended Course Sequence - Semester 4

Course #	Title	Credits
ECE 244	Parent-Teacher Communication and Partnerships	3.00
	ECE 291 or ECE 292	3
ECE 252	Teaching Practicum II and Seminar II	4.00
HST 114	United States History from 1877	3.00
	MassTransfer Humanities and Fine Arts Elective	3
	Total credits:	**64**

Category Descriptions

PSY 101 or SOC 101

Credits: 3

Choose one of the following:

Course #	Title	Credits
PSY 101	General Psychology	3.00
SOC 101	Principles of Sociology	3.00

MassTransfer Humanities and Fine Arts Elective

Credits: 3

Choose one **MassTransfer** Humanities and Fine Arts elective which also meets the Human Expression general education requirement.

MassTransfer Mathematics/Quantitative Reasoning Elective

Credits: 3

Choose one of the following:

Course #	Title	Credits
MTH 119	Fundamental Statistics	3.00
MTH 125	Modern College Mathematics	3.00

MassTransfer Natural or Physical Science Elective

Credits: 3

Choose one of the following:

Course #	Title	Credits
BIO 110	Biology of Human Reproduction	3.00
BIO 117	Physiology of Wellness	3.00

MassTransfer Natural or Physical Lab Science Elective

Credits: 4

Choose one MassTransfer Natural or Physical Lab Science elective.

Infant-Toddler Track

Credits: 7

Course #	Title	Credits
ECE 224	Infant and Toddler Development and Curriculum	3.00
ECE 252	Teaching Practicum II and Seminar II	4.00

Preschool Track

Credits: 7

Course #	Title	Credits
ECE 252	Teaching Practicum II and Seminar II	4.00
	ECE 291 or ECE 292	3

Licensure

Program Code:
CH_CHT
Academic Area:
Behavioral and Social Sciences and Education
Type:
Associate in Science

Program Statement

The Early Childhood Education Licensure Transfer program enrolls individuals aspiring to become public school educators of pre-kindergarten through grade 2 children. 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

- Students are required to take 20 courses for a total of 61–62 credits. Program courses include topics in child development, observation and assessment, curriculum, and special needs.
- All students are required to meet 10 general education requirements. All general education requirements are integrated throughout required and elective courses.
- Students should take any required developmental course in their first semester along with EDU 101: College Success Seminar for Education.
- Students should meet with the coordinator of the Early Childhood Education Licensure program prior to registering for courses.
- Students should follow the recommended course sequence provided in the catalog.
- All Early Childhood Licensure students must achieve grades of "C" or better in all subject courses with an ECE designation.
- ECE 261: Early Childhood Licensure Teaching Practicum 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. ECE 260: Play and Early Childhood Curriculum Planning must be completed in the semester prior to completing ECE 261.
- Courses address the knowledge and competencies required for the Massachusetts Department of Elementary and Secondary Education. Students should access the MA Department of Elementary and Secondary Education for specific teacher certifications.
- Students will apply respectful care and educational principles tailored for pre-k-2nd grade children.
- Through one supervised practicum placement in a Massachusetts Department of Elementary and Secondary Education licensed early childhood education program, students will demonstrate their grasp of these principles and their ability to provide high-quality education.

After Bristol

- Students that complete their practicum experience in a pre-kindergarten or kindergarten classroom may apply for preschool lead teacher qualification from the Massachusetts Department of Early Education and Child Care.
- Graduates of this degree have gone on to become Paraprofessionals in the public-school department.
- 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 Services website to review which credits will be transferred and applied to your degree.

Special Requirements

- Students must take ECE 261 Early Childhood Licensure Teaching Practicum, which requires students to teach in a Massachusetts Department of Elementary and Secondary Education Licensed Early Childhood Education Public School. Practicums will take place in a 40-50 mile radius of the Fall River Campus.
- Students should meet with the early licensure coordinator prior to registering for courses.
- Students will be assigned to a Massachusetts Public School, unless they are already working in a Massachusetts Public School, in which case Bristol will make every effort to work with the student's place of employment.
- 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 childcare agencies/ elementary schools. Students may be required to complete fingerprinting and are financially responsible for any costs associated with fingerprinting.
- Students that plan to complete a practicum 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.
- 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.
- During this program, which requires practicum experience, Early Childhood Education students should be aware that young children are physically very active. Students must be able to move quickly and have sufficient visual, hearing, comprehension, and communication skills to accurately monitor children in their care.

Degree Requirements

General Courses

Course #	Title	Credits
COM 104	Fundamentals of Public Speaking	3.00
EDU 101	College Success Seminar for Education	1.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
HST 113	United States History to 1877	3.00
MTH 127	Mathematics for Elementary School Teachers I	3.00
MTH 128	Mathematics for Elementary School Teachers II	3.00
PHL 111	Introduction to Logic	3.00
PSY 101	General Psychology	3.00
SCI 113	Physical Science	4.00
SSC 101	Introduction to Geography	3.00

Elective Courses

Course #	Title	Credits
	Human Expression Elective	3
	MassTransfer Natural or Physical Science Elective	3-4
	Transfer Elective	3

Program Courses

Course #	Title	Credits
ECE 110	Early Childhood Growth and Development	3.00
ECE 111	Introduction to Early Childhood Education	3.00
ECE 112	Observing, Recording, and Analyzing Early Childhood Settings	3.00
ECE 222	Special Needs in Early Childhood	3.00
ECE 260	Play and Early Childhood Curriculum Planning	3.00
ECE 261	Early Childhood Licensure Teaching Practicum	5.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
EDU 101	College Success Seminar for Education	1.00
ECE 111	Introduction to Early Childhood Education	3.00
ENG 101	Composition I: College Writing	3.00
COM 104	Fundamentals of Public Speaking	3.00
MTH 127	Mathematics for Elementary School Teachers I	3.00
ECE 110	Early Childhood Growth and Development	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ECE 112	Observing, Recording, and Analyzing Early Childhood Settings	3.00
ENG 102	Composition II: Writing about Literature	3.00
MTH 128	Mathematics for Elementary School Teachers II	3.00
PSY 101	General Psychology	3.00
SCI 113	Physical Science	4.00

Recommended Course Sequence - Semester 3

Course #	Title	Credits
	MassTransfer Natural or Physical Science Elective	3-4
ECE 222	Special Needs in Early Childhood	3.00
ECE 260	Play and Early Childhood Curriculum Planning	3.00
PHL 111	Introduction to Logic	3.00
	Human Expression Elective	3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
ECE 261	Early Childhood Licensure Teaching Practicum	5.00
HST 113	United States History to 1877	3.00
SSC 101	Introduction to Geography	3.00
	Transfer Elective	3
	Total credits:	**61-62**

Category Descriptions

Human Expression Elective

Credits: 3

Choose one Human Expression elective.

MassTransfer Natural or Physical Science Elective

Credits: 3-4

Choose one of the following:

Course #	Title	Credits
BIO 110	Biology of Human Reproduction	3.00
BIO 117	Physiology of Wellness	3.00
BIO 220	Introduction to Nutrition	3.00
	MassTransfer Natural or Physical Lab Science Elective	4

Transfer Elective

Credits: 3

Choose one MassTransfer elective that fits your educational goals.

Early Childhood Education Foundational Certificate

Program Code:
ECE
Academic Area:
Behavioral and Social Sciences and Education
Type:
Certificate of Accomplishment

Program Statement

This certificate program prepares students with the necessary skills to enter the field as a qualified early childhood professional ready to work with infants/toddlers or preschoolers (age will depend upon practicum completed) in various environments, including child care programs, early learning centers, and family child care.

Program Information

Students are required to take 5 courses for a total of 16 credits. Program courses include topics in child development, introduction to early childhood education, guiding behavior, curriculum and one practicum (age group will be based on the curriculum course taken).

All Early Childhood students must achieve grades of "C-" or better in all subject courses with an ECE designation.

Courses address the knowledge and competencies required for Massachusetts Department of Early Education and Care teacher qualifications. Students should access the Department of Early Education and Care website for specific teaching qualifications.

Students will apply respectful care and educational principles tailored for children (birth - 5 years old).

Through a supervised practicum placement in a licensed child care setting, students will demonstrate their grasp of these principles and their ability to provide high-quality education and respectful care.

After Bristol

All courses may be applied to an Associate in Science Early Childhood Education. Graduates of this certificate have gone on to teach in private child care programs and family child care. Upon completion of the certificate, students meet the education qualification standards for teacher qualifications according to the Massachusetts Department of Early Education and Care.

Special Requirements for the Program

Students must take ECE 251 Teaching Practicum I and Seminar I which requires students to teach in a local child care setting. Practicums will take place within a 40-50 mile radius of the Fall River campus and must be in Massachusetts.

In order to enroll in a teaching practicum and seminar, students must meet with the Department Chair the semester before enrollment to ensure that the student meets all prerequisites and requirements.

Students will be assigned to an early childhood education program, unless they are already working in a Massachusetts licensed child care program, in which case Bristol will make every effort to work with the student's place of employment.

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.

Students that plan to complete a practicum 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.

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.

During this program, which requires 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, hearing, comprehension, and communication skills to accurately monitor children in their care.

Program Requirements

Course #	Title	Credits
ECE 110	Early Childhood Growth and Development	3.00
ECE 111	Introduction to Early Childhood Education	3.00
ECE 221	Guiding Young Children	3.00
	ECE 224 or ECE 234	3
ECE 251	Teaching Practicum I and Seminar I	4.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
ECE 110	Early Childhood Growth and Development	3.00
ECE 111	Introduction to Early Childhood Education	3.00
ECE 221	Guiding Young Children	3.00
	ECE 224 or ECE 234	3

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ECE 251	Teaching Practicum I and Seminar I	4.00
	Total credits:	**16**

Category Descriptions

ECE 224 or ECE 234

Credits: 3

Choose one of the following:

Course #	Title	Credits
ECE 224	Infant and Toddler Development and Curriculum	3.00
ECE 234	Preschool Curriculum Planning	3.00

Early Childhood Education Certificate

Program Code:
EA
Academic Area:
Behavioral and Social Sciences and Education
Type:
Certificate of Achievement

Program Statement

This certificate program prepares students with the necessary skills to enter the field as a qualified entry-level professional ready to work with preschoolers in various environments, including child care programs, early learning centers, and family child care.

Program Information

- Students are required to take 9 courses for a total of 26 credits. Program courses include topics in child development, observation and assessment, curriculum, and health and safety. Students are also required to complete ENG 101 Composition I: College Writing.
- All Early Childhood students must achieve grades of "C-" or better in all subject courses with an ECE designation.
- Courses address the knowledge and competencies required for Massachusetts Department of Early Education and Care teacher qualifications for preschool-age children (2.9- 5 year-old). Students should access the Department of Early Education and Care website for specific teaching qualifications.
- Students should take any required developmental course in their first semester along with EDU 101 College Success Seminar for Education.
- Students will apply respectful care and educational principles tailored for preschool children (2.9-5 years old).
- Through a supervised practicum placement in a licensed preschool setting, students will demonstrate their grasp of these principles and their ability to provide high-quality education and respectful care.
- All courses may be applied to an Associate in Science Early Childhood Education, or Associate in Science General Studies - Educational Studies.

After Bristol

- Graduates of this certificate have gone on to teach in private child care programs and family child care
- Upon completion of the certificate, students meet the qualification standards for teacher according to the Massachusetts Department of Early Education and Care.

Special Requirements for the Program

- Students must take ECE 251 Teaching Practicum I and Seminar I which requires students to teach in a local child care setting. Practicums will take place within a 40-50 mile radius of the Fall River campus and must be in Massachusetts.
- In order to enroll in a teaching practicum and seminar, students must meet with the Department Chair the semester before enrollment to ensure that the student meets all prerequisites and requirements.
- Students will be assigned to an early childhood education program, unless they are already working in a Massachusetts licensed child care program, in which case Bristol will make every effort to work with the student's place of employment.
- 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.
- Students that plan to complete a practicum 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.
- 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.
- During this program, which requires 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, hearing, comprehension, and communication skills to accurately monitor children in their care.

Program Requirements

Course #	Title	Credits
EDU 101	College Success Seminar for Education	1.00
ECE 110	Early Childhood Growth and Development	3.00
ECE 111	Introduction to Early Childhood Education	3.00
ECE 112	Observing, Recording, and Analyzing Early Childhood Settings	3.00
ECE 113	Health, Safety, and Nutrition in Early Childhood Environments	3.00
ECE 222	Special Needs in Early Childhood	3.00
ECE 234	Preschool Curriculum Planning	3.00
ECE 251	Teaching Practicum I and Seminar I	4.00
ENG 101	Composition I: College Writing	3.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
EDU 101	College Success Seminar for Education	1.00
ECE 110	Early Childhood Growth and Development	3.00
ECE 111	Introduction to Early Childhood Education	3.00
ECE 112	Observing, Recording, and Analyzing Early Childhood Settings	3.00
ENG 101	Composition I: College Writing	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ECE 113	Health, Safety, and Nutrition in Early Childhood Environments	3.00
ECE 222	Special Needs in Early Childhood	3.00
ECE 234	Preschool Curriculum Planning	3.00
ECE 251	Teaching Practicum I and Seminar I	4.00
	Total credits:	**26**

Early Childhood Education Infant/Toddler Certificate

Program Code:
IF
Academic Area:
Behavioral and Social Sciences and Education
Type:
Certificate of Achievement

Program Statement

This certificate program prepares students with the necessary skills to enter the field as a qualified entry-level professional ready to work with infants and toddlers in various environments, including child care programs, early learning centers, and family child care.

Program Information

- Students are required to take 9 courses for a total of 26 credits. Program courses include topics in child development, observation and assessment, curriculum, and health and safety. Students are also required to complete ENG 101: Composition I: College Writing.
- All Early Childhood students must achieve grades of "C-" or better in all subject courses with an ECE designation.
- Courses address the knowledge and competencies required for MA Department of Early Education and Care teacher qualifications with infants and toddlers (birth -2.9 years-old). Students should access the Department of Early Education and Care website for specific teacher qualifications.
- Students should take any required developmental course in their first semester along with EDU 101: College Success Seminar for Education.
- Students will apply respectful care and educational principles tailored for infants and toddlers (birth -2.9 years-old).
- Through a supervised practicum placement in a licensed infant/toddler setting, students will demonstrate their grasp of these principles and their ability to provide high-quality education and respectful care.
- All courses may be applied to an Associate in Science Early Childhood Education, or Associate in Science General Studies - Educational Studies.

After Bristol

- Graduates of this certificate have gone on to teach in private child care programs and family child care
- Upon completion of the certificate, students meet the qualification standards for teacher according to the Massachusetts Department of Early Education and Care.

Special Requirements

- Students must take ECE 251 Teaching Practicum I and Seminar I which requires students to teach in a local child care setting. Practicums will take place within a 40-50 mile radius of the Fall River campus and must be in Massachusetts.
- In order to enroll in a teaching practicum and seminar, students must meet with the Department Chair the semester before enrollment to ensure that the student meets all prerequisites and requirements.
- Students will be assigned to an early childhood education program, unless they are already working in a Massachusetts licensed child care program, in which case Bristol will make every effort to work in the student's place of employment.
- 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.
- Students that plan to complete a practicum 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.
- 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.
- During this program, which requires 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, hearing, comprehension, and communication skills to accurately monitor children in their care.

Program Requirements

Course #	Title	Credits
EDU 101	College Success Seminar for Education	1.00
ECE 110	Early Childhood Growth and Development	3.00
ECE 111	Introduction to Early Childhood Education	3.00
ECE 112	Observing, Recording, and Analyzing Early Childhood Settings	3.00
ECE 113	Health, Safety, and Nutrition in Early Childhood Environments	3.00
ECE 224	Infant and Toddler Development and Curriculum	3.00
	ECE 221 or ECE 244	3
ECE 251	Teaching Practicum I and Seminar I	4.00
ENG 101	Composition I: College Writing	3.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
EDU 101	College Success Seminar for Education	1.00
ECE 110	Early Childhood Growth and Development	3.00
ECE 111	Introduction to Early Childhood Education	3.00
ECE 112	Observing, Recording, and Analyzing Early Childhood Settings	3.00
ENG 101	Composition I: College Writing	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ECE 113	Health, Safety, and Nutrition in Early Childhood Environments	3.00
ECE 224	Infant and Toddler Development and Curriculum	3.00
	ECE 221 or ECE 244	3
ECE 251	Teaching Practicum I and Seminar I	4.00
	Total credits:	**26**

Category Descriptions

ECE 221 or ECE 244

Credits: 3

Choose one of the following:

Course #	Title	Credits
ECE 221	Guiding Young Children	3.00
ECE 244	Parent-Teacher Communication and Partnerships	3.00

Elementary Education

Elementary Education

Program Code:
ED
Academic Area:
Behavioral and Social Sciences and Education
Type:
Associate in Arts

Program Goals Statement

This program prepares students to become transformative and empowering educators and who want to teach from Kindergarten through grade 6 (K-6) to transfer into an education program at a 4-year college or university that offers teacher licensure in Massachusetts. Moreover, the program also offers transfer pathways into Secondary Education programs at a 4-year college and university for students who choose to become Middle/High school teachers. Students are also qualified to be paraprofessionals once they have completed 48 credits.

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 130 Education, Society, and Philosophy
  - EDU 210 Education and Technology, and
  - EDU 220 Foundations of Education with Teaching Pre-Practicum
- To enroll in EDU 220, students must have completed 27 credits with an overall minimum GPA of 2.5.
- 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).
- Students who are transferring to 4-year colleges and universities are recommended to maintain a minimum GPA of 2.8 at the time of graduation to ensure transfer eligibility and begin their education course work at the 4-year schools.
- Students must take EDU 210: Education and Technology either as their program elective or as a free elective since technological literacy is now a transfer requirement and a significant skill for all educators.
- Students seeking to transfer into Secondary Education pathways must take PSY 253: Adolescent Psychology.

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 Services website to review which credits will be transferred and applied to your degree.

Additional Information

- While selecting elective courses, students are also encouraged to complete courses such as ENG 272 Children's Literature and PHL111 Introduction to Logic to maximize the number of 4-year colleges and universities that have direct equivalencies.
- Students pursuing Secondary Education pathways must complete their pre-practicum classroom observations at a state-approved middle or high school in a classroom with a highly qualified teacher.
- Students who are employed in school districts as paraprofessionals, classroom aids, substitute teachers and so on, can use work hours towards their required classroom observation hours for EDU130, EDU 210 and EDU 220.

Degree Requirements

General Courses

Course #	Title	Credits
BIO 111	General Biology I	4.00
COM 104	Fundamentals of Public Speaking	3.00
EDU 101	College Success Seminar for Education	1.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
GVT 111	U.S. Government	3.00
HST 111	The West and the World I	3.00
HST 113	United States History to 1877	3.00
MTH 127	Mathematics for Elementary School Teachers I	3.00
MTH 128	Mathematics for Elementary School Teachers II	3.00
PSY 101	General Psychology	3.00
PSY 252	Child Development	3.00
SCI 113	Physical Science	4.00
SSC 101	Introduction to Geography	3.00

Program Courses

Course #	Title	Credits
EDU 130	Education, Society and Philosophy	3.00
EDU 150	Language Education and Literacy	3.00
EDU 220	Foundations of Education with Teaching Pre-Practicum	3.00
EDU 225	Diversity and Multicultural Education	3.00

Program Electives

Course #	Title	Credits
	Program Elective	3
	Transfer Electives	6

Recommended Course Sequence - Semester 1

Course #	Title	Credits
EDU 101	College Success Seminar for Education	1.00
COM 104	Fundamentals of Public Speaking	3.00
ENG 101	Composition I: College Writing	3.00
MTH 127	Mathematics for Elementary School Teachers I	3.00
PSY 101	General Psychology	3.00
EDU 130	Education, Society and Philosophy	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3.00
MTH 128	Mathematics for Elementary School Teachers II	3.00
PSY 252	Child Development	3.00
	HST 111 or HST 113	3
EDU 150	Language Education and Literacy	3.00

Recommended Course Sequence - Semester 3

Course #	Title	Credits
EDU 225	Diversity and Multicultural Education	3.00
	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 220	Foundations of Education with Teaching Pre-Practicum	3.00
GVT 111	U.S. Government	3.00
	BIO 111 or SCI 113	4
SSC 101	Introduction to Geography	3.00
	Transfer Elective	3
	Total credits:	**63**

Category Descriptions

Program Elective

Credits: 3

PSY 253 is required for students transferring into Secondary Education.

Choose one of the following:

Course #	Title	Credits
ECE 221	Guiding Young Children	3.00
ECE 222	Special Needs in Early Childhood	3.00
ECE 244	Parent-Teacher Communication and Partnerships	3.00
EDU 210	Education and Technology	3.00
ENG 272	Children's Literature	3.00
HUM 110	Introduction to Queer-Feminist Studies	3.00
HUM 150	Ecoliteracy, Education and Society	3.00
PHL 111	Introduction to Logic	3.00
PSY 253	Adolescent Psychology	3.00
SOC 212	The Sociology of Social Problems	3.00
SOC 256	Race and Ethnicity in the Contemporary United States	3.00

Transfer Electives

Credits: 6

Choose two MassTransfer Electives in consultation with your advisor and according to anticipated transfer degree/major.

Engineering

Offshore Wind Power Technology Certificate

Program Code:
WD
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Certificate of Accomplishment

Program 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.

Hints for Success

Successful completion of this program requires participants to be able to identify the challenges with offshore wind turbines 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, enroll in GWO certifications, and apply to work as offshore wind turbine technicians.

Program Requirements

Course #	Title	Credits
EGR 151	Electrical Machinery	3.00
EGR 171	Fluid Systems	4.00
EGR 281	Offshore Safety and Survival	4.00
EGR 282	Wind Power Technology	4.00
EGR 283	Wind Power Operations and Maintenance	4.00
SCI 112	Principles of Ecology	4.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
EGR 151	Electrical Machinery	3.00
EGR 171	Fluid Systems	4.00
SCI 112	Principles of Ecology	4.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
EGR 282	Wind Power Technology	4.00
EGR 283	Wind Power Operations and Maintenance	4.00
EGR 281	Offshore Safety and Survival	4.00
	Total credits:	**23**

Clean Water Quality Professional Technician Certificate

Program Code:
CW
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Certificate of Achievement

Program Statement

This certificate prepares students to enter or advance in careers in the water industry with particular attention to Wastewater Treatment and Collection. Students who successfully complete 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.

Program Requirements

Course #	Title	Credits
EGR 103	Computer Skills for Engineers and Technicians	3.00
EGR 141	Introduction to Environment	3.00
	EGR 143 or MTH 152	3
EGR 145	Computerized Systems in the Water Treatment Industry	3.00
EGR 241	Clean Water Technology I	4.00
EGR 242	Clean Water Technology II	4.00
EGR 246	Collection Systems	3.00
ENG 101	Composition I: College Writing	3.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
EGR 103	Computer Skills for Engineers and Technicians	3.00
EGR 141	Introduction to Environment	3.00
	EGR 143 or MTH 152	3
EGR 241	Clean Water Technology I	4.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
EGR 145	Computerized Systems in the Water Treatment Industry	3.00
EGR 242	Clean Water Technology II	4.00
EGR 246	Collection Systems	3.00
ENG 101	Composition I: College Writing	3.00
	Total credits:	**26**

Category Descriptions

EGR 143 or MTH 152

Credits: 3

Choose one of the following:

Course #	Title	Credits
EGR 143	Conceptual Math for Environmental Technicians	3.00
MTH 152	College Algebra	3.00

Drinking Water Quality Professional Technician Certificate

Program Code:
DW
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Certificate of Achievement

Program 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.

Program Requirements

Course #	Title	Credits
EGR 103	Computer Skills for Engineers and Technicians	3.00
EGR 141	Introduction to Environment	3.00
	EGR 143 or MTH 152	3
EGR 145	Computerized Systems in the Water Treatment Industry	3.00
EGR 244	Basic Drinking Water Treatment	4.00
EGR 248	Advanced Water Treatment	4.00
EGR 249	Distribution Systems	3.00
ENG 101	Composition I: College Writing	3.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
EGR 103	Computer Skills for Engineers and Technicians	3.00
EGR 141	Introduction to Environment	3.00
	EGR 143 or MTH 152	3
EGR 244	Basic Drinking Water Treatment	4.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
EGR 145	Computerized Systems in the Water Treatment Industry	3.00
EGR 248	Advanced Water Treatment	4.00
EGR 249	Distribution Systems	3.00
ENG 101	Composition I: College Writing	3.00
	Total credits:	**26**

Category Descriptions

EGR 143 or MTH 152

Credits: 3

Choose one of the following:

Course #	Title	Credits
EGR 143	Conceptual Math for Environmental Technicians	3.00
MTH 152	College Algebra	3.00

Offshore Wind Power Technician Certificate

Program Code:
OW
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Certificate of Achievement

Program 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.

Program Requirements

Course #	Title	Credits
EGR 151	Electrical Machinery	3.00
EGR 171	Fluid Systems	4.00
EGR 282	Wind Power Technology	4.00
EGR 283	Wind Power Operations and Maintenance	4.00
ENG 101	Composition I: College Writing	3.00
MTH 152	College Algebra	3.00
SCI 112	Principles of Ecology	4.00
EGR 281	Offshore Safety and Survival	4.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
EGR 151	Electrical Machinery	3.00
EGR 171	Fluid Systems	4.00
MTH 152	College Algebra	3.00
SCI 112	Principles of Ecology	4.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 101	Composition I: College Writing	3.00
EGR 282	Wind Power Technology	4.00
EGR 283	Wind Power Operations and Maintenance	4.00
EGR 281	Offshore Safety and Survival	4.00
Total credits:		**29**

Geographic Information Systems Certificate

Program Code:
GE
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Certificate of Recognition

Program 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 basis for continuing toward a degree. Courses apply to Bristol's degree program in Environmental Technology.

Program Requirements

Course #	Title	Credits
EGR 103	Computer Skills for Engineers and Technicians	3.00
GIS 101	Introduction to Geographic Information Systems	3.00
GIS 102	Applications of Geographic Information Systems	3.00
SSC 101	Introduction to Geography	3.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
SSC 101	Introduction to Geography	3.00
EGR 103	Computer Skills for Engineers and Technicians	3.00
GIS 101	Introduction to Geographic Information Systems	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
GIS 102	Applications of Geographic Information Systems	3.00
	Total credits:	**12**

Solar Energy Certificate

Program Code:
SO
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Certificate of Recognition

Program 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.

Program Requirements

Course #	Title	Credits
EGR 102	Introduction to Sustainable and Green Energy Technologies	3.00
EGR 131	Introduction to Electrical Circuits	4.00
EGR 183	Energy Efficiency and Conservation Measures	3.00
EGR 284	Solar Power	4.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
EGR 102	Introduction to Sustainable and Green Energy Technologies	3.00
EGR 131	Introduction to Electrical Circuits	4.00
EGR 183	Energy Efficiency and Conservation Measures	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
EGR 284	Solar Power	4.00
	Total credits:	**14**

Water Quality Professional Certificate

Program Code:
WQ
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Certificate of Recognition

Program 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.

Program Requirements

Course #	Title	Credits
EGR 103	Computer Skills for Engineers and Technicians	3.00
EGR 141	Introduction to Environment	3.00
EGR 241	Clean Water Technology I	4.00

Drinking Water Treatment Plant Operator

Concentration Course

Course #	Title	Credits
EGR 244	Basic Drinking Water Treatment	4.00

Wastewater Treatment Plant Operator

Concentration Course

Course #	Title	Credits
EGR 242	Clean Water Technology II	4.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
EGR 141	Introduction to Environment	3.00
EGR 241	Clean Water Technology I	4.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
EGR 103	Computer Skills for Engineers and Technicians	3.00
	Concentration Course: EGR 242 or EGR 244	4
	Total credits:	**14**

Engineering Science

Engineering Science Transfer

Program Code:
ET_ETS
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Associate in Science

Program Statement

This program prepares students to transfer to engineering programs at bachelor's degree granting colleges and universities in a wide variety of disciplines including: Bio-Engineering, Civil and Environmental Engineering, Electrical and Computer Engineering, Mechanical Engineering, Engineering Systems and Facilities Engineering and many others.

Program Information

- Students choose program electives from an approved list, based on an engineering discipline and transfer institution of their choice.
- For those students interested in transferring to an institution that Bristol does not have an existing transfer agreement, students are encouraged to contact the transfer institution directly to insure transferability of courses.
- Students should be in a Math (MTH) course every semester until they have completed their sequence, including prerequisite math courses for students who are not yet prepared for calculus.
- Students planning on transferring to UMass Dartmouth may also elect to participate in Bristol's Internship Program and/or UMass Dartmouth's Cooperative Education program.
- Completing courses in the summer will reduce fall and spring semester course loads.

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, current Bristol articulation agreements, and to complete an A2B Program Search, visit the Transfer Services website to review which credits will be transferred and applied to your degree.

Degree Requirements

General Courses

Course #	Title	Credits
CSS 101	College Success Seminar	1.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
ENG 215	Technical Writing	3.00
	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	1.00

Program Electives

Course #	Title	Credits
	Engineering Science Transfer Electives	18-24
	Recommended Transfer Electives	

Math and Science Courses

Course #	Title	Credits
CHM 113	Fundamentals of Chemistry I	4.00
MTH 214	Calculus I	4.00
MTH 215	Calculus II	4.00
MTH 253	Calculus III	4.00
MTH 254	Ordinary Differential Equations	3.00
PHY 211	General Physics I	4.00
PHY 212	General Physics II	4.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
CSS 101	College Success Seminar	1.00
ENG 101	Composition I: College Writing	3.00
MTH 214	Calculus I	4.00
CHM 113	Fundamentals of Chemistry I	4.00
	Multicultural and Social Perspectives Elective	3

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3.00
MTH 215	Calculus II	4.00
PHY 211	General Physics I	4.00
	Program Elective	3-4
	Human Expression Elective	3

Recommended Course Sequence - Semester 3

Course #	Title	Credits
MTH 253	Calculus III	4.00
PHY 212	General Physics II	4.00
	HST 113 or HST 114	3
	Program Elective	3-4
	Program Elective	3-4

Recommended Course Sequence - Semester 4

Course #	Title	Credits
MTH 254	Ordinary Differential Equations	3.00
EGR 204	Engineering Applications of MATLAB	1.00
ENG 215	Technical Writing	3.00
	Program Elective	3-4
	Program Elective	3-4
	Program Elective	3-4
	Total credits:	**64-71**

Category Descriptions

HST 113 or HST 114

Credits: 3

Choose one of the following:

Course #	Title	Credits
HST 113	United States History to 1877	3.00
HST 114	United States History from 1877	3.00

Human Expression Elective

Credits: 3

Choose one Human Expression elective.

Multicultural and Social Perspectives Elective

Credits: 3

Choose one Multicultural and Social Perspectives elective.

Engineering Science Transfer Electives

Credits: 18-24

Choose six of the following:

Review recommended transfer electives before selecting electives.

Course #	Title	Credits
BIO 126	Introduction to Biotechnology	3.00
BIO 127	Introduction to Biotechniques	4.00
BIO 145	Introduction to Forensic Science	4.00
CAD 101	Computer Aided Drafting	3.00
CAD 111	Mechanical Design with Solidworks	3.00
CAD 128	Civil Drafting and Design	3.00
CHM 114	Fundamentals of Chemistry II	4.00
CHM 235	Organic Chemistry I	4.00
CHM 236	Organic Chemistry II	4.00
CIS 158	Introduction to Procedural Programming	4.00
CIS 260	Software Specification and Design	4.00
EGR 103	Computer Skills for Engineers and Technicians	3.00
EGR 111	Fundamentals of Manual Machining	4.00
EGR 131	Introduction to Electrical Circuits	4.00
EGR 137	Digital Electronics	4.00
EGR 141	Introduction to Environment	3.00
EGR 151	Electrical Machinery	3.00
EGR 171	Fluid Systems	4.00
EGR 172	Material Science	4.00
EGR 211	Programmable Control Systems	4.00
EGR 221	Surveying I	4.00
EGR 222	Surveying II	4.00
	EGR 231 and EGR 233	4
	EGR 232 and EGR 234	4
	EGR 251 and EGR 253	4
	EGR 254 and EGR 256	5
EGR 255	Thermodynamics	3.00
EGR 257	Dynamics	3.00
EGR 264	Oceanographic Technology	3.00
INT 210	Internship Experience I	3.00
	SCI 251 and HON 260	4

Recommended Transfer Electives

To ensure transferability, consult with your advisor, applicable transfer agreements, and/or transfer institutions before selecting electives.

Course #	Title	Credits
	Bio-engineering Electives	
	Chemical Engineering Electives	
	Civil and Environmental Engineering Electives	
	Electrical and Computer Engineering Electives	
	Energy Systems and Facilities Engineering Electives	
	Mechanical Engineering Electives	
	Ocean Engineering Electives	
	Other Engineering Disciplines	

Engineering Technology

Advanced and Biomedical Manufacturing

Program Code:
TE_ABM
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Associate in Science

Program 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.
- Students should be in a Math (MTH) course every semester until they have completed their sequence.
- Recommended Program Electives:
  - **Advanced Manufacturing**: EGR 112: Automated Machining, EGR 211: Programmable Control Systems, CAD 211, and choose one EGR 190: Technical Projects, EGR 299: Engineering Projects, CAD 101: Computer Aided Drafting, CAD 112: Maker Space Projects and Advanced Mechanical Design or any Internship Program course.
  - **Biomedical Manufacturing**: BIO 121: Fundamentals of Biological Science I; either BIO 115: Survey of Human Anatomy and Physiology or BIO 233: Human Anatomy and Physiology I; and either BIO 126: Introduction to Biotechnology, BIO 240: Cell Biology, or CHM 113: Fundamentals of Chemistry I.
  - **Automation & Robotics**: EGR 113: Introduction to Robotics, EGR 171: Fluid Systems, and EGR 211: Programmable Control Systems.
- Completing courses in the summer will reduce fall and spring semester course loads.
- Oral Communication General Education Competency Infused.

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 are considering transferring to a four-year institution, speak with your advisor and visit Transfer Services for additional information.

Degree Requirements

General Courses

Course #	Title	Credits
CSS 101	College Success Seminar	1.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
	HST 113 or HST 114	3

Program Courses

Course #	Title	Credits
CAD 111	Mechanical Design with Solidworks	3.00
EGR 103	Computer Skills for Engineers and Technicians	3.00
EGR 151	Electrical Machinery	3.00
EGR 172	Material Science	4.00
EGR 215	Lean Six Sigma	3.00

Elective Courses

Course #	Title	Credits
	Human Expression Elective	3
	Multicultural and Social Perspectives Elective	3

Program Electives

Course #	Title	Credits
	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	1.00
ENG 101	Composition I: College Writing	3.00
EGR 103	Computer Skills for Engineers and Technicians	3.00
	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	3.00
CAD 111	Mechanical Design with Solidworks	3.00
	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	3.00
EGR 215	Lean Six Sigma	3.00
PHY 101	Technical Physics I	4.00
	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**

Category Descriptions

HST 113 or HST 114

Credits: 3

Choose one of the following:

Course #	Title	Credits
HST 113	United States History to 1877	3.00
HST 114	United States History from 1877	3.00

Human Expression Elective

Credits: 3

Choose one Human Expression elective.

Multicultural and Social Perspectives Elective

Credits: 3

Choose one Multicultural and Social Perspectives elective.

Program Electives

Credits: 13-16

Choose the appropriate number of program electives to meet the overall credit requirement for your program.

Course #	Title	Credits
BIO 115	Survey of Human Anatomy and Physiology	4.00
BIO 121	Fundamentals of Biological Science I	4.00
BIO 126	Introduction to Biotechnology	3.00
BIO 240	Cell Biology	4.00
CAD 112	Maker Space Projects and Advanced Mechanical Design with SolidWorks	3.00
CAD 211	Computer Aided Manufacturing	3.00
CHM 113	Fundamentals of Chemistry I	4.00
EGR 112	Automated Machining	3.00
EGR 113	Introduction to Robotics	4.00
EGR 171	Fluid Systems	4.00
EGR 190	Technical Projects	3.00
EGR 211	Programmable Control Systems	4.00
EGR 299	Engineering Projects	4.00
	Internship Experience	3

EGR 111 or EGR 115

Credits: 3-4

Choose one of the following:

Course #	Title	Credits
EGR 111	Fundamentals of Manual Machining	4.00
EGR 115	Manufacturing Processes, Measurements and Quality	3.00

Two-course Math Sequence

Credits: 7-8

Choose one two-course math sequence.

Course #	Title	Credits
	MTH 152 and MTH 172	7
	MTH 172 and MTH 214	8
	MTH 214 and MTH 215	8

PHY 101, PHY 211 or EGR 113

Credits: 4

For students with adequate Mathematics preparedness that are interested in transfer, choose PHY 211.

Choose one of the following:

Course #	Title	Credits
PHY 101	Technical Physics I	4.00
PHY 211	General Physics I	4.00
EGR 113	Introduction to Robotics	4.00

Architectural and Civil

Program Code:
TE_ACT
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Associate in Science

Program 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 substantial professional experience. Students receive many hours of hands-on experience and exposure to background Architectural and Civil theory.

- Students should be in a Math (MTH) course every semester until they have completed their sequence.
- For students with adequate mathematical preparedness, and interested in transfer, PHY 211 can be substituted for PHY 101
- Completing courses in the summer will reduce fall and spring semester course loads.
- Oral Communication General Education Competency Infused.

After Bristol

- Graduates work as home building contractors, design construction technicians, structural computer aided designers, and industrial and commercial building fabricators.
- If you are considering transferring to a four-year institution, speak with your advisor and visit Transfer Services for additional information.

Degree Requirements

General Education Courses

Course #	Title	Credits
CSS 101	College Success Seminar	1.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
ARC 201	Introduction to American Architecture	3.00
	HST 113 or HST 114	3
	Multicultural and Social Perspectives Elective	3

Program Courses

Course #	Title	Credits
CAD 101	Computer Aided Drafting	3.00
CAD 122	Architectural Drawing	3.00
EGR 124	Soils and Foundations	3.00
EGR 125	Construction Estimating	3.00
EGR 221	Surveying I	4.00
EGR 222	Surveying II	4.00
EGR 251	Statics	3.00
EGR 254	Mechanics of Materials and Structures	4.00
	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	1.00
ENG 101	Composition I: College Writing	3.00
EGR 125	Construction Estimating	3.00
PHY 101	Technical Physics I	4.00
	MTH 152, MTH 172 or MTH 214	3-4

Recommended Course Sequence - Semester 2

Course #	Title	Credits
EGR 124	Soils and Foundations	3.00
ENG 102	Composition II: Writing about Literature	3.00
	MTH 172, MTH 214 or MTH 215	4
CAD 101	Computer Aided Drafting	3.00
	EGR 102 or EGR 103	3

Recommended Course Sequence - Semester 3

Course #	Title	Credits
EGR 221	Surveying I	4.00
EGR 251	Statics	3.00
	HST 113 or HST 114	3
	Program Elective	3-4

Recommended Course Sequence - Semester 4

Course #	Title	Credits
EGR 222	Surveying II	4.00
CAD 122	Architectural Drawing	3.00
EGR 254	Mechanics of Materials and Structures	4.00
ARC 201	Introduction to American Architecture	3.00
	Multicultural and Social Perspectives Elective	3
	Total credits:	**60-62**

Category Descriptions

HST 113 or HST 114

Credits: 3

Choose one of the following:

Course #	Title	Credits
HST 113	United States History to 1877	3.00
HST 114	United States History from 1877	3.00

Multicultural and Social Perspectives Elective

Credits: 3

Choose one of the following:

Course #	Title	Credits
ART 106	Survey of Art History II: Modern Art	3.00
GVT 111	U.S. Government	3.00
GVT 112	Comparative Government	3.00
HST 111	The West and the World I	3.00
HST 112	The West and the World II	3.00
HST 113	United States History to 1877	3.00
HST 114	United States History from 1877	3.00
HST 257	History of Modern East Asia (China and Japan)	3.00
SOC 101	Principles of Sociology	3.00
SOC 212	The Sociology of Social Problems	3.00
SOC 252	The Sociology of Human Relations	3.00

EGR 102 or EGR 103

Credits: 3

Choose one of the following:

Course #	Title	Credits
EGR 102	Introduction to Sustainable and Green Energy Technologies	3.00
EGR 103	Computer Skills for Engineers and Technicians	3.00

Architectural and Civil Technology Program Elective

Credits: 3-4

Choose one of the following:

Course #	Title	Credits
CAD 128	Civil Drafting and Design	3.00
CAD 125	3D Architecture, Building, and Landscape Design	3.00
CHM 113	Fundamentals of Chemistry I	4.00
EGR 123	Green Building Practices	4.00
EGR 172	Material Science	4.00
EGR 244	Basic Drinking Water Treatment	4.00
EGR 299	Engineering Projects	4.00
GIS 101	Introduction to Geographic Information Systems	3.00
INT 210	Internship Experience I	3.00
PHY 102	Technical Physics II	4.00
	SCI 251 and HON 260	4

PHY 101: Technical Physics I

Credits: 4

For students with adequate mathematics preparedness and interested in transfer, PHY 211 may be substituted for PHY 101.

Course #	Title	Credits
PHY 101	Technical Physics I	4.00

Two-course Math Sequence

Credits: 7-8

Choose one two-course math sequence.

Course #	Title	Credits
	MTH 152 and MTH 172	7
	MTH 172 and MTH 214	8
	MTH 214 and MTH 215	8

Electrical

Program Code:
TE_ELC

Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Associate in Science

Program 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 industrial manufacturing, research and development laboratory, field service, solar energy 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.
- Students should be in a Math (MTH) course every semester until they have completed their sequence.
- For students with adequate mathematical preparedness, and interested in transfer, PHY 211: General Physics I can be substituted for PHY 101: Technical Physics I.
- Completing courses in the summer will reduce fall and spring semester course loads.
- Oral Communication General Education Competency Infused.

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 are considering transferring to a four-year institution, speak with your advisor and visit Transfer Services for additional information.

Degree Requirements

General Courses

Course #	Title	Credits
CSS 101	College Success Seminar	1.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
	HST 113 or HST 114	3
	Human Expression Elective	3
	Multicultural and Social Perspectives Elective	3

Program Courses

Course #	Title	Credits
EGR 131	Introduction to Electrical Circuits	4.00
EGR 132	Electrical Circuits	4.00
EGR 133	Computer Configuration and Repair	4.00
EGR 137	Digital Electronics	4.00
EGR 211	Programmable Control Systems	4.00
EGR 235	Electronic Theory I	4.00
	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	1.00
ENG 101	Composition I: College Writing	3.00
EGR 131	Introduction to Electrical Circuits	4.00
PHY 101	Technical Physics I	4.00
	MTH 152, MTH 172 or MTH 214	3-4

Recommended Course Sequence - Semester 2

Course #	Title	Credits
PHY 102	Technical Physics II	4.00
	EGR 102 or EGR 103	3
EGR 132	Electrical Circuits	4.00
	MTH 172, MTH 214 or MTH 215	4

Recommended Course Sequence - Semester 3

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3.00
	Multicultural and Social Perspectives Elective or Human Expression Elective	3
	HST 113 or HST 114	3
EGR 137	Digital Electronics	4.00
EGR 235	Electronic Theory I	4.00

Recommended Course Sequence - Semester 4

Course #	Title	Credits
EGR 133	Computer Configuration and Repair	4.00
EGR 211	Programmable Control Systems	4.00
	Multicultural and Social Perspectives Elective or Human Expression Elective	3
	Program Elective	3-4
	Total credits:	**60-63**

Category Descriptions

HST 113 or HST 114

Credits: 3

Choose one of the following:

Course #	Title	Credits
HST 113	United States History to 1877	3.00
HST 114	United States History from 1877	3.00

Human Expression Elective

Credits: 3

Choose one Human Expression elective.

The following electives are recommended: ARC 201, COM 101, COM 114, PHL 152 or World Language.

Multicultural and Social Perspectives Elective

Credits: 3

Choose one of the following:

Course #	Title	Credits
GVT 111	U.S. Government	3.00
GVT 112	Comparative Government	3.00
HST 111	The West and the World I	3.00
HST 112	The West and the World II	3.00
HST 113	United States History to 1877	3.00
HST 114	United States History from 1877	3.00
HST 257	History of Modern East Asia (China and Japan)	3.00

EGR 102 or EGR 103

Credits: 3

Choose one of the following:

Course #	Title	Credits
EGR 102	Introduction to Sustainable and Green Energy Technologies	3.00
EGR 103	Computer Skills for Engineers and Technicians	3.00

Electrical Technology Program Electives

Credits: 3-4

Choose one of the following:

Course #	Title	Credits
CIS 121	Operating Systems	3.00
CIS 160	The Microcomputer Environment	3.00
CHM 113	Fundamentals of Chemistry I	4.00
EGR 113	Introduction to Robotics	4.00
EGR 282	Wind Power Technology	4.00
EGR 284	Solar Power	4.00
EGR 299	Engineering Projects	4.00
INT 210	Internship Experience I	3.00
	SCI 251 and HON 260	4

Two-course Math Sequence

Credits: 7-8

Choose one two-course math sequence.

Course #	Title	Credits
	MTH 152 and MTH 172	7
	MTH 172 and MTH 214	8
	MTH 214 and MTH 215	8

PHY 101 and PHY 102

Credits: 8

For students with adequate mathematics preparedness and interested in transfer, PHY 211 and PHY 212 may be substituted for PHY 101 and PHY 102.

Course #	Title	Credits
PHY 101	Technical Physics I	4.00
PHY 102	Technical Physics II	4.00

Electro-Mechanical w/Green Energy

Program Code:
TE_EMO
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Associate in Science

Program 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 (MTH) course every semester until they have completed their sequence.
- Recommended Program Electives:
  - Automation and Robotics: EGR 113: Introduction to Robotics and EGR 171: Fluid Systems
  - Electronics: EGR 137: Digital Electronics and EGR 235: Electronic Theory I
  - Mechanical: EGR 171: Fluid Systems and EGR 172: Materials Science
- For students with adequate mathematical preparedness, and interested in transfer, PHY 211: General Physics I can be substituted for PHY 101: Technical Physics I.
- Completing courses in the summer will reduce fall and spring semester course loads.
- Oral Communication General Education Competency Infused.

After Bristol

- Graduates work as engineering aides, field service technicians, technical representatives, maintenance technicians and automation technicians.
- If you are considering transferring to a four-year institution, speak with your advisor and visit Transfer Services for additional information.

Degree Requirements

General Education Courses

Course #	Title	Credits
CSS 101	College Success Seminar	1.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
	HST 113 or HST 114	3
	PHY 101: Technical Physics I	4
	Two-course Math Sequence	7-8

Elective Courses

Course #	Title	Credits
	Human Expression Elective	3
	Multicultural and Social Perspectives Elective	3

Program Courses

Course #	Title	Credits
EGR 131	Introduction to Electrical Circuits	4.00
EGR 132	Electrical Circuits	4.00
EGR 211	Programmable Control Systems	4.00
EGR 251	Statics	3.00
	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	1.00
ENG 101	Composition I: College Writing	3.00
EGR 131	Introduction to Electrical Circuits	4.00
	MTH 152, MTH 172 or MTH 214	3-4
PHY 101	Technical Physics I	4.00
	Program Elective	3-4

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3.00
EGR 132	Electrical Circuits	4.00
	EGR 102 or EGR 103	3
	MTH 172, MTH 214 or MTH 215	4
	Program Elective	3-4

Recommended Course Sequence - Semester 3

Course #	Title	Credits
	CAD 101, CAD 111 or CAD 172	3
EGR 251	Statics	3.00
	Multicultural and Social Perspectives Elective or Human Expression Elective	3
	Program Elective	3-4
	Program Elective 4 Engineering	4

Recommended Course Sequence - Semester 4

Course #	Title	Credits
EGR 211	Programmable Control Systems	4.00
	HST 113 or HST 114	3
	Multicultural and Social Perspectives Elective or Human Expression Elective	3
	Program Elective 4 Engineering	4
	Total credits:	**62-65**

Category Descriptions

HST 113 or HST 114

Credits: 3

Choose one of the following:

Course #	Title	Credits
HST 113	United States History to 1877	3.00
HST 114	United States History from 1877	3.00

PHY 101: Technical Physics I

Credits: 4

For students with adequate mathematics preparedness and interested in transfer, PHY 211 may be substituted for PHY 101.

Course #	Title	Credits
PHY 101	Technical Physics I	4.00

Two-course Math Sequence

Credits: 7-8

Choose one two-course math sequence.

Course #	Title	Credits
	MTH 152 and MTH 172	7
	MTH 172 and MTH 214	8
	MTH 214 and MTH 215	8

Human Expression Elective

Credits: 3

Choose one Human Expression elective.

The following electives are recommended: ARC 201, COM 101, COM 114, PHL 152 or World Language.

Multicultural and Social Perspectives Elective

Credits: 3

Choose one of the following:

Course #	Title	Credits
ART 106	Survey of Art History II: Modern Art	3.00
GVT 111	U.S. Government	3.00
GVT 112	Comparative Government	3.00
HST 111	The West and the World I	3.00
HST 112	The West and the World II	3.00
HST 113	United States History to 1877	3.00
HST 114	United States History from 1877	3.00
HST 257	History of Modern East Asia (China and Japan)	3.00
SOC 101	Principles of Sociology	3.00
SOC 212	The Sociology of Social Problems	3.00
SOC 252	The Sociology of Human Relations	3.00

EGR 102 or EGR 103

Credits: 3

Choose one of the following:

Course #	Title	Credits
EGR 102	Introduction to Sustainable and Green Energy Technologies	3.00
EGR 103	Computer Skills for Engineers and Technicians	3.00

CAD 101, CAD 111 or CAD 172

Credits: 3

Choose one of the following:

Course #	Title	Credits
CAD 101	Computer Aided Drafting	3.00
CAD 111	Mechanical Design with Solidworks	3.00
CAD 172	Mechanical Design Using Inventor	3.00

EGR Electives

Credits: 8

Choose two of the following:

Course #	Title	Credits
EGR 113	Introduction to Robotics	4.00
EGR 137	Digital Electronics	4.00
EGR 171	Fluid Systems	4.00
EGR 172	Material Science	4.00
EGR 235	Electronic Theory I	4.00

Electro-Mechanical Program Electives

Credits: 7-8

Choose two of the following:

Course #	Title	Credits
	EGR Elective(s)	
	CAD Elective(s)	
CHM 113	Fundamentals of Chemistry I	4.00
	GIS Elective(s)	
INT 210	Internship Experience I	3.00
PHY 102	Technical Physics II	4.00
PHY 212	General Physics II	4.00
MTH 214	Calculus I	4.00
	SCI 251 and HON 260	4

Environmental

Program Code:
TE_ENV
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Associate in Science

Program 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

Degree Requirements

General Courses

Course #	Title	Credits
CSS 101	College Success Seminar	1.00
	CHM 111, CHM 113 or CHM 115	4
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
HST 114	United States History from 1877	3.00
	MTH 152 and MTH 172	7

Elective Courses

Course #	Title	Credits
	Global and Historic Awareness Elective	3
	Human Expression Elective	3

Program Courses

Course #	Title	Credits
CAD 101	Computer Aided Drafting	3.00
CHM 120	Environmental Chemistry	4.00
EGR 141	Introduction to Environment	3.00
EGR 183	Energy Efficiency and Conservation Measures	3.00
EGR 244	Basic Drinking Water Treatment	4.00
EGR 245	Hazardous Waste/Waste Management	4.00
	INT 101: Work-Based Experience	0-1
GIS 101	Introduction to Geographic Information Systems	3.00
GIS 102	Applications of Geographic Information Systems	3.00
	EGR 102 or EGR 103	3

Program Electives

Course #	Title	Credits
	Environmental Technical Electives	9-12

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	1.00
ENG 101	Composition I: College Writing	3.00
	CHM 111, CHM 113 or CHM 115	4
MTH 152	College Algebra	3.00
	EGR 102 or EGR 103	3
EGR 141	Introduction to Environment	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
CAD 101	Computer Aided Drafting	3.00
CHM 120	Environmental Chemistry	4.00
ENG 102	Composition II: Writing about Literature	3.00
MTH 172	Precalculus with Trigonometry	4.00

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	3.00
EGR 245	Hazardous Waste/Waste Management	4.00
GIS 101	Introduction to Geographic Information Systems	3.00
HST 114	United States History from 1877	3.00
	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	4.00
GIS 102	Applications of Geographic Information Systems	3.00
	Global and Historic Awareness or Human Expression Elective	3
	Program Elective	3
	Program Elective	3
	Total credits:	**65-70**

Category Descriptions

CHM 111, CHM 113 or CHM 115

Credits: 4

Choose one of the following:

Course #	Title	Credits
CHM 113	Fundamentals of Chemistry I	4.00
CHM 115	Health Science Chemistry I	4.00

MTH 152 and MTH 172

Credits: 7

Course #	Title	Credits
MTH 152	College Algebra	3.00
MTH 172	Precalculus with Trigonometry	4.00

Global and Historic Awareness Elective

Credits: 3

Choose one of the following:

Course #	Title	Credits
ART 105	Survey of Art History I: Ancient through Renaissance Art	3.00
ART 106	Survey of Art History II: Modern Art	3.00
SOC 101	Principles of Sociology	3.00
SOC 212	The Sociology of Social Problems	3.00
SOC 252	The Sociology of Human Relations	3.00

Human Expression Elective

Credits: 3

Choose one Human Expression elective.

The following electives are recommended: ARC 201, COM 101, COM 114, PHL 152 or World Language.

INT 101: Work-Based Experience

Credits: 0-1

Student may choose INT 210 as a Technical Elective.

Course #	Title	Credits
INT 101	Work-Based Experience	1.00

EGR 102 or EGR 103

Credits: 3

Choose one of the following:

Course #	Title	Credits
EGR 102	Introduction to Sustainable and Green Energy Technologies	3.00
EGR 103	Computer Skills for Engineers and Technicians	3.00

Environmental Technical Electives

Credits: 9-12

Choose three of the following:

Course #	Title	Credits
	CAD Elective(s)	
	EGR Elective(s)	
	GLG Elective(s)	
INT 210	Internship Experience I	3.00
INT 220	Internship Experience II	3.00
MTH 214	Calculus I	4.00
	SCI Elective(s)	

Water Treatment

Course #	Title	Credits
GLG 101	Introduction to Physical Geology	4.00
EGR 151	Electrical Machinery	3.00
SCI 112	Principles of Ecology	4.00

Wastewater Treatment

Course #	Title	Credits
GLG 101	Introduction to Physical Geology	4.00
SCI 112	Principles of Ecology	4.00
EGR 151	Electrical Machinery	3.00
EGR 241	Clean Water Technology I	4.00
EGR 242	Clean Water Technology II	4.00

Environmental Technology

Course #	Title	Credits
GLG 101	Introduction to Physical Geology	4.00
SCI 112	Principles of Ecology	4.00

Hazardous Waste

Course #	Title	Credits
GLG 101	Introduction to Physical Geology	4.00
EGR 241	Clean Water Technology I	4.00

Marine Science

Program Code:
TE_MRN
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Associate in Science

Program 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, speak with your Advisor and visit Transfer Affairs.

Degree Requirements

General Courses

Course #	Title	Credits
CSS 101	College Success Seminar	1.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
	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 102	Introduction to Sustainable and Green Energy Technologies	3.00
EGR 103	Computer Skills for Engineers and Technicians	3.00

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	4.00
CHM 113	Fundamentals of Chemistry I	4.00
EGR 141	Introduction to Environment	3.00
GIS 101	Introduction to Geographic Information Systems	3.00
PHY 101	Technical Physics I	4.00
PHY 211	General Physics I	4.00
SCI 119	Coastal Science	4.00
SCI 240	Introduction to Oceanography	4.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
CSS 101	College Success Seminar	1.00
EGR 102	Introduction to Sustainable and Green Energy Technologies	3.00
EGR 103	Computer Skills for Engineers and Technicians	3.00
EGR 141	Introduction to Environment	3.00
ENG 101	Composition I: College Writing	3.00
	MTH 152, MTH 172 or MTH 214	7-8

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3.00
SCI 119	Coastal Science	4.00
	MTH 172, MTH 214 or MTH 215	4
	Program Elective	3
	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	4.00
GIS 101	Introduction to Geographic Information Systems	3.00
	Program Elective	3
	HST 113 or HST 114	3
	Human Expression Elective	3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
BIO 132	Marine Biology	4.00
PHY 101	Technical Physics I	4.00
SCI 240	Introduction to Oceanography	4.00
	Program Elective	3
	Total credits:	**70-76**

Category Descriptions

HST 113 or HST 114

Credits: 3

Choose one of the following:

Course #	Title	Credits
HST 113	United States History to 1877	3.00
HST 114	United States History from 1877	3.00

Human Expression Elective

Credits: 3

Choose one Human Expression elective.

The following electives are recommended: ARC 201, COM 101, COM 114, PHL 152 or World Language.

Multicultural and Social Perspectives Elective

Credits: 3

Choose one of the following:

Course #	Title	Credits
ART 106	Survey of Art History II: Modern Art	3.00
GVT 111	U.S. Government	3.00
GVT 112	Comparative Government	3.00
HST 111	The West and the World I	3.00
HST 112	The West and the World II	3.00
HST 113	United States History to 1877	3.00
HST 114	United States History from 1877	3.00
HST 257	History of Modern East Asia (China and Japan)	3.00
SOC 101	Principles of Sociology	3.00
SOC 212	The Sociology of Social Problems	3.00
SOC 252	The Sociology of Human Relations	3.00

Marine Science Technical Electives

Credits: 12-16

Choose four of the following:

Course #	Title	Credits
BIO 121	Fundamentals of Biological Science I	4.00
BIO 122	Fundamentals of Biological Science II	4.00
BIO 130	The Biology and Behavior of Birds	4.00
INT 210	Internship Experience I	3.00
INT 220	Internship Experience II	3.00
CHM 114	Fundamentals of Chemistry II	4.00
CHM 120	Environmental Chemistry	4.00
EGR 151	Electrical Machinery	3.00
EGR 171	Fluid Systems	4.00
EGR 172	Material Science	4.00
EGR 241	Clean Water Technology I	4.00
EGR 242	Clean Water Technology II	4.00
EGR 244	Basic Drinking Water Treatment	4.00
EGR 245	Hazardous Waste/Waste Management	4.00
EGR 264	Oceanographic Technology	3.00
EGR 268	Fisheries Technologies and Monitoring Techniques	4.00
EGR 282	Wind Power Technology	4.00
EGR 284	Solar Power	4.00
EGR 299	Engineering Projects	4.00

Two-course Math Sequence

Credits: 7-8

Choose one two-course math sequence.

Course #	Title	Credits
	MTH 152 and MTH 172	7
	MTH 214 and MTH 215	8

Mechanical

Program Code:
TE_MEC
Academic Area:
Science, Technology, Engineering and Mathematics

Type:
Associate in Science

Program Statement

This concentration prepares students to work as technicians and mechanical designers. Students learn aspects of mechanical engineering such as computer-aided design, fluid systems, materials science, and strength of materials.

Program Information

- Students gain hands-on experience with mechanical systems (hydraulics, pneumatics and mechanisms), materials, and computer-aided design.
- Students should be in a Math (MTH) course every semester until they have completed their sequence.
- For students with adequate mathematical preparedness, and interested in transfer, PHY 211: General Physics I and PHY 212: General Physics II can be substituted for PHY 101: Technical Physics I and PHY 102: Technical Physics II.
- Completing courses in the summer will reduce fall and spring semester course loads.
- Oral Communication General Education Competency Infused.

After Bristol

- Graduates may work as mechanical/CAD designers, and manufacturing, industrial and design technicians.
- If you are considering transferring to a four-year institution, speak with your advisor and visit Transfer Services for additional information.

Degree Requirements

General Education Courses

Course #	Title	Credits
CSS 101	College Success Seminar	1.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
	HST 113 or HST 114	3
	Human Expression Elective	3
	Multicultural and Social Perspectives Elective	3

Program Courses

Course #	Title	Credits
CAD 101	Computer Aided Drafting	3.00
CAD 111	Mechanical Design with Solidworks	3.00
EGR 151	Electrical Machinery	3.00
EGR 171	Fluid Systems	4.00
EGR 172	Material Science	4.00
EGR 251	Statics	3.00
EGR 254	Mechanics of Materials and Structures	4.00
	EGR 102 or EGR 103	3

Program Electives

Course #	Title	Credits
	Mechanical Technology Program Electives	3-4
PHY 101	Technical Physics I	4.00
PHY 102	Technical Physics II	4.00
	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	1.00
ENG 101	Composition I: College Writing	3.00
	EGR 102 or EGR 103	3
EGR 172	Material Science	4.00
	MTH 152, MTH 172 or MTH 214	3-4

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3.00
EGR 171	Fluid Systems	4.00
CAD 101	Computer Aided Drafting	3.00
PHY 101	Technical Physics I	4.00
	MTH 172, MTH 214 or MTH 215	4

Recommended Course Sequence - Semester 3

Course #	Title	Credits
EGR 151	Electrical Machinery	3.00
EGR 251	Statics	3.00
PHY 102	Technical Physics II	4.00
	HST 113 or HST 114	3
	Multicultural and Social Perspectives Elective	3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
EGR 254	Mechanics of Materials and Structures	4.00
CAD 111	Mechanical Design with Solidworks	3.00
	Human Expression Elective	3
	Program Elective	3-4
	Total credits:	**60-63**

Category Descriptions

HST 113 or HST 114

Credits: 3

Choose one of the following:

Course #	Title	Credits
HST 113	United States History to 1877	3.00
HST 114	United States History from 1877	3.00

Human Expression Elective

Credits: 3

Choose one Human Expression elective.

The following electives are recommended: ARC 201, COM 101, COM 114, PHL 152 or World Language.

Multicultural and Social Perspectives Elective

Credits: 3

Choose one of the following:

Course #	Title	Credits
ART 106	Survey of Art History II: Modern Art	3.00
GVT 111	U.S. Government	3.00
GVT 112	Comparative Government	3.00
HST 111	The West and the World I	3.00
HST 112	The West and the World II	3.00
HST 113	United States History to 1877	3.00
HST 114	United States History from 1877	3.00
HST 257	History of Modern East Asia (China and Japan)	3.00
SOC 101	Principles of Sociology	3.00
SOC 212	The Sociology of Social Problems	3.00
SOC 252	The Sociology of Human Relations	3.00

EGR 102 or EGR 103

Credits: 3

Choose one of the following:

Course #	Title	Credits
EGR 102	Introduction to Sustainable and Green Energy Technologies	3.00
EGR 103	Computer Skills for Engineers and Technicians	3.00

Mechanical Technology Program Electives

Credits: 3-4

Choose one of the following:

Course #	Title	Credits
CAD 172	Mechanical Design Using Inventor	3.00
CHM 113	Fundamentals of Chemistry I	4.00
EGR 111	Fundamentals of Manual Machining	4.00
EGR 112	Automated Machining	3.00
EGR 115	Manufacturing Processes, Measurements and Quality	3.00
EGR 183	Energy Efficiency and Conservation Measures	3.00
EGR 211	Programmable Control Systems	4.00
EGR 241	Clean Water Technology I	4.00
EGR 255	Thermodynamics	3.00
EGR 264	Oceanographic Technology	3.00
EGR 282	Wind Power Technology	4.00
EGR 284	Solar Power	4.00
EGR 299	Engineering Projects	4.00
INT 210	Internship Experience I	3.00
	SCI 251 and HON 260	4

Two-course Math Sequence

Credits: 7-8

Choose one two-course math sequence.

