This page is intentionally blank.

# BRISTOL COMMUNITY COLLEGE

## All future students are encouraged to visit Bristol Community College.

Bristol Community College
777 Elsbree Street
Fall River, MA 02720
Toll-free (MA/RI only) 800.462.0035
BCC main number 508.678.2811

### Contact the Office of Admissions

To take a campus tour or attend an information session, contact Admissions or call 508.678.2811, ext. 2947, or visit us at BristolCC.edu/admissions

### Campus tours

Visit BCC to learn more about us. We offer scheduled campus tours and Information Sessions throughout the year in Fall River, Attleboro, New Bedford, and Taunton. Check out our state-of-the-art classrooms, visit our computer labs, and see for yourself how you can connect. Come learn about the opportunities we can offer you. Campus tours provide a thorough guided tour of our classrooms and facilities as well as an opportunity to learn more about the admissions process.

Bring your questions and see how one of our many degrees and certificate programs can launch you to that great future you dream about. To take a campus tour or attend an information session, contact Admissions or call 508.678.2811, ext. 2947.

### Web site

Visit Bristol Community College at BristolCC.edu.

### Office of Disability Services

If you need accommodations to access college events, please contact Sue.Boissoneault@bristolcc.edu BCC Office of Disability Services at 508.678.2811, ext. 2955. Room L109.

If you need an ASL interpreter, CART or ALD, please contact Julie.Jodoin@bristolcc.edu BCC Office of Disability Services at ext. 2568 or VP 508.689.7616. Room L109.

Produced by Bristol Community College Office of College Communications.

©2014 BCC

This catalog is produced by the Office of College Communications at Bristol Community College and is current as of the print date around May 2014. The Catalog is also found online. Course changes, updates, and availability can be found on the course search on the College's website at BristolCC.edu.

### Policy changes

All regulations, fees, and information in this document are subject to change at the discretion of the Massachusetts Board of Higher Education and Bristol Community College.

This catalog for our dynamically-evolving college is subject to significant changes throughout its lifespan. Policy and curriculum under review may be revised during its lifespan. Please consult the College's web page or professional staff for the most up-to-date information and any corrections that may result from publication errors.

### Equal Opportunity

Bristol Community College does not discriminate on the basis of race, sex, color, national origin, sexual orientation, religion, age or disability in admission, 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 of Civil Rights Act of 1964, Title IX of the Department of Education Amendments of 1972, and Age Discrimination Act of 1975, should contact the Vice President of Human Resources and Affirmative Action, Tafa Awolaju, Hudnall Administration Building, D208c at 508 678-2811, ext. 2194. Or, contact the Assistant Secretary of the Office Civil Rights, U.S. Department of Education, Washington, DC 20202, or the Regional Director for the Office of Civil rights, Region One, Boston, MA 02109. Those with questions or complaints regarding the Americans with Disabilities Act/Section 504 of the Rehabilitation Act of 1973 should contact the Director of Counseling, Michael Bensink, Commonwealth College Center, G213, at (508) 678-2811, ext. 2379. TDD:677-1203.

## How can you connect?

### Connect to a great future in our dramatically changing world.

Weather the uncertainty with a great investment in yourself.

As you think about your future, consider what a college education can do. You can gain the tools you need to withstand an uncertain economy and chart a bright, successful road ahead.

Yes, **college can be expensive. It costs money and time and energy.**

### Is it worth it?

**Absolutely**. Statistically, those with a two-year degree earn an average of $400,000* (*U.S. Census Data) more in a lifetime than those with only a high school diploma. And the jobs of the future -- the ones we don't know about yet -- require some post-secondary education.

Get more marketable, more employable, more flexible, and more able to weather economic cycles. An education can do all that.

A good college education makes you think and challenge the status quo.

With a good college education, you can change the world.

### How's that for return on investment?

It's your education. Make it yours. And at Bristol Community College, we can help you do it.

You want the education but you don't want to be saddled with student loans. No problem.

That's where Bristol Community College comes in. At Bristol Community College, you can earn an education that gets you started on that bright future -- but without mortgaging your future to get it.

Take time to consider why so many students just like you come to Bristol Community College. That place nearby, the community college people talk about, the place to be -- let us help connect you to your future.