Course #	Title	Credits
	MTH 152 and MTH 172	7
	MTH 214 and MTH 215	8

Design Electives

Course #	Title	Credits
CAD 172	Mechanical Design Using Inventor	3.00
EGR 299	Engineering Projects	4.00

Experiential Education Elective

Course #	Title	Credits
INT 210	Internship Experience I	3.00

Manufacturing Electives

Course #	Title	Credits
EGR 115	Manufacturing Processes, Measurements and Quality	3.00
EGR 211	Programmable Control Systems	4.00

Sustainability/Green Energy Electives

Course #	Title	Credits
EGR 183	Energy Efficiency and Conservation Measures	3.00
EGR 282	Wind Power Technology	4.00
EGR 284	Solar Power	4.00

Transfer Electives

Course #	Title	Credits
CHM 113	Fundamentals of Chemistry I	4.00
EGR 255	Thermodynamics	3.00

Offshore Wind Power

Program Code:
TE_OWP
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Associate in Science

Program 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.

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.
- 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.
- Completing courses in the summer will reduce fall and spring semester course loads.

After Bristol

- Graduates will be able to work as technicians for an offshore wind farm operator or in 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.
- If you are considering transferring to a four-year institution, speak with your advisor and visit Transfer Services for additional information.

Degree Requirements

General Education Courses

Course #	Title	Credits
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
COM 104	Fundamentals of Public Speaking	3.00
CIS 120	Programming: Logic, Design and Implementation	3.00
HST 114	United States History from 1877	3.00
PHL 152	Ethics: Making Ethical Decisions in a Modern World	3.00
SCI 112	Principles of Ecology	4.00

Program Courses

Course #	Title	Credits
EGR 151	Electrical Machinery	3.00
EGR 171	Fluid Systems	4.00
EGR 282	Wind Power Technology	4.00
EGR 283	Wind Power Operations and Maintenance	4.00
EGR 211	Programmable Control Systems	4.00
	EGR 215 or PRM 101	3
EGR 299	Engineering Projects	4.00
MTH 172	Precalculus with Trigonometry	4.00
EGR 281	Offshore Safety and Survival	4.00
EGR 285	Power Transmission in Offshore Environment	4.00
EGR 286	Data and Command Center Management	4.00
EGR 287	Corrosion Management and Control	3.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
ENG 101	Composition I: College Writing	3.00
EGR 151	Electrical Machinery	3.00
COM 104	Fundamentals of Public Speaking	3.00
EGR 171	Fluid Systems	4.00
HST 114	United States History from 1877	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3.00
EGR 282	Wind Power Technology	4.00
PHL 152	Ethics: Making Ethical Decisions in a Modern World	3.00
MTH 172	Precalculus with Trigonometry	4.00
CIS 120	Programming: Logic, Design and Implementation	3.00

Recommended Course Sequence - Semester 3

Course #	Title	Credits
EGR 211	Programmable Control Systems	4.00
EGR 281	Offshore Safety and Survival	4.00
EGR 283	Wind Power Operations and Maintenance	4.00
SCI 112	Principles of Ecology	4.00

Recommended Course Sequence - Semester 4

Course #	Title	Credits
	EGR 215 or PRM 101	3
EGR 285	Power Transmission in Offshore Environment	4.00
EGR 286	Data and Command Center Management	4.00
EGR 287	Corrosion Management and Control	3.00
EGR 299	Engineering Projects	4.00
	Total credits:	**67**

Category Descriptions

EGR 215 or PRM 101

Credits: 3

Choose one of the following:

Course #	Title	Credits
EGR 215	Lean Six Sigma	3.00
PRM 101	Foundations of Project Management	3.00

Automated Systems with Robotics Certificate

Program Code:
AR
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Certificate of Accomplishment

Program Statement

This certificate is designed to develop students' skills and apply their knowledge of electrical and mechanical systems. It prepares students to serve as technicians working with engineers on automated systems used in industry and entertainment. Topics include pneumatics, hydraulics, electrical and mechanical sensors, switches, motors and other automation hardware, process controllers and programmable logic.

Program Information

- Students work with robotics, automation and/or computer-controlled systems in industry and entertainment.
- Students can work as technicians maintaining and troubleshooting amusement rides and mechanical animation.

Program Requirements

Course #	Title	Credits
EGR 113	Introduction to Robotics	4.00
EGR 171	Fluid Systems	4.00
EGR 211	Programmable Control Systems	4.00
	EGR 131 or EGR 151	3-4

Recommended Course Sequence - Semester 1

Course #	Title	Credits
EGR 113	Introduction to Robotics	4.00
	EGR 131 or EGR 151	3-4

Recommended Course Sequence - Semester 2

Course #	Title	Credits
EGR 171	Fluid Systems	4.00
EGR 211	Programmable Control Systems	4.00
	Total credits:	**15-16**

Category Descriptions

EGR 131 or EGR 151

Credits: 3-4

Choose one of the following:

Course #	Title	Credits
EGR 131	Introduction to Electrical Circuits	4.00
EGR 151	Electrical Machinery	3.00

Fire Science

Emergency Medical Technician Certificate

Program Code:

EB
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Certificate of Recognition

Program Statement

The Emergency Medical Technician Certificate Program is designed to provide students with the skills and knowledge to pursue a career as an EMT. Students will be prepared to sit for the National/State of Massachusetts EMT certification examination.

Program Information

- Students are required to take two courses which are completed in one semester (Fall or Spring). Classes meet in person on Tuesday and Thursday evenings and Saturday mornings.
- 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. A national/state license is mandatory for all personnel who wish to pursue a career working in an ambulance.
- Courses transfer to the Fire Science degree program.

After Bristol

EMT training is a valuable skill for those pursuing careers in the fire/ambulance service and the healthcare field, such as emergency rooms and walk-in centers.

Program Requirements

Course #	Title	Credits
FIR 170	Emergency Care I	4.00
FIR 171	Emergency Care II	4.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
FIR 170	Emergency Care I	4.00
FIR 171	Emergency Care II	4.00
	Total credits:	**8**

Fire Science Technology

Fire Science Technology

Program Code:
FS
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Associate in Science

Program Statement

The Fire Science Technology program follows the (FEMA) curriculum based on the National Fire Academy FESHE (Fire and Emergency Services Higher Education) model for professional training and education in fire science. The program is designed to provide education to people seeking careers in fire/emergency service as well as current firefighters seeking incentive benefits or career enhancement in the field.

Program Information

- Students are required to take 20 courses for 60 credits to complete the program. Courses are a combination of fire science and general education.
- Courses are offered online, face to face and in hybrid formats.
- Fire Science classes are taught by experienced faculty who are subject-matter experts. Instructors are experienced fire officers and command personnel in area fire departments.
- Students who hold an associate's degree in fire science may be eligible for bonus points on entry and promotional examinations by fire departments.
- Students can earn Credit for Prior Learning through state certifications in prevention, suppression, leadership and Emergency Medical Technician programs.
- The following electives are recommended for all students: FIR 170 Emergency Care I; FIR 171 Emergency Care II; CRJ 101 Introduction to Criminal Justice; CRJ 221 Juvenile Offenders; CRJ 256 Criminal Investigation.
- The program coordinator is a retired Fire Chief with 34 years of service. He is available to advise all students in the program.

After Bristol

- Graduates serve 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, contact the program coordinator and visit Transfer Services.

Degree Requirements

General Courses

Course #	Title	Credits
COM 104	Fundamentals of Public Speaking	3.00
CSS 101	College Success Seminar	1.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
	Two-course History Sequence	6
MTH 111	Technical Mathematics for Fire Science	3.00
	PSY 101 or SOC 101	3

Elective Courses

Course #	Title	Credits
SCI 116	Science, Technology, and Society: The Chemistry of Hazardous Toxic Materials	4.00
	Fire Science Information Literacy Elective	0-3

Program Courses

Course #	Title	Credits
FIR 111	Introduction to Fire Protection	3.00
FIR 113	Fundamentals of Fire Prevention	3.00
FIR 150	Fire Investigation	3.00
FIR 157	Leadership and Command	3.00
FIR 159	Building Construction for Fire Prevention	3.00
FIR 253	Firefighting Tactics and Strategy	3.00
FIR 261	Fire Hydraulics	3.00
FIR 262	Fire & Emergency Safety & Survival	3.00
FIR 263	Fire Protection Systems and Equipment	3.00

Program Electives

Course #	Title	Credits
	Fire Science Program Electives	6-8

Recommended Course Sequence - Semester 1

Course #	Title	Credits
CSS 101	College Success Seminar	1.00
ENG 101	Composition I: College Writing	3.00
FIR 111	Introduction to Fire Protection	3.00
FIR 113	Fundamentals of Fire Prevention	3.00
	HST 111 or HST 113	3
MTH 111	Technical Mathematics for Fire Science	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3.00
FIR 150	Fire Investigation	3.00
SCI 116	Science, Technology, and Society: The Chemistry of Hazardous Toxic Materials	4.00
	HST 112 or HST 114	3
	PSY 101 or SOC 101	3

Recommended Course Sequence - Semester 3

Course #	Title	Credits
COM 104	Fundamentals of Public Speaking	3.00
FIR 159	Building Construction for Fire Prevention	3.00
FIR 261	Fire Hydraulics	3.00
FIR 262	Fire & Emergency Safety & Survival	3.00
FIR 263	Fire Protection Systems and Equipment	3.00

Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Fire Science Information Literacy Elective	0-3
FIR 157	Leadership and Command	3.00
FIR 253	Firefighting Tactics and Strategy	3.00
	Fire Science Program Electives	6-8
	Total credits:	**60**

Category Descriptions

Two-course History Sequence

Credits: 6

Choose one two-course history sequence.

Course #	Title	Credits
	HST 111 and HST 112	6
	HST 113 and HST 114	6

PSY 101 or SOC 101

Credits: 3

Choose one of the following:

Course #	Title	Credits
PSY 101	General Psychology	3.00
SOC 101	Principles of Sociology	3.00

Fire Science Information Literacy Elective

Credits: 0-3

Information Literacy Elective can be waived for students who have successfully completed two online or hybrid courses.

Choose one of the following:

Course #	Title	Credits
CIS 110	Basic Computing Skills	3.00
CIS 111	Introduction to Business Information Systems	3.00
CIS 113	Hospitality Management Information Systems	3.00
CIS 120	Programming: Logic, Design and Implementation	3.00
CIS 122	Internet Developer	3.00

Fire Science Program Electives

Credits: 6-8

Choose one of the following: Complete FIR 170 and FIR 171 in sequence or six credits of program electives.

Course #	Title	Credits
	FIR 170 and FIR 171	8
	CRJ and FIR Electives	6

General Studies

General Studies

Program Code:
GS
Academic Area:
Business and Experiential Education
Type:
Associate in Science

Program Statement

The General Studies program is intended for students who want to explore various fields of study and/or career options. It is also applicable to students who wish to create their own interdisciplinary program which is not available at the college.

Program Information

- This program is intended for students to explore a variety of fields before committing to an academic program. It is not designed for transfer.
- Students who fulfill all of their General Education competency requirements will gain practical skills for employment, such as critical thinking, communication, and more.
- Students who wish to tailor their degree to specific interests should speak with an Advisor or relevant faculty member.

After Bristol

This program is not designed for transfer. Students who intend to transfer should speak with an Advisor.

Degree Requirements

General Courses

Course #	Title	Credits
COM 104	Fundamentals of Public Speaking	3.00
CSS 101	College Success Seminar	1.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
	HST 111, 112, 113 or 114	3
	SOC 101, 212 or 252	3

Elective Courses

Course #	Title	Credits
	MassTransfer Natural or Physical 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	1.00
	Quantitative and Symbolic Reasoning Elective	3
ENG 101	Composition I: College Writing	3.00
	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	3.00
	MassTransfer Natural or Physical 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 104	Fundamentals of Public Speaking	3.00
	Program Elective	3
	Program Elective	3
	Program Elective	3
	Program Elective	3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Information Literacy Elective	0-3
	Program Elective	3
	Program Elective	3
	Program Elective	3
	Program Elective	3
	Total credits:	**60**

Category Descriptions

HST 111, 112, 113 or 114

Credits: 3

Choose one of the following:

Course #	Title	Credits
HST 111	The West and the World I	3.00
HST 112	The West and the World II	3.00
HST 113	United States History to 1877	3.00
HST 114	United States History from 1877	3.00

SOC 101, 212 or 252

Credits: 3

Choose one of the following:

Course #	Title	Credits
SOC 101	Principles of Sociology	3.00
SOC 212	The Sociology of Social Problems	3.00
SOC 252	The Sociology of Human Relations	3.00

MassTransfer Natural or Physical Science Elective

Credits: 3-4

Choose one MassTransfer Natural or Physical Science elective.

Multicultural and Social Perspectives Elective

Credits: 3

Choose one Multicultural and Social Perspectives elective.

Quantitative and Symbolic Reasoning Elective

Credits: 3

Choose one Quantitative and Symbolic Reasoning elective.

Information Literacy Elective

Credits: 0-3

Information Literacy Elective can be waived for students who have successfully completed two online or hybrid courses.

Choose one Information Literacy elective.

General Studies Program Electives

Credits: 31-36

Consult with your advisor to select college-level courses to achieve a total of at least 60 credits.
(CUL, DHG, HCI, MAS, MAT, MED, NUR, OTA, and PLB courses are approved electives within General Studies for all students who had previously been enrolled in a selective/competitive program.)

Health and Life Sciences

Program Code:
GS_GSH
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Associate in Science

Program Statement

This program provides students an opportunity to explore the Health & Life Sciences courses available at the college in preparation for application to the College's competitive Health Sciences programs or for transfer to a 4-year college or university to major in a related field. While enrollment in this program does not guarantee admission to any of the competitive admission programs, it does provide students with a framework of courses that are required for application to those programs.

Program Information

- 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 in the catalog for Admissions standards for your program of interest.
- Students should take any required developmental or co-requisite 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.
- Students should consider completing certificates that contain required program courses that will complement their degree.
- This program is not designed for transfer.

After Bristol

- Students are encouraged to select and apply for a specific competitive Health Science program (Dental Hygiene, Nursing, Occupational Therapy, Clinical Lab Science) or transfer to a 4-year school to major in a related Health or Life Science field.
- Bristol participates in the Mass Transfer Program with some Massachusetts State Colleges and Universities. Students who complete an approved pathway are guaranteed admission and transfer of credits to those 4-year institutions. For a list of eligible schools and courses, please visit MassTransfer.
- Bristol has also developed many specific program-to-program transfer/articulation agreements with four-year colleges and universities. For a complete listing of current articulation agreements, visit Transfer Services.

Degree Requirements

General Courses

Course #	Title	Credits
BIO 233	Human Anatomy and Physiology I	4.00
CSS 101	College Success Seminar	1.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
MTH 119	Fundamental Statistics	3.00
PSY 101	General Psychology	3.00
SOC 101	Principles of Sociology	3.00

Elective Courses

Course #	Title	Credits
	BIO 111 or BIO 121	4
	HST 111, 112, 113 or 114	3
	COM 104, 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	3.00
CSS 101	College Success Seminar	1.00
	BIO 111 or BIO 121	4
ENG 101	Composition I: College Writing	3.00
PSY 101	General Psychology	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
BIO 233	Human Anatomy and Physiology I	4.00
ENG 102	Composition II: Writing about Literature	3.00
SOC 101	Principles of Sociology	3.00
	COM 104 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
	Program Elective	3
	Program Elective	3
	Program Elective	3
	Total credits:	**60**

Category Descriptions

BIO 111 or BIO 121

Credits: 4

Choose one of the following:

Course #	Title	Credits
BIO 111	General Biology I	4.00
BIO 121	Fundamentals of Biological Science I	4.00

HST 111, 112, 113 or 114

Credits: 3

Choose one of the following:

Course #	Title	Credits
HST 111	The West and the World I	3.00
HST 112	The West and the World II	3.00
HST 113	United States History to 1877	3.00
HST 114	United States History from 1877	3.00

COM 104, PHL 152 or SCI 125

Credits: 3

Choose one of the following:

Course #	Title	Credits
COM 104	Fundamentals of Public Speaking	3.00
PHL 152	Ethics: Making Ethical Decisions in a Modern World	3.00
SCI 125	Social and Ethical Issues in Science, Technology, and Health Science	3.00

Health and Life Sciences Exploratory Course

Credits: 3-4

Choose one of the following:

Course #	Title	Credits
ANS 101	Introduction to Animal Care and Management	3.00
BIO 127	Introduction to Biotechniques	4.00
CHM 113	Fundamentals of Chemistry I	4.00
CHM 115	Health Science Chemistry I	4.00
HLT 106	Medical Language	3.00
HLT 116	Introduction to Healthcare	3.00
MAA 101	Medical Terminology	3.00
PSY 252	Child Development	3.00

Multicultural and Social Perspectives Elective

Credits: 3

Choose one Multicultural and Social Perspectives elective.

Information Literacy Elective

Credits: 0-3

Information Literacy Elective can be waived for students who have successfully completed two online or hybrid courses.

Choose one Information Literacy elective.

Health and Life Sciences Program Electives

Credits: 20-25

Consult with your advisor to select college-level courses to achieve a total of at least 60 credits.
(CUL, DHG, HCI, MAS, MAT, MED, NUR, OTA, and PLB courses are approved electives within General Studies for all students who had previously been enrolled in a selective/competitive program.)

Recommended Electives: ANS, BIO, FIR, HLT, INT, MAA, OFC, SCI, SER, SOC and CHM 111 or higher.

Health

Electrocardiography (EKG) Certificate

Program Code:
EK
Academic Area:
Health Sciences
Type:
Certificate of Accomplishment

Program Statement

The program goal is to prepare students to become professional and competent Electrocardiography (EKG) Technicians.

Program Information

This certificate is designed for students who have current or previous healthcare experience and would like to expand their skill set with knowledge of the cardiac system and testing procedures such as EKG, Holter monitoring, and stress testing.

After Bristol

Graduates of the program are eligible to sit for a national EKG certification exam.

Program Requirements

Course #	Title	Credits
BIO 115	Survey of Human Anatomy and Physiology	4.00
ENG 101	Composition I: College Writing	3.00
HLT 106	Medical Language	3.00
HLT 116	Introduction to Healthcare	3.00
HLT 118	Fundamentals of Electrocardiography	4.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
BIO 115	Survey of Human Anatomy and Physiology	4.00
ENG 101	Composition I: College Writing	3.00
HLT 106	Medical Language	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
HLT 116	Introduction to Healthcare	3.00
HLT 118	Fundamentals of Electrocardiography	4.00
	Total credits:	**17**

History

Native American Studies Certificate

Program Code:
NV
Academic Area:
Behavioral and Social Sciences and Education
Type:
Certificate of Achievement

Program Goals Statement

The Native American Studies certificate program provides Bristol students and elementary and secondary school educators with an overview of the issues affecting contemporary Native American communities of North America. Emphasis is placed 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. Students will develop the skills of critical analysis, critical thinking, written communication, and empathy.

Program Information

- This certificate can be completed 100% online.

After Bristol

- Students may choose to transfer to a college or university that includes a program in Native American Studies, such as the University of Massachusetts Boston or Brown University.

Program Requirements

Course #	Title	Credits
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
ANT 101	Social and Cultural Anthropology	3.00
ENG 259	Native American Literature	3.00
HST 259	History of North American Indian Peoples	3.00
HST 265	Immigration and Ethnicity in American History	3.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
ANT 101	Social and Cultural Anthropology	3.00
ENG 101	Composition I: College Writing	3.00

Recommended Course Sequence -Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3.00
HST 265	Immigration and Ethnicity in American History	3.00

Recommended Course Sequence -Semester 3

Course #	Title	Credits
HST 259	History of North American Indian Peoples	3.00
ENG 259	Native American Literature	3.00
	Total credits:	**18**

Human Services

Human Services

Program Code:
HS
Academic Area:
Behavioral and Social Sciences and Education
Type:
Associate in Science

Program 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 necessary 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 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 61-63 credit program has been developed to align with the MassTransfer Human Services to Social Work Pathway.

Program Information

- SER 291 includes a 125 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.
- Choose courses and electives with Department Chair or Human Service Faculty to maximize transfer credits.

- Add a Certificate in Substance Abuse Counseling, Gerontology, Thanatology, Gender and Race Studies or Deaf Studies to enrich career preparation.
- Consider applying for Credit for Prior Learning (CPL)

After Bristol

- The most popular transfer choices include Bachelor of Social Work (BSW) programs or Bachelor in Human Services at Bridgewater State University, Rhode Island College, UMass Global, UMass Boston, William James College, and Lesley University and psychology or sociology at UMass Dartmouth. Work with the Department Chair or Human Services Faculty early to select courses to maximize transfer possibilities.
- 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 Services website to review which credits will be transferred and applied to your degree.

Program Mission Statement

Bristol Community College's Human Services program provides an accessible, innovative, and inclusive education which prepares ethical and socially responsible graduates to serve individuals, groups and communities by respecting the dignity and welfare of all people, promoting self-determination, honoring diversity, advocating for social justice, and being catalysts for shaping a just, humane and sustainable world.

Program Learning Outcomes

Students will be able to:

- Demonstrate ethical and professional practice through a culturally competent framework with a variety of populations in diverse settings.
- Using a social justice lens, identify the connections between social welfare policies and the delivery of and access to social services.
- Demonstrate helping skills to engage in culturally responsive practice with clients.
- Examine personal biases, values, beliefs and experiences and the impact they have on assessing clients, building impartial relationships, and providing services.
- Use a multidisciplinary lens to assess clients in their environment and provide relevant services.

Degree Requirements

General Courses

Course #	Title	Credits
SER 102	College Success Seminar for Human Services	1.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
PSY 101	General Psychology	3.00
PSY 255	Abnormal Psychology	3.00
SOC 101	Principles of Sociology	3.00
BIO 111	General Biology I	4.00
COM 104	Fundamentals of Public Speaking	3.00
PHL 111	Introduction to Logic	3.00
MTH 119	Fundamental Statistics	3.00

Elective Courses

Course #	Title	Credits
	History Elective	3
	Focused Elective	3
	Focused Elective	3
	Focused Elective	3
	MassTransfer Natural or Physical Science Elective	3-4

Program Courses

Course #	Title	Credits
SER 101	Introduction to Social Welfare	3.00
SER 225	Social Work Issues: Diversity and Oppression	3.00
SER 251	Generalist Practice in Human Services	3.00
PSY 281	The Effects of Drugs on the Body & Mind	3.00
SER 290	Pre-Internship Skills, Planning and Success	1.00
SER 291	Field Experience and Seminar	5.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
SER 102	College Success Seminar for Human Services	1.00
ENG 101	Composition I: College Writing	3.00
PSY 101	General Psychology	3.00
SER 101	Introduction to Social Welfare	3.00
	COM 104 and/or History Elective	3

Recommended Course Sequence - Semester 2

Course #	Title	Credits
	MassTransfer Natural or Physical Science Elective	3-4
ENG 102	Composition II: Writing about Literature	3.00
PSY 255	Abnormal Psychology	3.00
SOC 101	Principles of Sociology	3.00
SER 225	Social Work Issues: Diversity and Oppression	3.00

Recommended Course Sequence - Summer

Course #	Title	Credits
	MTH 119 or BIO 111	3-4
	Focused Elective, PHL 111 or History Elective	3

Recommended Course Sequence - Semester 3

Course #	Title	Credits
	PHL 111 or Focused Elective	3
SER 251	Generalist Practice in Human Services	3.00
PSY 281	The Effects of Drugs on the Body & Mind	3.00
	MTH 119 or BIO 111	3-4
SER 290	Pre-Internship Skills, Planning and Success	1.00

Recommended Course Sequence - Semester 4

Course #	Title	Credits
SER 291	Field Experience and Seminar	5.00
	PHL 111 or Focused Elective	3
	Focused Elective	3
	Focused Elective	3
	Total credits:	**62-63**

Category Descriptions

History Elective

Credits: 3

Choose one of the following:

Course #	Title	Credits
HST 111	The West and the World I	3.00
HST 112	The West and the World II	3.00
HST 113	United States History to 1877	3.00
HST 114	United States History from 1877	3.00
HST 265	Immigration and Ethnicity in American History	3.00

Focused Elective

Credits: 3

Choose one of the following: any ASL, CRJ, DST, ECE, ECN, EDU, GVT 111, GVT 251, PSY, SAC, SER, SOC, or a World Language.

Consult with your advisor for choosing elective(s) that will meet your educational goals and requirements.

MassTransfer Natural or Physical Science Elective

Credits: 3-4

Choose one MassTransfer Natural or Physical Science elective.

Developmental Disabilities Certificate

Program Code:
DV
Academic Area:
Behavioral and Social Sciences and Education
Type:
Certificate of Achievement

Program Statement

This certificate prepares students to work effectively with the broad range of populations with Intellectual Disabilities. It offers an opportunity for current provider

agency employees within Massachusetts Department of Developmental Disability Services to advance within their organizations.

Program Information

- This certificate requires eight courses for a total of 24 credits.
- Students are required to participate in two internship courses which must be conducted at an approved service provider. DDS employees are required to conduct internships within their employer's programs. Contact the Program Director prior to enrollment to confirm internship site approval.
- Students not employed by DDS are responsible for their own tuition, fees, and textbooks. DDS covers the tuition, fees and textbooks for students employed by DDS service provider non-profit agencies and state direct services staff.
- All courses in this program apply to the Associate of Science in Human Services degree.
- Credit for Prior Learning (CPL) is not available in this program.

After Bristol

- Students completing this certificate program will be better prepared to provide direct care support for individuals with Intellectual Disabilities.
- Graduates of this program have advanced into higher level positions or transferred to different programs.

Program Requirements

Course #	Title	Credits
ENG 101	Composition I: College Writing	3.00
PSY 101	General Psychology	3.00
SER 101	Introduction to Social Welfare	3.00
SER 212	Special Topics in Mental Health	3.00
SER 260	Supervision and Leadership in Human Services	3.00
SER 261	Developmental Disabilities	3.00
SER 290	Pre-Internship Skills, Planning and Success	1.00
SER 291	Field Experience and Seminar	5.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
ENG 101	Composition I: College Writing	3.00
SER 101	Introduction to Social Welfare	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
PSY 101	General Psychology	3.00
SER 261	Developmental Disabilities	3.00
SER 290	Pre-Internship Skills, Planning and Success	1.00

Recommended Course Sequence - Semester 3

Course #	Title	Credits
SER 212	Special Topics in Mental Health	3.00
SER 260	Supervision and Leadership in Human Services	3.00

Recommended Course Sequence - Semester 4

Course #	Title	Credits
SER 291	Field Experience and Seminar	5.00
	Total credits:	**24**

Human Services Certificate

Program Code:
HV
Academic Area:
Behavioral and Social Sciences and Education
Type:
Certificate of Achievement

Program Statement

The Human Services Certificate attracts a diverse student population who share a common desire to work with and help people. This 24 credit Certificate provides academic, theoretical and skills-based knowledge to obtain an entry-level position in human services or an upgrade of existing professional knowledge, for those already working in the field.

Program Mission Statement

Bristol Community College's Human Services Program provides an accessible, innovative, and inclusive education which prepares ethical and socially responsible graduates to serve individuals, groups and communities by respecting the dignity and welfare of all

people, promoting self-determination, honoring diversity, advocating for social justice, and being catalysts for shaping a just, humane and sustainable world.

Program Information

- All courses in the Certificate apply to the Associate in Science in Human Services degree.
- SER 291 includes a 125 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.
- Consider applying for Credit for Prior Learning (CPL).

After Bristol

Students who graduate with this Certificate can obtain positions as entry-level human services providers. Students may also continue at Bristol to earn the Associate in Science in Human Services degree.

Program Learning Outcomes

- Demonstrate ethical and professional practice through a culturally competent framework with a variety of populations in diverse settings.
- Using a social justice lens, students identify the connections between social welfare policies and the delivery of and access to social services.
- Demonstrate helping skills to engage in culturally responsive practice with clients.
- Examine personal biases, values, beliefs and experiences and the impact they have on assessing clients, building impartial relationships, and providing services.
- Use a multidisciplinary lens to assess clients in their environment and provide relevant services.

Program Requirements

Course #	Title	Credits
ENG 101	Composition I: College Writing	3.00
PSY 101	General Psychology	3.00
	PSY 255 or SOC 212	3
SER 101	Introduction to Social Welfare	3.00
SER 225	Social Work Issues: Diversity and Oppression	3.00
SER 251	Generalist Practice in Human Services	3.00
SER 290	Pre-Internship Skills, Planning and Success	1.00
SER 291	Field Experience and Seminar	5.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
ENG 101	Composition I: College Writing	3.00
SER 101	Introduction to Social Welfare	3.00
PSY 101	General Psychology	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
	PSY 255 or SOC 212	3
SER 225	Social Work Issues: Diversity and Oppression	3.00
SER 251	Generalist Practice in Human Services	3.00
SER 290	Pre-Internship Skills, Planning and Success	1.00

Recommended Course Sequence - Semester 3

Course #	Title	Credits
SER 291	Field Experience and Seminar	5.00
	Total credits:	**24**

Category Descriptions

PSY 255 or SOC 212

Credits: 3

Choose one of the following:

Course #	Title	Credits
PSY 255	Abnormal Psychology	3.00
SOC 212	The Sociology of Social Problems	3.00

Liberal Arts

Behavioral and Social Sciences

Program Code:
LA_LABH
Academic Area:
Behavioral and Social Sciences and Education
Type:
Associate in Arts

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 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 Services website to review which credits will be transferred and applied to your degree.

Degree Requirements

General Courses

Course #	Title	Credits
COM 104	Fundamentals of Public Speaking	3.00
CSS 101	College Success Seminar	1.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
	Two-course History Sequence	6

Elective Courses

Course #	Title	Credits
	Global and Historic Awareness Elective	3
	Information Literacy Elective	0-3
	Multicultural and Social Perspectives Elective	0-3
	MassTransfer Behavioral and Social Science Elective	3
	MassTransfer Behavioral and Social Science Elective	3
	MassTransfer Humanities and Fine Arts Elective	3
	MassTransfer Mathematics/ Quantitative Reasoning Elective	3
	MassTransfer Natural or Physical Science Elective	3-4
	MassTransfer Natural or Physical Lab Science Elective	4

Program Electives

Course #	Title	Credits
	Program Electives	15-23

Recommended Course Sequence - Semester 1

Course #	Title	Credits
CSS 101	College Success Seminar	1.00
ENG 101	Composition I: College Writing	3.00
COM 104	Fundamentals of Public Speaking	3.00
	HST 111 or HST 113	3
	Multicultural and Social Perspectives Elective	0-3
	MassTransfer Behavioral and Social Science Elective	3

Recommended Course Sequence - Semester 2

Course #	Title	Credits
	MassTransfer Mathematics/ Quantitative Reasoning Elective	3
ENG 102	Composition II: Writing about Literature	3.00
	HST 112 or HST 114	3
	MassTransfer Behavioral and Social Science Elective	3
	MassTransfer Humanities and Fine Arts Elective	3

Recommended Course Sequence - Semester 3

Course #	Title	Credits
	Information Literacy Elective	0-3
	MassTransfer Natural or Physical Lab Science Elective	4
	Program Elective	3
	Program Elective	3
	Program Elective	3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
	MassTransfer Natural or Physical Science Elective	3-4
	Global and Historic Awareness Elective	3
	Program Elective	3
	Program Elective	3
	Total credits:	**60**

Category Descriptions

Two-course History Sequence

Credits: 6

Choose one two-course history sequence.

Course #	Title	Credits
	HST 111 and HST 112	6
	HST 113 and HST 114	6

Global and Historic Awareness Elective

Credits: 3

Choose one of the following:

Course #	Title	Credits
SOC 101	Principles of Sociology	3.00
SOC 212	The Sociology of Social Problems	3.00
SOC 252	The Sociology of Human Relations	3.00
SSC 217	Technology and Society	3.00

Information Literacy Elective

Credits: 0-3

Information Literacy Elective can be waived for students who have successfully completed two online or hybrid courses.

Course #	Title	Credits
ART 251	Photography II: Digital	3.00
ART 260	Computer Graphics	3.00
CIS 110	Basic Computing Skills	3.00
CIS 111	Introduction to Business Information Systems	3.00
CAD 101	Computer Aided Drafting	3.00
EGR 103	Computer Skills for Engineers and Technicians	3.00

Multicultural and Social Perspectives Elective

Credits: 0-3

May also be met by a MassTransfer Behavioral and Social Science or Humanities and Fine Arts elective.

Choose one Multicultural and Social Perspectives elective.

MassTransfer Behavioral and Social Science Elective

Credits: 3

Choose one MassTransfer Behavioral and Social Science elective.

MassTransfer Humanities and Fine Arts Elective

Credits: 3

Choose one **MassTransfer Humanities and Fine Arts** elective.

MassTransfer Mathematics/Quantitative Reasoning Elective

Credits: 3

Choose one MassTransfer Mathematics/Quantitative Reasoning elective.

MassTransfer Natural or Physical Science Elective

Credits: 3-4

Choose one MassTransfer Natural or Physical Science elective.

MassTransfer Natural or Physical Lab Science Elective

Credits: 4

Choose one MassTransfer Natural or Physical Lab Science elective.

Program Electives

Credits: 15-23

Consult with your advisor to select transferable electives to achieve a total of at least 60 credits.

History Transfer

Program Code:
LA_LAHS
Academic Area:
Behavioral and Social Sciences and Education
Type:
Associate in Arts

Program Statement

The History Transfer concentration prepares the student for transfer to a 4-year institution to pursue a Bachelor of Arts degree in History. Students in the program develop important skills such as analysis, critical thinking, and superior writing, as well as empathy for the diversity of human experiences. This is accomplished through different modes of teaching and learning that promote a depth of understanding of historical knowledge and the analytical and communication skills desired by a range of employers.

Program Information

- Students are required to take a minimum of 20 courses for a total of 61–66 credits. Program courses include four history survey courses and at least two 200-level history courses, as well as other general courses such as English, government, economics, and geography, as well as math, science, and social science electives.
- Students must complete all ten (10) of Bristol's General Education Requirements embedded in general courses and electives.
- The program can be completed 100% online.
- Many program courses utilize open educational resources that are provided at no or low cost. Students can search for Open Educational Resources (OER) courses within the course search page.
- Some program courses include community-based learning that allows students to connect classroom learning to a community organization or the Bristol Community College community.

After Bristol

- Graduates of Bachelor's Degree programs in History go on to work in secondary and higher education, public history including museums and historical societies, public and private research, law, government, and business.
- Bristol's History Transfer program prepares students interested in completing History Bachelor Degrees with both preparation for the critical thinking, research, and writing skills they will need to complete their degree, but also having completed foundational survey courses, ensuring a quicker completion of four-year degrees and a quicker start to advanced specialized courses. Graduates of Bachelor's Degree programs in

History go on to work in secondary and higher education, public history, research, law, government, business. and many other 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, current Bristol articulation agreements, and to complete an A2B Program Search, visit the Transfer Services website to review which credits will be transferred and applied to your degree.

Degree Requirements

General Education Foundation

Course #	Title	Credits
	MassTransfer English Composition/Writing	6
	MassTransfer Behavioral and Social Science Electives	9
	MassTransfer Humanities and Fine Arts Electives	9
	MassTransfer Natural or Physical Science Electives	7
	MassTransfer Mathematics/ Quantitative Reasoning Elective	3

MassTransfer A2B Program Courses

Course #	Title	Credits
HST 111	The West and the World I	3.00
HST 112	The West and the World II	3.00
HST 113	United States History to 1877	3.00
HST 114	United States History from 1877	3.00

Elective Courses

Course #	Title	Credits
	CSS 101: College Success Seminar	0-1
	Literature Elective	3
	Information Literacy Elective	0-3
	Program Electives	7-11

Recommended Course Sequence - Semester 1

Course #	Title	Credits
CSS 101	College Success Seminar	1.00
ENG 101	Composition I: College Writing	3.00
HST 111	The West and the World I	3.00
HST 113	United States History to 1877	3.00
COM 104	Fundamentals of Public Speaking	3.00
	MassTransfer Behavioral and Social Science Elective	3

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3.00
HST 112	The West and the World II	3.00
HST 114	United States History from 1877	3.00
	MassTransfer Mathematics/ Quantitative Reasoning Elective	3
	MassTransfer Natural or Physical Lab Science Elective	4

Recommended Course Sequence - Semester 3

Course #	Title	Credits
	MassTransfer Behavioral and Social Science Elective	3
	MassTransfer Behavioral and Social Science Elective	3
	MassTransfer Natural or Physical Science Elective	3-4
	Literature Elective	3
	Program Elective	3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Information Literacy Elective	0-3
	MassTransfer Humanities and Fine Arts Elective	3
	MassTransfer Humanities and Fine Arts Elective	3
	Program Elective	3
	Program Elective	3
	Total credits:	**60-64**

Category Descriptions

MassTransfer English Composition/Writing

Credits: 6

Course #	Title	Credits
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00

MassTransfer Behavioral and Social Science Electives

Credits: 9

Choose three **MassTransfer** Behavioral and Social Science electives.

Recommended courses include ECN 111, GVT 111, SOC 101, SSC 101.

MassTransfer Humanities and Fine Arts Electives

Credits: 9

Course #	Title	Credits
COM 104	Fundamentals of Public Speaking	3.00
	MassTransfer Humanities and Fine Arts Electives	6

MassTransfer Natural or Physical Science Electives

Credits: 7

Choose two **MassTransfer** Natural or Physical Science electives, at least one which must have a lab component.

Recommended non-lab courses include SCI 110, SCI 117.

Recommended lab courses include BIO 160.

MassTransfer Mathematics/Quantitative Reasoning Elective

Credits: 3

Choose a MassTransfer Mathematics/Quantitative Reasoning elective.

Recommended courses include MTH 119, MTH 125, MTH 127, MTH 152.

Consult an advisor about which math course is required by your transfer destination.

CSS 101: College Success Seminar

Credits: 0-1

CSS 101 can be waived for students who have met the College Success Seminar 101 Waiver.

Course #	Title	Credits
CSS 101	College Success Seminar	1.00

Literature Elective

Credits: 3

Recommended course includes HUM 264; or choose any ENG 250-259 or ENG 270-279 courses.

Information Literacy Elective

Credits: 0-3

Information Literacy Elective can be waived for students who have successfully completed two online or hybrid courses.

Choose one Information Literacy elective.

Program Electives

Credits: 7-11

Recommended courses include 200-level History electives and INT 210.

Consult with an advisor to ensure courses will transfer.

Humanities

Program Code:
LA_LAH
Academic Area:
Arts and Humanities
Type:
Associate in Arts

Program Statement

The Liberal Arts and Sciences – Humanities program provides an interdisciplinary foundation for students wishing to transfer to a Bachelor of Arts program in a variety of academic areas such as Humanities, Education, Law, Cultural Studies, Language, Literature, Philosophy, Religion, Writing or X Studies (X =Women's/Gender/Queer, Black, Hispanic, Native American, etc.). Although intended as a transfer program, graduates develop valuable skills (critical thinking, effective communication, reflection, creativity) which can be applied across many career paths.

Program Information

- The program can be completed in 2 years if students successfully complete 5 courses a semester (15 credits). Less than five courses per semester will add additional time to complete the program and graduate.
- Program courses are a combination of general education courses all students must take, specific courses the program requires which are based in humanities, and electives.
- Electives offer some customization for students to pursue courses within the humanities that serve their specific transfer goals and general interests. Students will consult with an advisor assigned by the college to assist with these elective choices.
- Students in this major should expect to study and explore within the disciplines of art (visual and performing), communications, ethics, general humanities, history, language, literature, philosophy, and writing.
- Through our interdisciplinary approach, students in this major also acquire the "soft skills" employers are seeking.
- A student unsure of their transfer/career path is most welcome. An ideal student in that situation is one who gets excited by things like: solving real world problems creatively and/or collaboratively, questioning everything, expressing their views, considering the views of others, debating, contributing to a more inclusive and just world, examining things critically, finding holes in arguments, and/or persuading others with evidence, etc.

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 Services website to review which credits will be transferred and applied to your degree.

Degree Requirements

General Courses

Course #	Title	Credits
COM 104	Fundamentals of Public Speaking	3.00
HUM 101	Human Expression Across Time and Space	3.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
	Two-course History Sequence	6

Elective Courses

Course #	Title	Credits
	Global and Historic Awareness Elective	3
	Information Literacy Elective	0-3
	Literature Elective	3
	Multicultural and Social Perspectives Elective	0-3
	MassTransfer Behavioral and Social Science Elective	3
	MassTransfer Behavioral and Social Science Elective	3
	MassTransfer Humanities and Fine Arts Elective	3
	MassTransfer Mathematics/ Quantitative Reasoning Elective	3
	MassTransfer Natural or Physical Science Elective	3-4
	MassTransfer Natural or Physical Lab Science Elective	4

Program Electives

Course #	Title	Credits
	World Language or Program Electives	6-9
	Program Elective	1-11

Recommended Course Sequence - Semester 1

Course #	Title	Credits
HUM 101	Human Expression Across Time and Space	3.00
ENG 101	Composition I: College Writing	3.00
COM 104	Fundamentals of Public Speaking	3.00
	MassTransfer 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
	MassTransfer Mathematics/ Quantitative Reasoning Elective	3
ENG 102	Composition II: Writing about Literature	3.00
	HST 112 or HST 114	3
	World Language or Program Elective	3
	MassTransfer Behavioral and Social Science Elective	3

Recommended Course Sequence - Semester 3

Course #	Title	Credits
	MassTransfer Humanities and Fine Arts Elective	3
	Information Literacy Elective	0-3
	Literature Elective	3
	Program Elective	3
	MassTransfer Natural or Physical Science Elective	3-4

Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Global and Historic Awareness Elective	3
	Multicultural and Social Perspectives Elective	0-3
	Program Elective	3
	MassTransfer Natural or Physical Lab Science Elective	4
	Total credits:	**60**

Category Descriptions

Two-course History Sequence

Credits: 6

Choose one two-course history sequence.

Course #	Title	Credits
	HST 111 and HST 112	6
	HST 113 and HST 114	6

Global and Historic Awareness Elective

Credits: 3

Choose one of the following:

Course #	Title	Credits
SOC 101	Principles of Sociology	3.00
SOC 212	The Sociology of Social Problems	3.00
SOC 252	The Sociology of Human Relations	3.00
SSC 217	Technology and Society	3.00

Information Literacy Elective

Credits: 0-3

Information Literacy Elective can be waived for students who have successfully completed two online or hybrid courses.

Course #	Title	Credits
ART 251	Photography II: Digital	3.00
ART 260	Computer Graphics	3.00
CIS 110	Basic Computing Skills	3.00
CIS 111	Introduction to Business Information Systems	3.00
CAD 101	Computer Aided Drafting	3.00
EGR 103	Computer Skills for Engineers and Technicians	3.00

Literature Elective

Credits: 3

Consult with your advisor to select a Literature Elective.

Multicultural and Social Perspectives Elective

Credits: 0-3

May also be met by a MassTransfer Behavioral and Social Science or Humanities and Fine Arts elective.

Choose one Multicultural and Social Perspectives elective.

MassTransfer Behavioral and Social Science Elective

Credits: 3

Choose one MassTransfer Behavioral and Social Science elective.

MassTransfer Humanities and Fine Arts Elective

Credits: 3

Choose one **MassTransfer Humanities and Fine Arts** elective.

MassTransfer Mathematics/Quantitative Reasoning Elective

Credits: 3

Choose one MassTransfer Mathematics/Quantitative Reasoning elective.

MassTransfer Natural or Physical Science Elective

Credits: 3-4

Choose one MassTransfer Natural or Physical Science elective.

MassTransfer Natural or Physical Lab Science Elective

Credits: 4

Choose one MassTransfer Natural or Physical Lab Science elective.

World Language or Program Electives

Credits: 6-9

Completion of a world language at the 102 level at Bristol or 3 years of a world language at the high school level with a "C" average or better is required.

If this requirement is met in one of these ways, students must take 6 credits of electives in its place (these electives should meet the general education and program guidelines of the desired transfer school).

Students who have met the Information Literacy requirement with two online/hybrid courses will need an additional program elective.

Program Elective

Credits: 1-11

Consult with your advisor to select college-level courses to achieve a total of at least 60 credits.

Math and Science

Program Code:
LA_LAM
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Associate in Arts

Program Statement

This 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. This program values lifelong learning for the 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.
- Lab science courses may also require a year of high school lab science or CHM 090 as a prerequisite.
- For students interested Biology, Chemistry, Engineering, Environmental Science or Physics, it is recommended that they change to the Bristol program specifically designed to transfer into a bachelor's degree in that discipline.
- Completing courses in the summer will reduce fall and spring semester course loads.

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 Services website to review which credits will be transferred and applied to your degree.

Degree Requirements

General Courses

Course #	Title	Credits
COM 104	Fundamentals of Public Speaking	3.00
CSS 101	College Success Seminar	1.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
	Two-course History Sequence	6
	Two-course Math Sequence	7-8

Elective Courses

Course #	Title	Credits
	Global and Historic Awareness Elective	3
	Multicultural and Social Perspectives Elective	0-3
	Information Literacy Elective	0-3
	MassTransfer Behavioral and Social Science Elective	3
	MassTransfer Behavioral and Social Science Elective	3
	MassTransfer Natural or Physical Lab Science Elective	4
	MassTransfer Natural or Physical Lab Science Elective	4
	Math and Science Electives	8

Program Electives

Course #	Title	Credits
	Program Electives	5-13

Recommended Course Sequence - Semester 1

Course #	Title	Credits
CSS 101	College Success Seminar	1.00
COM 104	Fundamentals of Public Speaking	3.00
ENG 101	Composition I: College Writing	3.00
	HST 111 or HST 113	3
	MassTransfer 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	3.00
	HST 112 or HST 114	3
	MTH 172, MTH 214 or MTH 215	4
	MassTransfer Behavioral and Social Science Elective	3
	MassTransfer Natural or Physical 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
	Global and Historic Awareness Elective	3
	Information Literacy Elective	0-3
	MassTransfer Natural or Physical Lab Science Elective	4
	Math or Science Elective	4
	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
	Total credits:	**60**

Category Descriptions

Two-course History Sequence

Credits: 6

Choose one two-course history sequence.

Course #	Title	Credits
	HST 111 and HST 112	6
	HST 113 and HST 114	6

Two-course Math Sequence

Credits: 7-8

Choose one two-course math sequence.

Course #	Title	Credits
	MTH 152 and MTH 172	7
	MTH 172 and MTH 214	8
	MTH 214 and MTH 215	8

Global and Historic Awareness Elective

Credits: 3

Choose one of the following:

Course #	Title	Credits
SOC 101	Principles of Sociology	3.00
SOC 212	The Sociology of Social Problems	3.00
SOC 252	The Sociology of Human Relations	3.00
SSC 217	Technology and Society	3.00

Multicultural and Social Perspectives Elective

Credits: 0-3

May also be met by a Behavioral and Social Science elective.

Choose one Multicultural and Social Perspectives elective.

Information Literacy Elective

Credits: 0-3

Information Literacy Elective can be waived for students who have successfully completed two online or hybrid courses.

Course #	Title	Credits
ART 251	Photography II: Digital	3.00
ART 260	Computer Graphics	3.00
CIS 110	Basic Computing Skills	3.00
CIS 111	Introduction to Business Information Systems	3.00
CAD 101	Computer Aided Drafting	3.00
EGR 103	Computer Skills for Engineers and Technicians	3.00

MassTransfer Behavioral and Social Science Elective

Credits: 3

Choose one MassTransfer Behavioral and Social Science elective.

MassTransfer Natural or Physical Lab Science Elective

Credits: 4

Choose one MassTransfer Natural or Physical Lab Science elective.

Math and Science Electives

Credits: 8

Work closely with your advisor to determine which courses are most useful to your career/transfer goals.

Choose two four-credit math and science electives.

Program Electives

Credits: 5-13

Consult with your advisor to select transferable electives to achieve a total of at least 60 credits.

Psychology Transfer

Program Code:
LA_LAPY
Academic Area:
Behavioral and Social Sciences and Education
Type:
Associate in Arts

Program Statement

The Liberal Arts Psychology Transfer concentration provides a comprehensive and rigorous foundation for students who plan to transfer to a four-year institution to complete a baccalaureate degree in psychology or a related field. The program prepares students with the core knowledge and skills by providing foundational courses that parallel the first two years in a four-year institution and prepares students for success in more advanced psychology classes in the future.

Program Information

- The Liberal Arts Psychology Transfer Concentration is fully available on campus and online.
- BIO 111General Biology is the recommended Biology elective.
- Students with an interest in a specific area of psychology should work with their advisor to choose electives that best align with their area of interest in psychology.
- Students must complete PSY 230: Statistics for Psychology with a C+ or better to complete the program.

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 Services website to review which credits will be transferred and applied to your degree.

Degree Requirements

General Courses

Course #	Title	Credits
COM 104	Fundamentals of Public Speaking	3.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
MTH 119	Fundamental Statistics	3.00
PSY 101	General Psychology	3.00
PSY 165	Psychology of Learning, Motivation, and Achievement	3.00
PSY 230	Statistics for Psychology	4.00
PSY 232	Research Methods in Psychology	3.00
	Two-course History Sequence	6

Elective Courses

Course #	Title	Credits
	Biology Elective	4
	Global and Historic Awareness Elective	3
	MassTransfer Natural or Physical Science Elective	3-4
	Multicultural and Social Perspectives Elective	3

Program Electives

Course #	Title	Credits
	Psychology A2B Pathway Electives	12
	Psychology Program Electives	6

Recommended Course Sequence - Semester 1

Course #	Title	Credits
ENG 101	Composition I: College Writing	3.00
PSY 101	General Psychology	3.00
PSY 165	Psychology of Learning, Motivation, and Achievement	3.00
COM 104	Fundamentals of Public Speaking	3.00
MTH 119	Fundamental Statistics	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3.00
	HST 111 or HST 113	3
PSY 230	Statistics for Psychology	4.00
	Multicultural and Social Perspectives Elective	3
	Program Elective	3

Recommended Course Sequence - Semester 3

Course #	Title	Credits
	HST 112 or HST 114	3
PSY 232	Research Methods in Psychology	3.00
	Biology Elective	4
	Global and Historic Awareness Elective	3
	Program Elective	3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
	MassTransfer Natural or Physical Science Elective	3-4
	Program Elective	3
	Program Elective	3
	Program Elective	3
	Program Elective	3
	Total credits:	**62-63**

Category Descriptions

Two-course History Sequence

Credits: 6

Choose one two-course history sequence.

Course #	Title	Credits
	HST 111 and HST 112	6
	HST 113 and HST 114	6

Biology Elective

Credits: 4

Choose one of the following:

Course #	Title	Credits
BIO 111	General Biology I	4.00
BIO 115	Survey of Human Anatomy and Physiology	4.00
BIO 121	Fundamentals of Biological Science I	4.00
BIO 122	Fundamentals of Biological Science II	4.00

Global and Historic Awareness Elective

Credits: 3

Choose one Global and Historic Awareness elective.

MassTransfer Natural or Physical Science Elective

Credits: 3-4

Choose one MassTransfer Natural or Physical Science elective.

Multicultural and Social Perspectives Elective

Credits: 3

Choose one Multicultural and Social Perspectives elective.

Psychology A2B Pathway Electives

Credits: 12

Choose four of the following courses to meet the MassTransfer A2B Mapped Psychology Pathway.

Course #	Title	Credits
PSY 252	Child Development	3.00
PSY 253	Adolescent Psychology	3.00
PSY 254	Psychology of Personality	3.00
PSY 255	Abnormal Psychology	3.00
PSY 257	Social Psychology	3.00
PSY 290	Psychology of Learning	3.00

Psychology Program Electives

Credits: 6

Choose two additional electives from the MassTransfer A2B Mapped Psychology Pathway courses or MassTransfer Behavioral and Social Sciences Electives that meet the general education and program guidelines of the desired transfer school(s).

Sociology Transfer

Program Code:
LA_LASO
Academic Area:
Behavioral and Social Sciences and Education
Type:
Associate in Arts

Program 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 Liberal Arts Sociology Transfer concentration prepares the student for transfer to a 4-year institution to pursue a Bachelor of Arts degree in Sociology.

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 Services website to review which credits will be transferred and applied to your degree.

Degree Requirements

General Courses

Course #	Title	Credits
CSS 101	College Success Seminar	1.00
COM 104	Fundamentals of Public Speaking	3.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
SOC 101	Principles of Sociology	3.00
	Two-course History Sequence	6

Elective Courses

Course #	Title	Credits
	Global and Historic Awareness Elective	3
	Literature Elective	3
	MassTransfer Humanities and Fine Arts Elective	3
	MassTransfer Mathematics/ Quantitative Reasoning Elective	3
	MassTransfer Natural or Physical Science Elective	3-4
	MassTransfer Natural or Physical Lab Science Elective	4
	Multicultural and Social Perspectives Elective	3
	Multicultural and Social Perspectives Elective	3
	Multicultural and Social Perspectives Elective	3

Program Electives

Course #	Title	Credits
SOC 212	The Sociology of Social Problems	3.00
SOC 251	Sociology of the Family	3.00
SOC 256	Race and Ethnicity in the Contemporary United States	3.00
	MassTransfer Behavioral and Social Science Elective	3
	MassTransfer Behavioral and Social Science Elective	3

Recommended Course Sequence - Semester 1

Course #	Title	Credits
CSS 101	College Success Seminar	1.00
ENG 101	Composition I: College Writing	3.00
COM 104	Fundamentals of Public Speaking	3.00
	HST 111 or HST 113	3
SOC 101	Principles of Sociology	3.00
	MassTransfer Behavioral and Social Science Elective	3

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3.00
	MassTransfer Mathematics/ Quantitative Reasoning Elective	3
	HST 112 or HST 114	3
	MassTransfer Natural or Physical Lab Science Elective	4
	Program Elective	3

Recommended Course Sequence - Semester 3

Course #	Title	Credits
	Literature Elective	3
	Multicultural and Social Perspectives Elective	3
	MassTransfer Natural or Physical Science Elective	3-4
	Program Elective	3
	Program Elective	3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Global and Historic Awareness Elective	3
	MassTransfer Humanities and Fine Arts Elective	3
	MassTransfer Behavioral and Social Science Elective	3
	Program Elective	3
	Program Elective	3
	Total credits:	**61-63**

Category Descriptions

Two-course History Sequence

Credits: 6

Choose one two-course history sequence.

Course #	Title	Credits
	HST 111 and HST 112	6
	HST 113 and HST 114	6

Global and Historic Awareness Elective

Credits: 3

Choose one Global and Historic Awareness elective.

Literature Elective

Credits: 3

Consult with your advisor to select a Literature Elective.

MassTransfer Humanities and Fine Arts Elective

Credits: 3

Choose one **MassTransfer Humanities and Fine Arts** elective.

MassTransfer Mathematics/Quantitative Reasoning Elective

Credits: 3

Choose one of the following:

Course #	Title	Credits
MTH 119	Fundamental Statistics	3.00
MTH 125	Modern College Mathematics	3.00

MassTransfer Natural or Physical Science Elective

Credits: 3-4

Choose one MassTransfer Natural or Physical Science elective.

MassTransfer Natural or Physical Lab Science Elective

Credits: 4

Choose one MassTransfer Natural or Physical Lab Science elective.

Multicultural and Social Perspectives Elective

Credits: 3

Choose one Multicultural and Social Perspectives elective.

MassTransfer Behavioral and Social Science Elective

Credits: 3

Choose one MassTransfer Behavioral and Social Science elective.

Theatre Transfer

Program Code:
LA_LAT
Academic Area:
Arts and Humanities

Type:
Associate in Arts

Program 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.

By instilling professional artistic values, it is our goal to develop graduates who will be able to transfer the skills, tools, and techniques acquired in the program to a full and well-rounded life. Bristol Theatre graduates will be able to think critically, solve problems effectively, collaborate, listen actively and empathetically, and go on to pursue a wide range of academic, artistic, and/or professional endeavors either within the entertainment industry or in other fields.

Program Information

- Theatre majors should follow the course sequence as much as possible, and they must plan to dedicate extra time to developing their craft by participating in at least three theatre program productions before they graduate.
- Students may wish to take general education courses during winter and summer semesters to complete program sooner.

After Bristol

- Many students have continued studies in theatre at Tisch School of the Arts at New York University, DePaul University, Ithaca College, 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.
- Students will find this degree useful for preparing for a range of careers in the theatre industry, including actor, director, scenic designer, producer, casting director, talent agent, stage manager, theatre instructor, costume shop manager, make-up artist, and more.
- Students have found their degree in theatre useful for careers outside the theatre industry, including teaching, marketing, advertising, law, psychology, event management, fundraising, sales, and more. Additional degrees or training may be necessary for some of these 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, current Bristol articulation agreements, and to complete an A2B Program Search, visit the Transfer Services website to review which credits will be transferred and applied to your degree.
- Students may also transfer to a four-year theatre program outside of Massachusetts. Contact your advisor or the Program Coordinator for more information.

Student Learning Outcomes

Students will be able to:
1. Create theatrical work informed by dramatic action, circumstance, and relevant artistic tools and techniques.
2. Create designs, performances, and/or scripts that reveal complicated, specific, and rich story elements.
3. Analyze scripts, performances, and/or designs.
4. Research appropriately in the creative process.
5. Collaborate effectively with others in the creation of performances, designs, scripts, and presentations.
6. Evaluate theatrical work.

Degree Requirements

General Courses

Course #	Title	Credits
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
PSY 101	General Psychology	3.00
SOC 101	Principles of Sociology	3.00

Elective Courses

Course #	Title	Credits
	History Elective	3
	MassTransfer Behavioral and Social Science Elective	3
	MassTransfer Mathematics/ Quantitative Reasoning Elective	3
	MassTransfer Natural or Physical Science Elective	3-4
	MassTransfer Natural or Physical Lab Science Elective	4

Program Courses

Course #	Title	Credits
THE 101	Introduction to Theatre	3.00
THE 102	Theatre Colloquium	2.00
THE 112	Introduction to Acting	3.00
THE 113	Scene Study	3.00
THE 117	Theatre History - The Early Years	3.00
THE 118	Theatre History - The Modern Years	3.00
THE 124	Theatre Design	3.00
THE 136	Stagecraft	3.00
	THE 212 or THE 120	3
	Theatre Program Electives	6

Recommended Course Sequence - Semester 1

Course #	Title	Credits
THE 101	Introduction to Theatre	3.00
THE 102	Theatre Colloquium	2.00
THE 112	Introduction to Acting	3.00
THE 124	Theatre Design	3.00
ENG 101	Composition I: College Writing	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
THE 113	Scene Study	3.00
THE 117	Theatre History - The Early Years	3.00
THE 136	Stagecraft	3.00
ENG 102	Composition II: Writing about Literature	3.00
SOC 101	Principles of Sociology	3.00

Recommended Course Sequence - Semester 3

Course #	Title	Credits
THE 118	Theatre History - The Modern Years	3.00
	THE 212 or THE 120	3
PSY 101	General Psychology	3.00
	MassTransfer Behavioral and Social Science Elective	3
	MassTransfer Mathematics/ Quantitative Reasoning Elective	3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Theatre Program Electives	6
	MassTransfer Natural or Physical Science Elective	3-4
	MassTransfer Natural or Physical Lab Science Elective	4
	History Elective	3
	Total credits:	**60-61**

Category Descriptions

History Elective

Credits: 3

Choose a History Elective that fits your educational goals.

MassTransfer Behavioral and Social Science Elective

Credits: 3

Choose one MassTransfer Behavioral and Social Science elective.

MassTransfer Mathematics/Quantitative Reasoning Elective

Credits: 3

Choose one of the following:

Course #	Title	Credits
MTH 119	Fundamental Statistics	3.00
MTH 125	Modern College Mathematics	3.00
MTH 127	Mathematics for Elementary School Teachers I	3.00
MTH 131	Elements of College Mathematics	3.00
MTH 152	College Algebra	3.00
MTH 251	Fundamental Business Statistics	3.00

MassTransfer Natural or Physical Science Elective

Credits: 3-4

Choose one MassTransfer Natural or Physical Science elective.

MassTransfer Natural or Physical Lab Science Elective

Credits: 4

Choose one MassTransfer Natural or Physical Lab Science elective.

THE 212 or THE 120

Credits: 3

Choose one of the following:

Course #	Title	Credits
THE 212	Acting: Voice, Movement and Style	3.00
THE 120	Costume Design	3.00

Theatre Program Electives

Credits: 6

Choose two of the following:

Course #	Title	Credits
THE 213	Acting: Theatre to Film	3.00
THE 127	Scenic and Lighting Design	3.00
THE 214	Scriptwriting: Plays and Screenplays	3.00
THE 110	Musical Theatre Performance	3.00
MUS 117	Sound Design for Multimedia	3.00

Life Sciences

Biology

Program Code:
LF_LFBI
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Associate in Science

Program 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 Sciences 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.
- 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 Services website to review which credits will be transferred and applied to your degree.

Degree Requirements

General Courses

Course #	Title	Credits
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
COM 104	Fundamentals of Public Speaking	3.00
CSS 101	College Success Seminar	1.00
PSY 101	General Psychology	3.00
	MTH 152, MTH 172 or MTH 214	7-8
	HST 111, 112, 113 or 114	3

Elective Courses

Course #	Title	Credits
	GVT or SOC Electives	6
	Information Literacy Elective	0-3
	Multicultural and Social Perspectives Elective	3

Program Courses

Course #	Title	Credits
BIO 121	Fundamentals of Biological Science I	4.00
BIO 122	Fundamentals of Biological Science II	4.00
BIO 230	Seminar in Scientific Literature and Research Design	3.00
CHM 113	Fundamentals of Chemistry I	4.00
CHM 114	Fundamentals of Chemistry II	4.00

Program Electives

Choose 12 credits from the following (at least 2 courses must be lab courses):

Course #	Title	Credits
AGR 214	Sustainable Agriculture	4.00
BIO 126	Introduction to Biotechnology	3.00
BIO 127	Introduction to Biotechniques	4.00
BIO 129	Field Biology	4.00
BIO 130	The Biology and Behavior of Birds	4.00
BIO 154	Human Physiology	4.00
BIO 205	Animal Behavior	4.00
BIO 220	Introduction to Nutrition	3.00
BIO 132	Marine Biology	4.00
BIO 233	Human Anatomy and Physiology I	4.00
BIO 234	Human Anatomy and Physiology II	4.00
BIO 235	Fundamentals of Ecology	4.00
BIO 239	Elements of Microbiology	4.00
BIO 240	Cell Biology	4.00
BIO 250	Introduction to Immunology	4.00
CHM 225	Biochemistry	4.00
CHM 235	Organic Chemistry I	4.00
CHM 236	Organic Chemistry II	4.00
INT 210	Internship Experience I	3.00
PHY 211	General Physics I	4.00
PHY 212	General Physics II	4.00
SCI 115	Science and Care of Plants	4.00
SCI 119	Coastal Science	4.00
SCI 240	Introduction to Oceanography	4.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
BIO 121	Fundamentals of Biological Science I	4.00
CHM 113	Fundamentals of Chemistry I	4.00
COM 104	Fundamentals of Public Speaking	3.00
CSS 101	College Success Seminar	1.00
ENG 101	Composition I: College Writing	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3.00
BIO 122	Fundamentals of Biological Science II	4.00
CHM 114	Fundamentals of Chemistry II	4.00
	MTH 152 or MTH 172	3-4
	Information Literacy Elective	0-3

Recommended Course Sequence - Semester 3

Course #	Title	Credits
BIO 230	Seminar in Scientific Literature and Research Design	3.00
	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	3.00
	Multicultural and Social Perspectives Elective	3
	GVT or SOC Elective	3
	Total credits:	**62-67**

Category Descriptions

MTH 152, MTH 172 or MTH 214

Credits: 7-8

Choose two of the following:

Course #	Title	Credits
MTH 152	College Algebra	3.00
MTH 172	Precalculus with Trigonometry	4.00
MTH 214	Calculus I	4.00

HST 111, 112, 113 or 114

Credits: 3

Choose one of the following:

Course #	Title	Credits
HST 111	The West and the World I	3.00
HST 112	The West and the World II	3.00
HST 113	United States History to 1877	3.00
HST 114	United States History from 1877	3.00

GVT or SOC Electives

Credits: 6

Choose two Government (GVT) or Sociology (SOC) electives.

Information Literacy Elective

Credits: 0-3

Information Literacy Elective can be waived for students who have successfully completed two online or hybrid courses.

Choose one of the following:

Course #	Title	Credits
CIS 110	Basic Computing Skills	3.00
CAD 101	Computer Aided Drafting	3.00
EGR 103	Computer Skills for Engineers and Technicians	3.00

Multicultural and Social Perspectives Elective

Credits: 3

Choose one of the following

Course #	Title	Credits
ENG 217	Writings from the Margins of Contemporary American Literature	3.00
ENG 257	African-American Literature	3.00
ENG 259	Native American Literature	3.00
HST 113	United States History to 1877	3.00
HST 114	United States History from 1877	3.00
HST 252	African-American History	3.00
HST 259	History of North American Indian Peoples	3.00
HST 265	Immigration and Ethnicity in American History	3.00

Biotechnology and Forensic DNA

Program Code:
LF_LFBT
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Associate in Science

Program 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 with many Public Massachusetts State Colleges and Universities, which provides a pathway for guaranteed admission and transfer of credits to those 4-year institutions. For a list of eligible schools and courses, please visit MassTransfer.
- Bristol has also developed many specific program-to-program transfer/articulation agreements with four-year colleges and universities, including for Biotechnology. For a complete listing of current articulation agreements, visit Transfer Services.

Degree Requirements

General Courses

Course #	Title	Credits
COM 104	Fundamentals of Public Speaking	3.00
CSS 101	College Success Seminar	1.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
ENG 215	Technical Writing	3.00
MTH 119	Fundamental Statistics	3.00
PSY 101	General Psychology	3.00

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	4.00
BIO 126	Introduction to Biotechnology	3.00
BIO 127	Introduction to Biotechniques	4.00
BIO 239	Elements of Microbiology	4.00
BIO 240	Cell Biology	4.00
INT 210	Internship Experience I	3.00
BIO 250	Introduction to Immunology	4.00
CHM 225	Biochemistry	4.00
SCI 125	Social and Ethical Issues in Science, Technology, and Health Science	3.00
	Chemistry I & II	8

Recommended Course Sequence - Semester 1

Course #	Title	Credits
BIO 121	Fundamentals of Biological Science I	4.00
BIO 126	Introduction to Biotechnology	3.00
ENG 101	Composition I: College Writing	3.00
MTH 119	Fundamental Statistics	3.00
CSS 101	College Success Seminar	1.00
COM 104	Fundamentals of Public Speaking	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
	CHM 113 or CHM 115	4
ENG 102	Composition II: Writing about Literature	3.00
	HST 113 or HST 114	3
BIO 127	Introduction to Biotechniques	4.00

Recommended Course Sequence - Semester 3

Course #	Title	Credits
	CHM 114 or CHM 116	4
BIO 240	Cell Biology	4.00
ENG 215	Technical Writing	3.00
SCI 125	Social and Ethical Issues in Science, Technology, and Health Science	3.00
BIO 239	Elements of Microbiology	4.00

Recommended Course Sequence - Semester 4

Course #	Title	Credits
PSY 101	General Psychology	3.00
CHM 225	Biochemistry	4.00
BIO 250	Introduction to Immunology	4.00
INT 210	Internship Experience I	3.00
	Total credits:	**65-69**

Category Descriptions

SOC 101 or SOC 257

Credits: 3

Choose one of the following:

Course #	Title	Credits
SOC 101	Principles of Sociology	3.00
SOC 257	Social Issues in Loss	3.00

EGR 103: Computer Skills for Engineers and Technicians

Credits: 0-3

Waived if student takes two online/hybrid courses.

Course #	Title	Credits
EGR 103	Computer Skills for Engineers and Technicians	3.00

HST 113 or HST 114

Credits: 3

Choose one of the following:

Course #	Title	Credits
HST 113	United States History to 1877	3.00
HST 114	United States History from 1877	3.00

Chemistry I & II

Credits: 8

Students must take one series or the other based on transfer institution requirements.

Choose one of the following:

Course #	Title	Credits
	CHM 115 and CHM 116	8
	CHM 113 and CHM 114	8

Chemistry

Program Code:
LF_LFCH
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Associate in Science

Program 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 Sciences 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.
- 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. For a complete listing of eligible MassTransfer programs, current Bristol articulation agreements, and to complete an A2B Program Search, visit the Transfer Services website to review which credits will be transferred and applied to your degree.

NOTE: *Please note that if you are completing this degree to benefit from MassTransfer by transferring to a UMass Campus or State University with your associate degree, you must complete one additional Behavioral and Social Science elective (3 credits).*

Degree Requirements

General Courses

Course #	Title	Credits
COM 104	Fundamentals of Public Speaking	3.00
CSS 101	College Success Seminar	1.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
	HST 113 or HST 114	3
PSY 101	General Psychology	3.00

Program Courses

Course #	Title	Credits
BIO 121	Fundamentals of Biological Science I	4.00
CHM 113	Fundamentals of Chemistry I	4.00
CHM 114	Fundamentals of Chemistry II	4.00
CHM 220	Introductory Analytical Chemistry	4.00
CHM 225	Biochemistry	4.00
CHM 235	Organic Chemistry I	4.00
CHM 236	Organic Chemistry II	4.00
	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	4.00
BIO 127	Introduction to Biotechniques	4.00
BIO 240	Cell Biology	4.00
BIO 250	Introduction to Immunology	4.00
ENG 215	Technical Writing	3.00
MTH 214	Calculus I	4.00
MTH 215	Calculus II	4.00
PHY 211	General Physics I	4.00
PHY 212	General Physics II	4.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
CHM 113	Fundamentals of Chemistry I	4.00
CSS 101	College Success Seminar	1.00
ENG 101	Composition I: College Writing	3.00
	MTH 152, MTH 172 or MTH 214	3-4
PSY 101	General Psychology	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
BIO 121	Fundamentals of Biological Science I	4.00
CHM 114	Fundamentals of Chemistry II	4.00
ENG 102	Composition II: Writing about Literature	3.00
	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	4.00
CHM 235	Organic Chemistry I	4.00
COM 104	Fundamentals of Public Speaking	3.00
	HST 113 or HST 114	3
	Program Elective	3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
CHM 225	Biochemistry	4.00
CHM 236	Organic Chemistry II	4.00
	Program Elective	3
	Program Elective	3
	Total credits:	**60-63**

Category Descriptions

HST 113 or HST 114

Credits: 3

Choose one of the following:

Course #	Title	Credits
HST 113	United States History to 1877	3.00
HST 114	United States History from 1877	3.00

Two-course Math Sequence

Credits: 7-8

Choose one two-course math sequence.

Course #	Title	Credits
	MTH 152 and MTH 172	7
	MTH 172 and MTH 214	8
	MTH 214 and MTH 215	8

CAD 101, CIS 111, CIS 120 or EGR 103

Credits: 3

Choose one of the following:

Course #	Title	Credits
CAD 101	Computer Aided Drafting	3.00
CIS 111	Introduction to Business Information Systems	3.00
CIS 120	Programming: Logic, Design and Implementation	3.00
EGR 103	Computer Skills for Engineers and Technicians	3.00

Environmental Science Transfer

Program Code:
LF_LFES
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Associate in Science

Program Statement

This program is for students intending to transfer to a 4-year institution to major in Environmental Science, Ecology, Marine Biology, Resource Management or related fields. Students will develop skills and background knowledge necessary to succeed in a Bachelor's degree.

Program Information

- The following courses should be taken in the first year to provide the necessary foundation for subsequent science electives.
  - BIO 121 Fundamentals of Biological Science I
  - BIO 122 Fundamentals of Biological Science II
  - CHM 113 Fundamentals of Chemistry I
  - CHM 114 Fundamentals of Chemistry II
- Choose program electives in consultation with the program coordinator to align with your career goals and specific 4-year transfer program.

After Bristol

- With an Associates in Science - Life Sciences Environmental Science Transfer degree, students will be able to transfer to a 4-year institution with a solid background in Environmental Science that will allow them to take upper level Biology and Environmental Science classes.
- 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 Services website to review which credits will be transferred and applied to your degree.

Degree Requirements

General Courses

Course #	Title	Credits
CSS 101	College Success Seminar	1.00
BIO 121	Fundamentals of Biological Science I	4.00
BIO 122	Fundamentals of Biological Science II	4.00
BIO 235	Fundamentals of Ecology	4.00
CHM 113	Fundamentals of Chemistry I	4.00
CHM 114	Fundamentals of Chemistry II	4.00
COM 104	Fundamentals of Public Speaking	3.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00

Elective Courses

Course #	Title	Credits
	HST 111, 112 or 113	3
	MassTransfer Behavioral and Social Science Elective	3
	MassTransfer Behavioral and Social Science Elective	3
	MassTransfer Behavioral and Social Science Elective	3
	MassTransfer Humanities and Fine Arts Elective	3
	MassTransfer Mathematics/ Quantitative Reasoning Elective	7-8

Program Electives

Course #	Title	Credits
	Program Electives	9-12

Recommended Course Sequence - Semester 1

Course #	Title	Credits
BIO 121	Fundamentals of Biological Science I	4.00
CHM 113	Fundamentals of Chemistry I	4.00
ENG 101	Composition I: College Writing	3.00
CSS 101	College Success Seminar	1.00
	HST 111, 112 or 113	3

Recommended Course Sequence - Semester 2

Course #	Title	Credits
BIO 122	Fundamentals of Biological Science II	4.00
CHM 114	Fundamentals of Chemistry II	4.00
	MassTransfer Mathematics/ Quantitative Reasoning Elective	3-4
ENG 102	Composition II: Writing about Literature	3.00
	MassTransfer Behavioral and Social Science Elective	3

Recommended Course Sequence - Semester 3

Course #	Title	Credits
BIO 235	Fundamentals of Ecology	4.00
	MassTransfer Mathematics/ Quantitative Reasoning Elective	4
COM 104	Fundamentals of Public Speaking	3.00
	MassTransfer Behavioral and Social Science Elective	3
	Program Elective	3-4

Recommended Course Sequence - Semester 4

Course #	Title	Credits
	MassTransfer Humanities and Fine Arts Elective	3
	MassTransfer Behavioral and Social Science Elective	3
	Program Elective	3-4
	Program Elective	3-4
	Total credits:	**60-65**

Category Descriptions

HST 111, 112 or 113

Credits: 3

Choose one of the following:

Course #	Title	Credits
HST 111	The West and the World I	3.00
HST 112	The West and the World II	3.00
HST 113	United States History to 1877	3.00

MassTransfer Behavioral and Social Science Elective

Credits: 3

Choose one of the following:

Course #	Title	Credits
SOC 101	Principles of Sociology	3.00
SOC 212	The Sociology of Social Problems	3.00
SOC 252	The Sociology of Human Relations	3.00

MassTransfer Behavioral and Social Science Elective

Credits: 3

Choose one of the following:

Course #	Title	Credits
SOC 253	Environmental Sociology: Ecology and the Built Environmental	3.00
SUS 101	Sustainability and Humankind's Dilemma: Life on a Tough New Planet	3.00
SUS 201	Sustainability, Human Rights and Climate Justice	3.00
SUS 203	Sustainable Economics: The Rise of the New Economy	3.00

MassTransfer Behavioral and Social Science Elective

Credits: 3

Choose one MassTransfer Behavioral and Social Science elective in Government (GVT), Psychology (PSY), or Sociology (SOC).

MassTransfer Humanities and Fine Arts Elective

Credits: 3

Choose one **MassTransfer Humanities and Fine Arts** elective.

MassTransfer Mathematics/Quantitative Reasoning Elective

Credits: 7-8

Choose two of the following:

Course #	Title	Credits
MTH 152	College Algebra	3.00
MTH 172	Precalculus with Trigonometry	4.00
MTH 214	Calculus I	4.00
MTH 215	Calculus II	4.00

Program Electives

Credits: 9-12

Choose three of the following:

Course #	Title	Credits
BIO 129	Field Biology	4.00
BIO 130	The Biology and Behavior of Birds	4.00
BIO 132	Marine Biology	4.00
BIO 239	Elements of Microbiology	4.00
CHM 120	Environmental Chemistry	4.00
EGR 141	Introduction to Environment	3.00
EGR 245	Hazardous Waste/Waste Management	4.00
EGR 268	Fisheries Technologies and Monitoring Techniques	4.00
GLG 101	Introduction to Physical Geology	4.00
GIS 101	Introduction to Geographic Information Systems	3.00
GIS 102	Applications of Geographic Information Systems	3.00
HON 260	Culminating Honors Project	1.00
PHY 101	Technical Physics I	4.00
PHY 102	Technical Physics II	4.00
SCI 119	Coastal Science	4.00
SCI 240	Introduction to Oceanography	4.00

Physics

Program Code:
LF_LFPH
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Associate in Science

Program 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 finish the last two years of a major related to Physics; these include Physics, Astrophysics, Applied Physics, Mathematics, or Engineering, among others. Visit Transfer Services or contact your advisor for more information.
- Physics majors can go on to teach or do 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.

- 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 Services website to review which credits will be transferred and applied to your degree.

NOTE: *Please note that if you are completing this degree to benefit from MassTransfer by transferring to a UMass Campus or State University with your associate degree, you must complete one additional Behavioral and Social Science elective (3 credits) and select a Behavioral/ Social Science elective within the Social/Ethical Elective requirement).*

Degree Requirements

General Courses

Course #	Title	Credits
COM 104	Fundamentals of Public Speaking	3.00
CSS 101	College Success Seminar	1.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
	HST 113 or HST 114	3
SCI 117	History and Philosophy of Science	3.00

Elective Courses

Course #	Title	Credits
	Social/Ethical Elective	3
	Information Literacy Elective	3-4

Program Courses

Course #	Title	Credits
MTH 214	Calculus I	4.00
MTH 215	Calculus II	4.00
MTH 253	Calculus III	4.00
MTH 254	Ordinary Differential Equations	3.00
	Technical or General Physics I & II	8

Program Electives

Choose four of the following:

Course #	Title	Credits
AST 211	Introduction to Astrophysics	4.00
AST 212	Introduction to Astrophysics II	4.00
BIO 121	Fundamentals of Biological Science I	4.00
BIO 122	Fundamentals of Biological Science II	4.00
CHM 113	Fundamentals of Chemistry I	4.00
CHM 114	Fundamentals of Chemistry II	4.00
	EGR 231 and EGR 233	4
	EGR 232 and EGR 234	4
	EGR 251 and EGR 253	4
EGR 255	Thermodynamics	3.00
PHY 120	Introduction to Modern Physics	3.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
COM 104	Fundamentals of Public Speaking	3.00
CSS 101	College Success Seminar	1.00
ENG 101	Composition I: College Writing	3.00
MTH 214	Calculus I	4.00
SCI 117	History and Philosophy of Science	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3.00
	HST 113 or HST 114	3
MTH 215	Calculus II	4.00
	PHY 101 or PHY 211	4

Recommended Course Sequence - Semester 3

Course #	Title	Credits
MTH 253	Calculus III	4.00
	PHY 102 or PHY 212	4
	Program Elective	3
	Information Literacy Elective	3-4

Recommended Course Sequence - Semester 4

Course #	Title	Credits
MTH 254	Ordinary Differential Equations	3.00
	Social/Ethical Elective	3
	Program Elective	3
	Program Elective	3
	Program Elective	3
	Total credits:	**60-62**

Category Descriptions

HST 113 or HST 114

Credits: 3

Choose one of the following:

Course #	Title	Credits
HST 113	United States History to 1877	3.00
HST 114	United States History from 1877	3.00

Social/Ethical Elective

Credits: 3

Choose one of the following:

Course #	Title	Credits
GVT 111	U.S. Government	3.00
GVT 112	Comparative Government	3.00
GVT 251	State and Local Government	3.00
PHL 101	Introduction to Philosophy	3.00
PHL 152	Ethics: Making Ethical Decisions in a Modern World	3.00
SOC 101	Principles of Sociology	3.00

Information Literacy Elective

Credits: 3-4

Choose one of the following:

Course #	Title	Credits
CAD 101	Computer Aided Drafting	3.00
CIS 111	Introduction to Business Information Systems	3.00
CIS 120	Programming: Logic, Design and Implementation	3.00
CIS 155	Introduction to C++ Programming	3.00
CIS 157	Object-Oriented JAVA Programming I	4.00
CIS 158	Introduction to Procedural Programming	4.00
EGR 103	Computer Skills for Engineers and Technicians	3.00

Technical or General Physics I & II

Credits: 8

Choose one of the following:

Course #	Title	Credits
	PHY 101 and PHY 102	8
	PHY 211 and PHY 212	8

EGR 231 and EGR 233

Credits: 4

EGR 231 and EGR 233 count as one course towards the Program Electives requirement.

Course #	Title	Credits
EGR 231	Electrical Engineering I	3.00
EGR 233	Electrical Engineering I Laboratory	1.00

EGR 232 and EGR 234

Credits: 4

EGR 232 and EGR 234 count as one course towards the Program Electives requirement.

Course #	Title	Credits
EGR 232	Electrical Engineering II	3.00
EGR 234	Electrical Engineering II Laboratory	1.00

EGR 251 and EGR 253

Credits: 4

EGR 251 and EGR 253 count as one course towards the Program Electives requirement.

Course #	Title	Credits
EGR 251	Statics	3.00
EGR 253	Advanced Statics	1.00

Sustainable Agriculture

Program Code:
LF_LFSA
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Associate in Science

Program 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.
- 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 Services website to review which credits will be transferred and applied to your degree.

Program Learning Outcomes

Students will be able to:

1. Analyze the current social, economic, and technical challenges and opportunities in sustainable food production by evaluating case studies and industry reports.
2. Evaluate the impacts of agriculture on natural resources, energy, the environment, and climate change, and propose solutions for mitigating these impacts.
3. Demonstrate the ability to apply the scientific method and laboratory practices by conducting experiments and reporting findings according to standard scientific procedures.
4. Identify and operate diverse field, nursery, and processing equipment, and apply sampling techniques to collect data for analysis and decision-making.
5. Explain the scientific principles of soil physics, chemistry, and biology, and apply this knowledge to manage soil fertility, plant health, and food quality in a given agricultural context.
6. Apply fundamental plant science concepts, including taxonomy, physiology, and horticultural practices, to design and implement sustainable production systems, including use of native plants.
7. Implement crop protection strategies using cultural, biological, and organic practices to prevent and manage weeds, diseases, and pests, and assess their effectiveness.
8. Plan agricultural production and rotation systems, maintain accurate records, and create crop enterprise budgets to make informed decisions in agricultural production and marketing.

Degree Requirements

General Courses

Course #	Title	Credits
COM 104	Fundamentals of Public Speaking	3.00
CSS 101	College Success Seminar	1.00
EGR 141	Introduction to Environment	3.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
HST 114	United States History from 1877	3.00
MTH 119	Fundamental Statistics	3.00
SCI 115	Science and Care of Plants	4.00
SOC 216	Food, Famine, and Farming in the Global Village	3.00
BUS 114	Small Business Planning Workshop	1.00
INT 210	Internship Experience I	3.00

Program Courses

Course #	Title	Credits
AGR 214	Sustainable Agriculture	4.00
AGR 116	Water Acquisition and Conservation	2.00
AGR 123	Entomology and Plant Disease	3.00

Elective Courses

Course #	Title	Credits
	MassTransfer Behavioral and Social Science Elective	3
	MassTransfer 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	1.00
ENG 101	Composition I: College Writing	3.00
EGR 141	Introduction to Environment	3.00
HST 114	United States History from 1877	3.00
SCI 115	Science and Care of Plants	4.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
AGR 214	Sustainable Agriculture	4.00
BUS 114	Small Business Planning Workshop	1.00
ENG 102	Composition II: Writing about Literature	3.00
	AGR 122, AGR 124 or AGR 125	2-3

Recommended Course Sequence - Semester 3

Course #	Title	Credits
COM 104	Fundamentals of Public Speaking	3.00
MTH 119	Fundamental Statistics	3.00
AGR 116	Water Acquisition and Conservation	2.00
SOC 216	Food, Famine, and Farming in the Global Village	3.00
	Human Expression Elective	3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
INT 210	Internship Experience I	3.00
	AGR 122, AGR 124 or AGR 125	2-3
	MassTransfer Behavioral and Social Science Elective	3
	MassTransfer Behavioral and Social Science Elective	3
	Information Literacy Elective	0-3
	Total credits:	**61**

Category Descriptions

MassTransfer Behavioral and Social Science Elective

Credits: 3

Choose one MassTransfer Behavioral and Social Science elective.

Human Expression Elective

Credits: 3

Choose one Human Expression elective.

Information Literacy Elective

Credits: 0-3

Information Literacy Elective can be waived for students who have successfully completed two online or hybrid courses.

Choose one Information Literacy elective.

AGR 122, AGR 124 or AGR 125

Credits: 5-6

Choose two of the following:

Course #	Title	Credits
AGR 122	Natural Beekeeping Practices	2.00
AGR 124	Permaculture: Design for Regeneration	3.00
AGR 125	Specialized Crops	3.00

Sustainable Agriculture Program Electives

Credits: 4-9

Consult with your advisor to select college-level courses to achieve a total of at least 61 credits.

Recommended Electives: AGR, BIO, SCI, SOC or SUS.

Medical Assisting

Medical Assistant Certificate

Program Code:
MD
Academic Area:
Health Sciences
Type:
Certificate of Achievement

Program 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.
- Students must earn a minimum of C in all required Medical Assistant courses.

The Bristol Community College Medical Assistant Certificate Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Medical Assisting Educational Review Board (MAERB), Commission on Accreditation of Allied Health Programs, 9355 - 113th St. N, #7709 Seminole, FL 33775

A licensing exam is not required by law in Massachusetts.

	Exam Passage	Job Placement
Five-year average for the years 2019-2023	100%	89%

Admission Requirements

Applicants are required to complete the following pre-admission requirements to be considered for the selection pool for the Medical Assistant Certificate program. Minimally qualified applicants must:

1. Have a high school diploma or state-approved high school equivalency
2. Demonstrate successful completion (grade of C or higher) in the following pre-admission courses
    - Biology with lab (high school or college)
    - Algebra I, Introductory Algebra Competency, or higher level math
3. Have 6 credits of college coursework with grades of C or higher

NOTE: Priority will be given to qualified applicants with a Grade Point Average (GPA) of 3.0 or higher on pre-admission courses.

Applicants must attend one mandatory Health Science Information Session. Applicants are advised to preregister early as seating is limited.

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.

Transcripts from attendance at other regionally accredited colleges or 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 and Costs

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). A TB test and flu vaccine are required each year. Covid-19 vaccination and booster are required to complete the program. 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. Students must carry personal health insurance throughout enrollment in the program. Students must provide their own transportation to clinical assignments.

A ten-panel random drug screen is required upon entrance and/or at random. If there is a need for any re-testing, 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.

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 Assistant Certificate 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%.

Program Requirements

Students must receive a minimum of C in all required Medical Assisting courses.

Course #	Title	Credits
BIO 115	Survey of Human Anatomy and Physiology	4.00
ENG 101	Composition I: College Writing	3.00
HLT 101	Medical Language Module I	1.00
HLT 102	Medical Language Module II	1.00
MAS 101	Medical Assisting Clinical Procedures I	3.00
MAS 102	Medical Assisting Clinical Procedures II	3.00
MAS 103	Medical Assisting Administrative Procedures	3.00
MAS 121	Medical Assisting Laboratory Procedures I	3.00
MAS 122	Medical Assisting Laboratory Procedures II	3.00
MAS 124	Survey of Medical Coding and Billing	1.00
MAS 200	Medical Assisting Practicum and Theory	4.00

Required Course Sequence - Fall Semester 1

Course #	Title	Credits
ENG 101	Composition I: College Writing	3.00
BIO 115	Survey of Human Anatomy and Physiology	4.00
HLT 101	Medical Language Module I	1.00
MAS 103	Medical Assisting Administrative Procedures	3.00
MAS 101	Medical Assisting Clinical Procedures I	3.00
MAS 121	Medical Assisting Laboratory Procedures I	3.00

Required Course Sequence - Spring Semester 2

Course #	Title	Credits
HLT 102	Medical Language Module II	1.00
MAS 124	Survey of Medical Coding and Billing	1.00
MAS 102	Medical Assisting Clinical Procedures II	3.00
MAS 122	Medical Assisting Laboratory Procedures II	3.00
MAS 200	Medical Assisting Practicum and Theory	4.00
	Total credits:	**29**

Medical Laboratory Technology

Medical Laboratory Technology

Program Code:
MLT
Academic Area:
Health Sciences
Type:
Associate in Science

Program Statement

Students completing the Medical Laboratory Technology (MLT) 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 including urinalysis, immunology, hematology, clinical chemistry, medical microbiology, immunohematology, and phlebotomy.

Program Information

- Students develop academic knowledge, clinical skills, and professional behavior through classroom, laboratory, and clinical experiences.
- Medical Laboratory Technology program courses (MED) are offered during the day.
- Phlebotomy is a required component which is explained during the Health Science Information Session.
- Once enrolled, students are required to complete all courses in the required sequence below in order to integrate theoretical and clinical education.
- Students may substitute both BIO 233: Human Anatomy and Physiology I and BIO 234: Human Anatomy and Physiology II for BIO 154: Human Physiology.
- Successful applicants have already 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 required general education courses prior to admission into the MLT program, such as:
  - PSY 101: General Psychology
  - ENG 101: Composition I: College Writing
  - ENG 102: Composition II: Writing about Literature
  - MTH 119: Fundamental Statistics
  - Human Expression elective

Program Learning Outcomes

Students will be able to:

1. Recognize and demonstrate proper collection and processing of biological specimens and other substances. (Pre-Analytical)
2. Properly execute the venipuncture procedure for blood specimen procurement. (Pre-Analytical)
3. Define and implement proper pre-analytical process components including patient and specimen identification requirements. (Pre-Analytical)
4. Define and describe the principles and methodologies of clinical laboratory procedures. (Analytical)
5. Perform laboratory assays within appropriate guidelines and recognize problems within the assay process and be able to differentiate when troubleshooting is required. (Analytical)
6. Prepared to interpret and evaluate a variety of clinical procedures and results and describe the clinical significance. (Analytical)
7. Identify and implement the principles and practices of quality assessment. (Analytical)

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.

After Bristol Community College

- Many medical laboratory technicians work in hospital laboratories. Career opportunities are also available in physician's offices, HMOs, biotechnology, veterinary clinics, and reference, industrial, environmental, and military laboratories.
- The MLT 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, current Bristol articulation agreements, and to complete an A2B Program Search, visit the Transfer Services website to review which credits will be transferred and applied to your degree.

Infused General Education Competencies

Ethical Dimensions, First-Year Experience, Multicultural Perspective, Oral Communication, Technical Literacy

Admission Process

The Medical Laboratory Technology program is a competitive program with selective admission requirements. A limited number of students are admitted each year. Priority is given to applications submitted by the Priority Application deadline, which is February 1.

The Admissions Office reviews each applicant based on the pre-admission requirements. Meeting minimum criteria places the applicant in the selection pool but does not guarantee admission to the Medical Laboratory Technology program. Applicants in the selection pool are ranked according to GPA (highest to lowest) on the pre-admission courses. The Admissions Office notifies the top candidates of acceptance into the program, and these candidates have until May 1st to confirm their acceptance.

Admission Requirements

All applicants are required to complete the following pre-admission requirements to be considered for the selection pool for the Medical Laboratory Technology Program:

1. Earn a "C" or higher in the following pre-admission courses:

- High School Algebra I, equivalent, or higher
- Chemistry with laboratory (high school or college)
- Biology with laboratory (high school or college)

NOTE: Applicants must have a minimum grade point average (GPA) of 2.7+ in the above pre-admission courses, and students must complete all pre-admission biology and chemistry courses within 7 years of the priority application deadline.

2. Applicants applying directly from high school must demonstrate a cumulative GPA of 2.7 or higher. Applicants having earned a state-approved high school equivalency credential may alternatively meet these pre-admission criteria by earning a minimum GPA of 2.7 in the aforementioned pre-admission courses.

3. Attend one mandatory Health Science Information Session. Applicants are advised to preregister early as seating is limited.

Transcripts from attendance at other regionally accredited colleges and universities may be required with submission of your application. Please refer to the Admissions page within this catalog for further information. Failure to comply with these requirements may result in your application not being reviewed for the program to which you applied.

Grade Requirements

A minimum of "C" is required in the following courses:

- BIO 154: Human Physiology

- BIO 239: Elements of Microbiology
- CHM 115: Health Science Chemistry I
- CHM 116: Health Science Chemistry II, and
- MTH 119: Fundamental Statistics.

This requirement provides 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.

Additional Requirements

Accepted applicants must comply with the Bristol Community College's health services requirements. This includes an physical examination, tetanus and tDap, measles, mumps, rubella, hepatitis B, and varicella (chicken pox) immunizations or titres results (blood test to prove immune status). Covid-19 vaccination and booster are required. 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.

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 Medical Laboratory Technology program essential functions include certain cognitive, physical and behavioral abilities which are necessary to perform the duties of a professional Clinical Laboratory Technician.

To meet program and course learning outcomes, 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.

Degree Requirements

General Courses

Course #	Title	Credits
BIO 154	Human Physiology	4.00
BIO 239	Elements of Microbiology	4.00
CHM 115	Health Science Chemistry I	4.00
CHM 116	Health Science Chemistry II	4.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
MTH 119	Fundamental Statistics	3.00
PSY 101	General Psychology	3.00

Elective Courses

Course #	Title	Credits
	Human Expression Elective	3

Program Courses

Course #	Title	Credits
MED 101	Introduction to Clinical Laboratory Science	3.00
MED 102	Urinalysis	3.00
MED 200	Hematology	5.00
MED 205	Immunology - Serology	4.00
MED 206	Medical Microbiology	6.00
MED 215	Immunohematology	5.00
MED 216	Medical Microbiology II	4.00
MED 217	Clinical Biochemistry	6.00
PLB 102	Principles and Methods of Phlebotomy	4.00

Required Course Sequence - Fall Semester 1

Course #	Title	Credits
MED 101	Introduction to Clinical Laboratory Science	3.00
CHM 115	Health Science Chemistry I	4.00
BIO 154	Human Physiology	4.00
MTH 119	Fundamental Statistics	3.00
ENG 101	Composition I: College Writing	3.00
	Human Expression Elective	3

Required Course Sequence - Spring Semester 2

Course #	Title	Credits
MED 102	Urinalysis	3.00
CHM 116	Health Science Chemistry II	4.00
BIO 239	Elements of Microbiology	4.00
ENG 102	Composition II: Writing about Literature	3.00
PLB 102	Principles and Methods of Phlebotomy	4.00

Required Course Sequence - Summer Semester

Course #	Title	Credits
PSY 101	General Psychology	3.00

Required Course Sequence - Fall Semester 3

Course #	Title	Credits
MED 200	Hematology	5.00
MED 205	Immunology - Serology	4.00
MED 206	Medical Microbiology	6.00

Required Course Sequence - Spring Semester 4

Course #	Title	Credits
MED 215	Immunohematology	5.00
MED 216	Medical Microbiology II	4.00
MED 217	Clinical Biochemistry	6.00
	Total credits:	**71**

Category Descriptions

Human Expression Elective

Credits: 3

Choose one Human Expression elective.

Phlebotomy Certificate

Program Code:
PC
Academic Area:
Health Sciences
Type:
Certificate of Recognition

Program 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.

Program Information

There are two program options:

1. Traditional, two semester hybrid, offered in Fall River
2. eHealth hybrid, offered in Taunton, 2 Hamilton St (Summer Semester) and New Bedford (Fall Semester)

- A consecutive three-week, 100 hour clinical practicum is an essential and required component of this certificate program. Clinical practicum hours are scheduled Monday through Friday during daytime hours. (see Clinical Affiliation below for details). 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.
- Successful completion of program objectives is required to receive the Certificate of Recognition in Phlebotomy from Bristol Community College. Students who receive this certificate are eligible to take the American Society for Clinical Pathology (ASCP-BOC) national certification examination.
- The five year average ASCP-BOC pass rate is 100%.

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 program and course learning outcomes, 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.

Admission Requirements

1. Applicants must possess a high school diploma or a state-approved high school equivalency credential.
2. All applicants must demonstrate a minimum grade point average of 2.0 overall in the following pre-admission courses:
    - 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.
3. Attend one mandatory Health Science Information Session. Applicants are advised to preregister early as seating is limited.

Transcripts from attendance at other regionally accredited colleges and universities may be required with submission of your application. Please refer to the Admissions page within this catalog for further information. Failure to comply with these requirements may result in your application not being reviewed for the program to which you applied.

Students who exited the program before completion are eligible to reapply one time only through the Admissions Office.

Requirements Upon Admission

Accepted applicants must comply with Bristol Community College's health services requirements. This includes an annual physical examination, tetanus and tDap, measles, mumps, rubella, hepatitis B, and varicella (chicken pox) immunizations or titres results (blood test to prove immune status). Covid-19 vaccination and booster are required. 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: Introduction to Clinical Laboratory Science includes 45 hours of lecture. A minimum grade of "C" is required in MED 101 to progress to PLB 102.
- PLB 102: Principles and Methods of Phlebotomy 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.

Clinical Affiliation

Students will be assigned to an affiliate agency for a 100-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.

Program Requirements

Course #	Title	Credits
MED 101	Introduction to Clinical Laboratory Science	3.00
PLB 102	Principles and Methods of Phlebotomy	4.00
	Total credits:	**7**

Nursing

Nursing Day Program and Hybrid

Program Code:
Traditional - NC (NCTR) and Hybrid - NC (NCHC)
Academic Area:
Health Sciences
Type:
Associate in Science

Program Statement

This program equips students with the skills needed to begin their careers as entry-level staff nurses in diverse healthcare settings. Through hands-on learning, students master the nursing process to help patients restore or maintain homeostasis when facing common health challenges. Graduates take the National Council Licensure Examination for licensing as a Registered Nurse.

Program Accreditation

The Associate in Science in Nursing program at Bristol Community College is located at:

777 Elsbree St.

Fall River, MA 02720
800 Purchase St.

New Bedford, MA 02740

It is approved by the Massachusetts Board of Registration in Nursing, 250 Washington Street, Boston, Massachusetts 02108-4619, or **http://www.mass.gov/dph/boards/rn**

It is fully accredited by 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 Information

There is one full-time program with two curriculum delivery options:

Traditional - face-to-face classroom learning.

Hybrid - a combination model with online classroom learning, while exams/assessments, clinical and lab experiences remain in person.

- Both options include clinical assignments at a variety of healthcare settings in Massachusetts and Rhode Island. Clinical hours may include days, evenings and/or weekends.
- Students are required to have successfully completed all pre-admission courses (also referred to as prerequisite courses) prior to admission to the program.
- Computer technology is integrated into nursing courses. Computer access is required.
- Students must achieve a minimum "C+" (77) in all nursing (NUR) 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.
- Applicants with nursing credits from other institutions may receive transfer credit to Bristol's Nursing program. All transfer credits must be approved by the Director of Nursing and Registrar. For transfer credit evaluation, send a syllabus, catalog description, and an official college transcript for each course to Nursing@BristolCC.edu.
- For up-to-date program outcomes, visit our website: **Nursing | Bristol Community College**.

After Bristol

- Graduates take the National Council Licensure Examination for Licensing as a Registered Nurse (NCLEX-RN).
- Graduates typically secure positions in healthcare settings within 12 months of graduation.
- Many graduates continue education to complete the RN-to-BSN baccalaureate degree.
- 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 Services** website to review which credits will be transferred and applied to your degree.

Student Learning Outcomes

Students will be able to:

1. Apply concepts and principles of nursing in analyzing and make 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. Use various modalities to communicate with patients, families, significant others, and health team members.
4. Provide patient teaching by assessing the need for information and implementing short-range teaching plans.
5. Manage care for a group of patients in a structured setting by prioritizing care.
6. Function as a member within the discipline of nursing by practicing legally and ethically.

Nursing Student Handbook

All students are expected to review the current **Nursing Student Handbook** and follow all policies and procedures of the Nursing program. The Nursing Student Handbook is supplemental to the **Bristol Community College Student Handbook** and the **Bristol Community College Code of Conduct**. It does not relieve students of the responsibility of reviewing and following overarching policies and guidelines.

Admission Process

The Nursing program is a highly competitive program with selective admission requirements, admitting a limited number of students each year.

The Admissions Office reviews each applicant based on the application requirements listed below. Meeting the minimum criteria places the applicant in the selection pool but does not guarantee admission. Applicants in

the selection pool are ranked according to a selective admission GPA (highest to lowest). If two students have the same selective admissions GPA when ranked, the students' TEAS scores will be used as the secondary ranking criterion. If a third criterion is needed, the student's date of application will be considered. The Admissions Office notifies the top candidates of acceptance into the program, and these candidates have until May 1st to confirm their acceptance.

Priority is given to applications submitted by the Priority Application deadline for each applicant type as found within the Health Sciences Admissions Requirements page.

Completed applications received by the Priority Admissions Deadline will be considered in the initial admissions review. Applications received after this date may undergo review if all spaces have not been filled.

NOTE: This process applies to the Fall 2026 application cycle. Beginning Fall 2027, different ranking criteria for the admission process may be in place.

Application Requirements

There are three categories for entry into the Nursing program: General Applicant, LPN to RN Bridge Applicant, and LPN to RN Challenge Applicant. All applicants must meet the following requirements. Failure to comply with these requirements may result in your application not being reviewed.

1. Provide documentation of a high school diploma or a state-approved high school equivalency credential.
2. Demonstrate successful completion of the following pre-admission (also referred to as prerequisite) courses with a final grade of B- or higher:

   - High School Algebra I, equivalent, or higher
   - High School Chemistry with laboratory component, equivalent, or higher
   - **BIO 233**: Anatomy and Physiology I or equivalent
   - **ENG 101**: Composition I: College Writing OR **ENG 102**: Composition II: Writing about Literature
   - **PSY 101**: General Psychology, equivalent, or higher
   - **CSS 101**: College Success Seminar
3. Achieve a minimum total composite score of 70% or higher on the ATI TEAS Exam. For more detailed TEAS information, please visit the **Testing Center.**
4. Attend one mandatory **Health Science Information Session** for the 2025-2026 Academic Year application cycle. Sessions are available from October through January. Applicants are advised to preregister early as seating is limited.

NOTE: The GPA of the above courses will create the selective admissions grade point average (GPA). Applicants must have a minimum selective admissions cumulative GPA of 3.2 or higher.

Students may retake BIO 233: Anatomy and Physiology I or equivalent only **once** within a five-year period. The higher grade of the two attempts will be used in GPA calculation. If a student takes BIO 233 more than twice in a five-year period, only the first two attempts will be considered. Students must complete all pre-admission math and science courses within 5 years of the priority application deadline.

Transcripts from attendance at other regionally accredited colleges and universities are required when submitting your application. Please refer to the **Admissions** page within this catalog for further information. Failure to comply with these requirements may result in your application not being reviewed for the program to which you applied.

Additional Requirement for LPN to RN Bridge Applicants

LPN to RN Bridge	Applicants must provide proof of graduation from one of the LPN programs which have an articulation agreement with Bristol within 3 years of application to Bristol's Nursing program. These include: • Diman Regional Vocational Technical High School • Bristol-Plymouth Regional Technical School • Upper Cape Cod Regional Technical School • Southeastern Technical Institute • Tri-County Regional Vocational Technical High School Applicants must successfully complete a credit for prior learning assessment for NUR 101: Fundamentals of Nursing and NUR 102: Parent-Child Health Nursing.
LPN to RN Challenge	Applicants must be current Licensed Practical Nurses/ Licensed Vocational Nurses in good standing who graduated from an accredited LPN program **more than three years ago**. Applicants must successfully complete a credit for prior learning assessment for NUR 101: Fundamentals of Nursing.

LPN-to-RN Bridge Pathway

This pathway to entry into Bristol's Nursing program is for LPN's who have graduated within 3 years of priority admission from an LPN program that has an articulation agreement with Bristol Community College.

Students accepted into this pathway must successfully complete a credit for prior learning (CPL) assessment for NUR 101: Fundamentals of Nursing and NUR 102: Parent-Child Health Nursing. This includes assessments of dosage calculations, specialty HESI examinations, and laboratory skills.

Students are also required to successfully complete the CPL co-requisites before enrolling in their first full-time nursing course, NUR 201: Care of the Adult I:

1. **BIO 234**: Human Anatomy and Physiology II or equivalent
2. **PSY 252**: Child Development or equivalent

Upon successful completion of the CPL assessment (approximately 6 weeks), the applicant is awarded 16 credits for prior learning for **NUR 101**: Fundamentals of Nursing and **NUR 102**: Parent-Child Health Nursing, and is eligible to enroll in the third semester of the nursing program courses, **NUR 201**: Nursing Care of the Adult I and **NUR 100**: Introduction to Professional Nursing.

LPN's who meet the LPN-to-RN Bridge Pathway criteria may be considered for the LPN-to-RN Challenge Pathway if there are no seats available in the Bridge Pathway.

LPN-to-RN Challenge Pathway

Designed for current LPN's in good standing who have graduated from an accredited LPN program more than three years ago and are looking to challenge out of **NUR 101**: Fundamentals of Nursing. This is offered during the Winter Session only.

Students accepted into this pathway must successfully complete a credit for prior learning (CPL) assessment for NUR 101: Fundamentals of Nursing. This includes assessments of dosage calculations, specialty HESI examinations, and laboratory skills.

Upon successful completion of the CPL assessment, students are eligible to enroll in the second semester of the nursing program courses **NUR 100**: Introduction to Nursing and **NUR 102**: Parent-Child Health Nursing.

Additional 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.

A ten-panel random drug screen is required upon entrance and at random. If there is a need for any re-testing, 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**.

Applicants must comply with Bristol Community College **Health Services** requirements. If under the age of 21 you must also be vaccinated for meningitis. Tuberculosis screening and influenza vaccination are required at the start of each academic year. COVID vaccination is a requirement of the Nursing Program and additional COVID vaccine boosters may be a requirement of a clinical provider. Additional health requirements may be required by specific clinical agencies.

All students must be Basic Life Support (BLS) CPR certified by the American Heart Association (Basic Life Support for Health Care Providers). Upon entry to the program, students must show evidence of CPR certification, which is valid through the program's completion. Cost of certification is the responsibility of the student.

Compliance with all immunization and program requirements as outlined above is a contingency for continuing in the Nursing Program. It is based on fulfillment of all requirements by specified due dates.

Additional Costs

In addition to course materials, all students are responsible for the cost of uniforms, standardized achievement testing, and the National Council Licensure Examination for Registered Nurses fees and associated costs.

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**.

Functional Abilities Essential for Nursing Practice

Nursing practice requires specific functional abilities that are met with or without reasonable accommodation. Students will self-attest to their ability to meet the physical and mental criteria of standard professional nursing practice.

Readmission Policy

Students who withdraw or are unsuccessful in a program course are eligible for reinstatement **only once, and it must be** within three years of their course departure. For further details regarding the Nursing Program Readmission Policy, please review the current **Nursing Student Handbook**.

Degree Requirements

General Courses

Course #	Title	Credits
BIO 233	Human Anatomy and Physiology I	4.00
BIO 234	Human Anatomy and Physiology II	4.00
BIO 239	Elements of Microbiology	4.00
CSS 101	College Success Seminar	1.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
PSY 101	General Psychology	3.00
PSY 252	Child Development	3.00
	HST 111 or HST 112	3

Elective Courses

Course #	Title	Credits
	Human Expression Elective	3
	Quantitative and Symbolic Reasoning Elective	3

Program Courses

Course #	Title	Credits
NUR 100	Introduction to Professional Nursing	1.00
NUR 101	Fundamentals of Nursing	8.00
NUR 102	Parent-Child Health Nursing	8.00
NUR 201	Nursing Care of the Adult I	9.00
NUR 202	Nursing Care of the Adult II	9.00
NUR 203	Trends in Nursing	1.00

Recommended Course Sequence - Preadmission

Course #	Title	Credits
CSS 101	College Success Seminar	1.00
ENG 101	Composition I: College Writing	3.00
PSY 101	General Psychology	3.00
BIO 233	Human Anatomy and Physiology I	4.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
NUR 101	Fundamentals of Nursing	8.00
NUR 100	Introduction to Professional Nursing	1.00
ENG 102	Composition II: Writing about Literature	3.00
	Quantitative and Symbolic Reasoning Elective	3

Recommended Course Sequence - Semester 2

Course #	Title	Credits
NUR 102	Parent-Child Health Nursing	8.00
PSY 252	Child Development	3.00
BIO 234	Human Anatomy and Physiology II	4.00

Recommended Course Sequence - Semester 3

Course #	Title	Credits
NUR 201	Nursing Care of the Adult I	9.00
BIO 239	Elements of Microbiology	4.00
	HST 111 or HST 112	3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
NUR 202	Nursing Care of the Adult II	9.00
NUR 203	Trends in Nursing	1.00
	Human Expression Elective	3
	Total credits:	**69-70**

Category Descriptions

HST 111 or HST 112

Credits: 3

Choose one of the following:

Course #	Title	Credits
HST 111	The West and the World I	3.00
HST 112	The West and the World II	3.00

Human Expression Elective

Credits: 3

Choose one Human Expression elective.

Quantitative and Symbolic Reasoning Elective

Credits: 3

Choose one Quantitative and Symbolic Reasoning elective.

Nursing Part-Time

Program Code:
NC (NCPT)
Academic Area:
Health Sciences
Type:
Associate in Science

Program Statement

This program equips students with the skills needed to begin their careers as entry-level staff nurses in diverse healthcare settings. Through hands-on learning, students master the nursing process to help patients restore or maintain homeostasis when facing common health challenges. Graduates take the National Council Licensure Examination for licensing as a Registered Nurse.

Program Accreditation

The Associate in Science in Nursing program at Bristol Community College is located at:

777 Elsbree St.

Fall River, MA 02720
800 Purchase St.

New Bedford, MA 02740

It is pending approval by the Massachusetts Board of Registration in Nursing, 250 Washington Street, Boston, Massachusetts 02108-4619, or **http://www.mass.gov/dph/boards/rn**

It is pending accreditation by 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 Information

- Students are required to have successfully completed all pre-admission courses (also referred to as prerequisite courses) prior to admission to the program.
- Computer technology is integrated into nursing courses. Computer access is required.
- Students must achieve a minimum "C+" (77) in all nursing (NUR) 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.
- Applicants with nursing credits from other institutions may receive transfer credit to Bristol's Nursing program. All transfer credits must be approved by the Director of Nursing and Registrar. For transfer credit evaluation, send a syllabus, catalog description, and an official college transcript for each course to Nursing@BristolCC.edu.
- Clinical assignments are scheduled at a variety of healthcare settings in Massachusetts and Rhode Island. Clinical hours may include evenings and/or weekends.
- For up-to-date program outcomes, visit our website: Nursing | Bristol Community College.

After Bristol

- Graduates take the National Council Licensure Examination for Licensing as a Registered Nurse (NCLEX-RN).
- Graduates typically secure positions in healthcare settings within 12 months of graduation.
- Many graduates continue education to complete the RN-to-BSN baccalaureate degree.
- 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 Services** website to review which credits will be transferred and applied to your degree.

Student Learning Outcomes

Students will be able to:

1. Apply concepts and principles of nursing in analyzing and make 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. Use various modalities to communicate with patients, families, significant others, and health team members.
4. Provide patient teaching by assessing the need for information and implementing short-range teaching plans.
5. Manage care for a group of patients in a structured setting by prioritizing care.
6. Function as a member within the discipline of nursing by practicing legally and ethically.

Nursing Student Handbook

All students are expected to review the current **Nursing Student Handbook** and follow all policies and procedures of the Nursing program.. The Nursing Student Handbook is supplemental to the **Bristol Community College Student Handbook** and the **Bristol Community College Code of Conduct**. It does not relieve students of the responsibility of reviewing and following overarching policies and guidelines.

Admission Process

The Nursing program is a highly competitive program with selective admission requirements, admitting a limited number of students each year.

The Admissions Office reviews each applicant based on the application requirements listed below. Meeting the minimum criteria places the applicant in the selection pool but does not guarantee admission**.** Applicants in the selection pool are ranked according to a selective admission GPA (highest to lowest). If two students have the same selective admissions GPA when ranked, the students' TEAS scores will be used as the secondary ranking criterion. If a third criterion is needed, the

student's date of application will be considered. The Admissions Office notifies the top candidates of acceptance into the program, and these candidates have until May 1st to confirm their acceptance.

Priority is given to applications submitted by the Priority Application deadline for each applicant type as found within the Health Sciences Admissions Requirements page.

Completed applications received by the Priority Admissions Deadline will be considered in the initial admissions review. Applications received after this date may undergo review if all spaces have not been filled.

NOTE: This process applies to the Fall 2026 application cycle. Beginning Fall 2027, different ranking criteria for the admission process may be in place.

Application Requirements

All applicants must meet the following requirements. Failure to comply with these requirements may result in your application not being reviewed.

1. Provide documentation of a high school diploma or a state-approved high school equivalency credential.
2. Demonstrate successful completion of the following pre-admission (also referred to as prerequisite) courses with a final grade of B- or higher:
    - High School Algebra I, equivalent, or higher
    - High School Chemistry with laboratory component, equivalent, or higher
    - **BIO 233**: Anatomy and Physiology I or equivalent
    - **ENG 101**: Composition I: College Writing OR **ENG 102**: Composition II: Writing about Literature
    - **PSY 101**: General Psychology, equivalent, or higher
    - **CSS 101**: College Success Seminar
3. Achieve a minimum total composite score of 70% or higher on the ATI TEAS Exam. For more detailed TEAS information, please visit the **Testing Center.**
4. Attend one mandatory **Health Science Information Session** for the 2025-2026 Academic Year application cycle. Sessions are available from October through January. Applicants are advised to preregister early as seating is limited.

NOTE: The GPA of the above courses will create the selective admissions grade point average (GPA). Applicants must have a minimum selective admissions cumulative GPA of 3.2 or higher.

Students may retake BIO 233: Anatomy and Physiology I or equivalent only **once** within a five-year period. The higher grade of the two attempts will be used in GPA calculation. If a student takes BIO 233 more than twice in a five-year period, only the first two attempts will be considered. Students must complete all pre-admission math and science courses within 5 years of the priority application deadline.

Transcripts from attendance at other regionally accredited colleges and universities are required when submitting your application. Please refer to the **Admissions** page within this catalog for further information. Failure to comply with these requirements may result in your application not being reviewed.

Additional 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.

A ten-panel random drug screen is required upon entrance and at random. If there is a need for any re-testing, 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**.

Applicants must comply with Bristol Community College **Health Services** requirements. If under the age of 21 you must also be vaccinated for meningitis. Tuberculosis screening and influenza vaccination are required at the start of each academic year. COVID vaccination is a requirement of the Nursing Program and additional COVID vaccine boosters may be a requirement of a clinical provider. Additional health requirements may be required by specific clinical agencies.

All students must be Basic Life Support (BLS) CPR certified by the American Heart Association (Basic Life Support for Health Care Providers). Upon entry to the program, students must show evidence of CPR certification, which is valid through the program's completion. Cost of certification is the responsibility of the student.

Compliance with all immunization and program requirements as outlined above is a contingency for continuing in the Nursing Program. It is based on fulfillment of all requirements by specified due dates.

Additional Costs

In addition to course materials, all students are responsible for the cost of uniforms, standardized achievement testing, and the National Council Licensure Examination for Registered Nurses fees and associated costs.

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**.

Functional Abilities Essential for Nursing Practice

Nursing practice requires specific functional abilities that are met with or without reasonable accommodation. Students will self-attest to their ability to meet the physical and mental criteria of standard professional nursing practice.

Readmission Policy

Students who withdraw or are unsuccessful in a program course are eligible for reinstatement **only once, and it must be** within three years of their course departure. For further details regarding the Nursing Program Readmission Policy, please review the current **Nursing Student Handbook.**

Degree Requirements

General Courses

Course #	Title	Credits
BIO 233	Human Anatomy and Physiology I	4.00
BIO 234	Human Anatomy and Physiology II	4.00
BIO 239	Elements of Microbiology	4.00
CSS 101	College Success Seminar	1.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
PSY 101	General Psychology	3.00
PSY 252	Child Development	3.00
	HST 111 or HST 112	3

Elective Courses

Course #	Title	Credits
	Human Expression Elective	3
	Quantitative and Symbolic Reasoning Elective	3

Program Courses

Course #	Title	Credits
NUR 100	Introduction to Professional Nursing	1.00
NUR 111A	Fundamentals of Nursing Part A	6.00
NUR 111B		2.00
NUR 112A	Parent-Child Health Nursing, Part A: Maternity Nursing	4.00
NUR 112B	Parent-Child Health Nursing, Part B: Pediatric Nursing	4.00
NUR 201	Nursing Care of the Adult I	9.00
NUR 202	Nursing Care of the Adult II	9.00
NUR 203	Trends in Nursing	1.00

Nursing Part-Time Recommended Course Sequence

This program is designed for students to take courses in fall, spring, and summer terms.

Recommended Course Sequence - Preadmission

Course #	Title	Credits
CSS 101	College Success Seminar	1.00
ENG 101	Composition I: College Writing	3.00
BIO 233	Human Anatomy and Physiology I	4.00
PSY 101	General Psychology	3.00

Recommended Course Sequence - Term 1

Course #	Title	Credits
NUR 111A	Fundamentals of Nursing Part A	6.00

Recommended Course Sequence - Term 2

Course #	Title	Credits
NUR 100	Introduction to Professional Nursing	1.00
NUR 111B		2.00
ENG 102	Composition II: Writing about Literature	3.00

Recommended Course Sequence - Term 3

Course #	Title	Credits
NUR 112A	Parent-Child Health Nursing, Part A: Maternity Nursing	4.00
BIO 234	Human Anatomy and Physiology II	4.00

Recommended Course Sequence - Term 4

Course #	Title	Credits
NUR 112B	Parent-Child Health Nursing, Part B: Pediatric Nursing	4.00
PSY 252	Child Development	3.00

Recommended Course Sequence - Term 5

Course #	Title	Credits
	Quantitative and Symbolic Reasoning Elective	3
BIO 239	Elements of Microbiology	4.00

Recommended Course Sequence - Term 6

Course #	Title	Credits
	Human Expression Elective	3
	HST 111 or HST 112	3

Recommended Course Sequence - Term 7

Course #	Title	Credits
NUR 201	Nursing Care of the Adult I	9.00
NUR 203	Trends in Nursing	1.00

Recommended Course Sequence - Term 8

Course #	Title	Credits
NUR 202	Nursing Care of the Adult II	9.00
	Total credits:	**69-70**

Category Descriptions

HST 111 or HST 112

Credits: 3

Choose one of the following:

Course #	Title	Credits
HST 111	The West and the World I	3.00
HST 112	The West and the World II	3.00

Human Expression Elective

Credits: 3

Choose one Human Expression elective.

Quantitative and Symbolic Reasoning Elective

Credits: 3

Choose one Quantitative and Symbolic Reasoning elective.

Occupational Therapy

Occupational Therapy Assistant

Program Code:
OA
Academic Area:
Health Sciences
Type:
Associate in Science

Program Statement

The mission of the Occupational Therapy Assistant Program advances the mission of Bristol Community College by providing an accessible, innovative, and inclusive education that prepares students to navigate and succeed in our ever-changing world. The program prepares generalist, entry-level occupational therapy assistants to practice under the supervision of registered occupational therapists in a variety of health care, home, school, workplace, community, and other settings. The OTA 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 participate in meaningful occupations and live independent, productive and satisfying lives. The OTA program embraces the institutional values of student success, communication, respect, inclusion and innovation and conducts the program in a supportive community that values professionalism, evidence-based practice and lifelong learning, respects diversity and prepares well-rounded learners for employment.

Program Information

- The Associate of Science in Occupational Therapy Assistant (OTA) consists of 73 credits, including 20 pre-admission credits, 10 credits of General Education courses, and 43 OTA credits. Once admitted into the OTA program, students complete the OTA courses in the required sequence over a period of two academic years.
- This is a hybrid program which means classes are in-person and/or online, and all labs and fieldwork are in person. Classes and labs can be completed in two-three days/week. Fieldwork visits occur on additional days which vary each semester. The 4th semester consists of 16 weeks of full-time fieldwork, typically Monday to Friday. The program is based on the New Bedford campus. An additional 20 hours/week are required to complete readings, lab preparation and assignments. Students typically need to decrease work obligations in order to be successful in the program.
- Students develop academic knowledge, clinical skills, and professional behavior through classroom, online, lab, fieldwork, and off-site learning experiences.
- Computer technology is integrated throughout the OTA program. All OTA courses use online course spaces, which means that all OTA students must have access to a computer that is Internet enabled and have information and computer literacy skills, which 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 Online Learning, and how to succeed in an online classroom: Online Learning at Bristol
- Prior to applying, all students should assess their ability to succeed in the online environment by completing the Online Learning Introduction course "Is Online Learning for me?" self assessment. Please be advised the college Learning Management System is moving to Canvas in the summer of 2024. These tools are being revised for Canvas.
- Non-OTA majors may register for OTA 111 Introduction to Occupational Therapy with permission of the program director.
- Once admitted to the Occupational Therapy Assistant Program, students must complete all OTA courses in the required sequence.
- Students considering transferring into a bachelor's degree program in Occupational Therapy are encouraged to choose HST 111 or HST 112 as electives.
- **PSY 255** Abnormal Psychology, and **PSY 252** Child Development are recommended for those who intend to transfer. However, these courses are not required in the OTA program and are therefore not Financial Aid eligible. Students are encouraged to speak with an Advisor about taking these courses prior to acceptance into the OTA program.

- Many General Education courses are available nights, weekends, Online, and at several of our physical 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, rehabilitation and psychiatric hospitals, residential and day habilitation programs, nursing homes, sub-acute rehabilitation, 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.

General Education Competencies

Infused in the college curriculum are the general education competencies of Critical Thinking, Ethical Dimensions, Global and Historical Awareness, Human Expression, Information Literacy, Multicultural and Social Perspectives, Oral Communication, Quantitative and Symbolic Reasoning, Scientific Reasoning and Discovery, Written Communication. These are met through prerequisite and program course work.

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. Fieldwork placements may include days, evenings and/or weekends. Students typically need to decrease work obligations as program requirements increase.

Program Outcomes 2022-2024

The total number of graduates from the Bristol Community College Occupational Therapy Assistant Program during the three-year period 2022- 2024 was 42, with an overall graduation rate of 80%. Program results (certification exam pass rates) from the National Board for Certification in Occupational Therapy (NBCOT®) can be found online at School Performance (nbcot.org). https://www.nbcot.org/Educators-Folder/SchoolPerformance

Graduation Year	Students Entering	Students Graduating	Graduation Rate
2022	14 (Fall 2020)	10	79%
2023	18 (Fall 2021)	13	72%
2024	10 (Fall 2022)	10	78%
Total 3-year	42	34	80%

Admission Process and 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 submit their application, all supporting documents and fulfill the following criteria by the priority application deadline of February 1:

1. Complete the following pre-admission courses with a B- or higher:

- BIO 233:Human Anatomy and Physiology I or BIO 234: Human Anatomy and Physiology II or equivalent. BIO 233 and BIO 234 are prerequisites to OTA 121 and OTA 125
- COM 104: Fundamentals of Public Speaking or equivalent
- ENG 101: Composition I: College Writing
- ENG 102: Composition II: Writing About Literature
- HLT 101: Medical Language Module I or HLT 102: Medical Language Module II or equivalent
- MTH 119: Fundamental Statistics
- PSY 101: General Psychology or equivalent

NOTE: Students must complete all science courses required for admission within 5 years of the priority application deadline for the program. In addition, 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.

2. Attend one mandatory Health Science Information Session during the year prior to anticipated admission. Applicants are advised to preregister well in advance as seating is limited.

Transcripts from attendance at other regionally accredited colleges or universities may be required with submission of your admissions application. Please refer to the Admissions page within this catalog for further information. 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 priority application deadline.

Applicants are also invited to learn more about the career by exploring the American Occupational Therapy Association's website, and observing the following videos about occupational therapy practice:

- He can be a dad in every way he wants to be
- Together we set a goal to dance
- He is thriving
- NBC's The Today Show Shares Family Story
- What is Occupational Therapy? Three Wounded Warriors Explain

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 the required sequence in order to integrate theoretical and clinical education.

Students must receive a minimum grade of "C" (75) in both the lecture and lab sections in all required occupational therapy assistant (OTA) courses. Failure to earn a C (75) or better will result in program probation. Failure of two courses will result in program dismissal. Students who fail two courses will not be readmitted to the program. Students who are passing and withdraw or do not complete an OTA course 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. Students must resume OTA coursework within one year of the date of withdrawal. Students must successfully complete all required coursework, clinical and program objectives and competencies within four years of initial acceptance into the OTA program in order to graduate. Level II fieldwork must be completed within 12 months of completion of the OTA academic coursework.

Cost of Attending and Completing the OTA Program

The total cost of attending and completing the OTA program (73 credits) is as follows:

2023-2024 Tuition and Fees

- In State ($277 per credit) $20,221
- Out of state ($483 per credit) $35,259;

Additional college fees:

- $10 Application fee; $35 for non-residents
- $50 Registration deposit (applied to the total semester charge)
- $37 per semester Student Support Fee (included in total above)
- $9/credit Instructional Support Fee (included in total above)

Additional costs for the OTA program are approximately $1,440 per year. This includes but is not limited to:

- $156 - Student membership in American Occupational Therapy Association
- $70 - CPR certification
- ~$30 - one fieldwork shirt and name tag
- ~$40 - Lab supplies
- ~$20 - Program pin
- ~$70 - Attendance at one professional conference and three meetings
- ~$400 - Fieldwork-related costs, including travel, supplies and site-specific requirements such as fingerprinting or National Background Check
- ~$2,000, books and subscriptions.

All students must be enrolled in a health insurance plan. Students can use their own plan or purchase the college plan, which is $5770 for Fall and Spring semesters combined. All costs are subject to change. Please refer to the Tuition & Fees page of our website for the most up-to-date information.

Fieldwork Affiliations

Transportation to the fieldwork sites is the student's responsibility. Students need to have reliable transportation and 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 work 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 an annual physical examination, tetanus, measles, mumps, rubella, hepatitis B vaccination and titre and varicella (chicken pox) immunization or titre within the last 12 months. Covid-19 vaccination and boosters are required to complete the program. 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 CPR (Basic Life Support for Health Care Providers). Students are required to maintain CPR certification and health insurance throughout their enrollment. A ten-panel random drug screen is required upon entrance, each academic year, and/or at random. If there is a need for any re-testing, the fee is paid by the student.

Please be advised that despite Massachusetts law which 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.

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. Students may be responsible to pay the cost of finger printing at specific clinical sites. For more information regarding the College's CORI/SORI check process, please contact the Department Chair.

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.

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

Students must be able to perform the essential functions of an OTA with or without accommodations as defined by the professional standards and functions

outlined in the program handbook. Students will be asked to sign a memorandum of understanding (MOU) attesting to their ability to perform these tasks.