## What can you find at Bristol Community College?

### Opportunity

Find the tools you need to make a great future. Compare our resources, our faculty, and our services to those of other colleges – there's no better choice for getting started and getting ahead. Students of all abilities can find their way at BCC. In Fall 2012, 9,022 students enrolled here.

### Affordable costs

We've all heard the stories on the news about the high cost of education. Well, not at Bristol Community College! This year, a full-time (30 credits) course load at BCC costs about $5,200 -- the same as last year! Compare that to other public or private colleges. You'd save a lot of money by spending your first two years of a four-year degree at BCC. Major magazines, including *U.S. News and World Report* and *Fortune*, say that community colleges are the best way to get the most for your college tuition.

### The path to transfer

Earn the first two years of a four-year degree at Bristol Community College, and you are likely to find yourself actively recruited by great colleges and universities. Students who earned an associate degree at Bristol have transferred to Brown University, Northeastern University, University of Massachusetts, Bridgewater State University, Bryant University, Wellesley College, Roger Williams University, Boston University, New York University, Providence College, and many others. Many colleges offer special scholarships and financial aid for community college graduates.

### How can you connect? At Bristol Community College

More and more high-achieving students find Bristol Community College a great choice. For these competitive students we have an active Commonwealth Honors Program, where students build one-on-one mentoring relationships with faculty, and the Presidential Scholars program that helps connect transfer students to selective colleges.

If you have dreamed about college but think it can't be done, take a look at BCC. It will be hard work – possibly the greatest challenge you've ever faced.

### Our students demonstrate that it's all worthwhile.

## Facilities for Learning

BCC offers students access to some of the most modern equipment and resources available.

### Satellites

Evening classes are held in centers at The Friedman Middle School located at 500 Norton Avenue in Taunton and Greater New Bedford Regional Vocational Technical High School. Day classes are held at the former Cohannet School located at 120 Cohannet Street in Taunton. Day and evening classes are held at the Workforce Education Center on Davol Street in Fall River.

### The Fall River Campus includes these eleven buildings:

### The Margaret L. Jackson Arts Center

With the professionally-equipped, 700-seat theater, complete with dressing rooms, a scene shop, and costume and makeup rooms, the Jackson Arts Center also features art studios, a graphic design computer lab, and exhibit space. The Grimshaw-Gudewicz Art Gallery is also located here, offering public art exhibits of many types. In the College's television studio and post-production facility, students in the College's Communication program use the professional three-camera studio, digital portable cameras, and digital editing workstations. The facility is also headquarters for Greater Fall River Community Media, where the community can learn production and even host their own show! The service is free and open to you. BCC Radio is also based here, with a public access radio station

for hosting your own radio show. Free wireless Internet is available.

## The Commonwealth College Center

The Lash Enrollment Center is located here, housing Admissions, Advisement, Counseling, Financial Aid, Health Services, Placement Testing, Registration, Records, and Student Accounts. Student offices, the BCC Bookstore, Fitness Center, Student Engagement office, cafeteria and lounge are also here. Free wireless access is also available.

## The Siegel Health Technologies Building

Health Sciences programs are based here, with the BCC Child Care Center, Nursing lab, Dental Hygiene clinic, and College snack bar.

## The Robert F. Stoico/FIRSTFED Business Technologies Building

Free wireless access is here for your use. Find a 60-station open computer lab for student use and a computer help desk for any computer-related problem. Six networked computer labs for business, office administration, and computer information systems, including a full multimedia learning lab, are available. You can pick up your accessBCC card in the Community Computing Lab.

## The Eileen T. Farley Learning Resources Center

The Eileen T. Farley Learning Resources Center houses the Fall River Campus Library, the Lash Center for Teaching and Learning, Information Technology Services, eLearning and the Center for Instruction Technology Expertise. The Rodgers Cyber Café is a warm, comfortable lounge with free wireless access and refreshments available for purchase.

## The Engineering Building

Access computer integrated manufacturing, soil, hydraulics, and pneumatics labs, computer-aided design (CAD) stations, and a robotics lab are all based here. Academic support programs in the Center for Developmental Education are also located here, including the Tutoring and Academic Support Center (TASC), and the Writing Center.

## The Hudnall Administration Building

Administrative offices, including the BCC Foundation and Campus Police, are found here.