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 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's phone number C/O AOTA is 301.652.6611. The website is www.acoteonline.org and email is accred@aota.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). All states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination and evidence of good moral character. A criminal record may affect a graduate's ability to sit for the NBCOT certification and/or attain state licensure.

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 104	Fundamentals of Public Speaking	3.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
	HLT 101 or HLT 102	1
MTH 119	Fundamental Statistics	3.00
PSY 101	General Psychology	3.00

Degree Requirements

General Courses

Course #	Title	Credits
BIO 233	Human Anatomy and Physiology I	4.00
BIO 234	Human Anatomy and Physiology II	4.00
COM 104	Fundamentals of Public Speaking	3.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
	HLT 101 or HLT 102	1
MTH 119	Fundamental Statistics	3.00
PSY 101	General Psychology	3.00
SOC 101	Principles of Sociology	3.00

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	4.00
OTA 117	Psychosocial Performance	4.00
OTA 121	Cognitive and Sensorimotor Performance	4.00
OTA 125	Movement in Human Performance	3.00
OTA 127	Psychosocial Therapeutic Modalities	4.00
OTA 233	Common Conditions of Physical Dysfunction	4.00
OTA 235	Professional Practice Skills	4.00
OTA 237	Developmental/Pediatric OT Practice	4.00
OTA 241	Level II Occupational Therapy Clinical Practice - A	5.00
OTA 243	Level II Occupational Therapy Clinical Practice - B	5.00
OTA 244	Seminar in Occupational Therapy	2.00

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	4.00
OTA 117	Psychosocial Performance	4.00
BIO 234	Human Anatomy and Physiology II	4.00
SOC 101	Principles of Sociology	3.00

Required Course Sequence - Spring Semester 2

Course #	Title	Credits
OTA 121	Cognitive and Sensorimotor Performance	4.00
OTA 125	Movement in Human Performance	3.00
OTA 127	Psychosocial Therapeutic Modalities	4.00
	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	4.00
OTA 235	Professional Practice Skills	4.00
OTA 237	Developmental/Pediatric OT Practice	4.00

Required Course Sequence - Spring Semester 4

Course #	Title	Credits
OTA 241	Level II Occupational Therapy Clinical Practice - A	5.00
OTA 243	Level II Occupational Therapy Clinical Practice - B	5.00
OTA 244	Seminar in Occupational Therapy	2.00
	Total credits:	**73**

Category Descriptions

BIO 233 or BIO 234

Credits: 4

Course #	Title	Credits
BIO 233	Human Anatomy and Physiology I	4.00
BIO 234	Human Anatomy and Physiology II	4.00

HLT 101 or HLT 102

Credits: 1

MAA 101 or HLT 106 can be substituted for HLT 101 or HLT 102.

Choose one of the following:

Course #	Title	Credits
HLT 101	Medical Language Module I	1.00
HLT 102	Medical Language Module II	1.00

Global and Historic Awareness Elective

Credits: 3

Choose one Global and Historic Awareness elective.

Office Administration

Executive Administrative Assistant

Program Code:
OF_OFA
Academic Area:
Business and Experiential Education
Type:
Associate in Science

Program Statement

The general purpose of the Executive Administrative Assistant Degree program is to equip students with the knowledge, skills, and competencies necessary for success in executive-level administrative roles across diverse industries. This program aims to provide a

comprehensive understanding of office management, communication strategies, organizational efficiency, and technological proficiency. The inclusion of up-to-date technological training ensures graduates are well-versed in contemporary office tools, addressing the digital transformation prevalent in today's business environment. Additionally, the emphasis on critical thinking, problem-solving, and ethical conduct reflects the program's commitment to producing adaptable professionals capable of navigating complex executive support scenarios. The Executive Administrative Assistant Degree program remains relevant, preparing students to meet the challenges of the ever-changing professional landscape and contributing to the college's commitment to producing skilled and ethically responsible graduates.

Program Information

- Students who have taken courses at other institutions may receive transfer credit. All transfer credit requests for office administration related courses (OFC and MAA) must be approved by the Department Chair.
- This degree 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.
- Review the requirements carefully and note which courses are mandatory for graduation.
- Students must type 30 wpm and have working knowledge of Microsoft Office software.

After Bristol

Upon completing the Executive Administrative Assistant Degree program, graduates are ready for a promising career in a variety of professional industries. Equipped with a full skill set that includes office management, communication proficiency, and organizational expertise, these individuals often find opportunities in executive support roles within corporate environments, government agencies, non-profit organizations, and more. Graduates may secure positions such as executive assistants, office managers, or administrative coordinators, where they play pivotal roles in ensuring smooth operations, managing communication channels, and supporting high-level decision-makers. Furthermore, the program's emphasis on adaptability to technological advancements equips graduates to navigate the digital landscape, making them valuable assets in the modern workplace. With the acquired knowledge and practical experience, individuals completing this program are well-positioned for fulfilling careers as integral members of executive teams.

Program Learning Outcomes

Students will be able to:

1. Express effective written and verbal communication skills in various business contexts.
2. Apply advanced organizational skills to maintain office workflows.
3. Utilizing contemporary office technologies and software to stay abreast of industry advancements.
4. Develop critical thinking in executive support environments.
5. Exhibit a strong sense of ethical responsibility within organizational settings.
6. Work collaboratively within diverse teams, particularly in the context of executive-level support roles.

Degree Requirements

General Courses

Course #	Title	Credits
ACC 114	Introduction to QuickBooks Pro	1.00
BUS 111	Business and Financial Mathematics	3.00
BUS 155	Business Ethics	3.00
CIS 115	Introduction to Cybersecurity	3.00
COM 160	Intercultural Communication	3.00
	CSS 101: College Success Seminar	0-1
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
INT 210	Internship Experience I	3.00
SOC 212	The Sociology of Social Problems	3.00

Program-Courses

Course #	Title	Credits
OFC 105	Speech and Text Editing	3.00
OFC 162	Microsoft Word	3.00
OFC 215	Records Management	3.00
OFC 235	Microsoft Applications	4.00
OFC 255	Executive Office Procedures	3.00
OFC 260	Business Writing and Communication	3.00
OFC 262	Desktop Publishing Projects and Web Design	3.00
OFC 266	Administrative Office Management	3.00
OFC 268	Media and Technology Tools	4.00
OFC 294	Office Administration Colloquium	3.00
PRM 101	Foundations of Project Management	3.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
	CSS 101: College Success Seminar	0-1
ACC 114	Introduction to QuickBooks Pro	1.00
OFC 162	Microsoft Word	3.00
OFC 105	Speech and Text Editing	3.00
ENG 101	Composition I: College Writing	3.00
COM 160	Intercultural Communication	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
BUS 111	Business and Financial Mathematics	3.00
BUS 155	Business Ethics	3.00
OFC 215	Records Management	3.00
OFC 235	Microsoft Applications	4.00
ENG 102	Composition II: Writing about Literature	3.00

Recommended Course Sequence - Semester 3

Course #	Title	Credits
OFC 255	Executive Office Procedures	3.00
OFC 260	Business Writing and Communication	3.00
OFC 262	Desktop Publishing Projects and Web Design	3.00
SOC 212	The Sociology of Social Problems	3.00
CIS 115	Introduction to Cybersecurity	3.00

Recommended Course Sequence - Semester 4

Course #	Title	Credits
OFC 266	Administrative Office Management	3.00
OFC 268	Media and Technology Tools	4.00
OFC 294	Office Administration Colloquium	3.00
PRM 101	Foundations of Project Management	3.00
INT 210	Internship Experience I	3.00
	Total credits:	**60-61**

Category Descriptions

CSS 101: College Success Seminar

Credits: 0-1

CSS 101 can be waived for students who have met the College Success Seminar 101 Waiver.

Course #	Title	Credits
CSS 101	College Success Seminar	1.00

Medical Administrative Assistant

Program Code:
OF_OFM
Academic Area:
Business and Experiential Education
Type:
Associate in Science

Program Statement

The Medical Administrative Assistant degree program is designed to equip individuals with the knowledge and skills necessary to excel in the dynamic healthcare environment. This comprehensive program typically covers a range of topics, including medical terminology, healthcare ethics, billing and coding, office management, and electronic health records. Students learn to navigate the intricacies of medical office procedures, communicate effectively with patients and healthcare professionals, and manage administrative tasks crucial to the smooth operation of medical practices. With a focus on both the administrative and healthcare aspects, graduates of this program are well-prepared to play a vital role in supporting medical teams, ensuring efficient office operations, and contributing to the overall delivery of quality patient care in various healthcare settings.

Program Information

- Some courses in this program also apply to the Associate in Science in Office Administration - Executive Administrative Assistant and the Medical Office Certificate.
- Medical Assisting (MAA) courses are offered mainly during the day in Fall River in a hybrid, distance-learning format, 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.
- When selecting courses for this program, it's essential to choose those that align with your career goals and provide a well-rounded foundation in administrative skills. Students are encouraged to follow the recommended course sequences and speak with an Advisor or the Department Chair about course selection.
- Review the requirements carefully and note which courses are mandatory for graduation.
- MAA101: Medical Terminology should be taken in semester one as it is a pre-requisite for other MAA courses.

After Bristol

Upon completion of the Medical Administrative Assistant degree program, graduates emerge with a well-rounded skill set directed towards success in the healthcare industry. Complete with comprehensive knowledge in medical terminology, billing, and office management, these individuals are prepared to integrate into medical practices, hospitals, clinics, and other healthcare settings. They become adept at handling electronic health records, coordinating patient appointments, and managing the administrative intricacies of healthcare settings. With a sharp understanding of healthcare ethics and effective communication, graduates play a crucial role in fostering positive patient experiences. Whether working in a primary care office or specialized medical facility, those with a medical administrative assistant degree contribute significantly to the efficiency and organization of healthcare operations, ultimately facilitating the delivery of quality patient care.

Program Learning Outcomes

Students will be able to:

1. Apply knowledge of medical terminology, resulting in effective communication with healthcare professionals and accurate interpretation of medical records.
2. Process and code medical bills, ensuring proper reimbursement and compliance with healthcare billing regulations.
3. Operate within an electronic health record system, maintain patient information confidentiality, and efficiently utilize technology to enhance healthcare administrative processes.
4. Manage administrative tasks within a healthcare setting, including appointment scheduling, inventory control, and coordination of office procedures to ensure smooth day-to-day operations.
5. Express verbal and written communication skills, particularly in interactions with patients, healthcare providers, and other administrative staff, fostering positive and clear communication within the healthcare environment.
6. Explain ethical considerations in healthcare, including patient confidentiality, privacy laws, and compliance.
7. Explain healthcare regulations, decision-making in various administrative and scenarios within the medical field.

Degree Requirements

General Courses

Course #	Title	Credits
ACC 114	Introduction to QuickBooks Pro	1.00
BIO 115	Survey of Human Anatomy and Physiology	4.00
BUS 111	Business and Financial Mathematics	3.00
CIS 115	Introduction to Cybersecurity	3.00
COM 104	Fundamentals of Public Speaking	3.00
	CSS 101: College Success Seminar	0-1
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
INT 210	Internship Experience I	3.00
SOC 212	The Sociology of Social Problems	3.00

Program Courses

Course #	Title	Credits
MAA 101	Medical Terminology	3.00
MAA 105	Electronic Healthcare Records I	3.00
MAA 204	Medical Insurance Forms Preparation	3.00
MAA 205	Medical Office Procedures	3.00
MAA 210	Medical Law and Ethics	3.00
MAA 211	Electronic Healthcare Records II	3.00
OFC 105	Speech and Text Editing	3.00
OFC 162	Microsoft Word	3.00
OFC 235	Microsoft Applications	4.00
OFC 262	Desktop Publishing Projects and Web Design	3.00
OFC 294	Office Administration Colloquium	3.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
	CSS 101: College Success Seminar	0-1
ACC 114	Introduction to QuickBooks Pro	1.00
OFC 162	Microsoft Word	3.00
OFC 105	Speech and Text Editing	3.00
ENG 101	Composition I: College Writing	3.00
MAA 101	Medical Terminology	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
COM 104	Fundamentals of Public Speaking	3.00
MAA 105	Electronic Healthcare Records I	3.00
OFC 235	Microsoft Applications	4.00
ENG 102	Composition II: Writing about Literature	3.00
BUS 111	Business and Financial Mathematics	3.00

Recommended Course Sequence - Semester 3

Course #	Title	Credits
BIO 115	Survey of Human Anatomy and Physiology	4.00
CIS 115	Introduction to Cybersecurity	3.00
MAA 210	Medical Law and Ethics	3.00
MAA 211	Electronic Healthcare Records II	3.00
OFC 262	Desktop Publishing Projects and Web Design	3.00

Recommended Course Sequence - Semester 4

Course #	Title	Credits
MAA 204	Medical Insurance Forms Preparation	3.00
MAA 205	Medical Office Procedures	3.00
OFC 294	Office Administration Colloquium	3.00
SOC 212	The Sociology of Social Problems	3.00
INT 210	Internship Experience I	3.00
	Total credits:	**60-61**

Category Descriptions

CSS 101: College Success Seminar

Credits: 0-1

CSS 101 can be waived for students who have met the College Success Seminar 101 Waiver.

Course #	Title	Credits
CSS 101	College Success Seminar	1.00

Administrative Assistant Certificate

Program Code:
AA
Academic Area:
Business and Experiential Education
Type:
Certificate of Achievement

Program Statement

The program goals for an Administrative Assistant Certificate aim to equip participants with the essential skills and knowledge required to excel in the dynamic and demanding field of administrative support. Participants will develop proficiency in office management, communication, and organizational tasks, fostering their ability to handle a wide range of responsibilities efficiently. The curriculum is designed to provide a comprehensive understanding of office procedures, document management, and the use of relevant technology. Additionally, the program aims to enhance interpersonal and customer service skills, preparing individuals to navigate professional environments with confidence. By the completion of the Administrative Assistant Certificate program, participants will be well-prepared to contribute effectively to the smooth functioning of any organization, demonstrating professionalism and competence in their administrative roles.

After Bristol

Upon completing the Administrative Assistant Certificate program, graduates are ready for a promising career in a variety of professional industries. Equipped with a skill set that includes office management, communication proficiency, and organizational expertise, these individuals often find opportunities in support roles within corporate environments, government agencies, non-profit organizations, and more. Graduates may secure positions such as office managers, or administrative coordinators, where they play pivotal roles in ensuring smooth operations, managing communication channels, and supporting high-level decision-makers. Furthermore, the program's emphasis on adaptability to technological advancements equips graduates to navigate the digital landscape, making them valuable assets in the modern workplace. With the acquired knowledge and practical experience, individuals completing this program are well-positioned for fulfilling careers as integral members of executive teams.

Program Requirements

Course #	Title	Credits
ACC 114	Introduction to QuickBooks Pro	1.00
OFC 162	Microsoft Word	3.00
OFC 215	Records Management	3.00
OFC 235	Microsoft Applications	4.00
OFC 255	Executive Office Procedures	3.00
OFC 262	Desktop Publishing Projects and Web Design	3.00
OFC 268	Media and Technology Tools	4.00
OFC 294	Office Administration Colloquium	3.00
INT 210	Internship Experience I	3.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
ACC 114	Introduction to QuickBooks Pro	1.00
OFC 162	Microsoft Word	3.00
OFC 215	Records Management	3.00
OFC 255	Executive Office Procedures	3.00
OFC 268	Media and Technology Tools	4.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
OFC 235	Microsoft Applications	4.00
OFC 262	Desktop Publishing Projects and Web Design	3.00
OFC 294	Office Administration Colloquium	3.00
INT 210	Internship Experience I	3.00
	Total credits:	**27**

Medical Office Certificate

Program Code:
MED
Academic Area:
Business and Experiential Education
Type:
Certificate of Achievement

Program Statement

The Medical Office Certificate program concentrates primarily on the MAA and OFC core courses and prepares students to work as a medical administrative assistant for doctors or dentists, in hospitals, health agencies, or related fields. 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 medical software, medical terminology, speech and text editing, medical insurance forms preparation, medical office procedures, and master employment readiness skills.

After Bristol

Upon completion of the Medical Office Certificate program, graduates emerge with a well-rounded skill set directed towards success in the healthcare industry. Complete with comprehensive knowledge in medical terminology, billing, and office management, these individuals are prepared to integrate into medical practices, hospitals, clinics, and other healthcare settings. They become adept at handling electronic health records, coordinating patient appointments, and managing the administrative intricacies of healthcare settings. Whether working in a primary care office or specialized medical facility, those with a medical administrative assistant degree contribute significantly to the efficiency and organization of healthcare operations, ultimately facilitating the delivery of quality patient care.

Program Requirements

Course #	Title	Credits
ACC 114	Introduction to QuickBooks Pro	1.00
MAA 101	Medical Terminology	3.00
MAA 204	Medical Insurance Forms Preparation	3.00
MAA 205	Medical Office Procedures	3.00
OFC 105	Speech and Text Editing	3.00
OFC 162	Microsoft Word	3.00
OFC 235	Microsoft Applications	4.00
OFC 294	Office Administration Colloquium	3.00
INT 210	Internship Experience I	3.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
ACC 114	Introduction to QuickBooks Pro	1.00
OFC 162	Microsoft Word	3.00
OFC 105	Speech and Text Editing	3.00
MAA 101	Medical Terminology	3.00
MAA 204	Medical Insurance Forms Preparation	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
MAA 205	Medical Office Procedures	3.00
OFC 294	Office Administration Colloquium	3.00
OFC 235	Microsoft Applications	4.00
INT 210	Internship Experience I	3.00
	Total credits:	**26**

Paralegal Studies

Paralegal Studies

Program Code:
PG
Academic Area:
Behavioral and Social Sciences and Education
Type:
Associate in Science

Program 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.

Program Information

- Students acquire a basic understanding of substantive and procedural areas of law for a variety of legal settings.

- Students acquire skills in legal research and writing.
- Students gain work experience by participating in PLS 243: Paralegal Internship, 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

- Students pursue employment in a variety of settings, including law firms, corporate law departments, financial institutions, government agencies, or courts.
- Students can continue their education at four year institutions by using the existing articulation agreements. .

Program Learning Outcomes

Students will be able to:

1. Manage modern law offices through the use of technology, and robust time management skills
2. Understand the legal process and fundamental concepts of substantive areas of law
3. Perform legal research and writing at a level sufficient to enter the paralegal profession
4. Communicate effectively using legal terminology.
5. Apply paralegal and attorney code of ethics to situations typically encountered by paralegals.

Paralegal & Legal Studies Transfer Policy

This policy is intended to govern the transfer of legal specialty courses taken at other colleges to earn credit for legal specialty courses required to earn an Associate Degree or Paralegal Certificate from Bristol Community College.

Bristol Academic, Career and Transfer Office

The Admissions Office at Bristol must receive an official transcript from the college where the credits have been earned.

The Admissions Office at Bristol then determines whether the college is an accredited institution and whether the student earned a C or better in the legal specialty course. If so, the Admissions Office forwards a copy of the transcript to the Paralegal Program Department Chair for further review.

Paralegal Program Office

The Paralegal Program Department Chair requests that the student provide the Program with copies of course descriptions from the college catalog as well as the syllabi for any legal specialty course desiring transfer credit.

Upon receipt of the requested materials, the Paralegal Program Department Chair reviews the course description and the syllabus to ensure that the course is similar to that offered at Bristol and meets the American Bar Association (ABA) requirements for a legal specialty course.

To be considered a legal specialty course by the ABA, the course must:

1. Cover a specific area of law, procedure, or the legal process
2. Be developed for paralegals/legal assistants
3. Emphasize legal assistant skills, forms, documents, procedures, and legal principles and theories
4. Be pertinent to the legal assistant's performance on the job

Restrictions

Transfer credit will not be accepted for the following classes:

- PLS 232: Advanced Legal Research & Writing
- PLS 243: Paralegal Internship

Transfer credit will not be given for more than two legal specialty courses to satisfy the paralegal major requirements.

No credit will be given for legal specialty courses taken more than six years prior to the student's completion of the program requirements.

Legal specialty courses will be reviewed by the Chair of the Paralegal & Legal Studies Program who will

compare the content of the course to make sure that it meets ABA standards. Transfer credit will be given for no more than two legal specialty courses (6 credits) to satisfy requirements for an Associate Degree or a Certificate.

Degree Requirements

General Courses

Course #	Title	Credits
COM 104	Fundamentals of Public Speaking	3.00
CSS 101	College Success Seminar	1.00
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
GVT 111	U.S. Government	3.00
HST 114	United States History from 1877	3.00
SOC 212	The Sociology of Social Problems	3.00
MTH 119	Fundamental Statistics	3.00

Elective Courses

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

Program Courses

Course #	Title	Credits
PLS 100	Introduction to Legal Studies & Ethics	3.00
PLS 101	Civil Litigation and Procedure	3.00
PLS 102	Torts Law	3.00
PLS 105	Law Office Management	3.00
PLS 120	Basic Legal Research	3.00
PLS 121	Family Law and Procedure	3.00
PLS 230	Criminal Law and Procedure	3.00
PLS 232	Advanced Legal Research and Writing	3.00
PLS 240	Real Estate Law	3.00
PLS 241	Wills, Estates, and Trusts	3.00
PLS 243	Paralegal Internship	3.00
	Paralegal Elective	3

Recommended Course Sequence - Semester 1

Course #	Title	Credits
CSS 101	College Success Seminar	1.00
ENG 101	Composition I: College Writing	3.00
GVT 111	U.S. Government	3.00
PLS 100	Introduction to Legal Studies & Ethics	3.00
PLS 102	Torts Law	3.00
MTH 119	Fundamental Statistics	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
ENG 102	Composition II: Writing about Literature	3.00
HST 114	United States History from 1877	3.00
PLS 101	Civil Litigation and Procedure	3.00
PLS 120	Basic Legal Research	3.00
PLS 105	Law Office Management	3.00

Recommended Course Sequence - Semester 3

Course #	Title	Credits
SOC 212	The Sociology of Social Problems	3.00
COM 104	Fundamentals of Public Speaking	3.00
PLS 230	Criminal Law and Procedure	3.00
PLS 241	Wills, Estates, and Trusts	3.00
PLS 121	Family Law and Procedure	3.00
MTH 119	Fundamental Statistics	3.00

Recommended Course Sequence - Semester 4

Course #	Title	Credits
	Paralegal Elective	3
	Scientific Reasoning and Discovery Elective	3-4
PLS 232	Advanced Legal Research and Writing	3.00
PLS 240	Real Estate Law	3.00
PLS 243	Paralegal Internship	3.00
	Total credits:	**60-62**

Category Descriptions

Scientific Reasoning and Discovery Elective

Credits: 3-4

Choose one Scientific Reasoning and Discovery elective.

Paralegal Elective

Credits: 3

Choose one of the following:

Course #	Title	Credits
PLS 220	Bankruptcy Law	3.00
PLS 242	Business Organization for Paralegals	3.00

Paralegal Studies Certificate

Program Code:
PL
Academic Area:
Behavioral and Social Sciences and Education
Type:
Certificate of Achievement

Program 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.

Program Information

- Students acquire basic understanding of substantive and procedural areas of law for a variety of legal settings.
- Students acquire basic skills in legal research.
- Students 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 the Associate of Science in Paralegal & Legal Studies.

Admission Requirements

To gain admission into our
Paralegal Certificate program, prospective students must have one of the following:

- Associate in Arts or Science Degree from an accredited college or university or
- Bachelor of Arts or Science Degree from an accredited college or university or
- Successfully completed 33 semester credits at an accredited college or university, which include 18 semester credits from an approved general education course.

Related Programs

- Paralegal Studies degree
- Legal Administrative Assistant degree
- Legal Office Assistant certificate

Program Learning Outcomes

Students 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.

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.

Paralegal & Legal Studies Transfer Policy

This policy is intended to govern the transfer of legal specialty courses taken at other colleges to earn credit for legal specialty courses required to earn an Associate Degree or Paralegal Certificate from Bristol Community College.

Bristol Academic, Career and Transfer Office

The Admissions Office at Bristol must receive an official transcript from the college where the credits have been earned.

The Admissions Office at Bristol then determines whether the college is an accredited institution and whether the student earned a C or better in the legal specialty course. If so, the Admissions Office forwards a copy of the transcript to the Paralegal Program Department Chair for further review.

Paralegal Program Office

The Paralegal Program Department Chair requests that the student provide the Program with copies of course descriptions from the college catalog as well as the syllabi for any legal specialty course desiring transfer credit.

Upon receipt of the requested materials, the Paralegal Program Department Chair reviews the course description and the syllabus to ensure that the course is similar to that offered at Bristol and meets the American Bar Association (ABA) requirements for a legal specialty course.

To be considered a legal specialty course by the ABA, the course must:

1. Cover a specific area of law, procedure, or the legal process
2. Be developed for paralegals/legal assistants
3. Emphasize legal assistant skills, forms, documents, procedures, and legal principles and theories
4. Be pertinent to the legal assistant's performance on the job

Restrictions

Transfer credit will not be accepted for the following classes:

- PLS 232: Advanced Legal Research & Writing
- PLS 243: Paralegal Internship

Transfer credit will not be given for more than two legal specialty courses to satisfy the paralegal major requirements.

No credit will be given for legal specialty courses taken more than six years prior to the student's completion of the program requirements.

Legal specialty courses will be reviewed by the Chair of the Paralegal & Legal Studies Program who will compare the content of the course to make sure that it meets ABA standards. Transfer credit will be given for no more than two legal specialty courses (6 credits) to satisfy requirements for an Associate Degree or a Certificate.

Program Requirements

Course #	Title	Credits
ENG 101	Composition I: College Writing	3.00
PLS 105	Law Office Management	3.00
PLS 100	Introduction to Legal Studies & Ethics	3.00
PLS 101	Civil Litigation and Procedure	3.00
PLS 120	Basic Legal Research	3.00
PLS 121	Family Law and Procedure	3.00
PLS 230	Criminal Law and Procedure	3.00
PLS 241	Wills, Estates, and Trusts	3.00
PLS 243	Paralegal Internship	3.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
ENG 101	Composition I: College Writing	3.00
PLS 105	Law Office Management	3.00
PLS 100	Introduction to Legal Studies & Ethics	3.00
PLS 101	Civil Litigation and Procedure	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
PLS 120	Basic Legal Research	3.00
PLS 121	Family Law and Procedure	3.00
PLS 230	Criminal Law and Procedure	3.00
PLS 241	Wills, Estates, and Trusts	3.00
PLS 243	Paralegal Internship	3.00
	Total credits:	**27**

Social Science

Race and Gender Studies Certificate

Program Code:
RG
Academic Area:
Behavioral and Social Sciences and Education
Type:
Certificate of Accomplishment

Program Statement

The Race and Gender Studies Certificate examines gender, race, class and sexuality as important and simultaneous aspects of social worlds and human lives. Students examine the construction and operation of power relations, social inequalities and resistances to them in national, transnational, cultural, historical and political contexts. As an interdisciplinary endeavor, the program looks at how different academic disciplines view the intersection of race and gender in the labor market, the family, political and social systems and cultural production. The study of race and gender is joined to an understanding of forms of activism around the globe.

Program Information

- Offered fully online, the Certificate Program is conceived as providing dual tracks:
    1. For students majoring in a wide variety of majors at Bristol who want to incorporate required courses in their majors with courses of interest offered
    2. For professionals and practitioners in such fields as education and health and behavioral sciences with Professional Development Points (PDPs) or Continuing Education Units (CEUs) for courses available.
- All courses apply to the Associate in Science in General Studies, Humanities and Arts Studies.

After Bristol

- Professionals and practitioners will be able to advance in such fields as education and health and behavioral sciences (non-profit sector, policy, social work, public service).
- This program is a certificate and is not designed for transfer. Students who want to pursue further studies at four-year institutions may consider majoring in fields such as Ethnic Studies, Cultural Studies, Chicana/o Studies, and Queer Studies. Speak with an Advisor or the Program Coordinator for more information.

Program Requirements

Course #	Title	Credits
COM 160	Intercultural Communication	3.00
EDU 225	Diversity and Multicultural Education	3.00
INT 101	Work-Based Experience	1.00
SOC 256	Race and Ethnicity in the Contemporary United States	3.00
	Program Electives	9

Recommended Course Sequence - Semester 1

Course #	Title	Credits
COM 160	Intercultural Communication	3.00
SOC 256	Race and Ethnicity in the Contemporary United States	3.00
	Program Elective	3
	Program Elective	3

Recommended Course Sequence - Semester 2

Course #	Title	Credits
EDU 225	Diversity and Multicultural Education	3.00
INT 101	Work-Based Experience	1.00
	Program Elective	3
	Total credits:	**19**

Category Descriptions

Program Electives

Credits: 9

Choose three of the following:

Course #	Title	Credits
DST 110	Deaf Culture	3.00
ENG 217	Writings from the Margins of Contemporary American Literature	3.00
ENG 257	African-American Literature	3.00
HST 251	The History of American Women	3.00
HST 252	African-American History	3.00
HST 259	History of North American Indian Peoples	3.00
HST 265	Immigration and Ethnicity in American History	3.00
HUM 110	Introduction to Queer-Feminist Studies	3.00
SER 225	Social Work Issues: Diversity and Oppression	3.00
SOC 212	The Sociology of Social Problems	3.00

Gerontology Certificate

Program Code:
GY
Academic Area:
Behavioral and Social Sciences and Education
Type:
Certificate of Achievement

Program 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 Criminal Justice, Education, Human Services, Social Sciences, and Health Sciences, are invited to consider a certificate in Gerontology as a special expertise in the degree program. A Certificate in Gerontology prepares learners in the areas of mental, physical, and social needs of the aging population. Students pursuing a degree in General Studies, Psychology, Sociology, Nursing, Medical Assisting, or a Human Service field are invited to consider Gerontology as a special expertise in their degree program.

Students should take PSY 267 as a foundation for other Gerontology courses.

Students are encouraged to complete PSY 101, ENG 101 and PSY 267 before registering for other classes in the certificate.

After Bristol

Students are prepared to seek employment in various senior agencies, retirement communities, health care facilities, home- and adult-care programs, hospice organizations, concerned with physical, mental, and social aspects and implications of aging that respond to senior needs and interests.

Program Requirements

Course #	Title	Credits
ENG 101	Composition I: College Writing	3.00
PSY 101	General Psychology	3.00
PSY 262	Introduction to Thanatology	3.00
PSY 267	Introduction to Gerontology: The Study of Aging	3.00
PSY 269	Geropsychology	3.00
SOC 262	Social Issues in Aging	3.00
SOC 263	Senior Life - Choices and Challenges	3.00
	Health/Human Services Elective	3

Recommended Course Sequence - Semester 1

Course #	Title	Credits
PSY 101	General Psychology	3.00
ENG 101	Composition I: College Writing	3.00
PSY 267	Introduction to Gerontology: The Study of Aging	3.00
	Health/Human Services Elective	3

Recommended Course Sequence - Semester 2

Course #	Title	Credits
PSY 262	Introduction to Thanatology	3.00
SOC 263	Senior Life - Choices and Challenges	3.00
PSY 269	Geropsychology	3.00
SOC 262	Social Issues in Aging	3.00
	Total credits:	**24**

Category Descriptions

Health/Human Services Elective

Credits: 3

Choose one of the following:

Course #	Title	Credits
PSY 281	The Effects of Drugs on the Body & Mind	3.00
SOC 101	Principles of Sociology	3.00
PSY 255	Abnormal Psychology	3.00
BIO 117	Physiology of Wellness	3.00

Thanatology Certificate

Program Code:
THA
Academic Area:
Behavioral and Social Sciences and Education
Type:
Certificate of Achievement

Program Goals Statement

This certificate focuses on the scientific study of death and the practices associated with it, including the study of the needs of the terminally ill and their families. This certificate will allow you to gain expertise in the field of Thanatology while providing hands-on experience in the community to enhance classroom learning.

Program Information

This certificate program prepares students to meet the ever-increasing needs for support to individuals, families, and community during times of loss and crisis. Offered with face to face, hybrid, and fully online classes, students in a wide variety of majors at Bristol (Criminal Justice, Education, Human Services, Social Sciences, Health Sciences) who want to incorporate required courses will gain knowledge and incorporate those skills in many areas in their majors with courses of interest.

After Bristol

Students are prepared to seek employment in various care giving and service professions as education, nursing, criminal justice, human services, pastoral ministry, and funeral service, 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.

Program Requirements

Course #	Title	Credits
ENG 101	Composition I: College Writing	3.00
PSY 101	General Psychology	3.00
PSY 262	Introduction to Thanatology	3.00
PSY 264	Psychology of Grief	3.00
PSY 266	Introduction to Grief Counseling	3.00
SOC 257	Social Issues in Loss	3.00
BIO 111	General Biology I	4.00
	Health/Human Services Elective	3

Recommended Course Sequence - Semester 1

Course #	Title	Credits
ENG 101	Composition I: College Writing	3.00
PSY 101	General Psychology	3.00
PSY 262	Introduction to Thanatology	3.00
PSY 264	Psychology of Grief	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
PSY 266	Introduction to Grief Counseling	3.00
SOC 257	Social Issues in Loss	3.00
BIO 111	General Biology I	4.00
	Health/Human Services Elective	3
	Total credits:	**25**

Category Descriptions

Health/Human Services Elective

Credits: 3

Choose one of the following:

Course #	Title	Credits
PSY 267	Introduction to Gerontology: The Study of Aging	3.00
PSY 281	The Effects of Drugs on the Body & Mind	3.00
SOC 101	Principles of Sociology	3.00
PSY 255	Abnormal Psychology	3.00

Substance Abuse Counseling

Substance Abuse Counseling Certificate

Program Code:
SAC
Academic Area:
Behavioral and Social Sciences and Education
Type:
Certificate of Achievement

Program 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

- This program prepares students to recognize and respond to the challenges of Substance Abuse Counseling in varied settings.
- Students understand ethical implications of working in the field of Substance Abuse Counseling.
- Students gain skills necessary to work effectively with this population in a myriad of settings.
- Hands on experience in the field allows students the opportunity to accrue the number of hours of experience needed before licensing.
- All courses apply to the Associate in Science in General Studies, Humanities and Arts Studies.

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.

Program Requirements

Course #	Title	Credits
ENG 101	Composition I: College Writing	3.00
PSY 101	General Psychology	3.00
PSY 255	Abnormal Psychology	3.00
PSY 281	The Effects of Drugs on the Body & Mind	3.00
PSY 287	Introduction to Addiction Studies	3.00
SAC 255	Counseling in the Community and Case Management	3.00
SAC 260	Introduction to Substance Abuse Counseling	3.00
SAC 265	Family Therapy in Substance Abuse Treatment	3.00
SAC 290	Substance Abuse Counseling Practicum I	2.00
SAC 291	Substance Abuse Counseling Practicum II	3.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
ENG 101	Composition I: College Writing	3.00
PSY 101	General Psychology	3.00
PSY 281	The Effects of Drugs on the Body & Mind	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
PSY 255	Abnormal Psychology	3.00
SAC 255	Counseling in the Community and Case Management	3.00
PSY 287	Introduction to Addiction Studies	3.00
SAC 265	Family Therapy in Substance Abuse Treatment	3.00

Recommended Course Sequence - Semester 3

Course #	Title	Credits
SAC 290	Substance Abuse Counseling Practicum I	2.00
SAC 260	Introduction to Substance Abuse Counseling	3.00

Recommended Course Sequence - Semester 4

Course #	Title	Credits
SAC 291	Substance Abuse Counseling Practicum II	3.00
	Total credits:	**29**

Sustainable Agriculture

Sustainable Agriculture Certificate

Program Code:
SG

Academic Area:
Science, Technology, Engineering and Mathematics

Type:
Certificate of Accomplishment

Program 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), and University of Maine.
- Students may also elect to pursue an Associate in Science in Life Sciences Sustainable Agriculture degree after completing their certificate. All Sustainable Agriculture certificate program courses apply to this degree.

Program Requirements

Course #	Title	Credits
AGR 123	Entomology and Plant Disease	3.00
AGR 125	Specialized Crops	3.00
AGR 214	Sustainable Agriculture	4.00
INT 210	Internship Experience I	3.00
SCI 115	Science and Care of Plants	4.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
SCI 115	Science and Care of Plants	4.00
AGR 123	Entomology and Plant Disease	3.00
AGR 125	Specialized Crops	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
AGR 214	Sustainable Agriculture	4.00
INT 210	Internship Experience I	3.00
	Total credits:	**17**

Veterinary Health Care

Veterinary Health Care

Program Code:
AN
Academic Area:
Science, Technology, Engineering and Mathematics
Type:
Associate in Applied Science

Program Statement

The Veterinary Health Care program prepares non-credentialed, veterinary paraprofessional support staff members to practice under the supervision of veterinarians or other credentialed animal specialists 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, pet day care and training centers, 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, except ANS 221: Veterinary Health Care Field Experience and Seminar.

This program is not recognized as a certified veterinary technician training program by the AVMA CVTEA and does not fulfill eligibility requirements for the National Veterinary Technician Examination.

Program Information

- A Criminal Offender Record Information (CORI) demonstrating a conviction of an animal cruelty related misdemeanor/felony prohibits admittance to the program.
- Students are expected to attend Veterinary Health Care Student 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 Bristol Community College's malpractice insurance policy.
- It is highly recommended to take classes during the summer session. Recommendations include:
  - HST 111: The West and the World I
  - HST 112: The West and the World II
  - HST 113: US History to 1877
  - HST 114:US History from 1877
  - MTH 131: Elements of College Mathematics
  - MTH 119: Fundamental Statistics
  - MTH 154: Mathematics for Veterinary Professionals
  - SOC 252: The Sociology of Human Relations
- 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 grade 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 grade of 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 the 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 the career pathway, take BIO 111: General Biology I; take MTH 154: Mathematics for Veterinary Professionals as an option to meet the Quantitative and Symbolic Reasoning competency

and as a prerequisite option for ANS 216: Veterinary Pharmacology and ANS 240: Animal Nutrition and Feeding.

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.

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.

After Bristol

Graduates work as non-credentialed veterinary paraprofessionals in a variety of animal facilities, such as veterinary hospitals, animal shelters, pet day care and training centers, farms, wildlife rehabilitation centers, and laboratory animal facilities.

Graduates of this program can transfer into other animal and veterinary science related degree programs, such as, animal behavior, animal science, pre-veterinary programs, lab animal science, equine science, etc. at another two-year or four-year institution.

Degree Requirements

General Courses

Course #	Title	Credits
	BIO 111 or BIO 121	4
ENG 101	Composition I: College Writing	3.00
ENG 102	Composition II: Writing about Literature	3.00
	HST 111, 112, 113 or 114	3
	MTH 119, MTH 131 or MTH 154	3
SOC 252	The Sociology of Human Relations	3.00

Program Courses

Course #	Title	Credits
ANS 100	Professional and Academic Success Seminar (PASS)	1.00
ANS 101	Introduction to Animal Care and Management	3.00
ANS 103	Applied Animal Behavior	3.00
ANS 107	Medical Terminology for Animal Science I	1.00
ANS 108	Medical Terminology for Animal Science II	1.00
ANS 112	Laws and Ethics for Veterinary Science	3.00
ANS 115	Community Health and Zoonosis	4.00
ANS 121	Animal Handling and Restraint	4.00
ANS 147	Veterinary Office Procedures	3.00
ANS 153	Animal Health and Diseases	3.00
ANS 201	Comparative Anatomy and Physiology of Vertebrate Animals	4.00
ANS 205	Clinical Methods	4.00
ANS 221	Veterinary Health Care Field Experience & Seminar	3.00
ANS 222	Humane Euthanasia Seminar	2.00
ANS 240	Animal Nutrition and Feeding	4.00

Recommended Course Sequence - Semester 1

Course #	Title	Credits
ANS 100	Professional and Academic Success Seminar (PASS)	1.00
ANS 101	Introduction to Animal Care and Management	3.00
ANS 103	Applied Animal Behavior	3.00
ANS 112	Laws and Ethics for Veterinary Science	3.00
ANS 147	Veterinary Office Procedures	3.00
	ENG 101 or SOC 252	3

Recommended Course Sequence - Semester 2

For Career Pathway: Take BIO 111 and MTH 154

For Transfer Pathway: Take BIO 121 and MTH 119 or MTH 131

Course #	Title	Credits
ANS 107	Medical Terminology for Animal Science I	1.00
ANS 115	Community Health and Zoonosis	4.00
ANS 121	Animal Handling and Restraint	4.00
	BIO 111 or BIO 121	4
	MTH 119, MTH 131 or MTH 154	3

Recommended Course Sequence - Semester 3

Course #	Title	Credits
ANS 108	Medical Terminology for Animal Science II	1.00
ANS 153	Animal Health and Diseases	3.00
ANS 201	Comparative Anatomy and Physiology of Vertebrate Animals	4.00
ANS 205	Clinical Methods	4.00
	SOC 252, MTH 119, MTH 131 or MTH 154	3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
ANS 240	Animal Nutrition and Feeding	4.00
ANS 221	Veterinary Health Care Field Experience & Seminar	3.00
ANS 222	Humane Euthanasia Seminar	2.00
ENG 102	Composition II: Writing about Literature	3.00
	HST 111, 112, 113 or 114	3
	Total credits:	**62**

Category Descriptions

BIO 111 or BIO 121

Credits: 4

Choose one of the following:

Course #	Title	Credits
BIO 111	General Biology I	4.00
BIO 121	Fundamentals of Biological Science I	4.00

HST 111, 112, 113 or 114

Credits: 3

Choose one of the following:

Course #	Title	Credits
HST 111	The West and the World I	3.00
HST 112	The West and the World II	3.00
HST 113	United States History to 1877	3.00
HST 114	United States History from 1877	3.00

MTH 119, MTH 131 or MTH 154

Credits: 3

Choose one of the following:

Course #	Title	Credits
MTH 119	Fundamental Statistics	3.00
MTH 131	Elements of College Mathematics	3.00
MTH 154	Mathematics for Veterinary Professionals	3.00

World Languages

World Language Studies Certificate

Program Code:
WL
Academic Area:
Arts and Humanities
Type:
Certificate of Accomplishment

Program Statement

The World Language Studies certificate supports and prepares students seeking either a language pathway for transfer into a bachelor's degree, or a stackable credential for goals related to employment or personal needs, including heritage learners seeking proficiency. For students unsure of their future career, this

certificate provides career readiness needed in our modern, diverse workplace and society. Students can broaden their social network, and increase knowledge and pride in the linguistic/cultural heritage and contributions of our area.

Program Information

- This certificate requires 5 courses totaling 16–18 credits and can be completed in 4 semesters.
- Students can take courses in American Sign Language, Portuguese, Spanish and Cape Verdean Creole.
    - Students seeking Cape Verdean Creole should choose ASL, Spanish or Portuguese for the 101 – 202 sequence and then take CVC 101: Elementary Cape Verdean Creole I and CVC 102: Elementary Cape Verdean II.
- Students who earned the Seal of Bi-Literacy in high school or those who took 2 or more same language classes with a B or better in high school should meet with the program coordinator for placement and/or possible college credit.
- Students should take all four language courses in four consecutive semesters to avoid regression in language acquisition. 101 and 201 language courses are usually offered in the fall, and 102 and 202 language courses are offered in the spring.
- Suggested program electives are:
    - **Internship courses**:
        - INT 101: Work-Based Experience; INT 110: Internship Experience; INT 210: Internship Experience I; and INT 220: Internship Experience II.
    - **Cultural/history courses** tied to our language offerings:
        - DST 110: Deaf Culture, DST 151: Deaf History, DST 252 Deaf Literature and ASL Folklore
        - POR 322 The Portuguese Language in the World: An Introduction to Lusofonia
        - SPA 322: Spanish Language in the World, SPA 351:Advanced Spanish Literature
    - **Other related courses**:
        - COM 160: Intercultural Communication, EDU 225: Diversity and Multicultural Education, HST 252:African-American History, and HST 265: Immigration and Ethnicity in American History.
- Students are strongly encouraged to take any Internship course as part of their program elective credits. Please contact Experiential Education Center at EEC@BristolCC.edu to learn more.
- The certificate is designed so that students in many programs at Bristol can include our required coursework in their program to meet general education requirements and/or program electives. Please seek out your program advisor for individualized planning.
- All courses in this certificate count towards the Associate in Arts in Liberal Arts Humanities degree.
- Are you a heritage learner who was raised using this language, and who doesn't yet know how to turn that skill into a career? Reach out to the program coordinator listed on the right.

After Bristol

Students can utilize this certificate as part of their transfer process to a bachelor's program in related fields such as: interpreting, teacher of foreign language (secondary) or ESL/TESOL. Students will also stand out as transfer candidates in unrelated fields such as: business, finance, allied health, social work, K – 12 teaching, etc. This also serves as a stackable credential to build a resume for career-seeking or promotion, or to meet professional development requirements across fields.

Colleges to consider for transfer include: Bridgewater State University (Spanish, Spanish Early Childhood Education , Spanish Elementary Education, Spanish Secondary Ed, TESOL), Framingham State University (American Sign Language Interpreting, ASL Studies, World Language and Linguistics, Spanish), Boston University (Deaf education, Deaf Studies), Northeastern University (ASL-English Interpreting), UMass Dartmouth (Portuguese, Spanish, International Business, International Politics), UMass Amherst University without Walls: Translation and Interpreting), UMass Lowell (World Language and Cultures), Rhode Island College (World Languages Education), University of Rhode Island (World Language Education), Salve Regina (World Language Education), University of New Hampshire – Manchester (ASL-English Interpreting, ASL/Deaf Studies).

Program Requirements

Course #	Title	Credits
	ASL, POR or SPA 101	3
	ASL, POR or SPA 102	3
	ASL, POR or SPA 201	3
	ASL, POR or SPA 202	3
	Program Electives	4-6

Recommended Course Sequence - Semester 1

Course #	Title	Credits
	ASL, POR or SPA 101	3

Recommended Course Sequence - Semester 2

Course #	Title	Credits
	ASL, POR or SPA 102	3

Recommended Course Sequence - Semester 3

Course #	Title	Credits
	ASL, POR or SPA 201	3

Recommended Course Sequence - Semester 4

Course #	Title	Credits
	ASL, POR or SPA 202	3
	Program Electives	4-6
	Total credits:	**16-18**

Category Descriptions

ASL, POR or SPA 101

Credits: 3

Choose one of the following:

Course #	Title	Credits
ASL 101	Elementary American Sign Language I	3.00
POR 101	Elementary Portuguese I	3.00
SPA 101	Elementary Spanish I	3.00

ASL, POR or SPA 102

Credits: 3

Choose one of the following:

Course #	Title	Credits
ASL 102	Elementary American Sign Language II	3.00
POR 102	Elementary Portuguese II	3.00
SPA 102	Elementary Spanish II	3.00

ASL, POR or SPA 201

Credits: 3

Choose one of the following:

Course #	Title	Credits
ASL 201	Intermediate American Sign Language I	3.00
POR 201	Intermediate Portuguese I	3.00
SPA 201	Intermediate Spanish I	3.00

ASL, POR or SPA 202

Credits: 3

Choose one of the following:

Course #	Title	Credits
ASL 202	Intermediate American Sign Language II	3.00
POR 202	Intermediate Portuguese II	3.00
SPA 202	Intermediate Spanish II	3.00

Program Electives

Credits: 4-6

Consult with the program coordinator to select college-level courses to achieve a total of at least 16 credits.

English/Portuguese Community Interpreting Certificate

Program Code:
PI
Academic Area:
Arts and Humanities
Type:
Certificate of Achievement

Program 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: Composition I: College Writing is a co-requisite to HUM 156: Fundamentals of Interpreting and Translating
- Students with prior experience as interpreters should consult with the program director or PEL Coordinator to discuss Credit for Prior Learning (CPL).
- All courses in this certificate align with the Associate in Science in General Studies, Humanities and Arts Studies.

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.

Program Requirements

Course #	Title	Credits
COM 160	Intercultural Communication	3.00
ENG 101	Composition I: College Writing	3.00
HUM 156	Fundamentals of Interpreting and Translating	3.00
POR 321	Portuguese for Interpreters	3.00
POR 322	The Portuguese Language in the World: An Introduction to the Lusofonia	3.00
POR 352	Written and Sight Translation for English and Portuguese	3.00
POR 353	Interpreting Portuguese/English	3.00
HUM 390	Fieldwork in Interpreting Portuguese/Spanish	3.00
	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	3.00
HUM 156	Fundamentals of Interpreting and Translating	3.00
POR 321	Portuguese for Interpreters	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
POR 322	The Portuguese Language in the World: An Introduction to the Lusofonia	3.00
POR 352	Written and Sight Translation for English and Portuguese	3.00
POR 353	Interpreting Portuguese/English	3.00
COM 160	Intercultural Communication	3.00

Recommended Course Sequence - Semester 3

Course #	Title	Credits
HUM 390	Fieldwork in Interpreting Portuguese/Spanish	3.00
	Total credits:	**27**

Category Descriptions

CRJ 101, CRJ 113 or MAA 101

Credits: 3

Choose one of the following:

Course #	Title	Credits
CRJ 101	Introduction to Criminal Justice	3.00
CRJ 113	Criminal Law	3.00
MAA 101	Medical Terminology	3.00

Spanish/English Community Interpreting Certificate

Program Code:
SI
Academic Area:
Arts and Humanities
Type:

Certificate of Achievement

Program Statement

This certificate prepares bilingual students (Spanish and English) to work as interpreters in various community settings, particularly medical and legal. The instructional practices and learning experiences are designed to develop students' specialized vocabulary and communicative skills while familiarizing them with professional interpretation and translation ethics, standards, and practices.

Program Information

- Students 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.
- All courses may be applied to an Associate in Science in General Studies, Humanities and Arts Studies.

After Bristol

- Continue their professional development through training programs, specialized certifications, and seminars-including those offered by the National Council of Interpreting in Health Care.
- Students with a bachelor's degree can prepare to apply and work with the Trial Court Office of Language Access (OLA).
- Start a professional service business.
- Discuss work benefits improvements in positions that require bilingual knowledge.

Program Learning Outcomes

Students will be able to:

1. Provide proficient interpretation and translation.
2. Show awareness of cultural identity's complexities when interpreting and translating.
3. Apply a professional code of ethics and standard practice of interpretation and translations.
4. Be well-informed of the community's needs for interpretation and translation.

Program Requirements

Course #	Title	Credits
COM 160	Intercultural Communication	3.00
ENG 101	Composition I: College Writing	3.00
HUM 156	Fundamentals of Interpreting and Translating	3.00
HUM 390	Fieldwork in Interpreting Portuguese/Spanish	3.00
SPA 321	Spanish for Interpreters	3.00
SPA 322	The Spanish Language in the World	3.00
SPA 353	Spanish/English Interpreting	3.00
SPA 354	Written and Sight Translation for English and Spanish	3.00
	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	3.00
HUM 156	Fundamentals of Interpreting and Translating	3.00
SPA 321	Spanish for Interpreters	3.00

Recommended Course Sequence - Semester 2

Course #	Title	Credits
SPA 322	The Spanish Language in the World	3.00
SPA 353	Spanish/English Interpreting	3.00
SPA 354	Written and Sight Translation for English and Spanish	3.00
COM 160	Intercultural Communication	3.00

Recommended Course Sequence - Semester 3

Course #	Title	Credits
HUM 390	Fieldwork in Interpreting Portuguese/Spanish	3.00
	Total credits:	**27**

Category Descriptions

CRJ 101, CRJ 113 or MAA 101

Credits: 3

Choose one of the following:

Course #	Title	Credits
CRJ 101	Introduction to Criminal Justice	3.00
CRJ 113	Criminal Law	3.00
MAA 101	Medical Terminology	3.00

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. 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 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: 4.00

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. Prerequisite: ACC 101 with C or better or permission of the department chair. Three lecture hours and one computer laboratory hour per week. 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.

Credits: 4.00

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. This may be offered as a full term or half term course. Instructional Support Fee applies.

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: 1.00

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. Instructional Support Fee applies.

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: 3.00

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. Prerequisite: ACC 102 with a C or better or permission of department chair. Three lecture hours per week.

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: 3.00

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. Prerequisite: ACC 201 with C or better or permission of department chair. Three class hours a week.

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: 3.00

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. Prerequisite: ACC 102 with C or better or permission of department chair. Three lecture hours per week.

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: 3.00

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. Prerequisite: ACC 102 with C or better or permission of department chair. Three lecture hours per week. Instructional Support Fee applies.

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: 3.00

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. Prerequisite: ACC 255 with C or better or permission of department chair. Three lecture hours per week. Instructional Support Fee applies.

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 multijurisdictional 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: 3.00

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. Prerequisite: ACC 102 with C or better or permission of department chair. Recommended: MAN 101 and MAR 101. Three lecture hours per week. Instructional Support Fee applies.

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: 3.00
Recommended:
MAN 101 and MAR 101.

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. Prerequisite: ACC 102 with a grade of C or better or permission of department chair. Three lecture hours per week.

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: 3.00

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. Prerequisite: ACC 102 with a grade of C or better or permission of department chair. Recommended: MAN 101 and MAR 101. Three lecture hours per week.

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: 3.00
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 targeted vocabulary and grammatical features needed to discuss interpersonal topics at a novice level. Students will develop conversational abilities and apply culturally appropriate behaviors. Lessons are presented in a meaningful/functional context that often requires participation with other students or the whole class. 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 required community events. All of our ASL courses are fully signing-immersed courses to promote best learning outcomes. Three class hours and one language lab hour per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression and Oral Communication.

Course Student Learning Outcomes
1. Communicate targeted vocabulary alone and within short phrases or sentences. 2. Demonstrate proper grammatical features within a variety of communications (including short dialogues, and content specific commands, questions and statements). 3. Demonstrate visual-spatial foundation needed for acquiring American Sign Language. 4. Demonstrate proper pragmatics within short, content specific narratives and dialogues. 5. Discuss cultural awareness needed to interact with the diverse Deaf community.
Credits: 3.00

ASL 102: Elementary American Sign Language II
Building on the foundation of Elementary American Sign Language I (ASL 101), the language used by the American Deaf community and parts of Anglophone Canada, students further develop visual-spatial orientation and using their face and body expressively. They continue to acquire targeted vocabulary and grammatical features needed to discuss interpersonal topics with more depth and elaboration. This course also focuses on the refinement and consistent use of vocabulary and grammar skills already acquired. Students develop conversational abilities that are more natural, confident and spontaneous while demonstrating sophisticated, culturally appropriate behaviors. Lessons are presented in a meaningful/functional context that often require participation with other students or the whole class. Receptive (what you understand) skills are emphasized; however, expressive (what/how you sign) skills are practiced and assessed, as well, Cultural aspects of the diverse Deaf community are explored through literature and required community events. All of our ASL courses are taught using a signing-immersion approach to promote best learning outcomes. Prerequisite(s): ASL 101. Three lecture hours per week. Competency met: Human Expression

Course Student Learning Outcomes
1 .Produce targeted vocabulary alone and within elaborated phrases, sentences, questions and short narratives with correct parameters and mouth morphemes. 2. Comprehend targeted vocabulary alone and within elaborated phrases, sentences, questions and short narratives produced by native ASL signers 3. Demonstrate proper use of grammatical features within dialogues and short narratives, including but not limited

to, specific skills such as basic classifiers, non-manual markers, topic-comment structures, and temporal aspect. 4. Create content specific, spontaneous utterances beyond the 2 -3 word sentence level that include proper facial expression. 5. Apply cultural awareness and cultural competence to new social situations within the diverse Deaf community.
Credits: 3.00

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. Instructional Support Fee applies.

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: 1.00

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. Prerequisite: ASL 102 with a grade of C or better. Three class hours and one lab hour per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.

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: 3.00

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. Prerequisite: ASL 201 with a grade of C or better. Three class hours and one lab hour per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.
Credits: 3.00

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. Co-requisite: ASL 284. One lecture hour per week. Instructional Support Fee applies.

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: 1.00

Animal Science

ANS 100: Professional and Academic Success Seminar (PASS)
PASS (Professional and Academic Success Seminar) for Veterinary Science is designed to introduce new students to key aspects of professional and academic expectations associated with educational pathways and careers within the veterinary sciences. Students will be active in self-reflection and pursuit of new knowledge, skills, resources, and making meaningful connections for academic growth and career preparation. As part of this course, students explore and utilize both technology and learning resources to identify and apply personalized study and critical thinking skills, as well as to develop academic career goals for a vision board presentation.

Course Student Learning Outcomes

Upon successful completion of this course, students will be able to: 1. Demonstrate veterinary professional expectations for demeanor, behavior, and appropriate preparation. 2. Investigate college and career readiness resources for academic and career pathways. 3. Incorporate personalized learning and study skills that will enhance their college success. 4. Formulate specific academic and career goals within the veterinary field, including current academic pathways, identifying area of specialization, developing a plan for continuing education, and exploring potential career paths in veterinary medicine, animal welfare, research, or related fields.

Credits: 1.00

ANS 101: Introduction to Animal Care and 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, animal-related careers, safety, animal welfare issues, and species-specific terminology, 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 requirements for providing humane care practices for a variety of companion animal species and be aware of animal-related career choices. A training certificate by Animal Care Technology Programs is available with successful completion and testing in this course. Prerequisite or co-requisite ANS 100. Three lecture hours per week.

Course Student Learning Outcomes

1. Explain issues related to animal welfare and industry. 2. Employ appropriate animal industry terminology in oral and written communications. 3. Distinguish common animals species, breeds, and sexes. 4. Perform daily care procedures and record-keeping according to species specific husbandry requirements.

Credits: 3.00

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.

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: 3.00

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.

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: 1.00

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. Pre-requisite: ANS 107 with a grade of C or better. One lecture hour per week.

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: 1.00

ANS 112: Laws and Ethics for Veterinary Science
This course will examine the application of ethics and law to non-human animals, the rules, regulations, and agencies that govern their treatment, and the concepts of "animal welfare" and "animal rights" with direct correlation to the expectations and duties of veterinary paraprofessional staff members. Topics in the class will include legal limitations and requirements for veterinary health care members, policies for food and agricultural animals, wildlife laws, and modern reform of animal protection laws. Three lecture hours per week. Gen Ed Competency met: Ethical Dimensions.

Course Student Learning Outcomes
Upon successful completion of this course, students will be able to: 1. Explain the legal status of animals. 2. Apply relevant laws to a range of issues and contexts involving human/animal interactions. 3. Identify the various regulatory bodies and regulations that govern veterinary technicians. 4. Identify ethical principles and professional behaviors appropriate to veterinary work situations. 5. Evaluate the legalities of confidentiality, patient medical records and radiographs and various forms and logs. 6. Explain the use of and the ethical issues surrounding humans and animals in research. 7. Explain trends in animal welfare, animal rights, and changing laws pertaining to animals.
Credits: 3.00

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 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.

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: 4.00

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. Prerequisite(s): ANS 103 with a grade of C or better. Two lecture and three laboratory hours per week.

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: 4.00

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.

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 payment.

Credits: 3.00
Co-Requisites:
-

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. Prerequisite(s): ANS 115 with a grade of C or better; pre or co-requisite(s): ANS 108. Three lecture hours per week.

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: 3.00

ANS 201: Comparative Anatomy and Physiology of Vertebrate Animals

An introductory course in the comparative anatomy and physiology of vertebrate animals to include amphibian, avian, and mammal exploratory dissections. Emphasis is placed on distinguishing gross anatomical structures, critical organ systems and functional relationships with a comparative focus on circulatory systems, 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. Prerequisite(s): BIO 111 or BIO 121 with a grade of C or better. Three lecture and two laboratory hours per week. Gen. Ed. Competency met: Scientific Reasoning and Discovery.

Course Student Learning Outcomes

Upon completion, students should be able to: 1. Apply correct terminology in identification and description of anatomical features and locations. 2. Identify major organs and structures of the animal body. 3. Explain the associated nature of organs and structures in the healthy functioning of the animal body. 4. Compare normal and abnormal morphology of the animal body. 5. Compare aspects of the circulatory system, gastrointestinal tract, respiratory system, and reproductive systems of different classifications of animals.

Credits: 4.00

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. Prerequisite(s): ANS 121 with a grade of C or better; Co-requisite(s): ANS 108, ANS 147, and ANS 153.

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: 4.00

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. Pre-requisite(s): ANS 107 with a grade of C or better; MTH 119, MTH 131 or MTH 154 with a grade of C or better. (For Career Pathway, take MTH 154. For Transfer Pathway, take MTH 119 or MTH 131.) Three lecture hours per week. Gen. Ed. Competency met: Quantitative and Symbolic Reasoning.

Course Student Learning Outcomes

Upon successful completion of this course, students will be able to: 1. Describe common pharmaceuticals used for specific treatments in domestic animals. 2. Describe the principles of drug absorption, distribution, metabolism and excretion. 3. Demonstrate proficiency at reading, filing, recording, and administration of

topical, oral and injectable medication as prescribed and in accordance with FDA requirements. 4. Describe common drug toxicities and adverse drug reactions including signs or symptoms, appropriate treatment strategies, and methods of preventing toxicities or reactions. 5. Demonstrate accuracy in dosage calculation and preparation of pharmaceuticals. 6. Demonstrate adherence to the "Five Rights of Medication Administration" including patient, drug, dose, route, and time. 7. Interpret the connection between medication dosing and effects on the body.
Credits: 2.00

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 site visits and skill evaluations from Animal Care Science faculty periodically throughout the semester. 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. Prerequisites: ANS 147, ANS 153, and ANS 205 with a grade of C or better. One lecture hour per week and twenty laboratory hours.

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: 3.00

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, methods of euthanasia, the necessity for euthanasia, the related personal and professional stress, understanding the grief process, and facilitation of compassionate client and staff communications and interactions. Elemental to the course will be the creation of a reflective e-Portfolio in which the student showcases their learning and exploration of personal awareness. Two lecture hours per week. Gen Ed Competency met: Human Expressions.

Course Student Learning Outcomes

Upon completion, students should be able to: 1. Examine how the roles of animals have changed in society and family settings. 2. Define euthanasia, pain, and suffering in a veterinary setting. 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. 6. Evaluate euthanasia processes based on situational and species requirements.
Credits: 2.00

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 should be able to demonstrate a knowledge of appropriate feeding guidelines for a variety of animals contingent upon stage of development and disease condition. Students must have a "C" (73) or better in MTH 119, MTH 131, MTH 154 in order to take this class. (For Career Pathway, take MTH 154; for Transfer Pathway, take MTH 119 or MTH 131). Three lecture and two laboratory hours per week.

Course Student Learning Outcomes

Upon completion, students should be able to: 1. Identify the classes of nutrients, their functions, and general feed sources. 2. Evaluate animal feed package labels and laboratory analysis, their meaning, and use in providing wholesome rations for animals. 3. Apply species-specific anatomy to the nutritional requirements, digestion, and feeding of animals. 4. Evaluate animal weight by using body condition scoring method. 5. Calculate daily energy requirements and ration formulation for animals. 6. Distinguish changes in nutritional requirements appropriate for age and physiological state in both healthy and diseased animals. 7. Recognize common feed-related medical problems and nutritional responsive medical conditions. 8. Communicate nutritional recommendations to support client compliance.
Credits: 4.00

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. Gen. Ed. Competencies Met: Multicultural and Social Perspectives.

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: 3.00

Applied Artificial Intelligence

CAI 101: Introduction to AI Concepts
Students are introduced to artificial intelligence and explore different technologies utilizing AI concepts and skills widely accepted within the AI industry. Topics will include AI problem-solving methods, knowledge representation, and classification algorithms. The course will also discuss ethical considerations of AI and a survey of emerging technologies across various industries. Students will gain hands-on experience performing simple exercises using modern AI tools. Students will develop a college success strategy to construct academic plans and career goals. Three lecture hours per week. An instruction support fee applies. General competencies met: Critical Thinking. First-Year Experience. 3 Credits.

Course Student Learning Outcomes

1. Explain the fundamental concepts of artificial intelligence. 2. Describe machine learning principles, data preparation, and model predictions. 3. Analyze the impact of AI on business and industry. 4. Evaluate the ethical implications of AI solutions. 5. Construct academic plans and career goals in the field of AI.
Credits: 3.00

CAI 120: Machine Learning Foundations
This course introduces the core concepts of machine learning, offering a comprehensive overview of the techniques and algorithms used in this rapidly growing field. Students will learn about the foundation of machine learning, including supervised and unsupervised learning, regression, classification, and clustering. Students will gain hands-on experience implementing machine learning algorithms using popular programming languages and libraries. Students also evaluate the ethical implications of AI solutions. Prerequisite/Corequisite: CIS 153 Python or permission of the instructor. Four lecture hours per week. An instruction support fee applies. General competencies met: Information Literacy. 4 Credits.

Course Student Learning Outcomes

1. Explain the fundamental concepts of machine learning. 2. Apply popular machine learning algorithms using programming languages. 3. Prepare data for machine learning analysis. 4. Analyze machine learning model performance. 5. Evaluate the ethical implications of AI solutions.
Credits: 4.00

CAI 121: Intro to Computer Vision
This course provides an introduction to computer vision, a discipline that involves teaching computers to interpret visual data. Students will learn fundamental computer vision concepts such as image preprocessing, feature detection and extraction, and object recognition. This course also covers practical aspects of computer vision, including implementing computer vision algorithms using popular programming languages and libraries. Students will gain hands-on experience with real-world applications of computer vision. Students also evaluate the ethical implications of computer vision solutions. Prerequisite: CAI 120 Machine Learning Foundations or permission of the instructor. Four lecture hours per week. An instruction support fee applies. General competencies met: Information Literacy. 4 Credits.

Course Student Learning Outcomes

1. Describe the fundamental concepts of computer vision. 2. Apply popular computer vision algorithms using programming languages. 3. Analyze images using computer vision techniques. 4. Describe convolutional neural networks and their applications in computer vision. 5. Evaluate the ethical implications of computer vision solutions.

Credits: 4.00

CAI 122: Intro to Natural Language Processing

Students are introduced to the field of Natural Language Processing (NLP), focusing on techniques and methods for processing and analyzing human language data. Students will learn fundamental NLP concepts such as text processing, sentiment analysis, text classification, and summarization. Students will gain hands on experience implementing various NLP algorithms and techniques using popular programming languages. Students also discuss the ethical implications of using NLP solutions in modern society. Prerequisite: CAI 120 Machine Learning Foundations or permission of the instructor. Four lecture hours per week. An instruction support fee applies. General competencies met: Information Literacy. 4 Credits.

Course Student Learning Outcomes

1. Describe the fundamental concepts of natural language processing. 2. Apply natural language processing techniques using programming languages. 3. Analyze human language data using popular NLP methodologies. 4. Evaluate NLP model performance. 5. Discuss the ethical implications of using NLP solutions in modern society.

Credits: 4.00

CAI 123: Intro to Data Analytics

Students will explore the foundational principles of artificial intelligence and its application in business analytics. Students will examine the role of data science in extracting valuable insights from complex data sets and how these insights can inform strategic decisions. Students will gain hands-on experience using various data science methodologies to solve real-world business problems. Students will also evaluate the ethical guidelines and governance frameworks for deploying AI responsibly. Prerequisite: CAI 120 Machine Learning Foundations or permission of the instructor. Four lecture hours per week. An instruction support fee applies. General competencies met: Information Literacy. 4 Credits.

Course Student Learning Outcomes

1. Describe the foundational principles of artificial intelligence and its application to business analytics. 2. Derive actionable business insights from complex datasets using analytics. 3. Develop predictive models for various business processes. 4. Evaluate the ethical guidelines and governance frameworks for responsible AI deployment.

Credits: 4.00

CAI 270: Capstone Course in Applied AI

The capstone course in applied AI is an integrative, project-based learning experience that challenges students to apply their acquired knowledge and skills to real world problems, emphasizing hands-on experience, critical thinking, and innovative solution development. Students will work individually or in teams to identify a problem area where AI technologies have an impact. Students will design, develop, and implement a comprehensive solution incorporating various aspects of machine learning, NLP, computer vision, and/or data analytics. The course culminates with a student presentation to peers, faculty, and industry professionals. Four lecture hours per week. Prerequisite: CAI 120, CAI 121, CAI 122, and CAI 123 or permission of the instructor. An instruction support fee applies. General competencies met: Information Literacy. High Impact Practice: Capstone. 4 Credits.

Course Student Learning Outcomes

1. Solve business problems by integrating principles of machine learning. 2. Conduct research to support the design and development of the capstone project. 3. Demonstrate effective project management. 4. Evaluate the ethical implications of AI solutions.

Credits: 4.00

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. Prerequisite: ENG 101. Three lecture hours per week. Gen. Ed. Competencies Met: Ethical Dimensions and Human Expression.

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: 3.00

Art

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. Instructional Support Fee applies. Gen. Ed. Competencies Met: Critical Thinking.
Credits: 1.00

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. Gen. Ed. Competencies Met: Global and Historic Awareness, Multicultural and Social Perspectives, and Human Expression.

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: 3.00

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. Prerequisite: ART 105 is recommended. Gen. Ed. Competencies Met: Global and Historic Awareness, Human Expression, and Multicultural and Social Perspectives. Three lecture hours per week.

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: 3.00

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. Three hours of critique and three hours studio per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.

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: 3.00

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. Prerequisite: ART 111 with a grade of C or better, or permission of the instructor. Three hours of critique and three hours studio per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.

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: 3.00

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 per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.

Credits: 3.00

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. Recommended: ART 121 first. Three hours critique/ lecture time and three hours studio a week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.
Credits: 3.00
Recommended:
ART 121 first.

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 per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.
Credits: 3.00

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. Recommended: ART 131 first. Three hours critique and three studio hours a week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.
Credits: 3.00
Recommended:
ART 131 first.

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 per week. Gen. Ed. Competencies Met: Human Expression.
Credits: 3.00

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. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression and Information Literacy.
Credits: 1.00

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. Recommended: Students should take this course in their last year. Students should not take this course in their first year. Four class hours per week or a total of sixty-four hours during the semester. Instructional Support Fee applies.
Credits: 2.00
Recommended:
Students should take this course in their last year. Students should not take this course in their first year.

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, icongraphy, 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. Prerequisite: ART 106 and ENG 101. Three lecture hours per week. Gen. Ed. Competencies Met: Human Expression.

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: 3.00

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 studentsâ€™ ability to draw the human form in expressive positions as required for many forms of art, including fine art, illustration, graphic design, and animation. Prerequisite: ART 112 with a grade of C or better, or permission of the instructor. Three hours of critique and three hours studio per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.

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: 3.00

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. Prerequisite(s): ART 211 with a grade of C or higher or permission of the instructor. Two lecture hours and four laboratory hours per week.

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: 3.00

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. Prerequisite: ART 111 or permission of instructor; ART 112 is recommended as a pre-requisite. Three hours of critique and three hours of studio per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.
Credits: 3.00

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. Prerequisite: ART 111 or permission of instructor. Three hours of critique and three hours studio per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.
Credits: 3.00

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. Recommended: ART 221 first. Three critique hours and three studio hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.
Credits: 3.00
Recommended:
ART 221 first.

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. Three lecture hours per week. Gen. Ed. Competencies Met: Human Expression.
Credits: 3.00

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. Prerequisite: ART 111 or permission of the instructor. Three hours of critique and three studio hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.
Credits: 3.00

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. Prerequisite: ART 111 or permission of the instructor or program coordinator. Three hours critique and three studio hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.
Credits: 3.00

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. Prerequisite: ART 132 or permission of instructor. Three critique hours and three

studio hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.
Credits: 3.00

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. Prerequisite: ART 112 and ART 132 with a grade of C- or better, or permission of the instructor. Two lecture/critique hours and four studio hours per week. Instructional Support Fee applies.

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:

1. Human anatomy and proportion
2. Measurement
3. Gesture and movement
4. Aesthetics of the human form

Students will demonstrate technical proficiency with:

1. Oil based clay
2. Traditional mold making techniques.

Credits: 3.00

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, paper mache, printmaking 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 per week. Instructional Support Fee applies.
Credits: 3.00

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). Prerequisite: ART 256 or ART 151 or permission of instructor or program coordinator. Two lecture/critique hours and four laboratory hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression and Information Literacy.
Credits: 3.00

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. Three critique hours and three studio hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.
Credits: 3.00

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. Pre or co-requisite ART 256 or permission of the instructor or program coordinator. Two lecture/ critique hours and four darkroom hours per week. Instructional Support Fee applies.

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: 3.00

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. Three hours of critique and three hours of studio per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression and Information Literacy.
Credits: 3.00

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. Prerequisite: ART 111 or permission of instructor. Pre or co-requisite: ART 260 or permission of instructor. Three hours of critique and three hours of studio per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.
Credits: 3.00

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. Prerequisites: ART 261 and 266 with a grade of C or better, or permission of the instructor. Six class hours per week. InstructionalGen. Ed. Competencies Met: Human Expression.
Credits: 3.00

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. One lectur hour and one lab hour per week.
Credits: 1.00

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. Prerequisite: ART 260 with a grade of C or better, or permission of the instructor. Pre or co-requisite: ART 111 or permission of instructor or program coordinator. Three critique hours and three studio hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.
Credits: 3.00

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. Prerequisite: ART 260 and ART 266 with a grade of C or better, or permission of the instructor. Three hours critique and three hours studio per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.
Credits: 3.00

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. Pre or co-requisite: ART 260 recommended, or previous Photoshop experience. Three critique hours and three studio hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression and Information Literacy.
Credits: 3.00

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. Prerequisites: ART 271. Three critique hours and three studio hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.
Credits: 3.00

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. Prerequisites: ART 271. Three critique hours and three studio hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.
Credits: 3.00

ART 275: UI/UX Design: Responsive
In this hands-on studio course, students will explore user-centered interface and design strategies for the delivery of intuitive and engaging responsive websites. Covers user definition, content development, information architecture (IA), and user testing. Emphasizes strategies for UI/UX design, such as site maps, wireframes, prototypes, usability testing, and iterative development. Offers students an opportunity to create a semester-long portfolio-level project through completing a series of assignments. As part of this course, students will explore and bring these elements together with a cohesive vision, and will prototype, document, and present their project according to current professional practice. Prerequisite: ART 260 and ART 271 or permission of Program Coordinator or instructor, recommend ART 261 and/or ART 266 first. Three lecture hours and three laboratory hours per week.

Course Student Learning Outcomes

1. Apply frameworks and terminology to analyze and evaluate responsive web applications. 2. Utilize current tools and methods used in the design of responsive web sites. 3. Apply heuristics that help guide UI design decisions for web for user-centered design. 4. Utilize the basics of usability testing and reporting to apply usability principles and guidelines in iterating on a project. 5. Utilize criteria for creating professional documentation, that is essential to communicating and promoting design recommendations to stakeholders in professional practice.
Credits: 3.00

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. Prerequisite: ART 260 recommended. Three critique hours and three studio hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression and Information Literacy.
Credits: 3.00

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. Prerequisite: ART 260 or permission of instructor. Three critique hours and three hours studio per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.
Credits: 3.00

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. Prerequisites: ART 260; ART 113 or drawing experience recommended. Three critique hours and three studio hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression and Information Literacy.
Credits: 3.00

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. Prerequisite: ART 112 and ART 260 or permission of the instructor or program coordinator. Three critique hours and three studio hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.
Credits: 3.00

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. Prerequisite: ART 260 and ART 266 with a grade of C or better, or permission of the instructor.. Three lecture hours and three laboratory hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.
Credits: 3.00
Recommended:
ART 276 or ART 281.

ART 286: 3D Digital Modeling

This course introduces the basic techniques of digital 3D. It provides an overview of navigation, modeling, texturing, lighting, cameras and rendering. Industry standard 3D graphics programs are used. Students acquire the skills and knowledge to create 3D computer generated images, through lectures, tutorials, software demonstrations and hands-on exercises and projects. Prerequisite(s): ART260 and ART111 or permission from the instructor. Gen. Ed. Competencies Met: Critical Thinking.

Course Student Learning Outcomes

This course will help students develop the necessary knowledge, skills, and abilities to: 1. Develop a lexicon of 3D computer imaging and design terminology. 2. Identify basic 3D design elements and principles related to making quality digital works of art. 3. Explore techniques, tools, and processes related to 3D Software. 4. Apply visual interpretation and personalize assignments. 5. Reflect upon artwork. 6. Apply peer feedback to improved or future projects.
Credits: 3.00

ART 291: Design Thinking

In this course we will examine design thinking, a problem-solving approach to create solutions that are both innovative and responsive to user needs, applicable in a wide range of disciplines including education, business, public health, engineering, design & marketing. Students will identify patterns and opportunities for concept development and will do hands-on projects to prototype solutions, test and iterate. Students develop skills that are in-demand in the workforce as well as for academic research. Three lecture hours and 1 lab hour per week. Open to Commonwealth Honors Program students only. General Education Competency met: Human Expression.

Course Student Learning Outcomes

Through their project work and reflective writing, students will demonstrate their ability to work collaboratively and to apply tools and techniques of the design thinking process to solve problems. Specifically, they will demonstrate by: 1.Utilizing the empathize and define stages to learn directly from the people they are designing for, by observing and interacting to understand their needs. 2. Demonstrating how they implemented the ideate and prototyping stages, using effective strategies to generate, synthesize, connect or transform ideas into forms. 3. Developing unique solutions that demonstrate innovative thinking. 4. Taking risks by actively exploring new approaches and working to integrate alternative or divergent perspectives in their explorations. 5. Utilizing the findings from their research and testing to select an appropriate direction from the various creative approaches they have generated. 6. Implementing their solution, testing, iterating and evaluating.
Credits: 3.00

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. Pre or 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. Three critique hours and three studio hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.
Credits: 3.00

Astronomy

AST 111: Introduction to Astronomy: The Solar System

This course is a descriptive and conceptual Introduction to Astronomy with a focus on our Solar System. The course is divided into two parts. In the first part, topics such as the History of Astronomy; Patterns in the Night Sky; Gravity and Orbits, and Tools of the Astronomer are covered. In the second part of the course, topics include: Solar System Formation; Terrestrial Planets (Atmospheres, Geology, and possibilities for Life); The Gas Giants; Moons and Rings; Asteroids (including Kuiper Belt and Oort Cloud); Meteors and Comets; and Dwarf Planets. Current events topics will also be interwoven into the course. The laboratory portion of this course consists of computer-based exercises, home-based Astronomical observations, and, when possible, campus-based sky-gazing and Planetarium use. Pre-requisite: High School Science and Introductory Algebra Competency or the equivalent recommended. Three class hours and two laboratory hours per week. Instructional Support Fee applies. Gen Ed. Competencies met: Scientific Reasoning and Discovery.

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: 4.00

AST 114: Stars Galaxies and Universes

This course is a descriptive and conceptual introduction to Astronomy with a focus on events and objects outside our Solar System. The course is divided into two parts. Topics in the first half include: Historical Connections to Astronomy; Gravity and Orbits, and Tools of the Astronomer. In the second part of the course, topics covered are: Star Brightness, Luminosity and Distance; Our Sun and other Stars; the Interstellar Medium; Low vs. High Mass Stars; Galaxies, Universe Expansion; the Structure of the Universe; Black Holes; and how life interconnects with all these topics. Additionally, we will connect these Topics with current news and astronomical events. The laboratory portion of this course consists of computer-based exercises, home-based Astronomical observations, and, when possible, campus-based sky-gazing and Planetarium use. High School Sciences and basic Algebra are highly recommended. Three class hours and two laboratory hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

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: 4.00

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. Prerequisite: Completion of AST 111 or AST 112 with a grade of C- or better. One to three lecture hours per week.

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: 3.00

AST 211: Introduction to Astrophysics

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. Prerequisite: PHY 212. Three lecture hours and three laboratory hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

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: 4.00

AST 212: Introduction to Astrophysics II

This course is a continuation of the astrophysics course sequence begun with AST 211. Course topics may include interstellar gas and dust, variable stars, composition, and kinematics of the Milky Way and other galaxies, the evolution of galaxies, the early universe, and cosmology. Prerequisite: AST 211. Three lecture hours and three laboratory hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

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: 4.00

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.

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: 3.00

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 transmitted diseases, and pregnancy termination. Extensive use will be made of films and other A.V. materials as they relate to the above topics. Three lecture hours per week. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

Course Student Learning Outcomes

1. Compare and contrast Mitosis and Meiosis. 2. Identify and explain the differences between the internal and external organs of the male and female reproductive systems. 3. Explain the hormonal and nervous system roles in the functioning of the male and female reproductive systems. 4. Describe the hormonal control and physiological changes related to sexual functioning in the female menstrual cycle, pregnancy and childbirth. 5. Identify causes of infertility. 6. Analyze atypical sexual development related to chromosomal and hormonal disorders. 7. Recognize common ailments of the reproductive system related to STDs caused by viruses, bacteria or miscellaneous organisms. 8. Compare various methods of contraceptives and how they may be used effectively.

Credits: 3.00

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. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

Course Student Learning Outcomes

1. Define and explain the basics of biological concepts such as common traits of living organisms, genetics, cell theory, evolution, and ecology. 2. Apply the fundamentals of the Scientific Method to solve problems. 3. Describe the general principles of carbohydrates, lipids, proteins, and nucleic acids as building blocks of living things. 4. Explain the role of enzymes in the different biochemical reactions within cells, as well as the release of chemical energy. 5. Describe the most important points in cellular events, including cell division, energy production, and cell-to-cell communication. 6. Explain heredity using the main principles of Mendelian and Non-Mendelian Genetics. 7. Explain the role of evolution and natural selection in the diversity of our ecosystem and its application to human diversity and disease. 8. Describe the general traits that help us to classify the major Domains and Kingdoms in the Tree of Life.

Credits: 4.00

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. Prerequisite: High school Chemistry or Biology or CHM 090. Three lecture hours and two laboratory hours per week. This course does not substitute for BIO 111, BIO 121, BIO 233 or BIO 234. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

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: 4.00

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 lecture hours per week. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

Course Student Learning Outcomes

1. Identify the Dimensions of Wellness and their relationship to a healthy lifestyle and longevity. 2. Analyze diet and exercise habits that relate to obesity and disease. 3. Recognize personal lifestyle behaviors that contribute to preventable disorders and diseases. 4. Evaluate the risk factors associated with addictive behavior including, alcohol, smoking and drugs. 5. List the signs, symptoms and treatments for common diseases including cancer, heart disease, stroke and sexually transmitted diseases.
Credits: 3.00

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. Prerequisite: One year of high school biology or chemistry with a grade of C or better or CHM 090 with a grade of C or better. Three lecture hours and three laboratory hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

Course Student Learning Outcomes

1. Describe the major biochemical processes that are important for life, including respiration, photosynthesis, molecular transport, intercellular communication, cell division. 2. Explain the importance, functions and components of the cell and cell membrane. 3. Describe the role of DNA as the basis for inheritance and solve a variety of genetics problems. 4. Apply the scientific method to design an experiment; and effectively communicate results in written and oral form. 5. Interpret a variety of scientific writing, including primary and secondary sources in Scientific Journals.
Credits: 4.00

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. Prerequisite: BIO 121 with a grade of C or better. Three lecture hours and three laboratory hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

Course Student Learning Outcomes

1. Explain the importance of Evolution as the foundational theory of Biology; including the core concepts of evolutionary science – natural selection, genetic drift, gene flow, speciation, and the Hardy-Weinberg Equilibrium. 2. Describe the various hypotheses regarding the origins and evolution of life, including the role of horizontal gene transfer 3. Describe and apply systematics and taxonomy of organisms, with an understanding of phylogenetic trees as evolutionary hypotheses. 4. Compare and contrast the ecological roles; and morphological and physiological characteristics of different taxonomic groups of organisms. 5. Explain organismal interactions at the levels of populations, communities, ecosystems, and biosphere. 6. Critically analyze scientific data and literature in written and oral communication
Credits: 4.00

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. Prerequisite: high school

Chemistry and Biology. Three lecture hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

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.

1

1. Explain and differentiate the ecological relationships among species.

1

1. Discuss and illustrate nutrient cycles, energy flows, and food webs.

1

1. Describe and debate human impacts on biological systems, including climate change, biodiversity loss, and resource degradation.

1

1. 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: 3.00

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. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

Course Student Learning Outcomes

After successful completion of this course, students should be able to: 1. Demonstrate appropriate chemical and biohazard safety procedures. 2. Maintain good documentation and quality control in laboratory. 3. Collect, analyze and present data from experimental procedures. 4. Identify and accurately use appropriate equipment for experimental procedures. 5. Perform calculations and produce accurate solutions. 6. Demonstrate skills necessary to produce and analyze recombinant DNA. 7. Demonstrate skills necessary to maintain and manipulate both bacteria and mammalian cells in culture. 8. Demonstrate skills necessary to isolate, separate, and analyze protein. 9. Identify and utilize DNA and protein databases.
Credits: 4.00

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 per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

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: 4.00

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 conduct field research and attend one outside field trip of their choosing. Three lecture hours and two laboratory hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

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: 4.00

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. Prerequisite: 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. Three lecture and two laboratory hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

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: 4.00

BIO 140: Culinary Nutrition

From a culinary perspective, this course explores nutrition principles 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 diet and menu planning tools 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.

Course Student Learning Outcomes

Student Learning Outcomes: 1. Determine the validity of presented information in media articles related to Nutrition using the scientific method. 2. Research foods and their effect on health. 3. Analyze nutritional value from food journals. 4. Revise standardized recipes to meet nutritional criteria. 5. Compare the taste, texture, and desirability of revised recipes based on nutritional values. 6. Explain how nutritional requirements change throughout the human life cycle. 7. Discuss nutritional concepts of Basal Energy Expenditure and Body Mass Index.
Credits: 3.00

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. Instructional Support Fee applies.

Course Student Learning Outcomes

After successful completion of this course, students should be able to: 1. Develop an understanding for theories and principles associated with the science of forensics and how it applies to law enforcement. 2. Illustrate the role and importance of the crime laboratory. 3. Identify the differences between qualitative and quantitative analysis. 4. Demonstrate an understanding for DNA collection and handling at the crime scene for analysis in the crime lab. 5. Identify, collect, and understand the importance of the various types of physical and trace evidence at the crime scene. 6. Describe the proper procedures for documenting a crime scene through photography, videotape and crime scene diagramming. 7. Discuss the various methods for analyzing physical evidence. 8. Demonstrate an understanding for fingerprint composition and comparison. 9. Employ the various techniques in the development and collection of latent fingerprints at the crime scene and in the crime lab. 10. Appraise the physiological changes and postmortem artifacts from the body at the crime scene. 11. Organize the preparation and presentation of the forensic evidence in the courtroom. 12. Define and understand the concept of chain of custody. 13. List the schedules of the Controlled Substances Act. 14. Understand the basics of explosives, trace evidence, firearms, handwriting, and computer analysis.
Credits: 4.00

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. Prerequisite: High school Biology or BIO 111, and high school Chemistry or CHM 090. Not available for credit to students with a C or better in BIO 233 or 234. Three class hours and two laboratory hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

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, urnanalysis, as well as proper graphic representation and interpretation of the data.
Credits: 4.00

BIO 155: Topics in Biology
A one-semester course on a specific topic in biology. Topic to be announced each semester. Three lecture hours and one laboratory hour per week.
Credits: 3.00

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. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

Course Student Learning Outcomes
After successful completion of this course, student should be able to: 1. Use the scientific method to conduct inquiry based experiments. 2. Identify and describe the importance of microorganisms in food processing, spoilage and preservation. 3. Explain how the cooking process affects food on a molecular level. 4. Identify and describe methods of food preservation including refrigeration, freezing and pasteurization. 5. Explain the role of foods and beverages as a vehicle of infection and intoxication. 6. Prepare a line graph to present experimental data. 7. Describe the regulatory oversight of the food industry in the United States.
Credits: 4.00

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. Prerequisite: BIO 121. Three lecture hours and three laboratory hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

Course Student Learning Outcomes
After completion of this course, students will be able to: 1. Evaluate the major principles of Animal Behavior 2. Compare the behavior of animals to the behavior of humans, when applicable 3. Apply the principles of Animal Behavior to design and implement an Ethogram project 4. Demonstrate a basic understanding of how to collect and analyze data 5. Analyze data and draw conclusions from collected data
Credits: 4.00

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. Prerequisite: BIO 111 or BIO 121 or BIO 233 with a grade of C or better; CHM 090 or higher with a grade of C or better. Three class hours per week. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

Course Student Learning Outcomes
1. Explain the role of metabolism in energy production. 2. Compare and contrast carbohydrates, proteins and lipids and list the functions of each. 3. List the differences between the 13 vitamins and state the differences between water-soluble and fat-soluble vitamins. 4. Describe the significance of body mass index and its association with weight categories. 5. Describe the importance of water and minerals in the body. 6. State the general recommendations for caloric intake of nutrients for various demographics, including athletes, pregnancy, children, adults and geriatrics. 7. List the most common food allergies and some of the symptoms of food allergies. 8. Describe the role of pathogens and genetics in nutrition.
Credits: 3.00

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. Prerequisite: BIO 121. Three lecture hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

Course Student Learning Outcomes

After completing this course students should be able to: 1. Critically evaluate a peer reviewed scientific journal article 2. Synthesize information from multiple primary sources into a clear concise review paper 3. Apply the scientific method through development of a detailed practical research proposal 4. Critique the research proposals of peers, and apply constructive criticism to their own proposal 5. Demonstrate oral communication skills through presentation of research methods and rationale

Credits: 3.00

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. Prerequisites: High school Chemistry with a grade of C or better or CHM 090 with a CC or better, and BIO 111 or BIO 121 with a grade of C or better. Three lecture hours and two laboratory hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

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: 4.00

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. Prerequisites: BIO 233 or equivalent Anatomy & Physiology with laboratory with a grade of C or better. Three lecture hours and two laboratory hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

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: 4.00

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. Prerequisite: MTH 119 or MTH 152, or MTH 172; Pre or co-requisite: BIO 121. Three lecture hours and three laboratory hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

Course Student Learning Outcomes

After completion of this course, students will be able to 1. Describe and discuss the essential concepts of ecology 2. Explain the process of ecological change both in the long term (evolutionary change) and in the short term (succession) 3. Utilize the tools of science through ecological field study focused on local ecosystems in Southeastern Massachusetts 4. Analyze data, modeling the way in which scientists handle data, including the use of statistical methods and computers for analysis of data sets. 5. Compile scientific findings using the primary methods by which scientists communicate with their peers including composing original research papers, oral, and poster presentations.
Credits: 4.00

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. Prerequisites: BIO 233, or BIO 154, or BIO 121, each with a C or better. Three class hours and three laboratory hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

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: 4.00

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. Prerequisite: BIO 121. Three lecture hours and three laboratory hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

Course Student Learning Outcomes

1. Describe the structures and functions of major cellular components (membranes, organelles, and cytoskeleton) with emphasis on their biochemical properties. 2. Explain the fundamental molecular mechanisms involved in DNA replication and repair, and transcription and translation. 3. Describe the biochemical background of cellular energy transformations, and their importance indicators of cellular health. 4. Describe the molecular basis of cell-to-cell communication and its importance in coordinating cellular responses, maturation, and specialization. 5. Describe the stages and regulation of the cell cycle, including checkpoints and control mechanisms, and the role of the cytoskeleton in cell division. 6. Explain the mechanisms of cellular transport, including diffusion, osmosis, active transport, and their role in maintaining cellular homeostasis. 7. Explain the basic events and pathways associated with apoptosis and its relation to the pathogenesis of cancer and degenerative diseases. 8. Apply common experimental cell biology techniques, analyze data, and draw conclusions based on experimental results.

Credits: 4.00

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. Prerequisite: BIO 239 with a grade of C+ or better. Three lecture hours and three laboratory hours per week.

Credits: 4.00

Business

BUS 101: Introduction to Financial Literacy

This course will provide students with the basic knowledge of financial literacy, including the basics 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.

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: 1.00

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 per week. Gen. Ed. Competencies Met: Quantitative and Symbolic Reasoning.

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: 3.00

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 lecture hours per week.

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: 3.00

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 lecture hours per week.

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: 3.00

BUS 114: Small Business Planning Workshop

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.

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: 1.00

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.

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: 1.00

BUS 116: Introduction to Logisitics
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. Three lecture hours per week.

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: 3.00

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. Gen. Ed. Competencies Met: Ethical Dimensions.

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: 3.00

BUS 201: Inventory and Warehouse Management
This course covers the various indispensable strategic and operational roles of inventory and warehousing management for the successful operations and

management of the Supply Chain. The extended impacts of inventory and warehouse to distribution operations and delivery of excellent customer service and profitability are examined in details. Challenges of inventory in various conditions, packaging, handling and storage are covered. The course also examines the contributions of Information Communication Technology (ICT) in ensuring effective management of inventory and warehousing. Furthermore, the distribution centers' linkage to warehousing and crucial attributes of connectivity through different modes of transport to delivering real time value to supply chain customers, will be explored. The course will use OER as a resource for teaching and learning. Gen. Ed. Competencies Met: Critical Thinking, Ethical Dimensions, and Oral Communication.

Course Student Learning Outcomes

1. Build a wide-ranging knowledge of the theoretical foundations for effective inventory and warehousing management. 2. Acquire analytical skills relevant in practical operations and management of inventory and warehousing for successful delivery of excellent customer service in the supply chain. 3. Develop competences to proffer sustainable solutions to challenges related to distribution centers and transport linkages to deliver value to clients.

Credits: 3.00

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. Prerequisite: BUS 116.

Course Student Learning Outcomes

1. Evaluate various domestic and international transportation modes and alternatives. 2. Evaluate design structures for integrated customer -centric and supplier-centric logistics. 3. Explain how the supply chain can contribute to overall organizational profitability. 4. Provide different strategies for customer deliveries.

Credits: 3.00

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. Prerequisite: Sophomore standing or permission of department chair. Recommend: MAN 101 and MAR 101 first. Three lecture hours per week.

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: 3.00

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. Prerequisite: ACC 102 or ACC 101 with a C or better or permission of instructor. Recommend MAN 101 first. Three lecture hours per week.

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: 3.00
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. Prerequisite(s): ACC 102 or BUS 112 or BUS 253 or permission of the department chair or division dean. Three lecture hours per week.

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: 3.00

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. Instructional Support Fee applies.

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: 3.00

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. Prerequisite: CVC 101. Three lecture hours and one language laboratory hour per week. Instructional Support Fee applies.

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: 3.00

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 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, types of chemical bonds, aqueous solutions, and acids and bases. The laboratory component provides applications of concepts covered in lecture. Three lecture hours and three laboratory hours per week. Instructional Support Fee applies. 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: 4.00

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. Prerequisite: C or better in high school chemistry or in CHM 090. Three lecture hours, and three laboratory hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

Course Student Learning Outcomes

1. Classify chemical substances as elements, compounds, or mixtures; recognize the names and formulas of pure substances. 2. Perform calculations involving the mole concept. 3. Make measurements of physical quantities such as mass, volume, length, etc. and analyze data using techniques such as graphing. 4. Employ balanced chemical equations to solve stoichiometric problems. 5. Perform calculations involving volume, temperature, pressure, and amount of gas using the correct gas laws. 6. Carry out calculations involving amounts of reactants, products, and enthalpy of reaction. 7. Explain the relationship between the electron configuration of elements and their chemical properties.

Credits: 4.00

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 semi-micro qualitative analysis along with traditional experimental procedures. Prerequisite: C or better in CHM 113. Three lecture hours, and three laboratory hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

Course Student Learning Outcomes

1. Apply Lewis Theory, Valence Bond Theory, or 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 explain the relationship between amount of electricity used and amount of product in an electrolysis experiment. 7. Perform experiments following procedures to make observations, analyze data, and draw logical conclusions.

Credits: 4.00

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 stochiometric 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. Prerequisite: One year of high school biology and one year of high school chemistry. Three lecture hours and three laboratory

hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

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. Explain the relationship between reaction rate and chemical equilibrium; write equilibrium constant expressions and carry out calculations of equilibrium concentrations of reactants and products. 6. Perform pH, pOH, [H+], [OH-] calculations and solve acid-base titration problems. 7. Make measurements of physical quantities such as mass, volume, length, etc. and analyze data using techniques such as graphing.
Credits: 4.00

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. Prerequisite: CHM 115 or its equivalent as determined by the department. Three lecture hours and three laboratory hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.
Credits: 4.00

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. Prerequisite: C or better in CHM 111, 112, 113, 114, or 116. Three lecture hours and three laboratory hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

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.

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1. Distinguish between the major categories of plastics utilized in society for the purposes of recycling.

Credits: 4.00

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 contest of specific applications; and a review of gravimetric analytical methods. Laboratory

activities will be designed to re-enforce theories learned in lecture. Prerequisite(s): C or better in CHM 111 or CHM 114. Instructional Support Fee applies.

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: 4.00

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. Prerequisites: BIO 121; and CHM 114 or CHM 116. Three lecture hours and three laboratory hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

Course Student Learning Outcomes

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, lipids, proteins, and nucleic acids. 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 and interpret plots of enzyme kinetic data. 6. Describe the primary catabolic pathways of carbohydrates and distinguish the key regulatory reactions, the energetics of the reactions, and the key chemical transformations involved in carbohydrate catabolism.
Credits: 4.00

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. Prerequisite: CHM 114 with a grade of C or better. Three lecture hours and three laboratory hours per week. Instructional Support Fee applies.

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 or 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 or 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 assessing 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: 4.00

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. Prerequisite(s): CHM 235 with a grade of C or better. Three lecture and three laboratory hours per week. Instructional Support Fee applies.

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 assessing 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: 4.00

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. One lecture hour per week. Instructional Support Fee applies.

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: 1.00

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.
Credits: 1.00

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 Canvas, 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. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

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: 3.00

Communication

COM 101: 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. Prerequisite: A passing score on the college's reading and writing placement tests, or concurrent enrollment in ENG 091 or ENG 092, or permission of the program chair. Three lecture hours per week. Gen. Ed. Competencies Met: Critical Thinking, Information Literacy, and Written Communication.

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. Formulate a plan with academic and career goals. 5. Identify and apply personalized learning and study skills that will enhance their college success. 6. Develop basic financial literacy.
Credits: 3.00

COM 104: 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. Prerequisite: A passing score on the college's reading and writing placement tests, or concurrent enrollment in ENG 091 or ENG 092, or permission of the department chair. Three lecture hours per week. Gen. Ed. Competencies Met: Critical Thinking,Human Expression, Information Literacy and Oral Communication

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: 3.00

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. Pre or co-requisite: ENG 101. Three lecture hours per week. Gen. Ed. Competencies Met: Global and Historic Awareness.

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: 3.00

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. Prerequisite: ENG 101. Three lecture hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Critical Thinking, Information Literacy and Written Communication.

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: 3.00

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. Pre or co-requisite: ENG 101. Three lecture hours per week. Gen. Ed. Competencies Met: Human Expression and Oral Communication. Oral Communication - Early Childhood, Elementary Education, and Human Services only.

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: 3.00

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. Prerequisite(s): Passing scores on the College's writing and reading placement tests; or a grade of C or better or concurrent enrollment in ENG 091 or ENG 092. Three lecture hours per week. Gen. Ed. Competencies Met: Human Expression and Oral Communication.

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: 3.00

COM 157: Introduction to Television and Digital Production

This course covers the use of videography and audio to tell compelling stories. Students produce media using studio and field equipment while learning studio and control room operating procedures, basic lighting, camera operation, script writing, and nonlinear editing. The course addresses pre-production planning, shot composition, lighting and audio, and non-linear editing concepts and techniques. Students identify message, audience, and goal for each project and consider ethical aspects related to the field of television production. Image and sound manipulation, and other ethical challenges in the digital age, are discussed. Pre or co-requisite: ENG 101. Gen Ed Competencies met: Critical Thinking; Information Literacy.

Course Student Learning Outcomes

1. Operate television studio and field equipment in keeping with industry standards. 2. Write scripts for specific assignments that address message, audience and goal. 3. Edit video using non-linear techniques. 4. Identify the elements of strong multimedia storytelling. 5. Apply audio and visual skills and software to enhance journalism storytelling. 6. Determine best practices when producing and posting content through analysis of modern media. 7. Examine ethical challenges in the digital age of journalism.

Credits: 3.00

COM 159: Advanced Television and Digital Production Practicum

This course provides intense writing for visual and audio news. Building on skills taught in COM 157 Television and Digital Production, students continue to develop news judgment as it relates to video and audio. Students apply concepts of digital video and audio 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. Emphasis is on pre and post production planning and editing and project completion. Students prepare their projects for distribution through different forms of media including broadcast on FRC Media, podcasts and streaming on the internet. Prerequisite: COM 157 or equivalent and ENG 101. Three lecture hours per week. Gen Ed Competencies met: Critical Thinking; Information Literacy.

Course Student Learning Outcomes

1. Identify elements of a strong story in news content analysis. 2. Meet deadlines through effective time management. 3. Produce broadcast-quality stories for both audio and video. 4. Find news stories in various communities, with focus on communities served by Bristol Community College. 5. Report on basic stories, across different media, as assigned. 6. Craft strong person-on-the street interviews, trend stories and event stories incorporating research. 7. Apply journalistic principles to production of at least one podcast.

Credits: 3.00

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). Pre or co-requisite: ENG 101. Gen. Ed. Competencies Met: Human Expression, Oral Communication, and Multicultural and Social Perspectives.

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: 3.00

COM 211: 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. Prerequisite(s): ENG 101

Course Student Learning Outcomes
Students who successfully complete this course will be able to: 1.Explain how social media impacts mass media and the field of communication. 2. Identify key figures and events related to the development of social media. 3. Describe the potential effects of social media on a diverse society. 4. Analyze the basic ethical, global, and legal issues related to social media. 5. Assess the impact of social media on mass media and the field of communication. 6. Create a strategic social media communication policy.
Credits: 3.00

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 by the instructor. This course will combine the academic study of journalism with the practical elements of an on-campus internship with the student newspaper. 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. Prerequisite(s): ENG 101. Gen. Ed. Competency Met: Critical Thinking and Information Literacy.

Course Student Learning Outcomes

1. Apply industry standard news criteria in proposing story ideas for the student newspaper audience. 2. Employ source interviewing strategies in gathering objective and complete information for news stories. 3. Apply standard information literacy and research techniques to provide context in news stories. 4. Compile stories from research using standard journalistic formats and styles. 5. Critique classmates' and own work, applying standard editing style and proofing techniques. 6. Adhere to applicable intellectual property laws in the the print an on-line environments.

Credits: 3.00

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. Prerequisite(s): ENG 101. Three lecture hours per week. Gen. Ed. Competencies Met: Oral Communication.

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: 3.00

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. Prerequisite: ENG 101. Three lecture hours per week. Gen. Ed. Competencies Met: Critical Thinking, Information Literacy and Written Communication

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.
1. 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: 3.00

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 lecture hours and three laboratory hours per week. Instructional Support Fee applies. Note: Utilizes Windows based software Mac versions available. Gen. Ed. Competencies Met: Information Literacy.

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: 3.00

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 ASME Drawing Standards, Geometric Design & Tolerancing and 3-D printing. Prerequisite: CAD 101 is recommended. Two lecture hours and three laboratory hours per week. Instructional Support Fee applies. NOTE: Utilizes Windows based software only.

Course Student Learning Outcomes

1. Demonstrate common fully defined parametric modeling functions and assembly mating features. 2. Utilize third angle projection. 3. Follow current ASME (American Society of Mechanical Engineers) engineering standards. 4. Create accurate detail drawings. 5. Construct student drawing templates. 6. Research online mechanical and manufacturing processes, terminology, standards, and products. 7. Utilize digital software, databases, and tools vital to the mechanical and manufacturing engineering trade. 8. Assess online resources for individual and/or team projects.

Credits: 3.00

CAD 112: Maker Space Projects and 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 3d printing, Laser etching/cutting and cnc (computer numerical control) router, advanced sketching, assemblies, dimensioning, testing and analysis. Several SolidWorks modules are used to analyze and demonstrate part and assembly designs. This course continually emphasizes mechanical design principles using the CAD system. Co or Prerequisite: CAD 111 or permission of instructor. Two lecture hours and three laboratory hours per week. Instructional Support Fee. NOTE: Utilizes Windows based software only. 3 credits Spring. Prerequisite: CAD 111 or permission of instructor.

Course Student Learning Outcomes

1.Apply advanced SolidWorks parametric modeling functions. 2. Create detail drawings following current engineering standards ANSI Y14.1. 3. Construct student drawing templates. 4. Compare advanced mechanical processes, terminology, and products for utilization in mechanical models and assemblies. 5. Demonstrate SolidWorks failure analysis functions. 6. Create project prototypes. 7. Evaluate project prototypes. 8. Document their projects with an e-portfolio.

Credits: 3.00

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. Prerequisite: CAD 101. Two class hours and three laboratory hours per week. Instructional Support Fee applies. NOTE: Utilizes Windows based software Mac versions available.

Course Student Learning Outcomes

1. Identify features of buildings that suggest the buildings belong to common architectural styles.
2. Prepare floor plans, elevations and cross sections of residential and commercial buildings using Autodesk software (AutoCAD).
3. Create drawings of architectural details using AutoCAD.
4. Plot AutoCAD files to standard architectural scales.
5. Demonstrate the ability to use an architectural scale to confirm and determine dimensions.

Credits: 3.00

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. Instructional Support Fee applies. NOTE: Utilizes Windows based software only.

Course Student Learning Outcomes

1. Utilize parametric CAD software (Autodesk Revit) demonstrating an understanding of the software commands. 2. Produce renderings of the interior design of a building, landscaping and site features. 3. Create CAD walkthroughs and drawings of a building showing the structural components of the building. 4. Plot CAD drawings to industry standard scales. 5. Prepare simple cost estimates and construction schedules for building projects.
Credits: 3.00

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 lecture hours and three laboratory hours per week. Instructional Support Fee applies. NOTE: Utilizes Windows based software only.

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: 3.00

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. Prerequisite: CAD 101 with a grade of C or better or equivalent. Two lecture hours and three laboratory hours per week. Instructional Support Fee applies. NOTE: Utilizes Windows based software only.

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: 3.00

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. Pre or co-requisite: EGR 111 or EGR 112 and CAD 111 or CAD 172. Two lecture hours and three laboratory hours per week. Instructional Support Fee applies. NOTE: Utilizes Windows based software only.

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: 3.00

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. Instructional Support Fee applies. Gen. Ed. Competencies Met: Critical Thinking.

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: 1.00

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. Prerequisite: CIS 121 with a grade of C or better; Co-requisite: CIS 120 or permission of the instructor. One hour of lecture per week. Instructional Support Fee applies.

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: 1.00

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. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

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: 3.00

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. Basic familiarity with computers is recommended: students without this knowledge should consider taking CIS 110 prior to this course. Three lecture hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

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: 3.00

Recommended:

Basic familiarity with computers is recommended: students without this knowledge should consider taking CIS 110 prior to this course.

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. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

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: 3.00

CIS 115: Introduction to Cybersecurity
Students are introduced to the field of cybersecurity and the communication challenges facing modern businesses in a world of hyper-connectivity. 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 mechanisms to safeguard sensitive information. Topics include IT system architectures for processing information, virtualization, access controls, digital forensics, and applicable laws and regulations. Students also evaluate their own digital privacy, ethics and technology, and the role of bias in a hyperconnected society. Three lecture hours per week. Instructional support fee applies. Gen. Ed. Competencies Met: Critical Thinking, Ethical Dimensions, and Scientific Reasoning and Discovery.

Course Student Learning Outcomes

1. Describe common ecommerce business models and the challenges created by the Internet of Things (IoT). 2 .Explain IT system architectures and computer memory concepts for processing information. 3. Identify common types of malicious attacks and exploits used against IT systems. 4. Describe cybersecurity defense tools, methods, and components. 5. Discuss the applicable laws and policies pertaining to the storage and transmission of data. 6. Construct a computer network and apply cyber defense methods to secure the system. 7. Evaluate personal digital profile using common OSINT tools, analyze the findings, and recommend solutions. 8. Explain the role of human bias and ethics in technology and its effect on information security.

Credits: 3.00

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. Instructional Support Fee applies. Gen. Ed. Competencies Met: Critical Thinking and Information Literacy.

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 web site.
7. Understand and implement college success strategies.

Credits: 3.00

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 lecture hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Critical Thinking and Information Literacy.

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 simply 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: 3.00

CIS 122: Internet Developer

The course emphasizes the technical design, development, and implementation of effective Web sites, and students learn what makes a Web site work effectively. The course teaches XHTML, HTML, and CSS and introduces JavaScript. It also introduces software to develop and maintain web sites. Students develop and maintain their own web sites 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 web sites. Instructional Support Fee. Gen. Ed. Competencies Met: Critical Thinking and Information Literacy.

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 web site with the flow and design to effectively meet client needs.
3. Develop, and maintain an effective web site 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 web site.

Credits: 3.00

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 lecture hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Critical Thinking and Information Literacy.

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: 3.00

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. Pre or co-requisite: CIS 121 or permission of the instructor. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

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: 3.00

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. Pre or co-requisite: CIS 121 or permission of the instructor. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

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: 3.00

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. CIS Networking students should take CIS132 before taking this course. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

Course Student Learning Outcomes

1. Install a Linux Operating System. 2. Locate and interpret information within Linux manual pages. 3. Demonstrate proficiency in basic Linux commands. 4. Demonstrate proficiency in user account management. 5. Manage file and folder permissions. 6. Manage system components. 7. Install, update and remove software packages on a Linux system. 8. Edit configuration files using text editors. 9. Configure NFS (Network File System) Configure NIS (Network Information Service).

Credits: 3.00

CIS 134: Networking Technologies

This course introduces students to data communications and fundamental networking concepts as they relate to both wired and wireless networks. This course also covers the OSI and TCP/IP reference models and their relationships. Topics include encapsulation, de-encapsulation, and types of transmission media, as well as network structures, topologies, physical layouts, and communication protocols. The course discusses the popular protocol stacks, IP addressing, firewalls, name resolution, and proxy servers. It also introduces the concept of network management, security, and monitoring. This course covers the material in the current CompTIA Network+ certification exam. Instructional Support Fee applies. Gen. Ed. Competencies Met: Critical Thinking, Information Literacy, and Scientific Reasoning and Discovery.

Course Student Learning Outcomes

1. Explain the elements and topologies of local area networks (LAN), wide area (WAN) networks, and

wireless networks (WLAN) and their commonly used protocols and services. 2. Describe the different types of routing and switching methodologies used in data transmission. 3. 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.. 4. Describe the physical characteristics, standards, and specifications of various transmission media including structured cabling, STP, UTP, and fiber optics. 5. Design a unique TCP/IP network, including subnetting, CIDR, and address translation. 6. Analyze network traffic using various monitoring and auditing tools.
Credits: 4.00

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. Instructional Support Fee applies. Gen. Ed. Competencies Met: Critical Thinking and Information Literacy.

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: 3.00

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. Instructional Support Fee applies.

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: 3.00

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. Instructional Support Fee applies. Gen. Ed. Competencies Met: Critical Thinking and Information Literacy.

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: 3.00

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. Pre or co-requisite: CIS 123 or permission of the instructor. Three lecture hours and two laboratory hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

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: 4.00

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 lecture hours and two laboratory hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

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: 4.00

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 lecture hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Critical Thinking and Information Literacy.

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 web site using PHP.
6. Design, develop, execute, debug and maintain web based programs using PHP.

Credits: 3.00

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. Pre or co-requisite: CIS 121 or permission of the instructor. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

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: 3.00

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. Pre or co-requisite: CIS 122, or permission of instructor. * Three lecture hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

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: 3.00

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. Prerequisite: CIS 131 with a C or better or permission of the instructor. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

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: 3.00

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, director 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. Prerequisite: CIS 133 and CIS 231 both with a grade of C or better, or permission of the instructor. Three hours of lecture per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

Course Student Learning Outcomes

1. Install and configure a DHCP Sever 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.

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1. Configuring ipchains and iptables to implement a firewall.

11. Install and configure a DHCP Sever and DHCP Client.
Credits: 3.00

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. Prerequisite: CIS 134 with a C or better or permission of the instructor. Four hours of lecture per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

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: 4.00

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. Prerequisite: CIS 120 and CIS 122, or permission of the instructor. Three lecture hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

Course Student Learning Outcomes

Students who successfully complete Interactive Web Sites will be able to:

1. Develop interactive web sites using a variety of scripts and/or languages (currently Perl/CGI or ASP)
2. Develop interaction with databases using different structures
3. Develop websites that can be used on desktops, pads, and mobile devices, etc.
4. Work with data exchange through XML or similar methodologies
5. Work with protocols that govern web communication

Credits: 3.00

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. Prerequisite: CIS 155 or permission of the instructor. Three class hours a week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

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: 3.00

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. Prerequisite: CIS 157. 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. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

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: 4.00

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. Prerequisite: CIS 120 and CIS 159 or permission of the instructor. Three lecture hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

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: 3.00

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. Prerequisite: CIS 158 or CIS 257 or permission of the instructor. Three lecture hours and two laboratory hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

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: 4.00

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. Pre or co-requisite: CIS 158 or permission of the instructor. Co-requisite: MTH 243. Three lecture hours and two lab hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

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: 4.00

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. Prerequisite: CIS 261 or permission of the instructor. Three lecture hours and two lab hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

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: 4.00

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. Prerequisite: Enrolled in or have taken a second-semester programming course and a database course or permission of instructor. One lecture hour per week.

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: 1.00

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. Prerequisite: CIS 231 with a grade of C or better; Pre or co-requisite: CIT 150 and CIS 232 and CIS 233, or permission of instructor. Four hours of lecture per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

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: 4.00

CIS 272: Program Development Seminar
Students 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. 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. Three class hours a week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

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: 3.00

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. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

Course Student Learning Outcomes
students can take a variety of 3 credit courses and each course will have the designated outcomes
Credits: 3.00

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. Instructional Support Fee applies.

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: 1.00

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. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

Course Student Learning Outcomes
Students who successfully complete Electronic Game Development I will be able to:

1. Understand the history of electronic games
2. Understand the basic logics and concepts of game play. .
3. Understand the business of the game industry.
4. Analyze critique, discuss and present games with appropriate terms and contexts.
5. Understand the game creation process
6. Understand writing for game development
7. Understand researching and developing games
8. Create a design document

Credits: 3.00

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 game titles. Emphasis is placed on concepts needed to create actual assets for use in actual games. Pre- or co-requisite: CIT 140. Three lecture hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

Course Student Learning Outcomes
Students who successfully complete Visual Concepts for Game Designers will be able to:

1. Understand the visual concept in game development.
2. Understanding the importance of good visual development as it relates to game development.

3. Demonstrate gain proficiency in visual development.
4. Work in 2D and 3D visual development
5. Research resources for visual development

Credits: 3.00

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. Pre or co-requisite: CIT 140 or permission of the instructor. Three class hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

Course Student Learning Outcomes

Students who successfully complete Computer Game Level Building will be able to:

1. Understand Level editing techniques
2. Understand the principles of classic architecture in level design
3. Understand optimization techniques for efficient level design
4. Test play the levels, and examine them for defects

Credits: 3.00

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. Prerequisite: CIS 120 or permission of the instructor. Three lecture hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

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: 3.00

CIT 150: Cybersecurity Principles

This course introduces the principles and practices of information systems security in computer networks. It covers the foundation of securing computer networks, including cryptography models, authentication, communications security, infrastructure security, operational and organization security. Students learn the risks, threats, and vulnerabilities of computer networks and countermeasure strategies. Topics include definition of terms, concepts, elements, and goals of incorporating industry standards and practices with a focus on confidentiality, integrity, and availability aspects of information systems. This course prepares students to sit for the current CompTIA Security+ certification exam. Prerequisite: CIS 134 Networking Technologies or permission of the instructor. Three lecture hours per week. Instructional support fee applies. Gen. Ed. Competencies Met: Critical Thinking, Information Literacy, and Scientific Reasoning and Discovery.

Course Student Learning Outcomes

1. Explain information systems security, why it is important, and its effect on people and businesses. 2. Describe the principles of risk management, risk assessments, and contingency planning to mitigate threats and vulnerabilities in an IT infrastructure. 3 .Describe networking principles, security mechanisms, cryptography models, and the role of access control in an IT infrastructure. 4. Describe the impact of malware on an organization's systems and how to prevent and detect attacks. 5. Explain the role of security operations in an IT infrastructure including testing, monitoring, and incident handling. 6. Apply information security standards, professional certifications, and compliance laws to real-world applications in both the private and public sectors.

Credits: 3.00

CIT 165: Game Scripting

The course covers an introduction to game scripting. It will be both 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. Prerequisites: CIT 142 and CIT 143 or permission of the instructor. Three lecture hours per week.

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: 3.00

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. Prerequisite: CIT 141 and CIT 142 or permission of the instructor. Three class hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

Course Student Learning Outcomes

Students who successfully complete Electronic Game Development II will be able to:

1. Understand the concept of the development team and of game development.
2. Understand how to script a game and develop characters.
3. Understanding the roles involved in game development and working together to accomplish the game
4. Use simple game engines.

Credits: 3.00

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. Prerequisite: CIT 143 or permission of the instructor. Three class hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

Course Student Learning Outcomes

Students who successfully complete Programming for Game Developers II will be able to:

1. Create code that is well organized and commented
2. Create simple games with sound, graphics and input (while using a game developer kit or game engine).
3. Understand simple and advanced 2D graphics concepts and be able to use them
4. Understand simple 3D graphics concepts and be able to use them.

Credits: 3.00

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. Prerequisite: CIT 241. Three lecture hours per week. Instructional Support Fee applies.Gen. Ed. Competencies Met: Information Literacy.

Course Student Learning Outcomes

Students will:

1. Successfully edit sound files.
2. Record and edit voice-over sound tracks using a variety of tools.
3. Analyze impact of audio as a production element.

4. Evaluate and compare an assortment of software tools.

Credits: 3.00

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. Prerequisites: CIT 140 and ENG 101, or permission of instructor. Three lecture hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

Course Student Learning Outcomes

Students who successfully complete Game Design on Paper will be able to:

1. Be able to design a game, from scratch, on paper
2. Be able to think about and analyze games outside the computing environment
3. Have a deep understanding of what makes games fun, what keeps players interested and how to balance rules with fun.

Credits: 3.00

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. Pre or co-requisite: CIT 241 or CIT 242 and CIT 260 or permission of the instructor. Three hours of lecture per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

Course Student Learning Outcomes

Students who successfully complete Pre-Product Game Development will be able to:

1. Understand the structure of a game proposal
2. Understand the scheduling considerations necessary to schedule development resources
3. Understand the development cycle in creating a game
4. Work effectively as a member of a team
5. Communicate effectively within the team
6. Develop a plan for implementation the following semester

Credits: 3.00

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. Prerequisite: CIT 242 or permission of instructor. Three lecture hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

Course Student Learning Outcomes

Students who successfully complete Data Structures in the Game Environment will be able to:

1. Write code that can process data efficiently
2. Recognize what algorithms work best under what conditions and why
3. Understand what data structures can help the processing of game data in certain situations
4. Know how the choice of data structures and algorithms affect the performance of a program.
5. Know how to write several types of data sorting algorithms.

Credits: 3.00

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. Prerequisite(s): CIT 141 or permission of the instructor. Three lecture hours per week.

Course Student Learning Outcomes

At the completion of this course, the students should be able to do the following: 1. Create models for games. 2. Create textures for games. 3. Animate characters for games. 4. Export game ready assets. 5. Import assets into games.

Credits: 3.00

CIT 250: Cyber Defense and Firewall Security

This course offers an introduction to firewalls and virtual private networks (VPNs) for securing a network. Various network security-related issues, such as threats and business challenges, are introduced and examined. The course addresses firewall functionality and how to select, construct, configure, and manage a firewall. Different types of VPNs for securing data in an organization are also addressed including the benefits, various architectures, and implementation considerations. In addition, students will learn the essentials of secure network design and management. Prerequisite: CIT 150 with a grade of C or better, or permission of the instructor. Three lecture hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Critical Thinking, Information Literacy, and Scientific Reasoning and Discovery.

Course Student Learning Outcomes

1. Explain the fundamental concepts of network security for an IT infrastructure. 2. Design a secure network using common topologies, segmentation, and access controls. 3. Describe the fundamental functions of firewalls to manage network access. 4. Explain VPN functions and authentication techniques for secure remote access. 5. Identify firewall and network security management best practices.

Credits: 3.00

CIT 251: Managing Risks in Information Systems

This course addresses the broad topic of risk management and how risk, threats, and vulnerabilities impact information systems. Topics include risk management fundamentals, legal and regulatory compliance, performing risk assessments, identifying and protecting assets, and using appropriate frameworks. Areas of instruction also include how to assess and manage risk based on defining an acceptable level of risk for information systems. Elements of a business impact analysis (BIA), business continuity plan (BCP), disaster recovery plan (DRP), and computer incident response team (CIRT) plan will also be discussed. Prerequisite: CIT 150 with a grade of C or better, or permission of the instructor. Three lecture hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Critical Thinking, Information Literacy, and Scientific Reasoning and Discovery.

Course Student Learning Outcomes

1. Describe the fundamental components of a risk management plan. 2. Describe the steps involved to perform effective risk assessment. 3. Identify the laws and regulations to maintain risk compliance. 4. Develop business continuity, disaster recovery, and incident response plans.

Credits: 3.00

CIT 252: Critical Security Controls

This course provides a foundation for access control and identity management methods used to secure networks, data, and information systems in both the public and private sectors and in organizations large and small. Topics include data classification, identification, authentication, authorization, and accounting protocols and services for information systems whether local, remote, or cloud-based architectures. Security controls for access control including tokens, biometrics, and the use of public key infrastructures (PKI) will also be covered. Prerequisite: CIT 150 with a grade of C or better, or permission of the instructor. Three lecture hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Critical Thinking, Information Literacy, and Scientific Reasoning and Discovery.

Course Student Learning Outcomes

1. Define appropriate technical solutions to mitigate risk and threats in an IT infrastructure. 2. Implement remote access, PKI, and encryption solutions to ensure confidentiality, integrity, and availability. 3. Analyze how information classification standards impact IT infrastructure access control requirements. 4. Develop an access control policy framework using best practices. 5. Analyze the consequences of failed access controls.

Credits: 3.00

CIT 255: Digital Forensics

This course focuses on the areas of computer and digital forensic analysis. Topics include 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 Windows, Linux, and Macintosh computer systems. Pre-requisite(s): CIS 134. Three hours of lecture and two hours of laboratory per week. Gen. Ed. Competencies Met: Information Literacy.

Course Student Learning Outcomes

1. Determine the need for conducting forensics analysis of computers, mobile devices, and/or networking equipment. 2. Explain the detailed steps to acquire, preserve, and analyze forensic data. 3. Describe the methodologies for identifying and acquiring assets to be analyzed. 4. Employ forensic tools and techniques at the scene of an investigation. 5. Extract data from evidence using tools and techniques.

Credits: 4.00

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. Prerequisite: CIT 242 or permission of the instructor. Three lecture hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

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: 3.00

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. Pre or co-requisite: CIT 245 or permission of instructor. Three class hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

Course Student Learning Outcomes

Students who successfully complete Advanced Game Analysis will be able to:

1. Learn constructive criticism techniques
2. Understand why some games are more popular than others
3. Understand how to improve games
4. Understand the difference between taste and technical considerations

Credits: 3.00

CIT 274: Cybersecurity and Forensics Seminar

This capstone course provides students with the opportunity to apply cybersecurity and digital forensics principles to complete a comprehensive capstone project. Students will plan, design, implement, troubleshoot, and document an enterprise network 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 Windows and Linux workstations, servers, switches, VLANs, firewalls, and routers to complete the project. Students will also work with forensically sound procedures in collecting, analyzing, and documenting digital evidence. Prerequisite(s): CIT 250 and CIT 251; pre or co-requisite(s): CIT 252, CIT 255 or permission of the instructor. Three lecture and two lab hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Critical Thinking, Information Literacy, and Scientific Reasoning and Discovery.

Course Student Learning Outcomes

1. Construct an enterprise network using hardware and software resources for a given network design. 2. Demonstrate network security, endpoint protection, and access control of an enterprise network through appropriate configuration of network protocols and services. 3. Develop an information security plan for an enterprise organization using risk management frameworks. 4. Design the components of a business continuity and disaster recovery plan for an enterprise organization. 5. Apply forensically sound procedures to collect, analyze, and document digital evidence.
Credits: 4.00

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. Prerequisite: CIT 247. Two lecture hours and and four laboratory hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes

Students who successfully complete Computer Game Production will be able to:

1. Understand the concepts of marketing a game
2. Create a playable demo-grade game.
3. Participate as a member of a team.
4. Work in a team environment which integrates a variety of skills into the product production
5. Understand the concepts of working in a team including skill balancing, delegation, team building, communication, asset management within a team, successful strategies
6. Modify and implement a production plan
7. Apply time and resource management principles to the development and production of games.
8. Employ production schedules as part of the project management process.
9. Maintain workflow documentation and production log.

Credits: 4.00

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. Prerequisite(s): CIT 250, CIT 251, pre or co-requisite(s): CIT 252 or permission of instructor. Three lecture hours per week.

Course Student Learning Outcomes

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: 3.00

CIT 281: Cloud Computing

Students learn how to deploy cloud-based computing services including executing a deployment plan, the most common service models, and the various ways that clouds are delivered such as public, private, and community. Topics include virtualization, service-oriented architectures, migrating to the cloud, implementing cloud security, cloud operations, cloud performance, and cloud troubleshooting. This course prepares students to pass cloud-based certification exams including the CompTIA Cloud+ CV0-002 exam and Amazon Web Services (AWS) Cloud Practitioner. Prerequisite: CIT150 Cybersecurity Principles with a grade of C or better, or permission of the instructor. Three lecture hours per week. Instructional support fee applies. Gen. Ed. Competencies Met: Critical Thinking, Information Literacy, and Scientific Reasoning and Discovery. Prerequisite: CIT150 Cybersecurity Principles with a grade of C or better, or permission of the instructor. Three lecture hours per week. Instructional support fee applies. Gen. Ed. Competencies Met: Critical Thinking, Information Literacy, and Scientific Reasoning and Discovery.

Course Student Learning Outcomes

1. Describe the most common cloud components, service models, and cloud solutions. 2. Describe the advantages, disadvantages, and economic impact of cloud computing on business processes. 3. Create a cloud deployment plan using common service models. 4. Implement cloud security for networks, computer

systems, and cloud-based storage systems. 5. Evaluate cloud-based solutions in response to shifting business requirements.
Credits: 3.00

CIT 285: Ethical Hacking
This course is an introduction to hacking tools, techniques, and incident handling. Areas of instruction include an evolution of hacking and penetration testing; the basics of cryptology for information security; foot printing; vulnerability scanning and exploit; wireless, web, and database attacks; malware and system exploit; traffic analysis; incident response; and defensive technologies and controls. In this course, the students will learn how to discover vulnerabilities, how to attack and defend systems, how to respond to attacks, and how to identify and design controls to prevent future attacks. This course prepares students to pass the EC-Council Certified Ethical Hacker certification exam. Pre or co-requisites: CIS 115, or permission of the instructor. Three lecture hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Critical Thinking, Ethical Dimensions, Information Literacy, and Scientific Reasoning and Discovery.