## The Science Building

Physics, chemistry, and biology labs, the Koppelman Greenhouse, the planetarium, and aquaculture lab are available to students here.

## The Mathematics and Science Building

This building houses dedicated science labs, a real coral reef aquarium, a multidisciplinary computer lab, environmental technology learning center, community services, and an interactive lecture hall. Also located in this building is the Office of Disability Services (ODS).

### The Facilities Building

Facilities, including capital projects, building and grounds operations and events scheduling; mailroom, shipping/receiving, and purchasing are located in here.

### The John J. Sbrega Health and Science Technology Building

Groundbreaking Spring 2014. Building programs includes: Biology, Microbiology, Chemistry, Nursing, Dental Hygiene, and Clinical Lab Science.

## BCC at Attleboro

This Center offers day, evening and weekend classes in a bright, new state-of-the-art facility. Located near downtown Attleboro in the Attleboro Corporate Center off of Forest Street, the newly renovated site is handicap accessible, with ample and convenient parking space. All classrooms are SMART classrooms, with biology, chemistry, and a health lab. The site includes a Learning Resources Center with computers and Internet access, an auditorium, cafeteria, bookstore, and conference room. The Center also includes faculty offices and a combined tutoring center and writing center. Students receive full academic support services, including academic, career, and personal counseling with small classes and personal attention. Check the listing of Programs of Study for those offered in their entirety at the Attleboro Campus.

## The New Bedford Campus

This full-service campus offers day, evening, and weekend classes; student support services; and an array of services that focus on college readiness and workforce training. The New Bedford Campus is also home to eHealth Careers, a flexible healthcare education option, which combines face-to-face learning in the classroom with online learning, designed to prepare students for entry into the growing healthcare field.

Located in the heart of downtown New Bedford and convenient to public transportation and public parking, the Campus includes classrooms and learning resources at 800 Purchase Street and 188 Union Street. In addition to a full-service Enrollment Center and technology-enhanced classrooms, the Campus has multidisciplinary computer labs, four science labs, a Library Learning Commons, and the Costa Academic Support Center. The New Bedford Campus is also home to state-of-the-art health science labs for the Nursing, OTA, Therapeutic Massage, Phlebotomy and Pharmacy Technician programs. Students have access

to free tutoring, academic, career and transfer advisement; personal counseling, health services and disability services.

## The Faculty

### Fellow learners committed to teaching

Learning is at the heart of all we do. That love of learning is led by a faculty with advanced degrees and professional experience that translate into real-life preparation for your future. And while their credentials alone make them impressive, it is their commitment to teaching and to the community college student that really sets them apart.

BCC faculty includes published playwrights, business consultants, working artists, active healthcare providers, and many others – professionals who are admired for their expertise. They teach at Bristol Community College because they want to share with you all that they have learned to prepare you for a satisfying future.

### Keeping pace with technology

The College's high-tech labs and courses stay up-to-date with the rapidly changing environment. Ample on-campus computer facilities, updated science labs, wireless access, SMART classrooms, and the latest in teaching technology are just some ways that BCC helps you to take maximum advantage of technology's power. Technology also enables you to take courses from wherever you are. We have eLearning courses where you can learn via the Web and experience individualized, student-centered instruction. See eLearning elsewhere in this catalog.

## BCC Libraries

### BCC Libraries

Comprehensive library services are offered at three locations including Fall River, New Bedford, and Attleboro. Located in the center of the Fall River Campus, the Farley Learning Resources Center houses the library on the first floor and is the central repository of the College's print and media collections. The New Bedford Campus Library is located in Room 164, and the Attleboro Campus Library is located in Room 107. BCC Libraries provide access to an extensive collection of print and electronic resources which can be accessed from the Library home page, and materials can be delivered to the library most convenient to you. Professional librarians work closely with the faculty to provide information literacy education, as well as comprehensive reference and resource assistance as you work on your scholarship.