Course Student Learning Outcomes
1. Explain the history and current state of hacking and penetration testing, including ethical and legal implications. 2. Describe fundamental TCP/IP concepts, networking technologies, and their known vulnerabilities. 3. Identify common information-gathering tools and techniques to stage system attacks. 4. Identify security controls and defensive technologies to mitigate common types of malware, threats, and vulnerabilities exploited by hackers. 5. Perform system hacking, web attacks, and database attacks against IT systems. 6. Perform network traffic analysis, sniffing, and incident handling using appropriate tools and methods
Credits: 3.00

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. Service-Learning required. Pre or co-requisite: ENG 101. Three lecture hours per week. Gen. Ed. Competencies Met: Critical Thinking, Ethical Dimensions, and Written Communication.

Course Student Learning Outcomes
1. Describe the functions of various agencies and components of the Criminal Justice System and the relationship between them. 2. Analyze the evolution of law and its administration, particularly with respect to its constitutional foundation. 3. Evaluate the complexity of the administration of criminal justice. 4. Form the basis for further study in law enforcement and criminal justice.
Credits: 3.00

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. Students are encouraged to enroll in sections of CRJ 111 linked with sections of CRJ 101 specifically designated as Learning Communities for Criminal Justice. One lecture hour per week.

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: 1.00

CRJ 113: Criminal Law

The primary focus is on 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. Pre or co-requisite: ENG 101. Three lecture hours per week. Gen. Ed. Competencies Met: Ethical Dimensions

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: 3.00

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. Pre or co-requisite: ENG 101, and a grade of C- or higher in both CRJ 101 and CRJ 113. Three class hours a week.

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: 3.00

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. Prerequisite: SOC 101. Three lecture hours per week. Gen. Ed. Competencies Met: Multicultural and Social Perspectives.

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: 1. Differing points of view on the same issue 2. The underlying concepts of justice and fairness 3. The standards for judging human behavior 4. 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: 3.00

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.

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: 3.00

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. Prerequisite(s): CRJ 101 and CRJ 113 with a grade of C- or better. Three lecture hours per week.

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: 3.00

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. Prerequisite: SOC 101 or permission of program director. Three lecture hours per week. Gen. Ed. Competencies Met: Multicultural and Social Perspectives.

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: 3.00

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. Prerequisite: CRJ 101 and CRJ 113 both with a grade of C- or better. Three lecture hours per week.

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: 3.00

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. Prerequisite: Grade of C- or higher in CRJ 101, CRJ 113, and CRJ 245. Three lecture hours per week. Gen. Ed. Competencies Met: Ethical Dimensions.

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: 3.00

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. Prerequisite: Grade of C- or higher in CRJ 101, CRJ 113, CRJ 219, CRJ 245, CRJ 251, and CRJ 258. Three lecture hours per week. 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: 3.00

Culinary Arts

CUL 100: Introduction to the College/Culinary Experience
This course facilitates the new Culinary Arts students' transition to college and the Culinary Arts Program. This course provides students with academic planning and introduces them to the college's resources and familiarizes them with the expectations, skills, and information necessary to succeed in the Culinary Arts Program. Students will learn professionalism, workplace-related life skills, and career exploration and development. As part of this course, students will begin their Career ePortfolio that will document their education. This course is part of a Learning Community with CIS 113 Hospitality Information Systems. Prerequisite(s): Open to Culinary Arts Students Only. Instructional Support Fee Applies. Gen. Ed. Competencies Met: Information Literacy and Written Communication. One lecture hour per week.

Course Student Learning Outcomes
1. Outline the academic plan for a career in Culinary Arts. 2. Utilize time management skills in balancing academic, personal, and career activities. 3. Write a culinary resume. 4. Practice interviewing skills. 5. Identify the college's available resources to succeed in the Culinary Arts program. 6. Begin to work in a professional career ePortfolio that will demonstrate the student's achievements throughout the course of the program.
Credits: 1.00

CUL 111: Fundamental Culinary Skills and Techniques
This course covers basic cooking theories and techniques and prepares students to develop the skills needed to succeed in a professional kitchen. Students learn the tools of the kitchen and how to operate kitchen equipment, knife skills, and mise en place. This course introduces dry heat and moist heat cooking methods as well as combination cooking methods. It also includes stocks, sauces, soups, vegetable, and starch preparations, and breakfast cookery. Protein fabrication skills are practiced and students learn about local seafood. Participation in culinary functions is required. Prerequisite: ServSafe certified or concurrent enrollment in CUL 140. CUL 100 or concurrent enrollment. Two class hours and eight laboratory hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes

1. Identify the techniques practiced in professional kitchens 2. Demonstrate basic cooking methods using a variety of ingredients 3. Demonstrate the proper handling of kitchen tools and equipment operation 4. Demonstrate knife skills while preparing recipes 5. Identify different protein food categories and fabricated cuts 6. Cook and serve meals for culinary functions
Credits: 4.00

CUL 112: Garde Manger and Banquets
This course introduces students to Garde Manger where they learn the art of presenting food in a decorative manner. Techniques focus on charcuterie, appetizers, canapé, and hot and cold food preparations. Students apply these skills to learn how to set up, prepare, execute and serve culinary banquets and functions. Participation in culinary functions is required. Prerequisites: CUL 100, CUL 111. Two lecture hours and eight laboratory hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes

1. Demonstrate the preparation of forcemeats 2. Apply the methods for brining, curing, and smoking meats and fish. 3. Execute a variety of cold foods for buffet service. 4. Execute a variety of appetizers and hors d'oeuvres appropriate for banquets and functions 5. Execute the basic principles of buffet presentation.
Credits: 4.00

CUL 113: Baking and Pastry Fundamentals
This course covers the principles of professional baking including, formula conversion, weights, and measuring. Students learn to identify and operate the tools and equipment of the bakeshop while preparing a variety of high-quality baked goods and pastries. The course begins to examine the chemistry of baking through the preparation of quick breads, and yeast dough. Custards, pies, and frozen desserts are also introduced. One class hour and four lab hours per week. Pre or co-requisite: CUL 100. Instructional Support Fee applies.

Course Student Learning Outcomes

1. Identify the tools of the bakeshop and operate bakeshop equipment 2. Calculate baking formulas with accurate ingredient measures 3. Demonstrate the ability to mix, shape, and bake a basic variety of lean, rich, and laminated yeast dough products used in commercial bakeries 4. Prepare a variety of baked, stirred, and frozen custards 5. Prepare a variety of pie dough and fruit fillings
Credits: 2.00

CUL 114: Dining Room Management
In this course, students learn the skills to run a successful front-of-the-house restaurant operation. Topics include guest relations, upscale casual dining etiquette, service, and dining room operations. Using communication skills and critical thinking, students develop their dining room management skills by providing customer service, taking, and delivering orders, and collecting payment on a weekly basis at the Grady Dining Room in an upscale casual environment. Students also learn the theory of food and beverage pairings and practice beverage service. Participation in culinary functions is required. Prerequisite: CUL 100. Competency Met: Critical Thinking. Two lecture hours and four laboratory hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes

1. Identify the steps necessary to run a successful restaurant from the front-of-the-house perspective. 2. Identify the steps involved with dining room service and culinary functions. 3. Demonstrate the ability to work professionally as an individual and as a team in a dining

room setting. 4. Demonstrate the ability to interact with all kitchen personnel for a better relationship between the front and the back of the house.
Credits: 3.00

CUL 115: Culinary Arts and Sustainability
Students in this course explore the foodservice and industrialized agriculture impact on energy use, climate change, and societal challenges in today's world. Students research food sourcing and disposing practices and discuss their environmental impact. Topics include sustainable food production, how to locally source foods, farm-to-table cooking, and harvest calendar. Three lecture hours per week. Gen Ed Competency Met: Written Communication.

Course Student Learning Outcomes
1. Describe the current state of food production and how it impacts the environment. 2. Illustrate the negative impact of industrialized food sourcing and waste management. 3. Identify locally source foods. 4. Recognize the harvest calendar and the seasonality of ingredients. 5. Describe farm to table cooking.
Credits: 3.00

CUL 123: Wine and Bar Management
This course explores the world of wine and alcoholic beverages and its relationship with the fine dining experience. Topics include winemaking, beer brewing, and alcohol distillation. Students learn the proper procedures for a bar setup and the art of drink preparation and service. This course includes the "Training for Intervention Procedures by Servers of Alcohol" (TIPS), centered around a nationally recognized course, culminating in a standardized exam and certificate. Two lecture hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes
1. Explain the role of wine and alcoholic beverages in the fine dining experience 2. Describe the process of winemaking, beer brewing, and alcohol distillation 3. Demonstrate the ability to set up a bar, prepare and serve mixed drinks 4. Pass the TIPS (Training for Intervention Procedures for Servers of Alcohol) exam
Credits: 2.00

CUL 140: Food Safety Management
In this course, students will gain a thorough understanding of the principles and practices essential for maintaining the safety and integrity of our food supply from a managerial perspective. Through engaging lectures, interactive discussions, and hands-on activities, participants will explore key concepts such as foodborne illness prevention, personal hygiene, proper handling and storage techniques, and effective sanitation procedures. Regulatory compliance and industry standards will also be emphasized. This course requires the passing of a nationally recognized Food Safety Manager Certification exam. Two class hours a week. Instructional Support Fee applies.

Course Student Learning Outcomes
1. Describe the principles and practices essential for maintaining the safety of food from a managerial perspective. 2. Apply proactive measures that prevent foodborne illnesses in various food service settings. 3. Identify potential food safety hazards. 4. Demonstrate personal hygiene practices associated with food safety. 5. Become certified in Food Safety Management.
Credits: 2.00

CUL 151: Essentials of Baking and Pastry
This course introduces students to the principles of professional baking including formula conversion, weights, and measuring. Students learn the use and care of the bakeshop tools and equipment. The chemistry of baking is emphasized through the preparation of quick breads, yeast doughs, and cookies. Concepts of enriched doughs, custards, creams and pies are also introduced. Participation in Culinary functions is required. Prerequisite: ServSafe certified or concurrent enrollment in CUL 140. CUL 100 or concurrent enrollment. Two lecture hour and four lab hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes
1. Identify the tools of the bakeshop 2. Operate the baking equipment safely and efficiently 3. Prepare a variety of quick breads and yeast doughs used in commercial bakeries 4. Prepare a variety of cookies using different mixing methods 5. Prepare a variety of custards, and creams 6. Prepare a variety of seasonal pies
Credits: 3.00

CUL 152: Essentials of Baking II

This course is a continuation of CUL 151 and focuses on laminated dough and pâté a choux as an introduction to classical pastries. The course introduces the preparation and use of custards, crème 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 complete with a "Pass" grade. Prerequisite: CUL 151 with a grade of C- or better or permission of the program director, and valid ServSafe Certification. Two class hours and eight lab hours per week. Instructional Support Fee applies.

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: 4.00

CUL 153: Baking Technologies

This course explores the theory and food science of the baking process. It examines the principles and functions of ingredients (flours, fats, sweeteners, dairy) used in baking and pastry production. Students explore 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. Participation in culinary functions is required. Prerequisite: CUL 151 or concurrent enrollment. Two lecture hours and three laboratory hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes

1. Describe the function of ingredients used in baking and pastry products. 2. Evaluate the production techniques and formulas used in baking and pastry products 3. Explain how to improve final products outcome if necessary. 4. Create new recipes to meet consumer tastes based on class experiments

Credits: 3.00

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. Prerequisite: CUL 151 and CUL 153 with grades of C- or better or permission of program director, and valid ServSafe Certification. Two class hours and three laboratory hours per week. Instructional Support Fee applies.

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: 3.00

CUL 155: Cooking Skills for Bakers

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. Prerequisite(s): ServSafe Certification or concurrent enrollment in CUL 140. One lecture hour and four laboratory hours per week. Instructional Support Fee applies.

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: 2.00

CUL 156: Artisan Bread
This course reinforces the skills, techniques, and equipment used in the production of lean and enriched yeast doughs learned in CUL 151. It examines the chemistry of baking through the preparation of commercial yeast doughs, and Artisan breads. The course emphasizes natural and commercial yeast fermentation, ingredient functions, flavors, and bread baking. Students in this class prepare all bread products used in culinary functions. Participation in culinary functions is required. Prerequisite(s): CUL 151. Two lecture hours and four laboratory hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes
1. Apply the skills and techniques of baking in the production of artisan breads. 2. Explain how fermentation affects bread making. 3. Prepare commercial and artisan-style breads. 4. Prepare a variety of bread products for culinary functions.
Credits: 3.00

CUL 157: French Pastries
This course reinforces the skills, techniques, and equipment used in the production of classical French pastries learned in CUL 151. Students focus on preparing products including laminated doughs, pâté choux, pâte brisée, pâte sucrée, custards, creams, and dessert sauces. Emphasis is placed on the mixing methods, decorative shaping, and portioning skills. Students in this class will prepare a variety of pastries for culinary functions. Participation in culinary functions is required. Prerequisite(s): CUL 151. Two lecture hours and four laboratory hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes
1. Apply the skills and techniques of baking in the production of French-inspired pastries. 2. Explain the mixing methods of various pastry doughts. 3. Demonstrate the steps in preparing a variety of pastry doughs. 4. Prepare commercial and artisan-style French pastries. 5. Prepare a variety of pastry products for culinary functions.
Credits: 3.00

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.

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 productiuon using the correct terminology.
Credits: 3.00

CUL 216: Cuilnary Capstone Experience
This capstone course integrates all the skills and competencies needed to prepare a multi-course tasting menu in a fine dining environment. Students research and develop a menu, create recipes, and determine the cost of food and nutritional analysis. Students work as a team to create a unique theme for a special event dinner while planning and executing the food and beverage services. Successful completion of the practical exam, with a grade of "Pass" is required. Students complete their Career ePortfolio by the conclusion of this course. Participation in culinary functions is required. Prerequisite(s): CUL 111 or CUL 151. Three lecture hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes

1. Create a multi-course tasting menu for a fine dining event 2. Design a fine dining experience for guests in an upscale setting 3. Execute the food and beverage services for culinary events 4. Analyze the cost of food and nutritional analysis of a fine dining menu 5. Complete the Career ePortfolio 6. Pass the final practical exam

Credits: 3.00

CUL 240: Purchasing, Menu Planning and Cost Control

The course introduces students to the business aspect of the culinary world. Students explore food procurement, product identification, and principles of receiving and storing perishable and non-perishable goods. Principles of cost control and yield testing are discussed and demonstrated. Menu format and styles are analyzed and menu pricing discussed. Students learn how to cost recipes using spreadsheets. Pre or corequisite(s): CUL 100 and MTH 115. Three lecture hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes

1. Apply the procurement principles and procedures of the hospitality industry. 2. Analyze specific product characteristics, especially their market distribution, quality standards, and seasonal availability. 3. Prepare product specifications 4. Use spreadsheets to calculate food costs and yield tests 5. Describe the different styles of menus and its pricing

Credits: 3.00

CUL 241: Foodservice Operations

This course focuses on the business aspects of a foodservice operation. Students learn the theory and application of the steps necessary to run a successful foodservice establishment. Emphasis is placed on a team project which includes concept design, business plan writing, marketing, menu development, recipe costing, purchase specifications, employee job descriptions and training programs. Business concepts such as yearly income statements, food and labor costs, and over-head expenses are calculated. Prerequisite(s): MTH 115 and CUL 240. Two lecture hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes

1. Design a concept for a foodservice operation 2. Identify the steps necessary to open a restaurant 3. Write a business plan for a foodservice operation 4. Calculate food and labor costs for a foodservice operation 5. Explain the fiscal and legal roadblocks to owning a restaurant

Credits: 2.00

CUL 245: Modern Cooking Techniques

This course introduces students to different techniques and equipment used in avant-garde cooking. Students explore how classical cooking techniques evolve using modern technology. Students refine their cooking and plating skills and apply advanced culinary techniques to prepare a variety of highly creative and thought-provoking menus in a la carte setting while emphasizing current upscale fine dining industry practices. Participation in culinary functions is required. Prerequisite(s): CUL 111. One lecture hour and five laboratory hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes

1. Describe the characteristics and methodology of avant-garde cooking. 2. Explain how modern cooking techniques evolved from classical preparations. 3. Operate modern kitchen equipment used in progressive cuisine. 4. Apply the theory of modern plating concepts to create dishes.

Credits: 3.00

CUL 248: Restaurant a la carte Cooking

This course introduces students to the restaurant world. This course teaches students the challenges of operating an upscale casual restaurant and how to control costs, manage profit, and price menus without degrading food quality. Students prepare to cook, plate and present weekly lunch menus served in an upscale casual environment. Students rotate through the different stations of a restaurant kitchen and work as a team applying their skills to complete a successful lunch service. Participation in culinary is functions required. Prerequisite(s): CUL 111. One lecture hour and five laboratory hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes

1. Describe the concept of upscale casual dining. 2. Work as a team to prepare menus for lunch in an upscale casual setting. 3. Apply culinary skills and techniques to cook menus in an a la carte setting. 4. Prepare recipe cost sheets showcasing the cost of food prepared. 5. Evaluate the operating challenges of an a la carte business and its impact on profits.
Credits: 3.00

CUL 251: Advanced Pastry Arts

This course introduces students to different techniques and equipment used in advanced dessert preparations. Influenced by different cultural regions of the world, ingredients and techniques, students research, develop and prepare a variety of highly creative and thought-provoking desserts with various components while emphasizing current industry practices. Participation in Culinary functions is required. Prerequisite: CUL 151. Two lecture hours and eight lab hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression

Course Student Learning Outcomes

1. Identify techniques and equipment used in modern dessert preparations 2. Examine dessert preparations from different cultures with a focus on ingredient and techniques 3. Prepare a variety of dessert components influenced by cultural regions of the world 4. Prepare a variety of frozen desserts
Credits: 4.00

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. Prerequisite: CUL 251 with a grade of C- or better or permission of the program director. Three class hours and twelve lab hours per week. Instructional Support Fee applies.

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: 6.00

CUL 253: The Art of the Cake

This course introduces students to the art of cake making. Students begin preparing cakes using the creamed fat and whipped egg methods. Students explore the techniques of slicing, filling, and decorating layer cakes with a variety of decorating techniques, including icings and piping. Students study the history of decorated cakes such as tiered wedding cakes and theme cakes. Topics such as pricing, selling, and displaying high-end decorative cakes are covered and demonstrated. Prerequisite(s): CUL 151. Two lecture hours and four lab hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes

1. Demonstrate the creamed fat and whipped egg cake making methods 2. Demonstrate decorating techniques used in theme cakes 3. Design and decorate tiered wedding cakes 4. Make a variety of decorative elements using gum paste and pastillage.
Credits: 3.00

CUL 254: Contemporary Plated Desserts

In this course, students prepare and present hot and cold desserts in a restaurant a la carte setting using modern plating techniques. Students learn how to control costs, manage profit, and price dessert menu items without degrading food quality. Station organization, timing, and teamwork are emphasized while preparing and serving individual desserts for lunch in an upscale casual environment. Dessert

presentation for functions and banquets is highlighted. Participation in culinary functions is required. Prerequisite(s): CUL 151. Two lecture and four laboratory hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes

1. Apply a variety of contemporary plating techniques to dessert presentations. 2. Work as a team to organize stations for dessert creation and sale. 3. Apply theories of modern plating to individual desserts. 4. Evaluate the cost of food prepared and its impact on profits.
Credits: 3.00

CUL 255: Chocolate and Confectionery Techniques

This course covers the process of chocolate making from the cultivation of cacao to the production of various chocolate confections. Students learn how to temper chocolate and use it for decorative applications. Products prepared in this class include confections such as truffles, molded bon bons, petit fours, and a variety of mignardises. This course explores candy making and poured, pulled, and blown sugar. Participation in culinary functions is required.

Course Student Learning Outcomes

1.Describe the process of chocolate making from beginning to end. 2. Demonstrate the skill of tempering chocolate for decorative shapes applications. 3. Prepare a variety of mignardises and confections. 4. Prepare candies and decorative sugar pieces."
Credits: 3.00

CUL 261: Classical Cuisine

This course covers the foundations of formal cuisine, studying and preparing the recipes of Escoffier, Carême, and other early masters. Students apply varied skills to produce classical and nouvelle European menus through the evaluation of flavor profiles, history, and culture. Prerequisite(s): CUL 111. One lecture hour and five laboratory hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes

1. Identify the various individuals involved in Classical Cuisine. 2. Explain the legacy and influence of Escoffier and Caremme in today's cooking styles. 3. Demonstrate various cooking methods and techniques used in classical cuisine preparations. 4. Apply the theories of classical cooking techniques in the preparation of classical and nouvelle European menus.
Credits: 3.00

CUL 262: International Cuisine

The course takes students on a culinary journey around the world. Students learn through classroom lectures the culinary influence in history and culture of selected countries around the world from an artistic point of view. Students apply varied skills to produce contemporary internationally influenced menus through the evaluation of flavor profiles, history, and culture. Students create their own dish from a country of their choosing and reflect on the experience. Participation in culinary functions is required. Prerequisite(s): CUL 111. One lecture hour and five laboratory hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression

Course Student Learning Outcomes

1. Explain the relationship between food and culture. 2. Explain how the cuisines of other countries influence personal and cultural identities. 3. Demonstrate various cooking techniques used to prepare international cuisines covered in this course. 4. Create a well-researched dish from a selected country using the skills acquired in this course. 5. Assess the aesthetic expression of dishes created in class.
Credits: 3.00

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, Deaf Studies certificate, and General Education - Education Studies degree majors, or by permission of program director for non-majors. Four lecture hours per week as well as outside hours. Instructional Support Fee applies. Gen. Ed. Competencies Met: Critical Thinking and Information Literacy.

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: 4.00

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. Pre or co-requisite: ENG 101. Gen. Ed. Competencies Met: Critical Thinking, Global and Historic Awareness, and Multicultural and Social Perspectives.

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:

1. Been exposed to diversity of membership including: Deaf-Black, Deaf-Latino, Deaf-Native American, Deaf-Gay, and Deaf-Blind populations.
2. Analyzed the effects of technology, Deaf education, and hearing society's perspectives on Deaf culture.
3. Explored common myths believed true regarding the Deaf.
4. Explored the contributions of Deaf Americans.
5. Explored the perspective and daily life of a "Visual person".
6. 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: 3.00

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. Prerequisite: DST 110 with a grade of C or better. Three lecture hours per week. Gen. Ed. Competencies Met: Critical Thinking, Global and Historic Awareness, and Information Literacy.

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: 3.00

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. Prerequisite: DST 110 with a C or better. Gen. Ed. Competencies Met: Human Expression, Information Literacy, and Multicultural and Social Perspectives.

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.

1. Survey a variety of Deaf Art, poetry, drama, fiction and non-fiction-- ASL and written works done by Deaf authors/poets/artists.
2. Defend Deaf Literature as a viable minority American Literature.
3. Contrast Deaf Literature with Deaf writing and deaf image in mainstream literature, challenging the latter as stereotype.

Credits: 3.00

DST 284: ASL/Deaf Studies Capstone Seminar
This is the capstone course for all Deaf Studies degree options. Students integrate, reflect on, and apply what they have learned in their Deaf Studies program through a variety of real-world projects with authentic audiences, including but not limited to, planning and hosting an awareness event for the college. Students are expected to work individually and collaboratively. Through this approach, students recognize and evaluate how individuals (including self) contribute differently to a goal (through varying perspectives, values, communication styles and work habits) Students also begin goal formation for the community-based learning course. Prerequisites: ASL 201, ASL 181, DST 101, and DST 110. Pre or co-requisites: ASL 202, DST 151 and/or DST 252. Gen. Ed. Competencies Met: Critical Thinking and Information Literacy.

Course Student Learning Outcomes

1. Integrate previous knowledge to inform their gathering and analysis of information needed for projects. 2. Create real-world projects with authentic audiences to add value to their own, or the campus, awareness of Deaf people and Deaf Studies. 3. Evaluate one's own academic and (pre) professional abilities/ skills. 4. Communicate ideas effectively, ethically and inclusively.
Credits: 1.00

Deaf Studies Career

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. Prerequisite: ASL 201 with a B- or better or permission of the instructor. Three lecture hours per week.

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: 3.00

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. Prerequisite: Open to DHG students only. Required first semester course for the fall semester. Three lecture hours per week. Instructional Support Fee applies.
Credits: 3.00

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. Prerequisite: Open to DHG students only. Three lecture hours and six laboratory hours per week. Instructional Support Fee applies.

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 theses 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 4. 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. 5. 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 6. 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. 7. 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. 8. 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. 9. Evaluation. The new dental hygiene graduate must be able to evaluate the effectiveness of planned clinical and educational services and modify as necessary.
Credits: 5.00

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. Prerequisite: Open to DHG students only. Two lecture hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes

1. Integrate the function and anatomical relationships within the head and neck region in the provision of dental hygiene care. 2. Identify and integrate the relationship between the oral cavity and the head and neck regions to the rest of the body. 3. Apply the understanding of neurobiology to the practice of dental hygiene. 4. Utilize information and knowledge gained from this course in critically analyzing and developing clinical treatment skills.
Credits: 2.00

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. Prerequisite: DHG 113. Two lecture hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes

1. Develop and implement a preventive dentistry program. 2. Explain and interpret the theory of Non-Surgical Periodontal Therapy (NSPT) 3. Discuss, interpret and summarize dental assessment findings. 4. Develop and discuss a dental hygiene diagnosis and treatment plan. 5. Plan, Implement and evaluate a dental hygiene care plan. 6. Interpret and summarize a patient dental evaluation. 7. Discuss the different forms and levels of patient communication, motivation/ learning among patients. 8. Explain the dental hygiene treatment of a child patient (1-5 years old) 9. Research and explain nutrition and sugar counseling to a patient. 10. Define pain control and terminology for topical anesthesia. 11. Assess, implement and refer patients for cessation programs for tobacco, alcohol and drug abuse. 12. Explain the history of fluoride and the uses of professional, and over the counter fluoride products. 13. Explain and how to implement cultural diversity into a dental setting. 14. Explain the differences between the CDC and OSHA on policy for disease transmission and asepsis. 15. Define and explain evidence-based decision making in dentistry and research terminology
Credits: 2.00

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. Prerequisite: DHG 113. Nine laboratory hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes

1. Develop a thorough knowledge of the parts and sequence of a dental hygiene appointment. 2. Develop more advanced instrumentation skills. 3. Continue to develop knowledge and skills in preventive services, to a patient. 4. Develop communication skills with patients and members of the dental team. 5. Incorporate ideal principles of dental hygiene care into a clinical practice environment. 6. Continue to develop knowledge of ethical issues in dental hygiene. 7. Acquire and synthesize information in a scientific and effective manner. 8. Continue to develop the knowledge, skills and values of the profession. 9. 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 data of the patient on the computer and paper form 10. Discuss the conditions of the oral cavity; identify actual and potential problems, etiological and contributing factors and available treatments. 11. Provide treatment that includes preventive and therapeutic services designed to achieve and maintain oral health and assist the patient in achieving oral health goals. 12. Evaluate the effectiveness of planned clinical and educational services and modify as necessary. 13. Demonstrate knowledge and skill in applying dental hygiene methodology of care to a varied patient population in the dental hygiene clinic and other practice settings. 14. Evaluate the effectiveness of planned clinical and educational services and modify as necessary. 15. Develop and evaluate a preventive dentistry program for a patient with either dental caries risks and/or periodontal risks. 16. Utilize dental software, computers and data entry in the practice of dental hygiene
Credits: 2.00

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 inlcudes exposure, evaluation, and interpretation of intraoral and panoramic radiographs. Co-rerequisite: DHG 113. Two lecture and three laboratory hours per week. Instructional Support Fee applies.

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: 3.00

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. Prerequisite: Open to DHG students only. Three lecture hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes

1. Describe the tissues of the periodontium in health and disease. 2. Describe the pathogenesis and etiology of periodontal diseases. 3. Describe the pathogenesis and prevalence of periodontal diseases amongst different cultures and ethnicity. 4. Describe the signs, symptoms and treatment of periodontal diseases. 5.

Describe the interaction of the host immune response to periodontal pathogens. 6. Describe how systemic conditions/diseases impact periodontal disease. 7. Describe how periodontal diseases impact systemic conditions/disease. 8. Describe the influence of diet and nutrition in health and in periodontal disease. 9. Assess, plan, give referrals and implement periodontal therapy and periodontal maintenance therapy. 10. Assess periodontal disease by radiographic analysis. 11. Educate patients correctly on periodontal disease and homecare protocols. 12. Describe the nonsurgical and surgical treatments of periodontal disease. 13. Describe the signs, symptoms and treatment of periodontal emergencies. 14. Evaluate evidence base literature on Periodontics and perform a meta-analysis and quantitative synthesis in a form of a research paper for consideration of the research to be incorporated into dental hygiene clinical practice guidelines. 15. Present evidence based literature to peers for consideration of research to be incorporated into dental hygiene clinical practice guidelines. 16. Critique evidenced based literature from peers to be considered for dental hygiene clinical practice guidelines.
Credits: 3.00

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. Prerequisite: Open to DHG students only. One lecture hour per week. Instructional Support Fee applies.

Course Student Learning Outcomes

1. Recognize and describe the wide variation of normal oral and head and neck anatomy. 2. Identify and properly describe lesions or abnormalities of the oral and maxillofacial region. 3. Identify and list the underlying processes and treatments of the more common lesions and diseases of the oral and maxillofacial region. 4. Integrate the relationship between general health and systemic disease with the effects on the oral cavity.
Credits: 1.00

DHG 230: Local Anesthesis 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. Prerequisite: DHG 119, DHG 128 and sophomore standing. One lecture hour and 2 laboratory hours per week. Instructional Support Fee applies.

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 4. 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. 5. 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 6. 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. 7. 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. 8. 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. 9. Evaluation. The new dental hygiene graduate must be able to evaluate the effectiveness of planned clinical and educational services and modify as necessary.
Credits: 2.00

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. Prerequisite: DHG 120 and sophomore standing. Two lecture hours per week. Instructional Support Fee applies.

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 4. 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. 5. 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 6. 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. 7. 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. 8. 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. 9. Evaluation. The new dental hygiene graduate must be able to evaluate the effectiveness of planned clinical and educational services and modify as necessary.
Credits: 2.00

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. Prerequisite: DHG 122 and sophomore standing. Fourteen laboratory hours per week. Instructional Support Fee applies.

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 124. 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 124. 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: 4.00

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. Prerequisite: Open to DHG students only. Two lecture hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes

1. Recognize and describe the wide variation of normal oral and head and neck anatomy. 2. Identify and properly describe lesions or abnormalities of the oral and maxillofacial region. 3. Identify and list the underlying processes and treatments of the more common lesions and diseases of the oral and maxillofacial region. 4. Integrate the relationship between general health and systemic disease with the effects on the oral cavity.
Credits: 2.00

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. Prerequisite: Open to DHG students only. Two lecture hours and three laboratory hours per week. Instructional Support Fee applies.

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 4. 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. 5. 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 6. 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. 7. 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. 8. 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. 9. Evaluation. The new dental hygiene graduate must be able to evaluate the effectiveness of planned clinical and educational services and modify as necessary.
Credits: 3.00

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. Prerequisite: DHG 231 and second semester sophomore standing. Two lecture hours per week. Instructional Support Fee applies.

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 4. 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. 5. 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 6. 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. 7. 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. 8. 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. 9. Evaluation. The new dental hygiene graduate must be able to evaluate the effectiveness of planned clinical and educational services.
Credits: 2.00

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. Prerequisite: DHG 233 and second semester sophomore standing. Fourteen laboratory hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes

1. Traditional methods of familiarizing dental hygiene students with community-based outreach methods are useful in the dental hygiene curriculum 2. The dental hygiene community outreach efforts can be enhanced with SL 3. SL has the potential to enhance students' educational experience and to affect the oral health of the public in a positive fashion 4. SL emphasizes partnership stability, which results in continuity of services that contribute to the success of SL programs 5. SL challenges students and compels them to become more active in their learning 6. Student can tailor their own learning experiences so they improve in areas that

are important to them 7. SL transforms the learning experiences for dental hygiene students and the oral health of the community
Credits: 4.00

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. Prerequisite: Open to DHG students only. Two lecture hours per week. Instructional Support Fee applies.

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: 2.00

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. This course meets the requirement for Child Growth and Development in the ECE Foundational Certificate. Three lecture hours per week. Gen. Ed. Competencies Met: Multicultural and Social Perspectives and Written Communication.

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: 3.00

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 in-person field observations of eight hours across the full age span (0 -8) in diverse settings as determined by DEEC. This course meets the requirement for Introduction to Early Childhood Education in the ECE Foundational Certificate. Three lecture hours per week. Gen. Ed. Competencies Met: Ethical Dimensions, Information Literacy, and Multicultural and Social Perspectives.

Course Student Learning Outcomes
1. Explain the major models, theories, and philosophies that serve as the foundation for early education and care. 2. Analyze the social, cultural, ethical, legal, 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, assessments, and issues in the early childhood field related to children and families of diverse communities. 5. Explain the roles, responsibilities, and theories guiding early

childhood professionals in creating anti-bias curriculum emphasizing safe, healthy, nurturing, and inclusive learning environments.
Credits: 3.00

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. Co-requisite: ENG 101. Three lecture hours per week. Gen. Ed. Competencies Met: Critical Thinking and Written Communication.

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: 3.00

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. Three lecture hours per week. Gen. Ed. Competencies Met: Multicultural and Social Perspectives.

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: 3.00

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. This course meets the requirement for Guiding Children's Behavior/Inclusive Practices in the ECE Foundational Certificate. Prerequisite(s): ECE 110 or PSY 252. Three lecture hours per week.

Course Student Learning Outcomes

1. Identify examples of indirect and direct child guidance strategies. 2. Contrast the differences between guidance and punishment and the impact on the child's behavior. 3. Use a trauma informed approach to identify and respond to emotional distress, abuse, and neglect in children. 4. Identify the reciprocal relationship between 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: 3.00

ECE 222: Special Needs in Early Childhood

This course focuses on the student's 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 the teacher in relation to parents of children with special needs in an all-inclusive classroom. Prerequisite: ECE 110 or PSY 252. Three lecture hours per week. Gen. Ed. Competencies Met: Critical Thinking and Multicultural and Social Perspectives.

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: 3.00

ECE 224: Infant and Toddler Development and Curriculum

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. This course meets the curriculum requirement in the ECE Foundational Certificate. Prerequisite(s): ECE 110 or PSY 252 and ECE 111. Three lecture hours per week.

Course Student Learning Outcomes

1. Analyze the interrelationship between caregiving routines and family engagement in infant/toddler curriculum within the context of developmental theories. 2. Design curriculum activities that are standards-based, culturally relevant, and responsive to the diverse needs of infants/toddlers. 3. Demonstrate through planned routine and play-based activities the progression of and interrelationship between and among the developmental domains. 5. Explain the teacher's role in planning, implementing, and evaluating both teacher-directed and child-directed activities within an emergent framework. 6. Assess the learning environment using ITERS.

Credits: 3.00

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 old's 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. This course meets the curriculum requirement in the ECE Foundational Certificate. Prerequisites: ECE 110 or PSY 252 and ECE 111. Three lecture hours per week.

Course Student Learning Outcomes

1. Explain different early learning and teaching strategies and curriculum models.
2. Design developmentally appropriate, standards-based curriculum that promotes young children's learning and development across domains.
3. Design play-based interactive activities for the different learning centers.
4. Explain the teacher's role in planning, implementing, and evaluating both teacher-directed and child-directed activities, environments, and curriculums.
5. Use a range of strategies, such as reflective practice and family engagement to improve and adapt curriculum.

Credits: 3.00

ECE 244: Parent-Teacher Communication and 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. Prerequisite: ECE 110 or PSY 252, and ECE 112. Three lecture hours per week. Gen. Ed. Competencies Met: Multicultural and Social Perspectives and Written Communication.

Course Student Learning Outcomes

1. Develop written forms of parent communication. 2. Self-evaluate oral and written communication skills using defined criteria. 3. Identify the unique composition of each family including ethnicity, race, socioeconomic status, abilities, and linguistic background. 4. Identify strategies for initiating and enhancing parent-teacher relationships.

Credits: 3.00

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. Prerequisite: PSY 252, ECE 113, and ECE 234 or ECE 236. Corequisite: 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. Three lecture hours per week. Gen. Ed. Competencies Met: Multicultural and Social Perspectives, Quantitative and Symbolic Reasoning, and Written Communication.

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: 3.00

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. This course meets the requirement for Practicum in the ECE Foundational Certificate. Prerequisites: Please note different requirements for different early education settings. Prerequisite: ECE 110 and ECE 111 and Corequisite ECE 221. For placement in an Infant/Toddler setting all of the above and pre or co-requisites ECE 224. For placement in a preschool setting all of the above and pre or co-requisites ECE 234. Instructional Support Fee applies. Gen. Ed. Competencies Met: Oral Communication."

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 recommend 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, environmental design, and curriculum in order to create safe, healthy, and nurturing environments for all children and their families.

Credits: 4.00

ECE 252: Teaching Practicum II and Seminar II

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 qualified. 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. Instructional Support Fee applies. Prerequisite: ECE 112, ECE 113, and ECE 251 with a grade of C- or better, AND Co-requisite: ECE 222, ECE 244 and ECE 224 or ECE 234 (depending on placement) are needed. Gen. Ed. Competencies Met: Oral Communication

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: 4.00

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. Prerequisite: ECE 111, ECE 112, and ECE 110 or PSY 252, all with a grade of C or better. Three lecture hours per week.

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 practices of play. 3. Practice basic principles and application of a Dialogic Reading Approach. 4. Design educational materials and curriculum including technology using the principles of an anti- bias curriculum. 5. Identify strategies promoting parent-teacher relationships. 6. Design preschool activities based on MA Curriculum frameworks. 7. Design a curriculum plan integrating early learning language arts, math, and science concepts integrating strategies for diverse learners.

Credits: 3.00

ECE 261: Early Childhood Licensure Teaching Practicum

Early Childhood licensure teaching practicum is a capstone experience. Field placements will be determined by the program coordinator and will be in school-based early childhood classrooms for a total of 175 hours (150 plus 25) across two grade levels ranging from pre-kindergarten through second grade. Students' participation evolves from observation to demonstration of competencies to be in-charge of the 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 of self 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. Prerequisite(s): ECE 260 and ECE 222 with a grade of C or better and a minimum overall GPA of 2.75. Instructional Support Fee applies. Gen. Ed. Competencies Met: Oral Communication.

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: 5.00

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. Prerequisite: ECE 251 or permission of program director. Three lecture hours per week.

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: 3.00

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. Pre or co-requisite: ECE 252, or permission of program coordinator. Three lecture hours per week.

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: 3.00

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. Prerequisite: 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. Three lecture hours per week. Gen. Ed. Competencies Met: Multicultural and Social Perspectives.

Course Student Learning Outcomes

1. Interpret the economy in quantitative terms with the help of national statistics. 2. Define key macroeconomic indicators, including GDP, the rate of inflation, the rate of unemployment, the government budget deficit, the trade deficit, and the exchange rate. 3. Evaluate the economic challenges of unemployment, inflation, and economic growth with the help of economic models. 4. Analyze the contemporary banking and monetary system. 5. Describe the role of international trade and government spending on domestic economic activity. 6. Evaluate the factors that contribute to or hinder economic growth, development, and inequality. 7. Relate economic concepts to real-world events and critically evaluate the impact of economic policy.
Credits: 3.00

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. Prerequisite: 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. Gen. Ed. Competencies Met: Multicultural and Social Perspectives.

Course Student Learning Outcomes

1. Define scarcity and show how it relates to the concepts of choice and opportunity 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 economic behavior of individual firms in the short run and long run. 4. Illustrate how prices and output are determined in various market structures based on microeconomic models. 5. Apply the model of perfect competition to predict the price, output, and welfare implications of several public policy interventions, including taxation, minimum wages, and rent control. 6. Interpret the meaning of marginal revenue and marginal cost and their relevance for firm profitability. 7. Define economic efficiency and how it is impacted by different market structures.
Credits: 3.00

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. One lecture hour per week. Gen. Ed. Competencies Met: Information Literacy.

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: 1.00

EDU 130: Education, Society and Philosophy
This course is designed to introduce students to the field of education by examining different historical, socio-political and philosophical perspectives. The course explores the historical and social role of school and education in society, while exploring philosophies that seek to investigate processes of learning and knowledge construction. During this course, students construct their own pedagogical and philosophical perspectives and analyze classroom curriculum and instruction. This course is invested in emphasizing the significance of relationality, ethics, identity, experience and equity in education. This course requires 10 hours of classroom observation at a public school. Prerequisite(s): 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. Three lecture hours per week. Gen. Ed. Competencies Met: Critical Thinking, Ethical Dimensions, and Written Communication.

Course Student Learning Outcomes
1. Students will examine the social and philosophical foundations of education. 2. Students will analyze historical and social processes that influence education practice, policy and curriculum. 3. Students will interrogate educational norms, structures and curriculum such as the learner, the educator, the space of school and the scope of knowledge production. 4. Students will create their own teaching and education philosophy as a guiding premise to establish their own educational ideals and goals.
Credits: 3.00

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. Prerequisite(s): A passing score on the college's writing and reading placement tests or C or better in ENG 091 or ENG 092. Three lecture hours per week. Gen. Ed. Competencies Met: Multicultural and Social Perspectives.

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: 3.00

EDU 210: Education and Technology
This course allows students to investigate the use of technology in educational settings (PreK-12) for developing inclusive pedagogical approaches, curriculum and instruction. In alignment with standards strategies in relation to the Massachusetts Digital Literacy and Computer Science and the International Society for Technology in Education, the course will explore strategies and conditions for technology integration in education and learning, while examining regulations and issues of equity to foster meaningful educational experiences for all students. This course requires 10 observation hours in a public PreK-12 school, and the school may request a Criminal Offenders Record Information (CORI). Prerequisite(s): 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. Three lecture hours per week. Gen. Ed. Competencies Met: Ethical Dimensions, Human Expression, and Information Literacy.

Course Student Learning Outcomes

Student will be able to: 1. Implement technological pedagogical approaches effective in fostering digital literacy, reasoning, creation, and problem solving. 2. Demonstrate responsible, legal, ethical and safe use of technology while analyzing its influence on society and students. 3. Create technological experiences to create, adapt and personalize learning to promote collaborative and communicative learning for all students and all learner needs. 4. Apply technology to develop curriculum and assessment strategies for Pre-K–12 diverse learners to demonstrate creativity, competency, adaptation and enjoyment of learning. 5. Develop strategies for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.

Credits: 3.00

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. Prerequisite(s): 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. Three lecture hours per week. Instructional Support Fee applies.

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: 3.00

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. Gen. Ed. Competencies Met: Global and Historic Awareness and Multicultural and Social Perspectives.

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: 3.00

EDU 320: Language and Literacy for Emergent and Intermediate Readers and Writers

This course examines the development of language and literacy skills (reading, writing, speaking and listening) in emergent and intermediate readers and writers. It provides a comprehensive exploration of theoretical foundations, research-based instructional strategies, and equitable assessment strategies to support critical literacy development in diverse classroom settings. Special emphasis is placed on developing inclusive, empowering and engaging learning environments for all learners that inspire a lifelong appreciation for reading and writing. Prerequisite(s): EDU 220 and Passing score on MTEL Communication and Literacy test. Prerequisite(s): EDU 220 and Passing score on MTEL Communication and Literacy test

Course Student Learning Outcomes

1. Apply theoretical foundations of language and literacy development to instructional practices. 2. Implement research-based instructional strategies to support emergent and intermediate readers and writers. 3. Assess literacy skills using effective assessment techniques and interpret data to inform instructional decisions. 4. Design inclusive literacy activities that promote an appreciation for reading, writing, and diversity. 5. Analyze how race, culture, language, ability, and development influence literacy acquisition. 6. Create lesson plans that integrate evidence-based strategies and technology to enhance language and literacy skills across varying proficiency levels.
Credits: 3.00

EDU 330: Critical Pedagogy and Curriculum Theory

In this seminar students will analyze critical theories in education, their impact on curriculum theory, educational thought and praxis. Socio-political conditions, education policies and emerging trends in the field of education will be examined through critical pedagogies. Special emphasis will be placed on the interface between critical curriculum frameworks and classroom practices. While using a critical lens to investigate school and curriculum structures, students will chart inclusive and democratic educational norms and seek practices of teaching and learning for social justice pedagogy and transformative education. Prerequisite: EDU 220 and a passing score on MTEL Communication and Literacy test

Course Student Learning Outcomes

1.Analyze the social, historical, and theoretical foundations of critical perspectives on education policy, theory, and curriculum. 2. Critically evaluate educational norms and structures based on race, culture, language, gender, ability, and other power relations. 3. Assess the opportunities and challenges of integrating theoretical inquiry into curriculum design and critical pedagogical practices. 4. Identify current and future frameworks for curriculum, teaching, and learning that promote empowering and democratic educational experiences for all learners.
Credits: 3.00

EDU 340: Curriculum and Instruction in STEAM

This course explores the integration of Science, Technology, Engineering, Art, and Mathematics (STEAM) into curriculum and teaching. It focuses on developing instructional strategies, designing interdisciplinary learning experiences, while utilizing social, ecological and technological literacy to empower and enhance STEAM learning in the classroom. Using Massachusetts Curriculum Frameworks and informed by National Science Teaching Association (NSTA) standards, students will design hands-on learning activities, collaborative projects, and reflective practices to create engaging, equitable and effective STEAM learning experiences for all learners. Prerequisite: EDU 220 and a passing score on MTEL: Communication and Literacy test.

Course Student Learning Outcomes

1. Create learning experiences that explore the scientific principles and importance of STEAM education in the classroom. 2. Design interdisciplinary STEAM curriculum and instruction that aligns with state and national standards. 3. Integrate technology effectively to support STEAM learning. 4. Develop creative assessment strategies to evaluate student

learning in STEAM subjects. 5. Incorporate the role of social awareness, critical thinking and the environment in STEAM education.
Credits: 3.00

EDU 410: Curriculum & Instruction in Social Sciences & Arts
This course is centered around integrating social science and art into curriculum design and teaching. Using Massachusetts and national curriculum frameworks, students will develop instructional and assessment strategies, while integrating arts and technology to enhance learning. Emphasis will be placed on developing contextualized learning experiences embedded in historical, social, geographical, and environmental themes encountered in arts and politics. Guided by critical pedagogy as the main theoretical framework, students will affirm diversity, equity, inclusion, and social justice education in their curriculum and teaching practices. Prerequisites: EDU 330.

Course Student Learning Outcomes
1. Analyze the principles and importance of teaching social studies and arts in education. 2. Design interdisciplinary learning plans in social studies and arts that align with state and national standards. 3. Formulate culturally competent instructional strategies using diverse historical and contemporary experiences and perspectives. 4. Develop equitable assessment strategies. 5. Implement approaches to cultural awareness and critical thinking in learning through art and social studies projects.
Credits: 3.00

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. Instructional Support Fee applies.

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: 3.00

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. Instructional Support Fee applies. NOTE: Utilizes Windows based software Mac versions available. Gen. Ed. Competencies Met: Information Literacy.

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: 3.00

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. Instructional Support Fee applies.

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: 4.00

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. Prerequisite: EGR 111 is recommended. Two class hours and three laboratory hours per week. Instructional Support Fee applies. NOTE: Utilizes Windows based software only.

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: 3.00

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. Instructional Support Fee applies. Gen. Ed. Competencies Met: Ethical Dimensions and Scientific Reasoning and Discovery.

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: 4.00

EGR 115: Manufacturing Processes, Measurements and Quality
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 specifications, 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. Instructional Support Fee applies.

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 producion of various end products. 3. Utilize quality principles, theories and analysis in the evaluation of processes and equipment.
Credits: 3.00

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. Prerequisite(s): Intermediate Algebra competency or concurrent enrollment in MTH 152. Three class hours and two laboratory hours a week.

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: 4.00

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.

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: 3.00

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.

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: 3.00

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 parallels 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. Prerequisite(s): Intermediate Algebra Competency, or concurrent enrollment in MTH 152. Three lecture hours and three laboratory hours per week. Instructional Support Fee applies.

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: 4.00

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. Prerequisite: EGR 131; pre or co-requisite: MTH 172. Three lecture and three laboratory hours per week. Instructional Support Fee applies.

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: 4.00

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. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

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. Reed and utilize appropriate manufacturers 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: 4.00

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. Pre-requisite(s): Intermediate Algebra Competency or concurrent enrollment in MTH 152. Three class hours and three laboratory hours a week. Instructional Support Fee applies.

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 manufacturers data sheets. 4. Use Electronics Workbench Multisim application software to model basic digital electronics.

Credits: 4.00

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. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

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.

1

1. Define population, community, ecosystem, biome and biosphere and understand their relationships.

1

1. Follow the movement of energy on the planet through biotic and abiotic systems.

1

1. Explain the concept of evolution and how it is the thread that links all forms of life together.

1

1. 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: 3.00

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.

Course Student Learning Outcomes
Upon successful completion of this course, students will be able to: 1. Perform basic mathematical operations. 2. Manipulate mathematical formulas to solve problems. 3. Solve word problems dealing with actual plant operations. 4. Use the metric system as well as the English system.
Credits: 3.00

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.

Course Student Learning Outcomes
Upon successful completion of this course, students will be able to: 1. Describe the many ways that computers are integrated into the operation of water systems. 2. Explain the benefits and functions of a Computerized Maintenance Management System (CMMS) 3. List the functions of a Supervisory Control and Data Acquisition (SCADA) 4. List the functions of a Water Information Management System (WIMS) 5. List the components of a SCADA system. 6. Create basic maps using Geographic Information System (GIS) Software 7. Prepare inventory lists and job orders. 8. Perform data input and process control calculations. 9. Use trending data to assist in process control decisions.
Credits: 3.00

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. Prerequisite(s): Intermediate Algebra competency or concurrent enrollment in MTH 152. Three class hours a week. Instructional Support Fee applies.

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: 3.00

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. Prerequisite: Intermediate Algebra competency, or concurrent enrollment in MTH 152. Three class hours and three laboratory hours a week. Instructional Support Fee applies.

Course Student Learning Outcomes

1. Identify and describe the historical importance, current applications and standards and the graphic symbology of fluid power. 2. Apply basic relationships and concepts required for the analysis of hydraulic flow systems. 3. Define the differences between hydraulic and pneumatic systems and basic gas relationships required for the analysis of pneumatic systems. 4. Analyzing fluid flow and choosing a specific type and size of pump, motor, cylinder, valves. conductors (pipes/hoses, seals and fittings) and conditioning equipment.

Credits: 4.00

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. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

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: 4.00

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.

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: 3.00

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.

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: 3.00

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. Prerequisite: MTH 214. One lecture hour and one laboratory hour per week. Instructional Support Fee applies.

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: 1.00

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. Pre- or co-requisite: EGR 131 or EGR 151. Three class hours and three laboratory hours per week. Instructional Support Fee applies. NOTE: Utilizes Windows based software only.

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: 4.00

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. Pre-requisite: MTH 119 recommended. Three lecture hours per week. Instructional Support Fee applies.

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: 3.00

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. Prerequisite: None. MTH 172 recommended. Three lecture and three laboratory hours per week. Instructional Support Fee applies.

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: 4.00

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. Pre-requisite: EGR 221. Three lecture hours and three laboratory hours per week. Instructional Support Fee applies.

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: 4.00

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. Prerequisite: MTH 215 with a C- or better. Co-requisite: EGR 233. Recommendation: Completion of EGR 131 and 132. Three lecture hours and one recitation hour per week. Instructional Support Fee applies.

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: 3.00
Recommended:
Completion of EGR 131 and 132.

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. Prerequisite: EGR 231 with a C or better; Co-requisite: EGR 234. Three lecture hours and one recitation hour per week. Instructional Support Fee applies.

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: 3.00

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. Co-requisite: EGR 231. Three laboratory hours per week.

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: 1.00

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. Co-requisite: EGR 232. Three laboratory hours per week.

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: 1.00

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. Prerequisite: EGR 132. Three lecture hours and three laboratory hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes
1. Explain different types of renewable energy sources. 2. Describe the different types of wind turbines, solar thermal, and photovoltaics. 3. Describe the process for determining the physical and economic feasibility of the renewable energy for different sites and applications. 4. Debate the pros and cons of renewable energy technologies.
Credits: 4.00

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.

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: 4.00

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. Prerequisite: EGR 241. Three lecture hours and two laboratory hours per week.

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: 4.00

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 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. Instructional Support Fee applies.

Course Student Learning Outcomes

1. Understand the basics of the three water infrastructure systems including drinking water, stormwater, and wastewater in the United States.

1. 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.
2. Study trends in precipitation and calculations of precipitation and runoff over a watershed area.
3. Understand the role of the drinking water operator and their ethical responsibility to the community they serve.
4. Explain what a public water supply is, and how they are categorized.
5. Prepare a basic water budget based on evaporation rate, precipitation, inflows and outflows from a water system.

6. Explain the different processes used to treat water at a conventional drinking water filtration plant.
7. Apply mathematical formulas for the calculations of flows and concentrations of materials moving through a drinking water filtration plant.
8. 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.

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1. Determine dosages and concentrations of chemicals used in the water treatment processes.

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1. Determine flows in natural streams as well as flows within a drinking water plant.

1

1. Perform mathematical calculations involving areas, volumes, flows, pressure, horsepower and electricity.

1

1. Be prepared to take the Massachusetts Grade 1 and Grade 2 Drinking water Treatment Plant Operator Certification Examinations.

Credits: 4.00

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. Prerequisite: CHM 111 or CHM 113. Three lecture hours and two laboratory hours per week. Instructional Support Fee applies.

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: 4.00

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 collection 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.

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. Opearte 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: 3.00

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 4 and 4 Drinking Water Treatment Plant Operator Certification Examinations. Prerequisite(s): EGR 244. Instructional Support Fee applies. Three lecture hours and three laboratory hours per week.

Course Student Learning Outcomes

Upon successfule 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 drinikng water 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: 4.00

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 system, 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.

Course Student Learning Outcomes

Upon successful completion students will be able to: 1. Define what a public drinikng water system is and why it is importnat 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: 3.00

EGR 251: Statics

This course considers the effects of forces on two- and three-dimensional systems of particles and rigid bodies in static equilibrium. Students apply engineering concepts of force vectors, moments and friction to solve engineering design problems. The course investigates techniques for analysis of trusses, beams and mechanisms to determine external reactions and internal forces. Prerequisites: PHY 101 or PHY 211, and MTH 172. Three lecture hours per week.

Course Student Learning Outcomes

1. Define quantities used in, and principles of, static equilibrium analysis. 2. Differentiate between body forces, internal forces, external/applied forces, and reactions as supports. 3. Analyze mechanisms and structures using graphical techniques, summation of forces and moments, the dot product, and the cross product. 4. Analyze mechanisms and structures using static and dynamic friction concepts. 5. Analyze trusses with the Methods of Sections and Joints.
Credits: 3.00

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. Prerequisite(s): MTH 215; Pre or co-requisite: EGR 251 and PHY 212. Two Lab Hours per week.

Course Student Learning Outcomes

1. Analyze structures and mechanisms using calculus-based methodologies with static equilibrium concepts to determine external reactions. 2. Analyze structures and mechanisms using calculus-based methodologies with static equilibrium concepts to determine internal forces. 3. Analyze structures and mechanisms using calculus-based methodologies with moments and rotational equilibrium concepts 4. Analyze structures and mechanisms using calculus-based methodologies with static and dynamic friction concepts.

Credits: 1.00

EGR 254: Mechanics of Materials and Structures

In this capstone 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 centroids, centers of gravity, moments of inertia, 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.

Prerequisite: EGR 251. Three lecture hours and three laboratory hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes

1. Determine the Center of Gravity, Centroid and Moment of Inertia of a body. 2. Define the material properties important to engineering. 3. Determine beam strength and deflection using graphical integration and shear and moment diagrams. 4. Design wood, steel, and reinforced concrete structural members to withstand common loading conditions. 5. Analyze shafts, joints and columns under common loading conditions. 6. Determine properties of materials and structures using common experimental methods.
Credits: 4.00

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. Prerequisite: PHY 102 or PHY 212 and MTH 215, or permission of the instructor. Instructional Support Fee applies.

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: 3.00

EGR 256: Advanced Mechanics of Materials

This course is designed to be taken concurrently with EGR 254 Mechanics of Materials and Structures and cover complex analysis techniques. Advanced mechanical properties of materials and stress, strain, bending and torsion concepts will be utilized to solve problems associated with beam, shaft and column design. The use of stress and strain transformation to determine maximum normal and shear stress and predict the failure of a material will be discussed. Prerequisite: EGR 253. Pre or co-requisite: EGR 254.

Course Student Learning Outcomes

Students who successfully complete this course will be able to: 1. Explain advanced stress, strain and mechanical properties concepts. 2. Solve advanced stress analysis and deflection problems. 3. Solve simple combined loading stress analysis and deflection problems. 4. Solve statically indeterminate and column buckling problems. 5. Analyze stress and strain components and stress transformation in 2D and 3D.
Credits: 1.00

EGR 257: Dynamics

This course is a continuation of the study of mechanics initiated in EGR251 Statics and EGR253 Advanced Statics. The fundamental principles of kinematics and kinetics are discussed. Objects are treated as particles as well as rigid bodies. Concepts of force, mass, acceleration, impulse - momentum, and work - energy principles are discussed in detail to analyze problems of motion. 3 credits. Prerequisite: EGR253 Advanced Statics and MTH215 Calculus II

Course Student Learning Outcomes

1. Explain basic theories and concepts in engineering. 2. Solve kinematic particle and rigid body problems for acceleration, velocity and position. 3. Use Newton's 2nd Law to solve kinetic particle problems. 4. Use Energy and Momentum Methods to solve motion of particle problems, system of particle problems and rigid body problems. 5. Solve kinetic rigid body problems for motion in a plane.

Credits: 3.00

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. Prerequisite: Intermediate Algebra Competency; or concurrent enrollment in MTH 152. Three lecture hours per week.

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: 3.00

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. Instructional Support Fee applies.

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 groundfish 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. I 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: 4.00

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. Instructional Support Fee applies.

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 offhsore 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 of as a written assignment around a case study.
Credits: 4.00

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. Prerequisite(s): EGR 131 or EGR 151 required. EGR 171 and EGR 172 recommended. Three lecture hours and three laboratory hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes

Upon successful completion of this course students will be able to: 1. Describe the balance of plant (BOP) requirements and expectations pertaining to wind turbine operation and describe the general siting and wind farm development process. 2. Identify the component, component location and describe the general function and purpose of the turbine components. 3. Identify and demonstrate the techniques and safe use of equipment associated with Cranes, Hoists, Rigging and Cribbing. 4. Demonstrate the safe use of various fasteners, torque & tension equipment including the difference between dry and wet torque. 5. Demonstrate knowledge of basic principles, methods and techniques of shaft alignment. 6. Demonstrate proper Bonding, Grounding and Lightning Protection techniques, theory, and significance of how a wind turbine detracts and dissipates lightning.
Credits: 4.00

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 & SCADA, Bearings, Gearboxes and Yaw Systems. Prerequisite(s): EGR 171 required. EGR 282 and EGR 131 or EGR 151 recommended. Three lecture and three laboratory hours per week. Instructional Support Fee applies.

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: 4.00

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. Prerequisite: EGR 131 or EGR 151 or permission of instructor. Three lecture and three laboratory hours per week. Instructional Support Fee applies.

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: 4.00

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. Prerequisite: EGR 282. Three lecture hours and three laboratory hours per week. Instructional Support Fee applies.

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. 5. Analyze relevant power curves and demonstrate its use in a case study.

Credits: 4.00

EGR 286: Data and Command Center Management

This course examines the importance of condition monitoring and its application to offshore wind turbines. Topics include the gathering and analysis of condition monitoring data, the technical and financial rationales behind maintenance decisions, and the significance of the Data and Command Center where all such work is carried out. Also included are the structure of a Data and Command Center, the jobs and roles associated with it, and its importance in offshore wind turbine management and maintenance. Data privacy and security-related issues are also discussed. Prerequisite: EGR 282. Three lecture and three laboratory hours per week. Instructional Support Fee applies.

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: 4.00

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. Instructional Support Fee applies.

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: 3.00

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. Prerequisite: 30+ credits completed in major or prior approval by the instructor. Three lecture hours and three laboratory hours per week. Instructional Support Fee Applies.

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: 4.00

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. Instructional Support Fee applies.

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: 6.00

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. Prerequisite: appropriate scores on the college's reading and writing placement exams, or ESL portfolio assessment. Co-requisite: designated linked ENG 101 course. Three lecture hours per week. Instructional Support Fee applies.

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: 3.00

Co-Requisites:

ENG-101

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. Prerequisite(s): A passing score on the College's writing and reading placement tests; a CC or better on ENG 091; corequisite enrollment, or prior completion of ENG 092; or recommendation of ESL 124 or ESL 126 Writing Portfolio. Three lecture hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Critical Thinking and Written Communication.

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: 3.00

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. Prerequisite(s): ENG 101. Three lecture hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Critical Thinking and Written Communication.

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 or 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: 3.00

ENG 214: Intermediate Composition: Research Writing
This intermediate composition course builds on English 101 writing skills to combine analysis of scholarly writing with the instruction needed for students to conduct their own semester-long academic research projects. With an emphasis on the writing process, students will learn how to create solid research questions, apply different research methods, effectively organize ideas in writing, and compose a well-structured research paper. Students will design their own research proposal, compose an annotated bibliography of primary and secondary sources, and synthesize sources into an argumentative research essay using MLA format. Three hours of library instruction are included to fine-tune use of academic databases and other library resources. This course is designed for any writer seeking to improve or build upon research and writing skills. Prerequisite: ENG 101. Three lecture hours per week. Gen. Ed. Competencies Met: Ethical Dimensions, Human Expression and Written Communication.

Course Student Learning Outcomes

By the end of the semester students will be able to: 1. Analyze written arguments. 2. Apply research methods toward composition of a research paper. 3. Utilize library resources, including evaluating sources. 4. Draft an annotated bibliography using accurate MLA style. 5. Synthesize primary and secondary sources. 6. Compose an analytically sound research paper using sufficient, credible evidence.
Credits: 3.00

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. Prerequisite: ENG 101. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression, Information Literacy and Written Communication.

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: 3.00

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. Prerequisite: ENG 102 or permission of the instructor. Three class hours a week. Gen. Ed. Competencies Met: Human Expression and Multicultural and Social Perspectives.

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: 3.00

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. Gen. Ed. Competencies Met: Human Expression.

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: 3.00

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. Prerequisite: ENG 102 or permission of instructor. Three lecture hours per week. Gen. Ed. Competencies Met: Human Expression.

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: 3.00

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, fabliaux, satires, and romances as students consider how these texts influenced the development of modern literature. Prerequisite: ENG 102. Three lecture hours per week.

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: 3.00

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. Prerequisite: ENG 102. Gen. Ed. Competencies Met: Global and Historic Awareness and Human Expression.

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.

Credits: 3.00

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. Prerequisite: ENG 102 or permission of instructor. Gen. Ed. Competencies Met: Human Expression.

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: 3.00

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. Prerequisite: ENG 102 or permission of instructor. Three lecture hours per week. Gen. Ed. Competencies Met: Human Expression.

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: 3.00

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. Prerequisite: ENG 102 or permission of instructor. Three class hours a week. Gen. Ed. Competencies Met: Human Expression and Multicultural and Social Perspectives.

Course Student Learning Outcomes

1. Further their critical thinking and writing skills about literature gained in ENG 102.
2. 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.
3. Challenge their own assumptions or expectations about what American literature is and who its authors are.
4. Identify various literary styles and genres, some European in origin and some specifically American.
5. Articulate major values, beliefs, and traditions of different cultures as reflected in the literature.
6. Recognize and demonstrate the social and historical circumstances that shaped the values, beliefs, and traditions of different cultures as reflected in the literature.
7. Understand and illustrate that writers of different cultures are influenced by each other.
8. Recognize that literature is a means of creating identification of self and society.

9. Evaluate the extent to which American literature informs his or her own sense of self.

Credits: 3.00

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. Prerequisite: ENG 102 or permission of instructor. Three class hours a week. Gen. Ed. Competencies Met: Human Expression and Multicultural and Social Perspectives.

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: 3.00

ENG 257: African-American Literature
This class introduces students to stories, novels, autobiographies, speeches, essays, poems, memoirs, and/or plays by and about celebrated African American writers to examine the historical, cultural, and social dimensions of the African American experience. This course will explore how these literatures raise fundamental issues relevant to people of all races and ethnicities. Historical time periods and genres of significant focus may include slave narratives, the Harlem Renaissance, the Civil Rights era, Afrofuturism, and social justice movements of the present day. Readings may include works of Maya Angelou, Octavia Butler, Audre Lorde, Toni Morrison, Alice Walker, Phyllis Wheatley, Frederick Douglass, Zora Neale Hurston, James Baldwin, Nella Larsen, Roxanne Gay, Colson Whitehead, Jesmyn Ward, and others

Course Student Learning Outcomes

1. Articulate the particular importance of African Americans expressing themselves. 2. Describe the connections between social and cultural histories and common themes in literature. 3. Interpret texts by taking into consideration the biographical backgrounds of authors. 4. Apply relevant theory to the analysis of literature. 5. Analyze ways in which issues in literature intersect with the lives of readers. 6. Recognize significant historical movements in African American literary studies. 7. Identify key genres and themes of African American literature.
Credits: 3.00

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. Prerequisite: ENG 102. Three lecture hours per week. Gen. Ed. Competencies Met: Human Expression.

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: 3.00

ENG 259: Native American Literature
Students will explore common themes and concerns of the Native American experience, while simultaneously learning the diversity of that experience. We will read novels, autobiographies, speeches, essays, poems, memoirs, or plays by and about celebrated Native Americans. Of the 574 recognized tribes in what is now the United States, this course will introduce students to only a fraction, such as Blackfeet, Cherokee, Cheyenne, Chickasaw, Chippewa, Creek, Diné, Gros Ventre, Kiowa,

and Modoc, as we critically analyze the historical, cultural, and social dimensions of Native American oral and literary traditions from before the European invasion to the present. We may cover core themes of decoloniality, environmentalism, activism, among others. Writers may include Louise Erdrich, Leslie Marmon Silko, Gerald Vizenor, James Welch, Joy Harjo, Sherman Alexie, Dina Gilio-Whittaker, Robin Wall Kimmerer, and Tommy Orange. Prerequisite: ENG 102 or permission of instructor. Three class hours a week. Gen. Ed. Competencies Met: Human Expression and Multicultural and Social Perspectives.

Course Student Learning Outcomes

1. Recognize the historical and cultural background of Native American literary creation, including the history of colonization in North America. 2. Examine the ways Native American texts create knowledge, from precolonial times to today. 3. Critique assumptions about and representations of Native American culture and literature. 4. Analyze themes, styles, and/or storytelling techniques in Native American texts. 5. Compose written analyses and/or oral presentations on these topics.
Credits: 3.00

ENG 260: Topics in English

This is a one semester course on a specific topic in English. Topics will be announced each semester. Prerequisite: ENG 102 or permission of instructor. Three lecture hours per week. Gen. Ed. Competencies Met: Human Expression.
Credits: 3.00

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. Pre-requisite: ENG 102 or permission of instructor. Three lecture hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.

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 childrens' 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: 3.00

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 1800s 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. Le Guin, Douglas Adams, Sakyo Komatsu, and Nalo Hopkinson. Prerequisite: ENG 102 or permission of the instructor. Gen. Ed. Competencies Met: Human Expression.

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: 3.00

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. Prerequisite: ENG 102 or permission of the instructor. Three lecture hours per week. Gen. Ed. Competencies Met: Human Expression.

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: 3.00

English as a Second Language

ESL 012: Intermediate English Grammar
This course is designed to prepare students for ESL 122 through a review of the basic structures of the English language and an introduction to intermediate grammar structures in both written and spoken forms. Students demonstrate readiness for ESL 122 through mastery of a cumulative final exam. ESL 012 does not count toward a degree. Grade points earned in this course will be included permanently in the student's SPI. Prerequisite: Permission of the instructor or test score of 55/120. Three lecture hours per week. Instructional Support Fee applies.

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.

1. Demonstrate developing ability to use these grammatical structures through conversation and writing.

Credits: 3.00

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. Prerequisite: Permission of the instructor or test score of 55/120. Three lecture hours per week. Instructional Support Fee applies.

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: 3.00

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. Prerequisite: Permission of the instructor or a minimum ESL writing test score of 3. Grade points earned in this course will be included permanently in the student's SPI. Three lecture hours per week. Instructional Support Fee applies.

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: 3.00

ESL 015: Intermediate English Conversation Skills

This course is designed to develop students' oral/aural skills in preparation for ESL 125. Students will participate in discussions, give presentations, do listening activities, and practice pronunciation. Prerequisite: Permission of instructor or test score of 48-100. ESL 015 does not count toward a degree. Grade points earned in this course will be included permanently in the student's SPI. Three class hours a week. Instructional Support Fee applies. Three class hours a week. Instructional Support Fee applies.

Course Student Learning Outcomes

Students who successfully complete this course will be able to: 1. Communicate in intermediate level conversations and discussions. 2. Prepare and deliver basic presentations. 3. Apply vocabulary acquired in course to spoken English communication. 4. Demonstrate pronunciation and intonation that is consistent with Standard Spoken English. 5. Demonstrate intermediate level competency in English language structure and mechanics in oral communication. 6. Demonstrate confidence in listening and speaking in English.

Credits: 3.00

ESL 122: Advanced English Grammar Review

This course is designed to foster mastery of advanced structures of the English language, in both written and spoken form. As part of the final evaluation of this course, students will demonstrate proficiency on a cumulative final exam. Prerequisite: ESL 012 with a C- or better or permission of the instructor, or test score of 81/120. Three lecture hours per week. Instructional Support Fee applies.

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: 3.00

ESL 123: Advanced English Vocabulary and Reading Skills

This course is designed to develop students' academic English vocabulary and reading comprehension skills to prepare the student for ESL 126 and advanced college-level work. Prerequisite: Completion of ESL 013 with a C- or better or permission of the instructor, or test score of 81-120. Three lecture hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes

Students who successfully complete this course will be able to: 1. Demonstrate the steps of a reading process. 2. Employ effective strategies to build academic English vocabulary. 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: 3.00

ESL 124: Advanced English Written Expression

This course is designed to prepare students for ESL126, ENG 092/ENG101, or ENG 101. Students will apply standard English academic writing structures to compose paragraphs, essays and apply MLA standards to written assignments. As part of the final assessment in ESL 124, students will submit a Writing Portfolio that represents their writing development through the semester. Portfolios will be evaluated by either or both ESL and English Department faculty. The evaluation of the Portfolio will determine if the student passes ESL 124. Prerequisite: ESL 014 with a C- or better or permission of the instructor, or an ESL writing test score of 4-5. Three lecture hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.

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: 3.00

ESL 125: Advanced English Conversation

This course is designed to develop students' oral/aural skills through the use of group discussion, presentations and listening activities. Prerequisite: ESL 015 with a C- or better or permission of the instructor, or test score of 72-100. Three lecture hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes

Students who successfully complete this course will be able to: 1. Apply speaking and listening skills 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. 6. Demonstrate appropriate English according to purpose and audience. 7. Demonstrate confidence in listening and speaking English.
Credits: 3.00

ESL 126: Integrated and Accelerated ESL Reading and Writing

ESL126 is designed to prepare students for ENG 092/ ENG101, or ENG101. This course focuses on developing English language proficiency by integrating reading, writing, and learning strategies. Using a theme-based approach, emphasis is placed on critical thinking and reading skills to comprehend, summarize, analyze, and make connections between texts. Students will respond to readings through assignments that require paragraph and essay writing. Students will follow American English, academic writing standards, as well as integrate, quotations and citations in MLA format. Writing assignments will incorporate fundamental skills such as standard English punctuation, sentence, structure, grammar, and appropriate word choices. As part of the final assessment, students will submit a portfolio to demonstrate proficiency to transition to ENG 092/ENG, 101, or ENG 101. A passing grade of C- is required to pass ESL 126. Prerequisites: For all students a pre or co-requisite ESL122 or a score of 99 or above on the ESL grammar placement test. Students with a passing grade in ESL123 or a score of 95 or better on the ESL reading placement test and a passing grade in ESL124, or an ESL writing placement test score of 4 or 5, or in lieu of ESL124 criteria a passing grade in ESL014 of B+ or better. Students may be placed in ESL126 with the permission of the ESL Coordinator. Six lecture hours per week. Six credits will count toward a foreign language elective. Grade points earned in this course will be computed into the student's GPA. Gen. Ed. Competencies Met: Multicultural and Social Perspectives and Written Communication. 6 credits, Fall Spring. Attendance required for an online course that meets on a specific day and time.

Course Student Learning Outcomes

1. Employ a reading and writing process including: pre-reading and pre-writing strategies through building comprehension, drafting and revision. 2. Improve reading proficiency through use of academic English vocabulary, annotations, recognizing structural patterns in a text and identifying main ideas. 3. Summarize and synthesize information found in multiple sources. 4. Analyze audience, purpose and

voice as both a reader and writer. 5. Respond to readings through paragraph and essay writing for various purposes supporting prompts with a meaningful thesis and appropriate support structures. 6. Support ideas with relevant evidence from both real world experience and texts, integrating quoted information and using MLA citation format. 7. Apply Standard American English grammar constructs and syntax. 8. Use digital tools and technologies for reading and writing tasks.
Credits: 6.00

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)

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.

1

1. Identify the primary responsibilities of fire prevention personnel including code enforcement, public information, and public and private protection systems.

1

1. Recognize the components of career preparation and goal setting.

1

1. Describe the importance of wellness and fitness as it relates to emergency services.

Credits: 3.00

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. (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: 3.00

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.

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: 3.00

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. Gen. Ed. Competencies Met: Ethical Dimensions.

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: 3.00

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)

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: 3.00

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. Instructional Support Fee applies.

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: 4.00

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. Instructional Support Fee applies.

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: 4.00

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.

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: 3.00

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. Prerequisite: MTH 111. Three lecture hours per week.

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: 3.00

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)

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

1

1. Explain the importance of investigating all near-misses, injuries, and fatalities

1

1. Discuss how incorporating the lessons learned from investigations can support cultural change throughout the emergency services

1

1. Describe how obtaining grants can support safety and survival initiatives

1

1. Formulate an awareness of how adopting standardized policies for responding to emergency scenes can minimize near-misses, injuries, and death

1

1. Explain how the increase in violent incidences impacts safety for emergency services personnel when responding to emergency scenes

1

1. Recognize the need for counseling and psychological support services for personnel and their families, and identify access to local resources and services

1

1. Describe the importance of public education as a critical component of life safety programs

1

1. Discuss the importance of fire sprinklers and code enforcement

1

1. Discuss the importance of safety in the design of apparatus and equipment

Credits: 3.00

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. Instructional Support Fee applies. (FESHE Approved)

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

1

1. Discuss the appropriate application of fire protection systems

1

1. Explain the operation and appropriate application for the different types of portable fire protection systems

Credits: 3.00

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. Pre or co-requisite: EGR 103. Two lecture hours and two laboratory hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes

1. Define what a Geographic Information System is 2. Define what Geospatial Technology is 3. Understand the cartographic principles of scale, projections, labels, legends, and coordinate systems 4. Apply cartographic principles to produce dynamic electronic maps 5. Apply selected spatial analysis techniques to solve geospatial related problems 6. Develop a basic understanding of the use of ESRI's ArcGIS 10.x software
Credits: 3.00

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 GIS 101 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. Prerequisite: GIS 101. Two lecture hours and two laboratory hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes

1. Use the tools of GIS, including overlap, clipping, buffering, geoprocessing, and spatial analyst to analyze data sets to solve problems 2. Understand and use the Raster data and raster data storage 3. Understand and perform analysis using networks 4. Understand the basic properties and uses of Coordinate systems and choose the right projections for the a project 5. Perform basic map editing and add and edit map features 6. Understand the Geodatabase model and create a geodatabase 7. Understand data quality issues and the Metadata that accompany data sets and use the Metadata editor tool and templates
Credits: 3.00

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. Prerequisite: EGR 141. Two lecture hours and two laboratory hours per week. Instructional Support Fee applies.
Credits: 3.00

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. Prerequisite: One year of lab science in high school or one semester of college lab science. Three lecture hours and two laboratory hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

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: 4.00

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. Prerequisite(s): 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. Three lecture hours per week Gen. Ed. Competencies Met: Critical Thinking, Ethical Dimensions, Global and Historic Awareness and Multicultural and Social Perspectives.

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: 3.00

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. Prerequisite(s): 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. Three class hours a week. Gen. Ed. Competencies Met: Critical Thinking, Ethical Dimensions, Global and Historic Awareness and Multicultural and Social Perspectives.

Course Student Learning Outcomes

Students who successfully complete this course will be able to: 1. Identify the intellectual and political origins of modern nations. 2. 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: 3.00

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. Gen. Ed. Competencies Met: Ethical Dimensions and Multicultural and Social Perspectives.

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: 3.00

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. Prerequisite: High school biology or permission of instructor. One lecture hour per week. Instructional Support Fee applies.

Credits: 1.00

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. Prerequisite: High school biology or permission of instructor. One lecture hour per week. Instructional Support Fee applies.

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: 1.00

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. Instructional Support Fee applies.

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: 3.00

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. Prerequisite: A passing score on the College's reading and English placement tests or concurrent enrollment in ENG 092. Three lecture hours per week. Gen. Ed. Competencies Met: Critical Thinking.

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: 3.00

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.

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: 3.00

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. Prerequisite(s): ENG 101, HLT 106, BIO 115, or BIO 233 and BIO 234. Pre or co-requisite: HLT 116 (or permission of the Program Coordinator for graduates of a direct patient care program.) Three lecture hours and three laboratory hours per week. Instructional Support Fee applies.

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: 4.00

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. Prerequisite: 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. Three lecture hours per week. Gen. Ed. Competencies Met: Critical Thinking, Ethical Dimensions, Global and Historic Awareness and Multicultural and Social Perspectives.

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 how the human historical experience of the past affects the present and future.

Credits: 3.00

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. Prerequisite: A passing score on the college's writing and reading placement tests or, C or better or concurrent enrollment ENG 091 or ENG 092. Three lecture class hours per week. Gen. Ed. Competencies Met: Critical Thinking, Ethical Dimensions, Global and Historic Awareness and Multicultural and Social Perspectives.

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: 3.00

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. Prerequisite: 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. Three lecture hours per week. Gen. Ed. Competencies Met: Critical Thinking, Ethical Dimensions, Global and Historic Awareness and Multicultural and Social Perspectives.

Course Student Learning Outcomes

Students who successfully complete this course will be able to: 1. Analyze the cultural conflicts from the pre-Columbian period through 1877. 2. Analyze the evolution of the American identity. 3. Examine the evolution of governmental institutions, policies and elections from colonial beginnings through the Reconstruction Era. 4. Explain the development and transformation of the American economy. 5. Evaluate the impact of social, religious and intellectual movements in the US to 1877.
Credits: 3.00

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. Prerequisite: 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. Three lecture hours per week. Gen. Ed. Competencies Met: Critical Thinking, Ethical Dimensions, Global and Historic Awareness and Multicultural and Social Perspectives.

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: 3.00

HST 216: Brilliancies and Blunders: 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 and to the present time, 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. A passing score on the college's reading and writing placement tests or concurrent enrollment in ENG 091 or ENG 092.Three lecture hours per week. Gen Ed Competencies met: Ethical Dimensions, Global and Historical Awareness

Course Student Learning Outcomes

Students who successfully complete this course will be able to: 1. Identify the key elements and events of US foreign policy. 2. Assess the historical roots of the nation's foreign policy. 3. Evaluate US foreign policy relations with developing nations from World War II to the present. 4. Evaluate the types and terms of engagements between the U.S. and foreign nations. 5. Analyze the major United States foreign policy trends of the 20th century to the present time.
Credits: 3.00

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. Prerequisite: 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. Three lecture hours per week. 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. Gen. Ed. Competencies Met: Critical Thinking, Global and Historic Awareness, Human Expression and Multicultural and Social Perspectives.

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: 3.00

HST 251: The 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. Prerequisite: 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. Three lecture hours per week. Gen. Ed. Competencies Met: Critical Thinking, Global and Historic Awareness, Multicultural and Social Perspectives and Written Communication.

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. 6. Write analytically about issues affecting women in American history and their greater historical context.

Credits: 3.00

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. Prerequisite(s): 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. Three lecture hours per week. Gen. Ed. Competencies Met: Critical Thinking, Global and Historic Awareness and Human Expression.

Course Student Learning Outcomes

Students who successfully complete this course will be able to: 1. Evaluate a variety of primary and secondary historical sources. 2. Analyze the impact of religious, intellectual, and cultural movements in Russia and the Soviet Union in the 20th Century. 3. Analyze the influence of complex and diverse cultures within Russia and the Soviet Union. 4. Explain how geography shapes personal and cultural values and the collective identity of the Russian people. 5. Explain the development and transformation of the Soviet economy to a post-Soviet economy, as it relates to contemporary issues and challenges.

Credits: 3.00

HST 253: History of Modern Africa

The history of African state societies entering into the nineteenth century; their perceptions of and responses to the abolition of the slave trade; their resistance to Western imperialism and colonialism; the function of African societies under colonialism; the development of nationalism and struggle for independence; and the emergence of African political and economic systems since the end of the independence movements. Prerequisite: a passing score on the College's English placement test or a C or better or concurrent enrollment in ENG 091 or ENG 092. Three lecture hours per week. Competencies met: Global and Historical Awareness, Multicultural and Social Perspectives.

Course Student Learning Outcomes

Students who successfully complete this course will: 1) Assess the ideas, institutions, and individuals that have shaped African history during the last two centuries. 2) Identify the changing roles of Africa and Africans in the wider world. 3) Evaluate the political, religious, and economic impact of European colonization on Africa and European societies at home. 4) Assess how the collapse of imperialism in Africa was connected to political struggles elsewhere in the world. 5) Explain how African culture has become increasingly integrated into globalized society in the twenty first century.
Credits: 3.00

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. Pre-requisite(s): A passing score on the college's reading and writing placement tests or, a CC or better in ENG 091 and concurrent enrollment ENG 092. Three lecture hours per week. Gen. Ed. Competencies Met: Ethical Dimensions, Global and Historical Awareness.

Course Student Learning Outcomes

Students who successful complete this course will be able to: 1. Evaluate the origins and causes of WWII within the global context of post-WWI conditions. 2. Describe the impact of scientific and technological developments on the course of WWII. 3. Explain the immediate events leading up to the outbreak of war in Europe in Sept. 1939. 4. Explain how Germany conquered most of Europe by 1942 including the Allied reaction to German military expansion. 5. Describe the events in East Asia and the western Pacific. 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: 3.00

HST 257: History of Modern East Asia (China and Japan)

This course is a survey of Asian history from 1800 to the present 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. Prerequisite: 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. Three lecture hours per week. Gen. Ed. Competencies Met: Global and Historic Awareness, Human Expression and Multicultural and Social Perspectives.

Course Student Learning Outcomes

Students who successfully complete this course will be able to: 1. Analyze the scope of human experience of Modern Asians. 2. Assess the ways that historical events of modern East Asian history has helped shape the world today. 3. Evaluate the growth of modern East Asian society, economics, and government. 4. Synthesize college-level materials on East Asian history. 5. Apply the cultural context of East Asia to an understanding of American cultural diversity.
Credits: 3.00

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. Prerequisite: 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. Three lecture hours per week. Gen. Ed. Competencies Met: Critical Thinking, Ethical Dimensions, Global and Historic Awareness, Human Expression and Multicultural and Social Perspectives.

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: 3.00

HST 260: Topics in History

A one-semester course on a specified topic or period of history. Topic to be announced each semester. Prerequisite(s): 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. Three lecture hours per week. Gen. Ed. Competencies Met: Critical Thinking, Ethical Dimensions, Global and Historic Awareness and Human Expression.

Course Student Learning Outcomes

Students who successfully complete this course will: 1. Explain how an understanding of history makes students better citizens in an increasingly complex world. 2. Analyze a variety of primary and secondary historical sources and their varying perspectives. 3. Apply the tools gained from the study of the past to an analysis of the present and predictions for the future.

Credits: 3.00

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. Gen. Ed. Competencies Met: Human Expression and Multicultural and Social Perspectives.

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: 3.00

HST 280: Democracy: From Theory to Practice

What is a democracy? How can we identify it? Why should we care about it? Using an interdisciplinary approach, this course explores the challenges of creating and maintaining a healthy democracy. Students will examine components of modern democratic institutions and practices, including elections, civil society, participation, representation,

equity and diversity, and human rights within the United States and across the world. Gen. Ed. Competencies Met: Critical Thinking, Ethical Dimensions, Global and Historic Awareness.

Course Student Learning Outcomes

Students who successfully complete this course will be able to: 1) Identify basic political processes. 2) Evaluate the efficacy of democracy in a variety of nations. 3) Examine the ways that diversity enhances democracy. 4) Explain the various threats and challenges to democracy. 5) Analyze the extent to which democratic ideals are realized in the United States and in nations around the world.
Credits: 3.00

HST 290: Comparative Genocide

This course examines instances of genocide from antiquity through the 21st century. Students critically analyze selected cases of genocide to understand the societal, cultural, economic, and political causes of genocide. Students study the complex challenge of prevention, international justice, and reconciliation in countries that have experienced mass atrocities. Students develop the ability to think, read, and write critically and analytically and to understand the risk factors for mass violence through comparative applications. This course aids students in their efforts to understand the principles of group behavior and the development of mass violence. Pre-requisite(s) A passing score on the college's reading and writing placement tests, or concurrent enrollment in ENG 091 or ENG 092, or permission of the department chair. Three lecture hours per week. Gen. Ed. Competencies Met: Critical Thinking and Global and Historic Awareness. 3 credits.

Course Student Learning Outcomes

1.Explain the evolution and the continued practice of genocide and mass atrocity. 2. Analyze the complex causes of genocide. 3. Assess perpetrator behavior in the context of mass violence. 4. Critique international responses to genocide, including that of the United States.
Credits: 3.00

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. Prerequisite: 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: 1.00

Hospitality

HOS 121: Introduction to Hospitality

Hospitality is the world's largest industry. The focus of this course will be introductory in nature. It will provide students with an understanding of how people use their free time. Each chapter 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 different aspects of the Hospitality Industry. Three lecture hours per week. 3 credits Fall

Course Student Learning Outcomes

1. Describe the economic size of the hospitality industry. 2. Describe the importance of implementing sustainability practices in the hospitality industry. 3. Explain the importance of having an inventory of a community's hospitality resources. 4. Describe the impact Destination Management Organizations have on the Hospitality Industry. 5. Outline what current technology is used in the Hospitality Industry. 6. Explain what impact social media has on marketing for the Hospitality Industry.

Credits: 3.00

HOS 135: Risk and Sustainability Management

There are risks associated with everything we do. Reviewing the potential risks and planning solutions, will allow an event to be more successful. Embracing Sustainability will reduce wasting of natural resources. Understanding how to plan sustainable events and minimizing potential risk will promote more successful events. Preferred prerequisite HOS121 and HOS137. Three lecture hours per week. Gen Ed Competencies met: Critical Thinking, Multicultural and Social Perspectives, Oral Communication and Written Communication.

Course Student Learning Outcomes

1. Evaluate the risks in conducting events. 2. Develop an emergency plan for various types of events. 3. Assess legal, ethical and risk management concerns. 4. Coordinate the sustainable event features. 5. Identify what sustainability efforts can be taken that will also help the environment. 6. Identify what recycling efforts are appropriate for most events. 7. Outline a waste management plan that will minimize your carbon footprint.

Credits: 3.00

HOS 137: Events 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. Suggested prerequisite(s): HOS 121 with a grade of C+ or better. Three lecture hours per week.

Course Student Learning Outcomes

1. Arrange the implementation of all essential utility and marketing needs. 2. Identify the staging and equipment needs for 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 all the stakeholders at an event. 5. Prepare response plans for risks associated with the event project. 6. Facilitate the timely and efficient distribution of information to event stakeholders. 7. Integrate the various perspectives of sustainability into event planning.

Credits: 3.00

HOS 223: Convention Sales and Services

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. Recommend MAR 101 first. Prerequisite: HOS 137 with a grade of C+ or higher. Three lecture hours per week.

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: 3.00

Recommended:
MAR 101 first.

HOS 226: Hotel Accomodations 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.

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: 3.00

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. Suggested prerequisite: HOS 137. Three lecture hours per week. Instructional Support Fee applies.

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: 3.00

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. Prerequisite(s): HOS 121, HOS 137. Pre or co-requisite HOS 255. Three lecture hours per week. Instructional Support Fee applies.

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: 3.00

HOS 270: Planning the Perfect Wedding

Weddings are a big part of an event planners' job. Planning the Perfect Wedding requires attention to details and coordination of many different aspects. Most couples have never hosted a party as big, important and complicated as a wedding. That's where a full-service wedding planner comes in. This course focuses on the myriad of details including a comprehensive timeline construction. Students will

interact with real wedding planners, and plan weddings on paper based on real life case studies. HOS137, HOS255, suggested. All courses in the certificate are stand alone courses, so students do not need the prerequisites to take the course, 3 lecture hours per week.

Course Student Learning Outcomes

1. Define the role of a Wedding Planner 2. Identify the many details needed to plan the perfect wedding. 3. Outline the composition of a detailed event timeline. 4. Identify the criteria to select appropriate vendors to enhance client requests. 5.Define how to map out an agenda with perfect pacing and guest involvement. 6.Outline networking techniques to develop contact list
Credits: 3.00

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. Students will explore the Human Service profession, the skills and values needed to succeed as a human services practitioner and gain an understanding of fundamental Human Service concepts including motivations for entering the field, roles of client and helper, serving the whole person, using an interdisciplinary approach, and empowering clients. Prerequisite: A passing score on the college's reading and writing placement tests or concurrent enrollment in ENG 092. Three lecture hours per week. Gen. Ed. Competencies Met: Global and Historical Awareness, Information Literacy, Multicultural and Social Perspectives.

Course Student Learning Outcomes

Students who successfully complete this course will be able to: 1. Define social welfare and human services. 2. Analyze historical and contemporary societal forces that shape and influence social policies. 3. Describe the relationships between societal issues and the delivery of social services. 4. Reflect on personal values, beliefs, prejudices, and experiences regarding the social welfare system. 5. Explain the factors that lead people to need, seek and receive services. 6. Write an Annotated Bibliography using APA format. 7. Identify multiple career fields within the field of human resources. 8. Demonstrate essential oral and written communications skills
Credits: 3.00

SER 102: College Success Seminar for Human Services

This course facilitates a new Human Services major'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 and in the Human Services Program (certificate and/or degree). 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. 1 Credit

Course Student Learning Outcomes

Students will be able to: 1. Identify and utilize college resources. 2. Apply personalized learning and study skills that will enhance their college success. 3. Formulate academic and career goals. 4. Create social relationships with students, faculty and staff. 5. Develop basic financial literacy.
Credits: 1.00

SER 210: Human Behavior and Social Environment

This course provides a conceptual framework for evaluating and understanding the correlation between human behavior and the social environment. There is a strong emphasis on the ecological perspective and the social systems theory. Life course, assets and resiliency-based perspectives are also utilized and examined. Theories, themes, and terms from the course will be applied to evaluating the impact of the social environment on human functioning with a focus on how these theories pertain to diversity, poverty, discrimination, and oppression. 3 credits. Prerequisites: A passing score on the college's reading and writing placement tests or concurrent enrollment in ENG 091 or ENG 092.

Course Student Learning Outcomes

1. Synthesize bio-psycho-socio-cultural-spiritual influences on human behavior in the context of individual, family, and larger system environments. 2. Apply relevant traditional and alternative theories of HBSE, including social systems theory, the ecological perspective, life course theory, and the empowerment perspective, to individual and family, groups, organizations, and communities. 3. Identify the impact of racial, ethnic, cultural, religious, ability, socioeconomic, gender, sexual orientation, age differences, and historical contexts on the individuals, families, groups, organizations, communities, and the world. 4. Explain the ethical responsibility of social workers as it pertains to the National Association of Social Workers (NASW) code of ethics and greater society. 5. Critique one's own self-awareness regarding the formation of one's beliefs and biases regarding cultural competency, skills, knowledge, and values.
Credits: 3.00

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. Pre or co-requisite: PSY 101, SOC 101, SER 291, or permission of the program director. Three lecture hours per week.

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: 3.00

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. Prerequisite: SER 101. Three lecture hours per week. Gen Ed Competency met: Ethical Dimensions.

Course Student Learning Outcomes

Students who successfully complete this course will be able to: 1. Define power, privilege, and oppression using historical trends and local and global comparisons. 2. Analyze key social justice issues relevant to the field of human services. 3. Describe ways to advance human rights and social and economic justice. 4. Analyze interactions among individuals, families, groups, communities and organizations. 5.

Analyze personal values, beliefs, attitudes, and ethics regarding the intersectionality of course concepts and how these affect practice.
Credits: 3.00

SER 251: Generalist Practice in Human Services
This course examines the dynamics of the helping relationship and focuses on developing and practicing essential clinical skills utilized by human service professionals when working with individuals, families and groups. Students will examine social and cultural influences, theories, and diversity issues related to the interview and assessment process and apply human service knowledge and values while developing and practicing interviewing and assessment techniques in micro, mezzo and macro settings. Prerequisite: SER 101 and PSY 101 or concurrent enrollment in PSY 101. Three lecture hours per week. Gen Ed Competency met: Oral Communication

Course Student Learning Outcomes
Students who successfully complete this course will be able to: 1. Demonstrate basic interviewing, assessment, and counseling skills necessary to build and maintain effective relationships with clients. 2. Practice effective verbal and non-verbal communications skills in a professional setting. 3. Demonstrate cultural competency when working with a variety of client populations. 4. Define the components of the professional relationship. 5. Conduct an effective helping interview. 6. Evaluate techniques for improving interviewing and assessment skills.
Credits: 3.00

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. Pre or co-requisite: SER 291 or permission of the program director. Three lecture hours per week.

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: 3.00

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. Pre or co-requisite: PSY 101 or permission of the program director. Three lecture hours per week.

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: 3.00

SER 290: Pre-Internship Skills, Planning and Success
In this interactive workshop, students research and select an appropriate agency site for their required Human Services Field Experience. Pre-internship planning will cover resume essentials, interviewing skills, writing cover letters, professional email and thank you emails. Considerable attention is paid to examining one's own values and motivations, time commitment, transportation, managing expectations, determining preferred work style and setting, and selecting desired client population(s). Pre or co-requisite: SER 251 or SER 261 or permission of the Department Chair. One lecture hour per week. Gen Ed Competency met: Written Communication

Course Student Learning Outcomes

Students who successfully complete this course will be able to: 1. Identify professional behavior in the workplace. 2. Clarify personal values and their relationship to long term career goals. 3. Identify approved human service agencies whose missions align with personal goals and preferences. 4. Demonstrate professional oral and written communication skills.
Credits: 1.00

SER 291: Field Experience and Seminar

This course allows students to complete their supervised on-the-job experience in the developmental disability field with their employer. 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. In this interactive online only workshop, students continue the internship with their employer agency to complete the 125 hour required placement started in SER-290-DDS. The student will work with the certificate program director and their employer's human resources office to arrange program updates and in-person interviews and student evaluations with internship supervisors as required. Prerequisite: SER 290 or permission of the program director.

Course Student Learning Outcomes

Students who successfully complete this course will be able to: 1.Integrate theoretical knowledge with practical employer agency experience to identify potential management or administrative positions for advancement. 2. Identify the roles of human service providers and the clients who are served by them. 3. Examine personal values and beliefs in relationship with employer's service delivery system. 4. Explain long term career goals in response to internship completion results.
Credits: 5.00

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. Pre or co-requisite(s): ENG 101 or instructor permission. Three lecture hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression, Information Literacy and Multicultural and Social Perspectives.

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: 3.00

HUM 110: Introduction to Queer-Feminist Studies

HUM 110 is an introductory survey course providing an overview of queer-feminist studies through major writers and thinkers within the field. Taking an interdisciplinary approach, the course provides historical background on how modern Western culture created and structured gender and sexual binaries and the critiques that deconstructed 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 provides critical skills to assess western culture and act in accordingly ethical ways. In addition to queer theory and feminist theory, other concepts covered may be critical ethnic studies, disability studies, neoliberalism, and migration studies. Prerequisite(s): A passing score

on the college's reading and writing placement tests, or CD or higher in ENG 091 or ENG 092, or concurrent enrollment in ENG 092. Three lecture hours per week. Gen. Ed. Competencies Met: Critical Thinking, Ethical Dimensions, Multicultural and Social Perspectives.

Course Student Learning Outcomes

1. Identify 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: 3.00

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 post-industrial 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. Prerequisite(s): A passing score on the College's writing and reading placement tests, or C or better in ENG 091 or ENG 092. Three lecture hours per week. Gen. Ed. Competencies Met: Critical Thinking, Ethical Dimensions, Global and Historic Awareness and Multicultural and Social Perspectives.

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: 3.00

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. Pre or co-requisite: ENG 101. Three lecture hours per week. Instructional support fee applies.

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: 3.00

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. Pre or co-requisite(s): ENG 101 or permission of instructor. Three lecture hours per week. Gen. Ed. Competencies Met: Human Expression.

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: 3.00

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. Pre or co-requisite(s): ENG 101 or permission of instructor. Three lecture hours per week. Gen. Ed. Competencies Met: Human Expression.

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: 3.00

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 Hguyen. Prerequisite(s): ENG 102 or permission of instructor. Three lecture hours per week. Gen. Ed. Competencies Met: Ethical Dimensions and Human Expression.

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: 3.00

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. Prerequisite: ENG 101 and ENG 102. Open to Commonwealth Honors Program students and others with permission of instructor. Gen. Ed. Competencies Met: Ethical Dimensions, Human Expression and Multicultural and Social Perspectives.

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: 3.00

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. Prerequisite: ENG 102. Instructional Support Fee applies. Three lecture hours per week. Gen. Ed. Competencies Met: Multicultural and Social Perspectives.

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: 3.00

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, Jorges 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. Prerequisite: Enrollment in the Commonwealth Honors Program or permission of the instructor. Three hours of lecture per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Ethical Dimensions and Multicultural and Social Perspectives.

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: 3.00

HUM 292: Native American Art and Activism

This course will provide an introduction to contemporary Native North American art, literature,

television, and film, highlighting the ways in which Native peoples are telling their own stories and speaking out against persistent stereotypes–such as the "vanishing" Indian of American westerns. Students will examine Native-led media (newspapers, journals, podcasts) and movements (language reclamation, land acknowledgements, mascots) burgeoning across the United States and Canada. Though we will examine the harsh and lingering effects of Settler-Colonialism, this course will highlight the modern, creative expressions of Indigenous North American peoples. Three lecture hours per week. 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. Gen. Ed. Competencies: Ethical Dimensions and Human Expression.

Course Student Learning Outcomes

Students who successfully complete this course will be able to: 1. Analyze American Indian communities and cultures using various expressive mediums. 2. Identify prejudice and bias in stereotypical images of Indigenous people across mediums. 3. Articulate the harm caused by cultural appropriation. 4. Compare American Indian self-representation with non-Native representation across a variety of art forms. 5. Examine decolonizing movements in Native-created art and activism. 6. Examine Indigenous Ways of Knowing, including the concepts of Reciprocity and Stewardship.
Credits: 3.00

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. 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.

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 bi-lingual and bi-cultural practice in their jobs.
Credits: 3.00

Internship Program

INT 101: Work-Based Experience

This course offers students an opportunity to apply classroom learning and academic skills in a supervised internship experience related to their chosen field of study. It assists students in exploring and wisely choosing a career, while promoting professional and personal development. The hands-on learning component helps students develop a range of career competencies that increase their overall success in the workforce including but not limited to critical thinking, communication, problem-solving, use of technology, and teamwork. The internship course helps students develop an interdisciplinary perspective of the world of work by discussing relevant topics with peers. Through self-reflection, assignments, and participation in the internship, students draw connections between the concepts and principles of their field of study and practice. Faculty and internship supervisors provide guidance, supervision, and assessment of established learning objectives and career goals. Students complete a total of 45 hours in the field during the semester and attend class meetings as scheduled. Prerequisite(s): Permission from the Experiential Education Center (EEC). Please contact EEC at EEC@BristolCC.edu to learn about the requirements in order to participate in INT 101.

Course Student Learning Outcomes

1. Apply knowledge and skills related to the concepts and principles of a student's field of study. 2. Recognize industry standards and organizational structures, culture, and ethics. 3. Demonstrate universally established career competencies (critical thinking, use of technology, written and oral communication, teamwork, etc.). 4. Increase awareness of self, others, and society across multiple contexts (personal, community, industry, and global). 5. Exhibit professionalism in a workplace setting. 6. Establish a network of professional contacts, mentors, and references. 7. Gain a deeper understanding of one's field of interest as it relates to personal and career goals.

Credits: 1.00

INT 210: Internship Experience I

This course offers students an opportunity to apply classroom learning and academic skills in a supervised internship experience related to their chosen field of study. It assists students in exploring and wisely choosing a career, while promoting professional and personal development. The hands-on learning component helps students develop a range of career competencies that increase their overall success in the workforce including but not limited to critical thinking, communication, problem-solving, use of technology, and teamwork. The internship course helps students develop an interdisciplinary perspective of the world of work by discussing relevant topics with peers. Through self-reflection, assignments, and participation in the internship, students draw connections between the concepts and principles of their field of study and practice. Faculty and internship supervisors provide guidance, supervision, and assessment of established learning objectives and career goals. Students work approximately 8-12 hours a week in their internship position for a minimum total of 120 hours and must participate in class meetings as scheduled. Prerequisite(s): Permission from the Experiential Education Center (EEC). Please contact EEC at EEC@BristolCC.edu to learn about the requirements in order to participate in INT 210.

Course Student Learning Outcomes

1. Apply knowledge and skills related to the concepts and principles of a student's field of study. 2. Recognize industry standards and organizational structures, culture, and ethics. 3. Demonstrate universally established career competencies (critical thinking, use of technology, written and oral communication, teamwork, etc.). 4. Increase awareness of self, others, and society across multiple contexts (personal, community, industry, and global). 5. Exhibit professionalism in a workplace setting. 6. Establish a network of professional contacts, mentors, and references. 7. Gain a deeper understanding of one's field of interest as it relates to personal and career goals.

Credits: 3.00

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 professional and personal development and improvement in a range of career competencies that increase their overall success in the workforce including but not limited to critical thinking, communication, problem-solving, use of technology, and teamwork. INT 220 builds directly upon the internship learning experience acquired through INT 210, and better prepares students for a satisfying career in the complex and challenging workplaces of the future. Students 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 internship supervisors provide guidance, supervision, and assessment of established learning objectives and career goals. Students work approximately 8-12 hours a week in their internship position for a minimum total of 120 hours and must participate in class meetings as scheduled. Prerequisite(s): INT 210 and permission from the Experiential Education Center. Please contact EEC at eec@bristolcc.edu to learn about the requirements in order to participate in INT 220. Instructional Support Fee applies.

Course Student Learning Outcomes

1. Exhibit increased knowledge and skills related to the concepts and principles of a student's field of study 2. Apply knowledge of industry standards and organizational structures, culture, and ethics 3. Further demonstrate universally established career competencies (critical thinking, use of technology, written and oral communication, teamwork, etc.) 4.

Increase awareness of self, others, and society across multiple contexts (personal, community, industry, and global). 5. Exhibit professionalism in a workplace setting 6. Further develop a network of professional contacts, mentors, and references. 7. Gain a deeper understanding of one's field of interest as it relates to personal and career goals
Credits: 3.00

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.

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: 3.00

MAN 118: Workshop in Team Development and Managerial Communications
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.

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: 1.00

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. Recommended: MAN 101 and BUS 111. Three lecture hours per week.

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: 3.00
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. Recommended: MAN 101 and MAR 101. Gen. Ed. Competencies Met: Ethical Dimensions.

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. Asses the set of feasibility considerations associated with various funding options or sources of financing

Credits: 3.00

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. Prerequisite: MAN 101 with C or better or permission of department chair. Three lecture hours per week.

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: 3.00

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. Prerequisite: MAN 101 or permission of the Business Administration department chair. Three lecture hours per week. Gen. Ed. Competencies Met: Global and Historic Awareness.

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: 3.00

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.

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: 3.00

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. Recommended: MAR 101 first. Three lecture hours per week.

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: 3.00
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. Prerequisite: C or better in MAR 101 and MAN 101 or permission of department chair. Three lecture hours per week.

Course Student Learning Outcomes

Student Learning Objectives 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: 3.00

MAR 255: Advertising Procedures
An introduction to advertising, including types of advertising, planning and preparation of advertising, and evaluation and selection of media. Recommend MAR 101 first. Three lecture hours per week.

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: 3.00

Recommended:

MAR 101 first.

Mathematics

MTH 060: Topics in Developmental Mathematics

This course presents selected topics in developmental algebra 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. MTH 060 cannot be used to meet General Education Requirements, nor do the credits apply to a degree. Co-requisite(s): MTH 119S, MTH 125S, MTH 127S, MTH 131S, or MTH 152S. Three lecture hours per week. Instructional Support Fee applies.

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 from, point-slope form, and standard from 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 and factor greatest common and factor 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: 3.00

Co-Requisites:

MTH-119S, MTH-125S, MTH-127S, MTH-131S, MTH-152S

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. Instructional Support Fee applies. Gen. Ed. Competencies Met: Quantitative and Symbolic Reasoning.

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: 3.00

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. Three lecture hours per week. Gen. Ed. Competencies Met: Quantitative and Symbolic Reasoning.

Course Student Learning Outcomes

Upon successful completion of this course students should be able to: 1. Scale a recipe, including any unit conversions and other scaling considerations. 2. Calculate costs-as purchased, edible portion, etc., menu pricing using perceived value pricing and contribution margin pricing. 3. Calculate revenue and expenses including sales tax, guest check totals, gratuities, discounts, and calculate payroll expenses. 4. Analyze profit and loss including percent increase and decrease, gross and net profit, and break-even point.
Credits: 3.00

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. Prerequisite: Introductory Algebra Competency. Three lecture hours per week. Gen. Ed. Competencies Met: Quantitative and Symbolic Reasoning.

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.

1. Perform least squares regression and use the results to describe and make inferences about data.
2. Determine and use simple probability to construct a discrete probability distribution and determine the expected value and use to solve applications.
3. 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.

1. Set up and perform hypothesis tests.

Credits: 3.00
Co-Requisites:
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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. Co-requisite: MTH 060. Three lecture hours and three support hours per week. Gen. Ed. Competencies Met: Quantitative and Symbolic Reasoning.

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.

1. Perform least squares regression and use the results to describe and make inferences about data.
2. Determine and use simple probability to construct a discrete probability distribution and determine the expected value and use to solve applications.
3. 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.

1. Set up and perform hypothesis tests.

Credits: 3.00
Co-Requisites:
MTH-060

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. Prerequisite: Introductory Algebra competency. Three lecture hours per week. Gen. Ed. Competencies Met: Quantitative and Symbolic Reasoning.

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 nth 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: 3.00
Co-Requisites:
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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. Co-requisite: MTH 060. Three lecture and three support hours per week. Gen. Ed. Competencies Met: Quantitative and Symbolic Reasoning.

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.

1. Use the properties of the real number system to solve applications; recognize if a series is arithmetic or geometric, determine the nth 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.

1. 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.

1. Use the formulas and concepts of simple and compound interest, installment purchases, APR, mortgages, annuities, sinking funds, and retirement investments

to solve applications.

1. Solve applications with probability, odds, expected value, counting, tree diagrams and conditional probability.
2. 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: 3.00
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; prealgebra; factors and prime numbers; fractions and decimals; ratio; percentage and rates; integers; and elementary number theory. Prerequisite: Intermediate Algebra Competency. Three lecture hours per week. Gen. Ed. Competencies Met: Quantitative and Symbolic Reasoning.

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.

1

1. Use the sieve of Eratosthenes to find prime numbers.

1

1. State and apply the fundamental theorem of arithmetic.

1

1. Apply tests for divisibility by 2, 3, 4, 5, 6, 8, 9, 10, 11, and 12.

1

1. Find the prime factorization of a number to find all of its factors.

1

1. Find the Greatest Common Factor and Least Common Multiple of any given pair of numbers using the prime factorization method.

1

1. Determine equality of fractions.

1

1. Express a fraction in the simplest form.

1

1. Perform any arithmetic operation on rational numbers and integers, providing rationale for your computations.

1

1. Solve applied problems involving ratios, proportions, and percents.

1

1. Change any fraction to its decimal form and vice versa.

2

1. Define and apply the distributive property of multiplication over addition.

Credits: 3.00

MTH 127S: Math for Elementary School Teachers I 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. Co-requisite: MTH 060. Three lecture and three support hours per week. Gen. Ed. Competencies Met: Quantitative and Symbolic Reasoning.

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.
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1. Change any fraction to its decimal form and vice versa.

2

1. Define and apply the distributive property of multiplication over addition.

Credits: 3.00
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. Prerequisite: a grade of C- or better in MTH 127. Three lecture hours per week.

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: 3.00

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. Prerequisite: Introductory Algebra Competency. Three lecture hours per week. Gen. Ed. Competencies Met: Quantitative and Symbolic Reasoning.

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: 3.00

MTH 131S: Elements of College Mathematics w/ 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. Co-requisite: MTH 060. Three lecture and three support hours per week. Gen. Ed. Competencies Met: Quantitative and Symbolic Reasoning.

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: 3.00
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. Prerequisite: a grade of C- of higher in MTH 131. Three lecture hours per week.

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: 3.00

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. Prerequisite(s): Intermediate Algebra Competency. Three lecture hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Quantitative and Symbolic Reasoning.

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: 3.00

MTH 152S: College Algebra with Support

This course is designed to present advanced algebra in order to prepare students for precalculus 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. Co-requisite: MTH 060. Three lecture and three support hours per week. Gen. Ed. Competencies Met: Quantitative and Symbolic Reasoning.

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: 3.00
Co-Requisites:
MTH-060, MTH-60

MTH 154: Mathematics for Veterinary Professionals
Mathematics for Veterinary Professionals is intended for students in the Veterinary Technician or Veterinary Healthcare program or other individuals in the health professions who have the responsibility of the preparation and administration of medications. Students will develop an understanding of a variety of mathematical calculations to accurately solve problems within veterinary medicine. By using deductive thinking skills, students will be able to determine the reasonableness of these results. These well-founded mathematical judgements will result in growth as a constructive, concerned, and reflective veterinary professional. Additionally, students will compose explanations using mathematical language of their judgements. Mathematical fundamentals will be covered along with the following: Systems of measurement and their equivalents, unit conversions, dosage measurement equipment, interpretation of the medication order, calculation of oral, parenteral & intravenous drug dosages, percentage preparations, and dilution & concentration. Three lecture hours per week. Gen Ed Competencies Met: Quantitative and Symbolic Reasoning.

Course Student Learning Outcomes
1. Perform accurate calculations related to dosages, fluid administration, and medication preparation. 2. Interpret drug labels, dose intervals, and routes of administration. 3. Convert a patient's weight from United States customary units to Metric units and vice versa. 4. Determine drug dosages based on animal weight, concentration, and desired therapeutic effect. 5. Prepare mixtures and dilutions to a desired concentration. 6. Determine the volume, flow/drip rate, or stop time for an infusion for a given patient. 7. Determine the calculations needed for anesthesia administration and titrations.
Credits: 3.00

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. Prerequisite(s): 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. Four lecture hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Quantitative and Symbolic Reasoning.

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: 4.00

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. Prerequisite(s): A grade of C- or higher in MTH 172 or a score of 250 or higher on the Advanced Algebra Functions (AAF) Accuplacer test. Four lecture hours and one laboratory hour per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Quantitative and Symbolic Reasoning.

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: 4.00

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. Prerequisite(s): a grade of C- or better in MTH 214. Four lecture hours and one computer laboratory hour per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Quantitative and Symbolic Reasoning.

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 antiderivatives 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: 4.00

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. Prerequisite(s): 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. Three lecture hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Quantitative and Symbolic Reasoning.

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: 3.00

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. Prerequisite(s): a grade of C- or higher in MTH 243. Three lecture hours per week.

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: 3.00

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. Prerequisite: Introductory Algebra Competency or concurrent registration in MTH 131 or MTH 131S. Three lecture hours per week. Gen. Ed. Competencies Met: Quantitative and Symbolic Reasoning.

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: 3.00

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. Prerequisite(s): a grade of C- or higher in MTH 251. Three lecture hours per week.

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: 3.00

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. Prerequisite(s): a grade of C- or higher in MTH 215. Four lecture hours and one laboratory hour per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Quantitative and Symbolic Reasoning.

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: 4.00

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. Pre-requisite(s): a grade of C- or better in MTH 215. Three lecture hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Quantitative and Symbolic Reasoning.

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: 3.00

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. Instructional Support Fee applies.

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: 3.00

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. Prerequisite: MAA 101 with a grade of C or better. Co-requisite: OFC 113 and OFC 120 or permission of the instructor. Three lecture hours per week. Instructional Support Fee applies.

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: 3.00

MAA 105: Electronic Healthcare Records I

Electronic healthcare records systems are important to help provide office support and better managed patient care. This course explains the major benefits of an EHR system such as accessibility, improve efficiency, interoperability, care coordination, patient engagement, clinical decision support, and reporting programs. Students will learn the knowledge and skills to navigate through electronic health records, privacy and security of health records, and scheduling. This course helps students develop as scholars, learners, and future professionals in the healthcare industry. Students will experience in the course through in depth assignments, activities, and electronic modules, all through textbook and Sim Charts software. Spring. Three Lecture Hours. Prerequisite MAA101 Medical Terminology, Ged. Ed. Competencies: Information Literacy. 3 credits

Course Student Learning Outcomes

Students will learn how to navigate through and learn about: 1. Explain the process of managing the revenue cycle. 2. Organize electronic patient care documents. 3. Utilize reimbursement in the medical office. 4. Evaluate Electronic Health Records. 5. Explain the privacy and security of health records. 6. Summarize patient encounters and check-in procedures. 7. Analyze progress notes and electronic orders.
Credits: 3.00

MAA 203: Advanced Medical Transcription

This course is a continuation course in medical transcription building advanced skills in formatting, grammar, punctuation, and transcription. Students learn how to transcribe on line, on site in a pool, or as a scriber 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. Prerequisite: MAA 102 with a grade of C or better and a minimum keyboarding speed of 45 wpm. Three lecture hours per week. Instructional Support Fee applies.

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: 3.00

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. Instructional Support Fee applies.

Course Student Learning Outcomes

1. Utilizing medical software to maintain medical forms. 2. Research procedural codes based on given diagnoses. 3. Complete insurance forms for client portfolios. 4. Create a medical record from start to finish, throughout the semester.
Credits: 3.00

MAA 205: Medical Office Procedures

This course emphasizes the duties required of a medical administrative assistant in an office setting. Students

develop critical thinking skills through practice with interactive software, appointment scheduling software, index and filing, office finances, and telephone techniques. The course emphasizes medical standards, medical ethics, and medical law. Students also participate in a job shadow experience. Three lecture hours per week. Instructional Support Fee may apply.

Course Student Learning Outcomes

1.Complete insurance forms for a patient's medical record. 2.Explain how to complete insurance forms for prompt payment. 3.Utilizing medical software (Medisoft) for all office tasks. 4.Learn about the ICD and CPT reference books for patient diagnoses. 5.Analyze the aspects of Workers' Compensation, Medicare, and Medicaid. 6.Research medical office journal articles for lecture topics discussed in class. 7.Impliment the standard medical Code of Ethics.
Credits: 3.00

MAA 210: Medical Law and Ethics

The purpose of medical law and ethics is to examine the commitment to legal and ethical goals of a healthcare system. This course explains and focuses on dealing with the distinction between what is considered right or wrong at a given time in a given culture in the healthcare industry. Students must be able to recognize common healthcare issues, make good judgements and decisions based on values, and the laws that govern them. Students will learn the knowledge about the legal, ethical, and moral dilemmas currently faced by healthcare professionals in the workplace. They will explore topics such as confidentiality, rights of patients, informed consent, competence, negligence, advanced directives, autonomy, and healthcare accessibility. This course help students develop as scholars, learners, and future professionals in the healthcare industry. Students will experience in the course through in-depth assignments, activities, and case studies; through textbook and supplemental material. Spring. Three Lecture Hours. Prerequisite MAA101, Gen. Ed. Competencies Met: Ethical Dimensions, 3 credits.

Course Student Learning Outcomes

1. Explain why studying Medical Law and Ethics is important. 2. Compare aspects of Law and Ethics. 3. Explain discuss Value Development Theories and Value Choices Theories. 4. Apply Principles of Health Care Ethics and Law, the courts, and contracts. 5. Analyze Physicians' and Patients' Rights and Responsibilities. 6. Identify privacy, security, fraud, and public health responsibilities of health care practitioners. 7. Explain Death and Dying.
Credits: 3.00

MAA 211: Electronic Healthcare Records II

Electronic healthcare records systems are important to help provide office support and better managed patient care. This course explains the major benefits of an EHR system such as improving efficiency, interoperability, care coordination, patient engagement, clinical decision support, and reporting programs. Students will learn the knowledge and skills to navigate through clinical check-out procedures, billing check-out procedures, claim management, messaging and administrative tasks, and PM within EHR practical applications. This course helps students develop as scholars, learners, and future professionals in the healthcare industry. Students will experience in the course through in-depth assignments, activities, and electronic modules, all through textbook and Sim Charts software. Fall. Three Lecture Hours. Prerequisite MAA101, MAA105 EHR I, Ged. Ed. Competencies Met: Information Literacy. 3 Credits.

Course Student Learning Outcomes

Students will navigate and learn: 1. Explain charge capture, billing patient encounters, and clinical check-out procedures. 2. Apply skills for billing check-out procedures, third-party payers, and claims management. 3. Prepare payments and creating statements and Producing reports and following up. 4. Breakdown accounts receivable, collections, and administrative tasks. 5. Explain health information management tasks. 6. Explain Practice Management within EHR practical applications.
Credits: 3.00

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. Pre or co-requisite: BIO 115 or BIO 234, and MAS 121. Two lecture hours and three laboratory hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Multicultural and Social Perspectives.

Course Student Learning Outcomes

Cognitive 1. Identify common pathology related to each body system. 2. Analyze pathology as it relates to the interaction of body systems. 3. Discuss implications for disease and disability when homeostasis is not maintained. 4. Describe implications for treatment related to pathology. 5. Compare body structure and function of the human body across the life span. 6. Analyze charts, graphs and/or tables in the interpretation of healthcare results. 7. Define asepsis. 8. Differentiate between medical and surgical asepsis used in ambulatory care settings, identifying when each is appropriate. 9. Identify styles and types of verbal communication. 10. Identify nonverbal communication. 11. Recognize communication barriers. 12. Identify techniques for overcoming communication barriers. 13. Recognize the elements of oral communication using a sender-receiver process. 14. Differentiate between subjective and objective information . 15. 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. 16. Discuss applications of electronic technology in effective communication. 17. Organize technical information and summaries. 18. Identify the role of self boundaries in the health care environment. 19. Recognize the role of patient advocacy in the practice of medical assisting. 20. Discuss the role of assertiveness in effective professional communication. 21. Differentiate between adaptive and non-adaptive coping mechanisms. 22. Differentiate between legal, ethical, and moral issues affecting healthcare. 23. Compare personal, professional and organizational ethics. 24. Discuss the role of cultural, social and ethnic diversity in ethical performance of medical assisting practice. 25. Identify where to report illegal and/or unsafe activities and behaviors that affect health, safety and welfare of others. 26. Identify the effect personal ethics may have on professional performance. 27. Describe the process to follow if an error is made in patient care. Psychomotor 1. Obtain vital signs. 2. Perform pulmonary function testing. 3. Perform patient screening using established protocols. 4. Assist physician with patient care. 5. Maintain growth charts. 6. Perform handwashing. 7. Prepare items for autoclaving. 8. Perform sterilization procedures. 9. Use reflection, restatement and clarification techniques to obtain a patient history. 10. Report relevant information to others succinctly and accurately. 11. Use medical terminology, pronouncing medical terms correctly, to communicate information, patient history, data and observations. 12. Instruct patients according to their needs to promote health maintenance and disease prevention. 13. Prepare a patient for procedures and/or treatments. 14. Document patient care. 15. Document patient education. 16. Respond to nonverbal communication. 17. Develop and maintain a current list of community resources related to patients' health care needs. 18. Advocate on behalf of patients. 19. Report illegal and/or unsafe activities and behaviors that affect health, safety and welfare of others to proper authorities. 20. Develop a plan for separation of personal and professional ethics. 21. Use proper body mechanics. Affective 1. Apply critical thinking skills in performing patient assessment and care. 2. Use language/verbal skills that enable patients' understanding. 3. Demonstrate respect for diversity in approaching patients and families. 4. Display sensitivity to patient rights and feelings in collecting specimens. 5. Explain the rationale for performance of a procedure to the patient. 6. Show awareness of patients' concerns regarding their perceptions related to the procedure being performed. 7. Demonstrate empathy in communicating with patients, family and staff. 8. Apply active listening skills. 9. Use appropriate body language and other nonverbal skills in communicating with patients, family and staff. 10. Demonstrate awareness of the territorial boundaries of the person with whom communicating. 11. Demonstrate sensitivity appropriate to the message being delivered. 12. Demonstrate awareness of how an individual's personal appearance affects anticipated responses. 13. Demonstrate recognition of the patient's level of understanding in communications. 14. Analyze communications in providing appropriate responses/

feedback. 15. Recognize and protect personal boundaries in communicating with others. 16. Demonstrate respect for individual diversity, incorporating awareness of one's own biases in areas including gender, race, religion, age and economic status. 17. Apply ethical behaviors, including honesty/ integrity in performance of medical assisting practice. 18. Examine the impact personal ethics and morals may have on the individual's practice. 19. Demonstrate awareness of diversity in providing patient care.
Credits: 3.00

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. Pre or co-requisite: BIO 115 or BIO 233 and BIO 234, MAS 101 or permission of the instructor. Two lecture hours and three laboratory hours per week. Instructional Support Fee applies.

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

1. Select the proper sites for administering parenteral medication.
2. Administer oral medications.
3. Administer parenteral (excluding IV) medications.
4. Prepare proper dosages of medication for administration.
5. Prepare a written report using the Medical Model format.
6. Develop an environmental plan.

Affective

1. Verify ordered doses/dosages prior to administration.
2. Demonstrate self-awareness in responding to emergency situations.

Credits: 3.00

MAS 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. Prerequisite: Medical Assisting students only. Other students interested in Medical Assisting may register for this course with the approval of the instructor or program coordinator. Two lecture hours and three lab hours a week. Instructional Support Fee applies. 3 credits. Prerequisite: Medical Assisting students only.

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 2. Demonstrate telephone techniques 3. Compose professional/ business letters 4. Manage appointment schedules by establishing priorities 5. Schedule patient admissions and/or procedures 6. Organize a patient's medical record 7. File medical records 8. Execute data management by using the electronic medical record (EMR) 9. Use office hardware and software to maintain office systems 10. Use the Internet to access information related to the medical office 11. Maintain organization by filing properly 12. Perform routine maintenance of office equipment with documentation 13. Perform an office inventory 14. Prepare a bank deposit 15. 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. 16. Utilize computerized office billing systems 17. Apply both managed care policies and procedures 18. Apply third-party guidelines 19. Complete insurance claim forms 20. Obtain pre-certification including documentation 21. Obtain pre-authorization including documentation 22. Verify eligibility for managed care services. 23. Respond to issues of confidentiality 24. Perform within scope of practice 25. Apply HIPAA rules in regard to privacy/release of information 26. Practice within the standard of care for a medical assistant 27. Incorporate the Patient's Bill of Rights into personal practice and medical office policies and procedures 28. Complete an Incident Report 29. Document the patient record accurately 30. 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: 3.00

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 waivered 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. Pre or co-requisites: BIO 115 or BIO 234, and MAS 101. Two lecture hours and three laboratory hours per week. Instructional Support Fee applies.

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). 9. List major types of infectious agents. 10. Compare different methods of controlling the growth of microorganisms. 11. Match types and uses of personal protective equipment (PPE). 12. Identify disease processes that are indications for CLIA waived tests. 13. Describe Standard Precautions, including: transmission based precautions, purpose, activities regulated. 14. Discuss the application of Standard Precautions with regard to:all body fluids, secretions and excretions, blood, non-intact skin, mucous membranes. 15. Identify the role of the Center for Disease Control (CDC) regulations in healthcare settings. 17. Describe personal protective equipment. 18. Identify safety techniques that can be used to prevent accidents and maintain a safe work environment. 20. Describe the importance of Materials Safety Data Sheets (MSDS) in a healthcare setting. 22. Identify safety signs, symbols and labels. 23. State principles and steps of professional/provider CPR. 24. Describe basic principles of first aid. 25. Describe fundamental principles for evacuation of a healthcare setting. 26. Discuss fire safety issues in a healthcare environment. 27. Discuss requirements for responding to hazardous material disposal 28. Identify principles of body mechanics and ergonomics. 29. Discuss critical elements of an emergency plan for response to a natural disaster or other emergency. 30. Identify emergency preparedness plans in your community. 31. 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. 19. Participate in a mock environmental exposure event with documentation of steps taken. 21. Explain an evacuation plan for a physician's office. 22. Demonstrate methods of fire prevention in the healthcare setting. 23. Maintain provider/professional level CPR certification. 24. Perform first aid procedures. 25. 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. 7. Demonstrate self-awareness in responding to emergency situations.

Credits: 3.00

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.

Prerequisite: BIO 115 or BIO 234 and MAS 101, MAS 121. This course runs for seven weeks and includes four lecture hours and six laboratory hours per week. Instructional Support Fee applies.

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).

1

1. List major types of infectious agents.

1

1. Compare different methods of controlling the growth of microorganisms.

1

1. Match types and uses of personal protective equipment (PPE).

1

1. Identify disease processes that are indications for CLIA waived tests.

1

1. Describe Standard Precautions, including: transmission based precautions, purpose, activities regulated.

1

1. Discuss the application of Standard Precautions with regard to: all body fluids, secretions and excretions, blood, non-intact skin, mucous membranes.

1

1. Identify the role of the Center for Disease Control (CDC) regulations in healthcare settings.

1

1. Describe personal protective equipment.

1

1. Identify safety techniques that can be used to prevent accidents and maintain a safe work environment.

2

1. Describe the importance of Materials Safety Data Sheets (MSDS) in a healthcare setting.

2

1. Identify safety signs, symbols and labels.

2

1. State principles and steps of professional/ provider CPR.

2

1. Describe basic principles of first aid.

2

1. Describe fundamental principles for evacuation of a healthcare setting.

2

1. Discuss fire safety issues in a healthcare environment.

2

1. Discuss requirements for responding to hazardous material disposal.

2

1. Identify principles of body mechanics and ergonomics.

3

1. Discuss critical elements of an emergency plan for response to a natural disaster or other emergency.

3

1. Identify emergency preparedness plans in your community.

3

1. 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.

1

1. Practice Standard Precautions.

1

1. Select appropriate barrier/personal protective equipment (PPE) for potentially infectious situations.

1

1. Comply with safety signs, symbols and labels.

1

1. Evaluate the work environment to identify safe vs. unsafe working conditions.

1

1. Develop a personal (patient and employee) safety plan.

1

1. Demonstrate proper use of the following equipment: eyewash, fire extinguishers, sharps disposal containers.

1

1. Participate in a mock environmental exposure event with documentation of steps taken.

2

1. Explain an evacuation plan for a physician's office.

2

1. Demonstrate methods of fire prevention in the healthcare setting.

2

1. Maintain provider/professional level CPR certification.

2

1. Perform first aid procedures.

2

1. 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: 3.00

MAS 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. Instructional Support Fee applies. 1 credit. Prerequisite: HLT 101 or HLT 106, and BIO 115 or BIO 234

Course Student Learning Outcomes

1. Identify the current procedural and diagnostic coding systems, including Healthcare Common Procedure Coding Systems II (HCPCS Level II). 2. Describe how to use the most current procedural coding system. 3. Identify the effects of upcoding and down coding. 4. Define medical necessity. 5. Perform procedural coding. 6. Perform diagnostic coding. 7. Utilize medical necessity guidelines.
Credits: 1.00

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. Prerequisite: HCI 124, HLT 102, MAS 122, MAA 103, MAS 102. This class includes 169 clinical and administrative practicum hours and 21 seminar hours; offered in the second half of the semester. Instructional Support Fee applies.

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. Discus 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. Discus 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: 4.00

Medical Laboratory Technology

MED 101: Introduction to Clinical Laboratory Science
This course explores the nature and scope of medical 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 medical 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. Prerequisite: Medical Laboratory Technology and Phlebotomy students only. Other students considering a career in medical laboratory science may request instructor's approval to take the course. Three hours of lecture per week. Instructional Support Fee applies. 3 credits Gen.Ed. Competencies Met: Critical Thinking, Ethical Dimensions, Information Literacy and Written Communication.

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.

1

1. Utilize the basic concepts of laboratory mathematics inclusive of Systems of Measurement involving metric unit conversion and temperature conversions.

1

1. Discuss quality control and quality assurance applications necessary to ensure reliability of test results and equipment.

1

1. List venipuncture and micro sampling blood collection equipment including the tube additives and color-coding system.

1

1. List the steps of both the venipuncture and micro sampling procedures.

1

1. Prepare materials and supplies for blood collection.

1

1. Perform successful venipuncture on the training arms.

1

1. Describe the preparation of blood specimen for testing.

1

1. Follow the program safety policies in the CLS classroom.

1

1. Prepare a written report approved by the instructor using LRC references and internet sources.

19. Work cooperatively with fellow students.
Credits: 3.00

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. Prerequisite: MED 101, BIO 154, CHM 115 all with a grade of C or better. Co-requisite: MTH 119, and CHM 116. Two hours lecture and two hours lab per week. At the end of the semester students will spend one week (30 hours) in an simulated clinical. Instructional Support Fee applies. 3 credits.

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. Evaluate clinical significance of urinalysis and body fluid testing. 7. Utilize standard

safety practices as outlined by OSHA and CDC. 8. Apply concepts of instrumentation to chemical and physical analysis of urine and body fluids. 9. Discuss and interpret quality control and quality assurance applications necessary to ensure reliability of test results and equipment. 10.Prepare materials and supplies for laboratory testing. 11. Describe collection, appropriateness, and preparation of specimens for testing.
Credits: 3.00

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. Prerequisite: MED 102, BIO 239, CHM 116, and MTH 119 all with a grade of C or better. 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. Instructional Support Fee applies. Gen. Ed. Competencies Met: Critical Thinking and Scientific Reasoning and Discovery.

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.

1

1. Apply concepts of instrumentation to hematology analysis.

1

1. Maintain patient confidentiality.

1

1. Discuss and interpret quality control and quality assurance applications necessary to ensure reliability of test results and equipment.

1

1. Prepare materials and supplies for laboratory testing.

1

1. Describe collection, appropriateness and preparation of specimens for testing.

1

1. Follow the program safety policies in the CLS laboratory.

1

1. Work cooperatively with fellow students, instructors and college staff.

Credits: 5.00

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. Prerequisite: CHM 116, BIO 239, MED 102 and MTH 119 all with a grade of C or better. This course includes 45 hours of lecture and 30 hours of laboratory. Instructional Support Fee applies. Gen. Ed. Competencies Met: Critical Thinking and Scientific Reasoning and Discovery.

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.

1

1. Discuss and interpret quality control and quality assurance applications necessary to ensure reliability of test results and equipment.

1

1. Prepare materials and supplies for laboratory testing.

1

1. Describe collection, appropriateness and preparation of specimens for testing.

1

1. Follow the program safety policies in the CLS laboratory.

1

1. Describe collection, appropriateness and preparation of specimens for testing.

1

1. Work cooperatively with fellow students, instructors and college staff.

Credits: 4.00

MED 206: Medical Microbiology

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. Prerequisite: BIO 239, CHM 116, MED 102, and MTH 119) all with a grade of C or better. 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. Instructional Support Fee applies.

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. 6. Use judgment to analyze test results to identify pathogen and normal flora. 7. Demonstrate the ability to recognize technical problems and suggest

possible corrective actions. 8. Evaluate the methods of identifying Staphylococcus, Streptococcus, Neisseria, Hemophilus, Enterobacteriaceae, fastidious and non-fermenting gram negative and gram positive bacilli. 10. Discuss disease states associated with microorganisms studied. 11. Describe the mechanism of action of different antimicrobials and their targets of action. 13. Follow the program safety policies in the CLS laboratory. 14. Maintain patient confidentiality. 15. 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. 16. Work cooperatively with fellow students, instructors and college staff.
Credits: 6.00

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. Prerequisite: MED 205 with a grade of C or better. 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. Instructional Support Fee applies.

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.

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1. Discuss the acceptability of a donor in accordance with AABB standards for whole blood and component donations.

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1. Describe the transfusion process and identify patient risks and potential adverse reactions of transfusion.

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1. Discuss the types of blood components that are available for transfusion therapy including collection, preparation, storage and appropriate use of each component.

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1. Compare serological and clinical characteristics of immune hemolytic anemia.

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1. Describe the quality control and the record keeping processes for donors and recipients.

15. Identify and describe current testing for transfusion transmitted diseases.
Credits: 5.00

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. Prerequisite: MED 206 with a grade of C or better. This course includes 45 hours of lecture and 45 hours of teaching laboratory at the College. Instructional Support Fee applies. Gen. Ed. Competencies Met: Global and Historic Awareness.

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.

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1. Follow appropriate safety precautions while working in the laboratory.

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1. Work cooperatively with fellow students, instructors and college staff.

Credits: 4.00

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. Prerequisite: MED 200 with a grade of C or better. 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. Instructional Support Fee applies. Gen. Ed. Competencies Met: Critical Thinking, Information Literacy, Oral Communication and Scientific Reasoning and Discovery.

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.

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1. Communicate appropriately using proper medical and laboratory terminology.

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1. Maintain patient confidentiality.

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1. Work cooperatively with fellow students, instructors and college staff.

Credits: 6.00

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. Gen. Ed. Competencies Met: Human Expression.
Credits: 3.00

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.
Credits: 3.00

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. Gen. Ed. Competencies Met: Human Expression.
Credits: 3.00

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. Prerequisite: MUS 113 or permission of instructor. Three hours of lecture per week.

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: 3.00

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.
Credits: 3.00

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.

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: 3.00

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. Co-requisite: NUR 101 or permission of the instructor. Students must receive a C+ (77) or better in NUR 100 and NUR 101 to continue in the program. One class hour per week.

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: 1.00
Co-Requisites:
NUR-101

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. Prerequisites: CSS 101, ENG 101, PSY 101, BIO 233, all with a grade of B- or better; Co-requisite: NUR 100. Four class hours and twelve practice hours a week in hospitals and health agencies. Instructional Support Fee applies.

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: 8.00

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. Prerequisite: NUR 101 with a grade of C+ (77) or better. Pre or co-requisite: PSY 252, BIO 234. Four lecture and twelve practice hours a week in hospitals and health agencies. Instructional Support Fee applies.

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: 8.00

NUR 111A: Fundamentals of Nursing Part A

This course focuses on basic human needs. It emphasizes the care of people threatened by simple homeostatic deviances that interfere with basic human needs. Students are introduced to the nursing process and clinical judgment model as they develop basic nursing skills in the nursing arts laboratory. Evening and weekend hours are used for laboratory instruction. Students must receive a C+(77) or better to progress in the program. An instructional support fee applies. Prerequisites: CSS 101, ENG 101, PSY 101, BIO 233 (All with a grade of B- or above)

Course Student Learning Outcomes

1. Describe the theory which serves as the basis for selecting nursing interventions to assist an adult patient in maintaining the ability to meet basic needs and/or regaining this ability when threatened by simple homeostatic deviances. 2. Apply the nursing process in assisting the patient to maintain or regain the ability to meet basic human needs when threatened by simple homeostatic deviances. 3. Communicate accurately and clearly wth clients, faculty, the healthcare team through verbal and written communications. 4. Provide information to the patient by explaining planned nursing care. 5. Summarize the roles and functions of members of the healthcare team. 6. Practice in accordance with established legal and ethical standards.
Credits: 6.00

NUR 111B

This course focuses on basic human needs. It emphasizes the care of people threatened by simple homeostatic deviances that interfere with basic human needs. Students are introduced to the nursing process and clinical judgment model as they develop basic nursing skills in the clinical setting. Evening and weekend hours are used for clinical instruction. Students must receive satisfactory result on their clinical evaluation to progress in the program. An instructional support fee applies. Prerequisites: NURS111A with a C+ (77) or better.
Credits: 2.00

NUR 112A: Parent-Child Health Nursing, Part A: Maternity Nursing

This course focuses on the developmental needs of the growing family during the childbearing 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 to develop basic nursing skills in the college and clinical laboratories. Evening and weekend hours are used for clinical teaching. Two lecture and six practice hours a week in laboratory, hospitals and health agencies. Instructional support fee applies. Prerequisites: NUR 111A and NUR 111B with a grade of C+ or better and satisfactory clinical completion.

Course Student Learning Outcomes

1. Describe the theory that 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 within the growing family to maintain or regain the ability to meet developmental needs when threatened by homeostatic deviances. 3. Communicate verbal, non-verbal, and written communications 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. Collaborate with other health team members in addressing patient problems. 6. Identify situations and policies which impact on patient rights and well-being. **Credits:** 4.00

NUR 112B: Parent-Child Health Nursing, Part B: Pediatric Nursing

This course focuses on the development needs of the growing family during the childbearing 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 to develop basic nursing skills in the college and clinical laboratories. Evening and weekend hours are used for clinical teaching. Two lecture and six practice hours per week in laboratory, hospitals, and healthcare settings. Instructional support fee applies. Prerequisites: NUR 111A and NUR 111B with a grade of C+ (77) or better and satisfactory clinical completion and NUR 112A with a grade of C+ (77) or better.

Course Student Learning Outcomes

1. Describe the theory that 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 within the growing family to maintain or regain the ability to meet developmental needs when threatened by homeostatic deviances. 3. Communicate verbal, non-verbal, and written communications 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. Collaborate with other health team members in addressing patient problems. 6. Identify situations and policies which impact on patient rights and well-being. **Credits:** 4.00

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. Prerequisite: NUR 101 and NUR 102 with a grade of C+ (77) or better, PSY 252. Co-requisite: BIO 239. Four lecture and fifteen practice hours per week in hospitals and health agencies. Instructional Support Fee applies.

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 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 pathopsychophysiological 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 pathopsychophysiological 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: 9.00

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 the nursing care of 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. Prerequisite: NUR 201 with a grade of C+ (77) or better;

BIO 239. Pre or co-requisite: NUR 203. Four lecture hours and fifteen practice hours per week in hospitals and health agencies. Instructional Support Fee applies.

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: 9.00

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. Co-requisite: NUR 202. Students must receive a C+ (77) or better in NUR 202 and NUR 203 to continue in the program. One lecture hour per week. Required Community Service Learning component.

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: 1.00

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 collaborative role of the Occupational Therapy Assistant and the Registered Occupational Therapist and the roles of the interprofessional 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 interprofessional 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 observational fieldwork. Prerequisite: Admission to the OTA program or prior approval of the program director. Co-requisite: BIO 234, HLT 101 or HLT 102. HLT 106 or MAA 101 may be substituted for this requirement. Three lecture hours and two laboratory hours per week. Instructional Support Fee applies.

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 6. Define the process of theory development and its importance to occupational therapy. B.2.2 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 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 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 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 11. Demonstrate knowledge of the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance. B.3.5 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 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 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 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 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, significant others, and communities at the level of the audience.) B.4.21 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 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 19. Demonstrate awareness of the principles of inter professional team dynamics to perform effectively in differ-ent 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 20. Identify and communicate to the occupational therapist the need to design community and primary care programs to support occupational performance for * Proposal Originator Comments: Your approval and signature indicates your acceptance that these are the widely used student learning outcomes for this course already in place. It is not an acceptance of the student learning outcomes in terms of quality. persons, groups, and populations. B.4.27. 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 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 in-formation, 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 36. Describe the range of occupational therapy service delivery models and frames of reference 37. Develop observation skills and basic analysis of observations 38. Observe and describe the role of occupational therapy practitioners and inter professional team members 39. Recognize and reflect on the effects of psychological, social, cultural, and diversity factors on clients' participation in occupation 40. 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. 41. Observe various communication styles and report on the effects of each on therapeutic rapport with cli-ents 42. 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: 4.00

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. Prerequisite: Admission to the OTA program or permission of the program director. Pre- or co-requisite: PSY 101. Three lecture hours and two laboratory hours. Instructional Support Fee applies.

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 skills 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: 14. 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. 15. Describe, discuss, demonstrate and evaluate group leadership skills and effective therapeutic use of self through leading a group in class. 16. Describe and discuss selected activity demands and factors and demonstrate the psychosocial applications of activity analysis. 17. Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to implement intervention plan. 18. Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client and the sociocultural context 19. Describe and discuss concepts of health, recovery and wellness as applied to psychosocial client populations. 20. 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. 21. Demonstrate research skills in areas of psychopathology and therapeutic activity selection. 22. Describe, demonstrate and evaluate the use of therapeutic media through class activities, such as teaching a therapeutic media project using oral presentation skills. 23. Identify the mechanisms, systems and techniques needed to properly maintain, organize, and prioritize workloads and intervention settings including inventories. 24. Develop beginning occupational therapy process skills of data collection, observation, evaluation, treatment planning, implementation, and documentation. 25. 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. 26. Discuss how occupational therapy history and occupational therapy theory, and the sociopolitical climate influence practice. 27. Describe the contexts of health care, education, community, and social systems as they relate to the practice of occupational therapy. 28. Identify the potential impact of current policy issues and the social, economic, political, geographic, or demographic factors on the practice of occupational therapy. 29. 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: 4.00

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. Prerequisite: OTA 111 and OTA 117, and BIO 234. Three class hours and two lab hours a week. Instructional Support Fee applies.

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 data bases, 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 leaving (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: 4.00

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. Prerequisite: OTA 111 and OTA 117 and BIO 234. Two lecture hours and two laboratory hours per week. Instructional Support Fee applies.

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. 7. Analyze occupational performance for joint movements and muscle actions. 8. 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. 9. Describe various components of prevention, health maintenance in areas of body mechanics and ergonomics. 10. Identify anatomical and biomechanical considerations in UE splinting. 11. Describe the use of orthotics to enhance occupational performance. 12. Properly fabricate two UE custom orthotics and, utilizing a splint check out, objectively assess the outcome. 13. Identify various properties of splinting materials and appropriate use. 14. Demonstrate appropriate documentation for fabrication of orthosis, including pt education (wear/care schedule, purpose of the orthosis, goals of splinting, (etc.). 15. Demonstrate clear, thorough communication skills, both oral and written, in all assignments and role playing situations. 16. Utilize word processing programs for completion of all written assignments. 17. Utilize a variety of scholarly resources (i.e. textbooks and professional journals) as well as various internet search engines to complete assignments/projects.
Credits: 3.00

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. Prerequisite: OTA 111 and OTA 117; or OTA 117 and permission of the program director. Two hours of lecture, two hours of laboratory hours, and three hours of fieldwork. Instructional Support Fee applies.

Course Student Learning Outcomes

Lecture Objectives: 1. Describe the OTR/OTA collaborative relationship in mental health acute, long term care and community settings. 2. Describe the role of the OTA in assessment and treatment of mental health dysfunction. 3. 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: 8. Participate in a laboratory group experience to study and evaluate advanced psychosocial group process and develop cultural competence. 9. Plan and implement individual and group treatment programs including formulating a group protocol to promote client health, occupational function and improved quality of life. 10. Apply activity analysis theory to the design of a group and an activity program. 11. Develop and demonstrate knowledge of appropriate treatment choices for a variety of psychosocial dysfunctions within appropriate contexts of acute, long term and community settings. 12. Demonstrate knowledge of models of healthcare education, community and social systems as related to the practice of occupational therapy. 13. Demonstrate ongoing assessment of clients status re: occupational needs, functional skills and interests through observation, intervention application and documentation of laboratory activity groups. 14. Document need and rationale for service and goals of intervention through writing behavioral objectives that meet reimbursement standards of various agencies. 15. Document client progress and provider accountability through writing SOAP notes. Fieldwork Objectives: 16. Demonstrate reliable work habits, professional demeanor and professional dress. 17. Develop skills in community needs assessment and community education. 18. Establish meaningful and comfortable relationships with clients and staff in a multicultural community setting. 19. 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. 20. Formulate general therapeutic goals and objectives and apply to a selected population. 21. Initiate and /or assist in the therapeutic activity process. 22. Demonstrate education and advocacy efforts for the benefit of the consumer, clinical staff, community and the occupational therapy profession. 23. Communicate in writing clearly, concisely, and professionally, utilizing appropriate terminology. 24. Demonstrate achievement of the OTA program and clinical site's fieldwork objectives. 25. Demonstrate knowledge of psychosocial factors influencing engagement in occupation with client- centered, meaningful, occupation-based outcomes. 26. 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: 4.00

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 solve various therapeutic interventions for specific, commonly referred conditions affecting adults. The COTA role in the occupational therapy process is emphasized. Prerequisites: OTA 121, 125, and 127. Three lecture hours and two laboratory hours per week. Instructional Support Fee applies.

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). 3. 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). 4. 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). 5. Provide therapeutic use of occupation, exercises, and activities (e.g., occupation-based intervention, purposeful activity, preparatory methods) (B.4.10). 6. Identify need and implement strategies for fine and gross motor coordination, balance, and posture (B.4.10). 7. Evaluate and intervene for edema and scar hypersensitivity for individuals with orthopedic impairments including patients with peripheral nerve injuries (B.4.10). 8. Incorporate weight bearing and movement precautions for patients with lower extremity total joint replacements (B.4.10). 9. Perform and educate in residual limb/foot care for individuals with lower extremity amputations and prevention of decubitus ulcers for individuals at high risk for skin breakdown (B.4.21). 10. Perform, grade, and educate in therapeutic activities and exercise for patients with neuro-musculoskeletal, orthopedic, respiratory, and/or cardiovascular impairments (B.4.9). 11. Implement adaptive equipment / techniques, assistive technology, and modifications to enhance occupational performance for physical, cognitive, perceptual, and/or process skills deficits (B.4.9). 12. 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: 4.00

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. Prerequisite: OTA 121, OTA 125, and OTA 127 or prior approval of the program director. Two lecture hours and two laboratory hours and three fieldwork hours per week. Instructional Support Fee applies.

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) 13. Describe options and ideas for personnel development (B.5.8) 14. Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer) (B.4.29) 15. Recognize treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes) (B.4.29) 16. Demonstrate understanding of billing codes for occupational therapy services (B.4.29) 17. Articulate and practice documentation requirements that affect consumers and the practice of occupational therapy (B.4.29) 18. Recognized that documentation must effectively communicate the need and rationale for occupational therapy services. (B.4.29) 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) 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) 21. 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) 22. Demonstrate knowledge of personal and professional responsibilities related to liability issues under current models of service provision. (B.7.5) 23. Demonstrate knowledge of the varied roles of the occupational therapy assistant providing service on a contractual basis. (B.7.5) 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) 25. Explain how scholarly activities and literature contribute to the development of the profession. (B.6.1) 26. Understand the difference between quantitative and qualitative research studies. (B. 6.2) 27. Demonstrate the skills to understand a scholarly report. (B.6.3) 28. 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) 29. Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public. (B.7.3) 30. Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards (B.7.4) 31. Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills. (B.4.2) 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) 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) 34. Demonstrate understanding that intervention plans, and strategies must be client centered, culturally relevant, reflective of current 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: 4.00

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. Prerequisites: OTA 111, OTA 117, OTA 121, OTA 125, and OTA 127. Three lecture and two laboratory hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes

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: 4.00

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. Pre-requisites: OTA 233, OTA 235, and OTA 237. 8 week, full-time placement. Instructional Support Fee applies.

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: 5.00

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. Pre-requisites: OTA 233, OTA 235, and OTA 237. 8 week, full-time placement. Instructional Support Fee applies.

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: 5.00

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. Pre or co-

requisites: OTA 233, OTA 235, and OTA 237 or prior approval of the program director. Two lecture hours per week. Instructional Support Fee applies.

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: 2.00

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). Instructional Support Fee applies.

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: 1.00

OFC 105: Speech and Text Editing

This course introduces students to speech recognition and document text editing. It emphasizes their 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 After using voice and speech recognition software, students will then continue to edit and proofread 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. Corequisite OFC162. Instructional Support Fee applies. 3 Credits.

Course Student Learning Outcomes

1. Apply English fundamentals in the preparation of business documents and written communications. 2. Apply basic grammar and punctuation rules. 3. Explain the rules of capitalization and number usage in written communications. 4. Locate reference sources on the Internet. 5. Speak voice commands using Office 365 Dictation Tool. 6. Dictate multiple-page documents such as legal, medical, and corporate letters.

Credits: 3.00

OFC 113: Introduction to Microsoft Word

This course focuses on using Microsoft Word 2019 using the Office 365 application to create business documents and develop core-level competencies using Microsoft Office Specialist guidelines. Students apply developing skills to create business documents, reports, tables, and employment documents. The course includes intensive speed development drills to increase speed and accuracy. A minimum keyboard speed of 30 words per minute is required. Four lecture hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes

1. Demonstrate MOS (Microsoft Office Specialist) core-level competencies. 2. Create business documents, reports, tables, and employment documents. 3.

Demonstrate proofreading accuracy, including proofreader's marks. 4. Apply personalized learning and study skills. 5. Apply advanced word processing functions to create letters including the use of mail merge; memos, and newsletters with graphics. 6. Review documents and proofread content. 7. Utilize skills in workgroup collaboration tools.
Credits: 3.00

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. Students will be introduced to correct and safe use of internet browsers and search engines to do research on the Internet using multiple browsers and their advanced features and use the information ethically and legally. Students will determine information needed, access the information effectively and efficiently, and evaluate sources critically. 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. Instructional Support Fee applies. Gen. Ed. Competencies Met: Information Literacy.

Course Student Learning Outcomes

1. Create Excel spreadsheets, formulas, graphs, and charts 2. Design Excel worksheets for what-if analysis. 3. Create tables, fields, forms, reports, and queries in an Access database. 4. Create and edit professional looking business documents in Word. 5. Create professional PowerPoint presentations with pictures, textboxes, animation, and themes. 6. Utilize effective methods of safe search engines to do research on the Internet using multiple browsers and advanced features and use the information ethically and legally.
Credits: 3.00

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.

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: 3.00

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. Instructional Support Fee applies.

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: 3.00

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. Instructional Support Fee applies.

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: 3.00

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. Instructional Support Fee applies.

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: 3.00

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. Instructional Support Fee applies.

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: 3.00

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. Instructional Support Fee applies.

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: 3.00

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.

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: 3.00

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. Instructional Support Fee applies.

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.

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1. Speak and use all of the formatting capabilities in the software.

11. Learn how to use the handwriting options for your signature.
Credits: 3.00

OFC 162: Microsoft Word
This course focuses on using the current version of Microsoft Word, both at the introductory and advanced level, to create documents, format text, saving files, and adding images. Students apply developing skills to create business documents, letters, and employment documents. The course includes some speed development drills to increase speed and accuracy. Students will also focus 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 document protection, working with citation. Corequisite: OFC105. Instructional Support Fee applies. 3 credits

Course Student Learning Outcomes

1. Demonstrate MOS (Microsoft Office Specialist) core-level competencies. 2. Create business documents, reports, tables, and employment documents. 3. Demonstrate proofreading accuracy, including proofreader's marks. 4. Apply personalized learning and study skills. 5. Apply advanced word processing functions to create letters including the use of mail merge; memos, and newsletters with graphics. 6.Review documents and proofread content. 7.Utilize skills in workgroup collaboration tools.
Credits: 3.00

OFC 214: Advanced Microsoft Word
This course focuses on document mastery and advanced word processing functions using Microsoft Word 2019 using the Office 365 application. Students advance to the expert level of word processing and apply functions to business correspondence, memos, tables, complex reports, office forms, office publications, online resumes, and merged documents. 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 is required. Prerequisite: OFC 113 with a grade of C or better or permission of the department chair. Three lecture hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes

1. Demonstrate MOS (Microsoft Office Specialist) advanced-level competencies. 2. 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. 3. Demonstrate proofreading skills to review documents for accuracy in both form and content. 4. Use workgroup collaboration tools. 5. Demonstrate a 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. 6. Utilize oral and written instructions to complete coursework.
Credits: 3.00

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, micro image, and electronic records. It includes the study of filing systems, storage and retrieval procedures, records analysis, and records classification from creation through disposition. Three lecture hours per week. Instructional Support Fee may apply.

Course Student Learning Outcomes

1. Filing and indexing business records (according to ARMA - Association of Records and Administrators, Inc.) using various record classification systems. 2. 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. 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. 7. Develop database concepts through applications using Access.
Credits: 3.00

OFC 235: Microsoft Applications

This course focuses on Microsoft Applications skills needed to obtain detail-oriented, analytical positions throughout the business industry. Student will be provided with in-depth training through relevant hands-on applications and critical thinking exercises. They will learn to use Microsoft Office Excel, Microsoft PowerPoint, Microsoft Office Access, and Microsoft Office Outlook. Instructional Support Fee applies. 4 credits

Course Student Learning Outcomes

1. Develop skills in critical thinking and decision making. 2. Apply skills in Microsoft Word, Excel, Power Point, Access, and Outlook through analyzing: formatting, collaborating, and managing worksheets and workbooks. 3. Create Microsoft content, formatting content, collaborating, managing, and delivering presentations. 4. Utilize the skills necessary to utilize Microsoft NetMeeting Software and master the skills of structuring databases, entering data, organizing data, and managing databases. 5. Manage task constraints and relationships with setting deadlines and priorities.
Credits: 4.00

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. Three lecture hours per week. Instructional Support Fee may apply.

Course Student Learning Outcomes

1.Utilize skills necessary to work in an office environment. 2.Demonstrate competency in the operational functions of an administrative assistant. 3.Utilize skills in human relations, leadership, and decision making. 4.Research other groups and cultures through service-learning experience. 5.Apply academic knowledge in the real world. 6.Analyze theory related to work experience.
Credits: 3.00

OFC 260: Business Writing and Communication

This course offers activity-based case studies to develop communication and soft skills with instructional tools to prepare students for the competitive information-age marketplace. Students will learn best practices and strategies for career success while developing professionalism, expert writing skills, and leading-edge digital research techniques for career success in today's workplace. The course will focus on composing business correspondence using critical thinking skills to produce clear, accurate, and timely written communication. Prerequisite: ENG 101 or permission of department chair. Three lecture hours per week.

Course Student Learning Outcomes

1. Produce clear, accurate, and timely written communications. 2 . Identify communication barriers and ways to minimize them. 3. Compose effective business messages, requests, letters, reports, proposals, and press releases. 4. Develop responses to requests for information, complaints, and other communications. 5. Write persuasive sales messages, requests, claims, and collection messages. 6. Compose effective business proposals.

Credits: 3.00

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 web site using the HTML5 programming language. Students participate in groups to collaborate in course assignments. Three lecture hours per week. Instructional Support Fee applies.

Course Student Learning Outcomes

1. Create desktop publishing documents using Office 365 Publisher application. 2. Create basic web pages. 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: 3.00

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. Instructional Support Fee may apply.

Course Student Learning Outcomes

1. Create financial reports and expenses using electronic methods. 2. Utilize time management skills to maximize productivity. 3. Analyze a business situation to make effective decisions. 4. Analyze the concepts of business, marketing, and management. 5. Utilize skills to deliver an effective interview. 6. Develop a training program for employees.

Credits: 3.00

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. Instructional Support Fee may apply.

Course Student Learning Outcomes

1. Analyze information using project management tools. 2. Facilitate virtual meetings, screen sharing, video, and blogs using collaboration tools. 3. Utilize presentation tools. 4. Analyze 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: 4.00

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. Instructional Support Fee may apply.

Course Student Learning Outcomes
1. Produce a professional resume. 2. Create cover letters and follow-up letters. 3. Conduct research on prospective employers using electronic resources. 4. Utilize professionally interview skills. 5. Learn to work as part of a team.
Credits: 3.00

Paralegal Studies

PLS 100: Introduction to Legal Studies & Ethics
Introduction to Paralegal Studies 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.

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: 3.00

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. Pre or co-requisite: PLS 100. Three hours of lecture per week.

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: 3.00

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. Pre or Co-requisite: PLS 100. Three lecture hours per week.

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: 3.00

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.

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: 3.00

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. Prerequisite: Pre or co-requisite ENG 101 and PLS 100. Three hours of lecture per week. 3 credits.

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: 3.00

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. Pre or co-requisite: PLS 100. Three lecture hours per week.

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: 3.00

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. Pre or co-requisite: PLS 100. Three lecture hours per week.

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: 3.00

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. Pre or Co-requisite: PLS 100. Three lecture hours per week.

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: 3.00

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. Prerequisite: PLS 101 and PLS 120 with a grade of C or better.

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: 3.00

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. Pre or Co-requisite: PLS 100. Three lecture hours per week.

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: 3.00

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. Pre or co-requisite: PLS 100. Three lecture hours per week.

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: 3.00

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. Pre or Co-requisite: PLS 100. Three lecture hours per week.

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: 3.00

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. Prerequisite: A minimum GPA of 3.0 and sophomore status, and approval of the program director/department chair. Open only to Paralegal Studies students.

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: 3.00

PLS 244: eDiscovery

This course will explore the rapidly developing role of software in the area of legal data, eDiscovery, and information governance. We will take an in-depth look at the role of software in the litigation lifecycle from data collection and document review to production and presentation at trial. Students will explore technology used in the litigation support department and by litigation teams in the acquisition of data and eDiscovery processing. Pre-Requisite: PLS 101 or PLS 230 or CRJ 113. Three lecture hours per week, 3 credits.

Course Student Learning Outcomes

1. Explain the types of forensic collection. 2. Describe different eDiscovery tools and their uses. 3. Describe types of digital evidence. 4. Explain factors affecting digital evidence collection. 5. Summarize U.S. Federal Rules on digital evidence. 6. Define the required data deliverable items in responding to, or propounding, a Request for Production of Documents. 7. Explain when to use eDiscovery Consultants, Special Masters, and Forensic Mediators. 8. Review data using different software tools. 9. Explain eDiscovery project management tasks.
Credits: 3.00

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. Gen. Ed. Competencies Met: Ethical Dimensions, Human Expression and Multicultural and Social Perspectives.

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: 3.00

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. Gen. Ed. Competencies Met: Human Expression.
Credits: 3.00

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. Gen. Ed. Competencies Met: Ethical Dimensions, Human Expression and Multicultural and Social Perspectives.
Credits: 3.00

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. Prerequisite: MED 101. Open to students enrolled in Phlebotomy Certificate Program only. 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. Instructional Support Fee applies.

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.

1

1. Properly perform blood donor collection process on training patient.

1

1. Perform point of care testing (POC) including capillary blood glucose levels, urinalysis testing and urine pregnancy testing.

1

1. Properly perform special collections on training arms and peer "patients".

1

1. Apply routine computer applications in the laboratory setting.

1

1. 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.

1

1. Communicate appropriately using proper medical and laboratory terminology.

1

1. Discuss and utilize standard safety practices as outlined by OSHA and CDC.

1

1. Maintain patient confidentiality.

1

1. Discuss and interpret quality control and quality assurance applications necessary to ensure reliability of test results and equipment.

1

1. Prepare materials and supplies for laboratory testing.

2

1. Follow the program safety policies in the Phlebotomy classroom.

21. Work cooperatively with fellow students, instructors and College staff.
Credits: 4.00

Physics

PHY 1
Credits: 4.00

PHY 2
Credits: 4.00

PHY 101: Technical Physics I
This is a noncalculus-based introduction to the principles of physics and their applications. Topics include vectors, Newton's law of motion, work, energy, machines, and rotation. Emphasis is placed on understanding through problem solving. This course is not transferable to most four-year engineering degrees. Pre or co-requisite: MTH 141 or MTH 152. Three lecture hours and two laboratory hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

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: 4.00

PHY 102: Technical Physics II
This is a continuation of PHY 101. Topics include fluids, thermodynamics, optics, electrostatics and basic circuits. Prerequisite: C or better in PHY 101. Three lecture hours and two laboratory hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

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: 4.00

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.

Course Student Learning Outcomes

1. Demonstrate basic knowledge of special relativity, inlcuding Lorentz transformation and four-vectos. 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: 3.00

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. Prerequisite: MTH 214 with a grade of C or better. Three lecture hours and three laboratory hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

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: 4.00

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. Prerequisite: C or better in PHY 211. Concurrent registration in MTH 253 is recommended. Three lecture hours and three laboratory hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

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: 4.00

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. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.

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: 3.00

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. Prerequisite: POR 101 or two years of Portuguese in high school with an A or B average. Three lecture hours and one language laboratory hour per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.

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: 3.00

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. Prerequisite: POR 102 or three years of high school Portuguese with a C average. Three class hours and one language laboratory hour per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.

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: 3.00

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. Prerequisite: POR 201 or four consecutive years of high school Portuguese with a C average. Three lecture hours and one language laboratory hour per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.

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 interpreter 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: 3.00

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. Prerequisite: Passing score on the oral and written entrance examination for the Portuguese/English Community Interpreting program. Three lecture hours per week. Gen. Ed. Competencies Met: Human Expression.

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: 3.00

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).

Prerequisite: POR 321 or permission of the instructor. Three lecture hours per week. Gen. Ed. Competencies Met: Human Expression.

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: 3.00

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. Prerequisite: HUM 156. Three lecture hours per week.

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: 3.00

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. Prerequisite: HUM 156 and POR 321. Three lecture hours and one language laboratory hour per week. Instructional Support Fee applies.

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 intepreting.

Credits: 3.00

Project Management

PRM 101: Foundations of Project Management
This course covers the fundamentals of building a project plan that will lead to successful management of all projects from short term endeavors to long term complex programs. Using the Project Management Institute's Body of Knowledge handbook, students learn the principles, methodology and terminology of Project Management, with a focus on transferring the textbook learnings into practical, real-life applications. Topics will include scope, schedule and budget management, cultural differences, stakeholder management, conflict resolution and several additional topics to support a successful project. Three lecture hours per week.

Course Student Learning Outcomes

1. Identify the elements of the Project Management life cycle. 2. Examine the role of a Project Manager including the importance of managing people and expectations. 3. Demonstrate the processes to build a thorough project plan. 4. Identify the key terms of Project Management. 5. Utilize basic tools and techniques to plan, organize, and manage a project. 6. Evaluate best outcomes based on risks and constraints. 7. Describe the career paths in the project management profession.
Credits: 3.00

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. Pre or co-requisite: PRM 101. Three lecture hours per week.

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: 3.00

PRM 104: Project Stakeholders and Communications Plan
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. Pre- or co-requisite PRM 102. Three lecture hours per week.

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: 3.00

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. Prerequisite: PRM 102 or permission of department chair. Three lecture hours per week.

Course Student Learning Outcomes

1. Translate the sponsoring organization's vision for a project into an achievable Project Charter. 2. Utilize customer requirements and the triple constraint to develop the project's 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: 3.00

PRM 202: Project Risk, Change, and Quality Management

This course continues to examine at greater depth some of the 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. Prerequisite: PRM 104 or permission of program coordinator. Three lecture hours per week.

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: 3.00

PRM 204: Advanced Project Management Concepts

This course provides students with an understanding of important project management concepts, which may not be foundational to project management, but would be encountered by more senior project managers as they advance in their careers. The concepts include, but are not limited to building project teams, project politics. global project management, Agile project management, and recovering troubled projects. Prerequisite(s): PRM 201 and PRM 202 or permission of program coordinator. Three lecture hours per week.

Course Student Learning Outcomes

1. Demonstrate different approaches for building and leading project teams. 2. Discuss various project communications methods and project politics and how they can affect the outcomes of projects. 3. Identify global project management concepts and the challenges of managing a global project team. 4. Discuss the role that different cultures play in managing global projects and how a project manager would manage global teams and networks. 5. Discuss the role of a project manager in an Agile environment and review various Agile methodologies, and discuss how

they differ. 6. Identify the root cause of troubled projects, when recovery is necessary, and the methods for getting troubled projects back on track.
Credits: 3.00

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). Prerequisite: PRM 202 or permission of program coordinator. Three lecture hours per week.

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: 3.00

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. Prerequisite: Passing scores on the College's writing and reading placement tests, or a C or better or concurrent enrollment in ENG 091 or ENG 092. Three lecture hours per week. Gen. Ed. Competencies Met: Multicultural and Social Perspectives.

Course Student Learning Outcomes
Students who successfully complete this course will be able to: 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 psychological research terminology. 4. Recognize research terms found in psychological studies that have supported the discipline. 5. Demonstrate an increased awareness of how psychological principles impact individual lives. 6. Demonstrate ability to write in APA format."
Credits: 3.00

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. Prerequisite: A passing score on the reading and writing and placement tests or C or better or concurrent enrollment in ENG 091 or ENG 092. Three lecture hours per week. Gen. Ed. Competencies Met: Critical Thinking.

Course Student Learning Outcomes
For First Year Experience: 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: 3.00

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. Pre-requisite(s): PSY 101 and MTH 119. Three lecture hours and one laboratory hour per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Quantitative and Symbolic Reasoning.

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: 4.00

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. Pre-requisite: PSY 230 with a minimum grade of "C". Three lecture hours per week. Gen. Ed. Competencies Met: Critical Thinking, Information Literacy and Scientific Reasoning and Discovery.

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: 3.00

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. Prerequisite: PSY 101. Three lecture hours per week.

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: 3.00

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. Prerequisite: PSY 101. Three lecture hours per week.

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: 3.00

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. Prerequisite: PSY 101. Three lecture hours per week.

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: 3.00

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. Prerequisite: PSY 101. Three lecture hours per week. Gen. Ed. Competencies Met: Critical Thinking.

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.

6. Understand the unique problems facing individuals with various mental health issues and think critically about the sociological, economical and cultural ramifications of psychopathology.
Credits: 3.00

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. Prerequisite(s): PSY 101. Three lecture hours per week. Gen. Ed. Competencies Met: Ethical Dimensions and Multicultural and Social Perspectives.

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: 3.00

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. Prerequisite: PSY 101. Three lecture hours per week.

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: 3.00

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. Prerequisite: PSY 101. Three class hours a week.

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: 3.00

PSY 260: Topics in Psychology
A one-semester course on a specific topic in psychology. Topic to be announced each semester. Prerequisite: PSY 101. Three lecture hours per week.

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: 3.00

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.

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: 3.00

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.

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: 3.00

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.

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: 3.00

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.

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: 3.00

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's disease as well as emotional and personality disorders encountered by elders. Three lecture hours per week.

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: 3.00

PSY 281: The Effects of Drugs on the Body & 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.

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: 3.00

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. Prerequisite(s): PSY 101 and PSY 281. Three lecture hours per week.

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: 3.00

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. Prerequisite(s): PSY 101. Three lecture hours per week.

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 he varied learning theories. 4. Utilize and apply the principles of psychology of learning in theirs 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: 3.00

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. Prerequisite: Enrollment in the Commonwealth Honors Program or permission of the instructor. Three hours of lecture per week.

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: 3.00

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. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

Course Student Learning Outcomes

After completion of this course, students should be able to: 1. Explain the basic features of the scientific process - such as peer review, hypothesis generation, and controlled experimentation. 2. Critically read and evaluate secondary sources of science news. 3. Distinguish between science and pseudoscience based on criteria relating to the process of science.

Credits: 3.00

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. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

Course Student Learning Outcomes

1. Apply the scientific method to a variety of ecosystem-based problems, including both observational and experimental science, and incorporate the fundamental elements of experimental design. 2. Explain the significance of fundamental ecological concepts related to water and matter cycling, community ecology, population dynamics, ecological succession, and evolution. 3. Critically evaluate a variety of environmental problems and proposed solutions, including resource limitation, pollution, food shortages, and loss of biodiversity. 4. Explain the basic causes and mechanisms of global climate change, what is known, what is unknown, and how scientists are approaching the problem.

Credits: 4.00

SCI 113: Physical Science

This lab science course for non-science majors provides a foundational understanding of the physical sciences such as physics, chemistry, and earth and space sciences. Topics covered include matter and energy, electricity and electromagnetic behavior, chemical bonds and reactions, force and motion, the Earth's geological and atmospheric processes, the formation of our Universe and its contents, important scientific laws and principles associated with any of these topics, and the underlying importance of the atom and its role in the many physical laws of nature. Students apply the scientific method and learn proper laboratory procedures and safety. No prior science background is required, but some high school level algebra and mathematics are recommended. Prerequisite(s): Introductory Algebra competency or high-school algebra. Three class-hours and two laboratory hours per week. Instructional Support Fee applies. General Ed. Competencies met: Scientific Reasoning and Discovery.

Course Student Learning Outcomes

1. Identify the core principles in Physics, Chemistry, and Earth and Space science. 2. Apply the scientific method to conduct experiments and investigations, collect data, and interpret results in a laboratory setting. 3. Determine whether a hypothesis is testable. 4. Recognize the real-world applications of physical science concepts and explain the relevance of these principles in everyday life. 5. Develop problem-solving skills and utilize critical thinking to understand and explain scientific phenomena. 6. Communicate scientific ideas effectively, using appropriate terminology. 7. Discuss the interdisciplinary nature of science and its impact on the understanding of the natural world. 8. Interpret and discuss current issues and developments in the physical sciences, demonstrating an awareness of science as a dynamic field of study. 9. Foster a curiosity and lifelong learning attitude towards science and the world around them.

Credits: 4.00

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. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

Course Student Learning Outcomes

1. Apply the scientific method to address observations and problems. 2. Identify and describe the common uses of plants by people. 3. Describe biological systematics and taxonomic organization of plants. 4. Compare and contrast the major families of cultivated plants, utilizing dichotomous keys and other tools in plant identification. 5. Describe, and illustrate the gross and microscopic morphological structures of plants. 6. Classify and describe the different kinds of flowers, fruits, and seeds. 7. Explain the physiology of plants, including reproduction, photosynthesis and cellular respiration. 8. Conduct and interpret physical and chemical soil analysis and apply the principles of soil science to plant production.

Credits: 4.00

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. Instructional Support Fee applies. (FESHE Approved) Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

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: 4.00

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. Gen. Ed. Competencies Met: Global and Historic Awareness and Scientific Reasoning and Discovery.

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: 3.00

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. Prerequisite: One year of high school laboratory science or one semester of college laboratory science. Three lecture hours and three laboratory hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

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: 4.00

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. Instructional Support Fee applies.

Course Student Learning Outcomes

After successful completion of this course, students should be ale to: 1. Develop ethical reasoning skills. 2. Identify instances of scientific misconduct and the appropriate consequences. 3. Demonstrate appropriate scientific record keeping and understand its importance. 4. Discuss scientific authorship and the peer review process. 5. Understand and identify conflicts of interest. 6. Discuss the use of and ethical issues surrounding humans and animals in research. 7. Engage in informed discussions about current topics in all areas of natural science.
Credits: 3.00

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. Prerequisite: 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. Three hours of lecture and two hours of laboratory per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery.

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: 4.00

SCI 251: Moments of Revolutionary Discovery

How does your own memory mislead you? Will AI save us or destroy us? Is it ethical to try to find a cure for death? These are just a few questions that illustrate that we are living in a time of great scientific discovery

and rapid social change. This multidisciplinary discussion-based seminar focuses on different topics each week, and challenges students to engage with material in ways that depart from the typical classroom experience. Join us to explore these questions, expand your mind, and challenge your preconceived notions. Three lecture hours per week. Prerequisite: Open to Commonwealth Honors Program students only. Gen. Ed. Competencies Met: Critical Thinking and Scientific Reasoning and Discovery.

Course Student Learning Outcomes

1. Explain radical discoveries of modern science and their consequences for our current worldview. 2. Apply strategies of critical thinking to cutting edge scientific theories. 3. Analyze new ways of living that are emerging at the forefront of our culture. 4. Evaluate the ethical implications of these paradigm shifts for society.
Credits: 3.00

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 between the physical environment and human actions over time. Prerequisite: 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. Three lecture hours per week. Gen. Ed. Competencies Met: Critical Thinking, Global and Historic Awareness and Multicultural and Social Perspectives.

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, their origins, and how they are interconnected. 2. Explain the dynamic physical forces of the earth's surface 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 social phenomena 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: 3.00

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. Prerequisite: 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. Three lecture hours per week. Gen. Ed. Competencies Met: Ethical Dimensions and Global and Historic Awareness.

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: 3.00

SSC 260: Topics in Social Science

A one-semester course on a specific topic in Social Science. Topics to be announced each semester. Three lecture hours per week.

Course Student Learning Outcomes

Student Learning Objectives will be developed by the instructor based on the topic/content of the course.
Credits: 3.00

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. Prerequisite: 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. Three lecture hours per week. Gen. Ed. Competencies Met: Ethical Dimensions, Global and Historic Awareness and Multicultural and Social Perspectives.

Course Student Learning Outcomes

1. Identify fundamental concepts, theories and language comprising the discipline of Sociology. 2. Recognize the social structural bases of human and organizational behavior. 3. Investigate and practice the meaning of sociological imagination. 4. Demonstrate critical thinking skills through analysis of sociological phenomena.
Credits: 3.00

SOC 210: Urban Sociology

This course explores the historical, political, cultural, and economic forces that influence the social organization and social interaction of people within urban areas. The major theoretical perspectives within the field of urban sociology including human ecology and political economy will be examined. Special focus will be placed on contemporary multicentered metropolitan regions in North America, Europe, Asia, Africa, and Latin America. Topics covered in this course include urban social problems, urban planning and sustainability, urban policy, and urban social movements. Pre or Co-requisite(s): Passing scores on the college's reading and writing placement tests, or a CC or better or concurrent enrollment in ENG 091 or ENG 092. Three lecture hours per week. Gen Ed Competencies Met: Ethical Dimensions, Global and Historic Awareness, Multicultural and Social Perspectives.

Course Student Learning Outcomes

1. Analyze key concepts and theories within the field of urban sociology. 2. Differentiate the sociological methods of research applied to the study of urban society. 3. Explain how historical, economic, environmental and political factors influence the growth and development of cities globally. 4. Examine the ways in which social forces shape the social organization and interaction of people in urban areas. 5. Identify the ideological foundations of urban policy. 6. Examine contemporary urban social problems and explore proposed solutions. 7. Assess the impacts of urban policy.
Credits: 3.00

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. Prerequisite: 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. Three lecture hours per week. Gen. Ed. Competencies Met: Ethical Dimensions, Global and Historic Awareness and Multicultural and Social Perspectives.

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: 3.00

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. Gen. Ed. Competencies Met: Critical Thinking, Ethical Dimensions and Global and Historic Awareness.

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: 3.00

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. Prerequisite: 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. Three lecture hours per week. Gen. Ed. Competencies Met: Ethical Dimensions, Global and Historic Awareness and Multicultural and Social Perspectives.

Course Student Learning Outcomes

1. Develop a historical and cross-cultural analysis of contemporary family structures. 2. Examine the intersection of race, age, social class, gender, and sexual orientation on family life and roles. 3. Identify significant stages and processes in the family cycle. 4. Analyze the social, economic and policy factors that shape family systems.
Credits: 3.00

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. Prerequisite: 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. Three lecture hours per week. Gen. Ed. Competencies Met: Ethical Dimensions, Global and Historic Awareness and Multicultural and Social Perspectives.

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: 3.00

SOC 253: Environmental Sociology: Ecology and the Built Environmental
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. Prerequisite(s): 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. Three lecture hours per week.

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: 3.00

SOC 256: Race and Ethnicity in the Contemporary United States

This course explores the social structural forces and the psycho-social 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. Prerequisite(s): 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. Three lecture hours per week. Gen. Ed. Competencies Met: Ethical Dimensions, Global and Historic Awareness and Multicultural and Social Perspectives.

Course Student Learning Outcomes

1. Evaluate race and ethnicity as socially constructed categories and explore how these categories are created and maintained. 2. Analyze racial and ethnic inequalities as structural rather than as individual phenomena. 3. Identify the ways in which race and ethnicity intersect with social class and gender. 4. Analyze the social, economic, environmental and policy factors that shape the systems of racial/ethnic inequalities.

Credits: 3.00

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. Gen. Ed. Competencies Met: Ethical Dimensions and Multicultural and Social Perspectives.

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: 3.00

SOC 258: Topics in Sociology

A one-semester course on a specific topic in sociology. Topic to be announced each semester. Prerequisite: SOC 101. Three lecture hours per week. Gen. Ed. Competencies Met: Multicultural and Social Perspectives.

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: 3.00

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.

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: 3.00

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.

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: 3.00

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. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.

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: 3.00

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. Prerequisite: SPA 101 or two years of high school Spanish with an A or B average. Three lecture hours per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.

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: 3.00

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. Prerequisite: SPA 102 or three years of high school Spanish with a C average. Three class hours and one language lab per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.

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: 3.00

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. Prerequisite: SPA 201 or four consecutive years of high school Spanish with a C average. Three class hours and one language lab hour per week. Instructional Support Fee applies. Gen. Ed. Competencies Met: Human Expression.

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: 3.00

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. Prerequisite: SPA 102, or three years of high school Spanish with a C average, or permission of the instructor. Three lecture hours and one language laboratory hour per week. Gen. Ed. Competencies Met: Human Expression.

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: 3.00

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. Prerequisite: Passing score on the oral and written entrance examination for the Spanish/English Community Interpreting program. Three hours of lecture per week.

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: 3.00

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). Prerequisite: SPA 321 or permission of the instructor. Three lecture hours per week.

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: 3.00

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. Pre or co-requisite: SPA 354. Three lecture hours per week.

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: 3.00

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. Prerequisite: HUM 156. Three lecture hours per week.

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 intepreting.
Credits: 3.00

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). Prerequisite(s): PSY 255 and PSY 287. Three lecture hours per week.

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: 3.00

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) Prerequisite(s): PSY 287 and PSY 255. Three lecture hours per week.

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: 3.00

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 of risk factors, such as disability, chronic illness or substance use disorders on the family. Prerequisite(s): PSY 281; pre- or co-requisite PSY 255. Three lecture hours per week.

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: 3.00

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. Prerequisite(s): PSY 101 and PSY 281. 0.6 lecture hours per week. (Ethics: 2.5 hours of the required 10 hours needed for CADAC).

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: 2.00

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. Prerequisite(s): SAC 290. Three lecture hours per week. (Ethics: 2.5 hrs.)

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: 3.00

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. Prerequisite(s): 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. Three lecture hours per week. Gen. Ed. Competencies Met: Ethical Dimensions and Global and Historic Awareness.

Course Student Learning Outcomes
1. Identify key issues, concepts, theories and language associated with socio-ecology and sustainability issues. 2. Analyze the ways in which societal structures and social forces shape ecological and sustainability discourse and practices. 3. Develop an appreciation for, and a continuing interest and participation in, ecological issues and the stabilization of a healthy planet.
Credits: 3.00

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 the 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 generations; health, disease, and pandemics; water and energy access; sea-rise ad built-environmental infrastructure; sociopolitical destabilization, conflicts and terrorism; involuntary displacement and migration; and gender equity. Particular concerns center on international geo-political relations, global interconnectivity, nations' ethical responsibilities toward the poor in the face of climate crises, and transnational mitigation and

adaptation responses. Prerequisite(s): 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. Three lecture hours per week.

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: 3.00

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. Prerequisite(s): 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. Three lecture hours per week.

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 conductive 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: 3.00

Sustainable Agriculture

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.

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: 2.00

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 honeybees, 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.

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: 2.00

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 controls of plant pests and diseases. Content includes a survey of principle 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.

Course Student Learning Outcomes

After Completion of this course, students will be able to: 1. Identify common pests and pathogens in agriculture, including insects, bacterial, fungal and viral diseases. 2. Identify what chemicals are available for eliminating pests and be able to practice safe application techniques. 3. Recognize and identify insect damage on plant material. 4. Utilize Integrated Pest Management techniques.
Credits: 3.00

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.

Course Student Learning Outcomes

Students who successfully complete this course will be able to: 1. Describe and apply the scientific method to analyze patterns in the natural world and apply solutions to design challenges. 2. Recognize and describe the principles of scientific inquiry. 3. Describe ecological systems, their functions and the ecosystem services that they provide. 4. Discuss and analyze perennial aggro-forestry systems of diverse tree crops and livestock animals. 5. Discuss and apply the principles of ecological relationships to the design sustainable plant and food production. 6. Discuss and analyze the issues of world food productions systems and food sovereignty principles.
Credits: 3.00

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.

Course Student Learning Outcomes

After completion of this course students will be able to: 1. Identify the difference between native and non-native/invasive plants, as well as the benefits and uses of native and heirloom plants and hemp. 2. Develop a plan for growing/marketing native plants and heirloom plants. 3. Discuss the biology, history and uses of native plants and hemp as well as other specialized crops. 4. Recognize the current state and federal regulations regarding all levels of production of specialized crops,

from seed saving/collecting, to growing and processing crops. 5. Prepare for the practice of growing specialized crops.
Credits: 3.00

AGR 126: Understanding Pesticides
This course explores the classes and proper handling and application of pesticides used in urban and agricultural environments. Topics discussed include classification, toxicology, formulation, application techniques, safety, legal considerations, environmental impact, and research and development of new pesticides. Chemical control methods that are least toxic and permissible by the National Organic Program standards will be emphasized. Successful completion of this course will help prepare students to take the Massachusetts pesticide license exam.

Course Student Learning Outcomes
1. Describe the chemistry of common pesticide classes. 2. Describe common pesticide mode of action. 3. Describe proper pesticide application techniques. 4. Utilize appropriate pesticide and formulation. 5. Calibrate various types of equipment used in pesticide application. 6. Demonstrate proper record-keeping techniques. 7. Describe the hazards associated with the use of pesticides. 8. Describe the governmental regulations regarding the use of pesticides.
Credits: 3.00

AGR 160: Topics in Sustainable Agriculture
This course covers a sustainable agriculture topic in-depth not normally covered in other AGR courses. Special topics may include: agroecology, regenerative agriculture, arboriculture, landscape architecture, floriculture, native plants, agroforestry, and other emerging topics in sustainability and agriculture. Topic to be announced each semester. Gen Ed Competency Met: Scientific Reasoning and Discovery.

Course Student Learning Outcomes
1. Describe the principles of scientific inquiry. 2. Contrast industrial vs. organic agriculture practices and impacts. 3. Apply principles of ecology to agriculture 4. Analyze interdisciplinary approaches to topics in agriculture
Credits: 3.00

AGR 213: Integrated Pest Management for Sustainable Agriculture
This course is an introduction to Integrated Pest Management (IPM). Local agricultural pests will be surveyed, as well as weeds and diseases and their impact on crops. The course will focus on identification of pest problems and sustainable methods of integrated pest management including cultural, biological and physical control methods. Concepts of building and maintaining healthy soil, plant and insect biological cycles as key to ecological pest control will be explored. Structural and public health pests will also be discussed. Chemical control methods described will be such that are least toxic and permissible by the National Organic Program standards.

Course Student Learning Outcomes
1. Describe the history and development of Integrated Pest Management (IPM) 2. Define the factors that promote disease and pest outbreaks. 3. Develop effective solutions for prevention and mitigation to key pest problems 4. Monitor for pests through various sampling IPM methods 5. Describe cultural, mechanical, biological and chemical control options 6. Survey biological and chemical options in pest and weed control 7. Describe health and environmental concerns associated with pesticide use 8. Construct an IPM program
Credits: 3.00

AGR 214: Sustainable Agriculture
This course explores 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. Field trips and community-based learning may occur during class meetings. Gen. Ed. Competencies Met: Scientific Reasoning and Discovery. Instructional Support Fee applies.

Course Student Learning Outcomes
1. Apply the scientific method to issues of sustainable agriculture. 2. Examine plant nutrient deficiencies and their remedies. 3. Compare and contrast industrial vs. organic agriculture practices and impacts. 4. Execute all aspects of crop preparation. 5. Identify principles and

practices of soil science and soil conservation. 6. Execute soil fertility techniques including composting, cover crops, crop rotations, and fertilization. 7. Identify common agricultural pests to apply integrated pest management techniques. 8. Identify plant families to manage common agricultural pests and diseases in those families. 9. Explain diverse weed management techniques and practices. 10. Appraise various business practices in farm management and marketing.
Credits: 4.00

Theatre

THE 101: Introduction to Theatre
This is a fundamental course designed to acquaint students with all phases of theatre. Through collaborative group projects and individual exercises 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. Gen. Ed. Competencies Met: Ethical Dimensions and Human Expression.

Course Student Learning Outcomes
Students will be able to: 1. Describe the Aristotelian parts of drama in various plays. 2. Create theatrical material as actor, director, playwright, and designer. 3. Explain the conflicting ethical perspectives represented in various plays. 4. Analyze the motivations behind the core beliefs of themselves and various characters in plays. 5. Evaluate a theatre production's approach to the ethical issues it is exploring.
Credits: 3.00

THE 102: Theatre Colloquium
This CSS, College Success Seminar, 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. Two class hours per week.

Course Student Learning Outcomes
Students will be able to: 1. Take notes in class. 2. Ask crucial questions. 3. Use college resources and local culture and artistic resources. 4. Create a personal finance budget. 5. Locate and appropriately apply for industry related jobs. 6. Create a personal growth plan.
Credits: 2.00

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. Three lecture hours per week. Gen. Ed. Competencies Met: Human Expression.

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: 3.00

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. Students will

participate in both collaborative group projects and individual projects. Three lecture hours per week. Gen. Ed. Competencies Met: Human Expression and Oral Communication.

Course Student Learning Outcomes

Students will be able to: 1. Respond appropriately to verbal and nonverbal messages of the other actors in the moment. 2. Play actions in proper adjustment to the pattern of ideas, objectives, and circumstances in a scene. 3. Create scenes and monologues that use appropriate choices of language and behavior. 4. Create behavior using the appropriate physicality of the character to reveal circumstance and story. 5. Critique a theatre production's central theme from rehearsal to performance.

Credits: 3.00

THE 113: 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. Students will work together in rehearsing scenes outside of class and scenes will be performed in class. Three lecture hours per week. Gen. Ed. Competencies Met: Human Expression and Oral Communication.

Course Student Learning Outcomes

Students will be able to: 1. Create a three-dimensional physical space that supports the needs of the performance. 2. React spontaneously to the other actor in the scene, paying attention to verbal and non-verbal messages. 3. Create the overall behavior of the character and speak the text of the play clearly, appropriately, and with motivation. 4. Follow the moment-to-moment reality of the actions, beats, and objectives in a scene. 5. Research the world of the play using a variety of materials to create authenticity in performance. 6. Evaluate, interpret and critique a theatre production's central theme from rehearsal to performance.

Credits: 3.00

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. Collaborative group projects and individual exercises will be assigned. 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. Prerequisite(s): 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. Three lecture hours per week. Gen. Ed. Competencies Met: Global and Historic Awareness.

Course Student Learning Outcomes

Students will be able to: 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. 3. Draw connections between various styles of theatre now and through the centuries. 4. Identify how theatrical values, belief systems, and institutions have evolved over time. 5. Evaluate how theatre reflects the values, belief systems, and institutions of each society in which it is created. 6. Compare and contrast their own cultural perspectives and alternative global perspectives in a variety of plays through history.

Credits: 3.00

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. Gen. Ed. Competencies Met: Global and Historic Awareness.

Course Student Learning Outcomes

Students will be able to: 1. Explain connections between human behaviors and the historical consequences of the Enlightenment through the present. 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: 3.00

THE 120: Costume Design

This course covers the basics of formulating costume designs in drama. 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. All sections of this course include collaborative assignments and projects. Three lecture hours per week. Gen. Ed. Competencies Met: Human Expression.

Course Student Learning Outcomes

Students will be able to: 1. Analyze the script and the characters for the purpose of making design choices. 2. Research the period of the play with respect to various elements of costume design. 3. Create a design concept that synthesizes the director's concept, the demands of the play, and the designers own creative vision. 4. Create sketches and renderings of various costumes. 5. Construct a costume piece from their design concept. 6. Evaluate a theatre production process.
Credits: 3.00

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. Students will be assigned both individual and collaborative group projects. Three lecture hours per week. Gen. Ed. Competencies Met: Human Expression.

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. 3. Make appropriate design choices that reveal story elements. 4. Strategize the initial stages of a design process. 5. Evaluate a theatre production from rehearsal to performance.
Credits: 3.00

THE 127: Scenic and Lighting Design

This course gives students a basic understanding of scenic and lighting design for the stage. Students will be exposed to the design process by analyzing texts, finding visual research, and discovering how to synthesize a personal vision with a director's vision. Through individual and collaborative assignments and projects students will create ground-plans, lighting plots, sketches, models and other design elements of the world of the play. An introduction to basic drafting principles will also be covered. Three lecture hours per week. Gen. Ed. Competencies Met: Human Expression.

Course Student Learning Outcomes

Students will be able to: 1. Research plays in order to support lighting and scenic design choices. 2. Create a design concept. 3. Create a lighting plot for a play. 4. Create a sketch, ground-plan, and model of a set for a play. 5. Draft appropriate design paperwork. 6. Evaluate a theatre production process.
Credits: 3.00

THE 136: Stagecraft

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.

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: 3.00

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 collaborative group projects that deal with heightened language and situations, such as material by Shakespeare, Brecht, Churchill, Ionesco, and Albee. Three lecture hours per week. Gen. Ed. Competencies Met: Human Expression.

Course Student Learning Outcomes

Students will be able to: 1. Perform techniques that eliminate unnecessary tension and increase vocal resonance. 2. Demonstrate increased 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 psycho-physical acting techniques to the performance of specified plays and characters. 6. Evaluate the acting in a theatre production from rehearsal to performance.
Credits: 3.00

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. Gen. Ed. Competencies Met: Human Expression.

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. 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. 6. Evaluate the acting in a theatre production from rehearsal to production.
Credits: 3.00

THE 214: Scriptwriting: Plays and Screenplays

This will be a process-based course in which students will learn to create original writing for the stage and screen. 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. Prerequisite(s): ENG 102. Three lecture hours per week. Gen. Ed. Competencies Met: Human Expression.

Course Student Learning Outcomes

Students will be able to: 1. Write scripts 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 and purpose in creating and revising work. 4. Apply the tools specific to theatre or film in their writing of scripts. 5. Locate problems and weaknesses in their own and others writing.
Credits: 3.00

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.
Prerequisite(s): THE 101, THE 102, THE 112, THE 113, THE 117, THE 118, THE 124, THE 136, and THE 212.

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: 1.00