### Resources

- Seventy five online databases cover a wide range of disciplines.
- Patrons can access more than 22,000 electronic books and more than 7,000 streaming videos.
- The Fall River Library has more than 60,000 print titles and more than 300 journals and newspapers. Resources from the Fall River Library are sent as needed to the Attleboro and New Bedford Campuses via campus mail.
- Extensive collections of print and electronic reference resources are available at all three campus libraries.
- More than three million titles are available through the SAILS online library network and can be requested from all three BCC Libraries.
- The College Archive houses works by faculty and staff, College publications, and the Lizzie Borden Collection.
- Public workstations and wireless Internet access are available at the three library locations.
- Media equipment including voice recorders, laptops, graphic calculators, and headphones are available for student use.
- The Fall River Library houses the Rodgers Cyber Café which provides refreshments and lounge space for studying, relaxing, or meeting with work groups.

### Services

- All three BCC Libraries offer individual assistance with research and academic assignments from professional librarians.
- Services and course reserves are available at all three campus libraries.
- Information Literacy Instruction sessions are available on request and are often part of the curriculum for individual courses.
- Reference services are available by phone, chat, and email.
- Inter-library loan services provide students and faculty access to resources from other state and national libraries.
- Databases and ebooks can be accessed remotely for those with BCC Libraries cards.

## The Tutoring and Academic Support Center

### Support when you need it

The Tutoring and Academic Support Center (TASC) provides tutoring for almost every College course as well as skill-development in general study skills in Fall River, New Bedford, and Attleboro. Academic computing labs can be found for business, sciences, technology, graphic

design, health sciences, and other disciplines and give students access to the technology they need to master their material. Technology stays up-to-date, and generous lab hours offer students ample access. Every student receives a free email address for personal and academic use.

## Learning made real

Classroom learning infuses practical experience to prepare you for your next step after BCC. Programs incorporate real-time learning experiences, whether you're working with a local business to develop a website, preparing a marketing proposal, practicing clinical skills, or whatever you can imagine. In most programs you can take advantage of internships, field placements, and optional Cooperative Education positions where you earn wages and credit toward your degree and experience toward your résumé. The College's Service-Learning program also gives you opportunity to earn class credit for meaningful community experiences that help you and others.

## After BCC

As much as you'll enjoy your time with us, we know you're preparing to move on. From the moment you step in any learning space, we'll work with you to plan your next step. With a broad range of student services in financial aid, academic advisement, career planning, transfer counseling, and job placement, we can help you plan your career at BCC to best support your goals–or to help you figure out what those goals should be.

## Get connected.

*Still have questions or concerns?*

## Come talk to us.

*See how BCC can connect you to your future.*

# PROGRAMS OF STUDY

Alphabetical by degree

Programs are offered in Fall River unless otherwise noted, as well as at sites indicated.

(A) - Also offered at Attleboro Campus

(NB) - Also offered at New Bedford Campus

(eH) - Also offered in eHealth, New Bedford

\* Note: Fifty percent or more of the courses in these programs can be completed online.

## Art Transfer

### ANIMATION AND MOTION GRAPHICS TRANSFER

Career Program

**Degree offered**
Associate in Arts in Art Transfer
(Animation and Motion Graphics Concentration)

**Credits required 65**

Dean

Joanne Preston

Program contact

Marisa Millard, Coordinator of Animation, Graphic Design, and Web Design, and Professor of Graphic Design, ext. 2691

**Program Goals Statement**

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

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

**Student Learning Outcomes**

See Learning Outcomes (p. 214)

**Program Information**

- Students develop their creative and technical potential while building a strong portfolio for use in transferring or towards the job market.

- Graphic design classes use industry-standard software and hardware in a dedicated design computer lab.

**Additional Information Sequencing**

- Students should plan to complete all Studio Foundation program courses before taking any Advanced Studio courses.

**After BCC**

- Students can transfer to four-year B.F.A. programs in animation, new media, interactive design, motion graphics, broadcast design, or electronic imaging.

- The program is also designed for immediate entry into the job market if desired.

- If you plan to transfer to a four-year institution, visit the Transfer Affairs website at www.BristolCC.edu/transfer

**Infused General Education Competencies**

Ethical Dimensions, Multicultural Perspective, Oral Communication

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| ART 106 | Survey of Art History II: Modern Art | 3 |
| ART 205 | Topics in Contemporary Art | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |

**Elective Courses**

See General Education Competency Courses (p. 231) for course listings

| | | |
|---|---|---|
| | Scientific Reasoning and Discovery Elective - Lab | 4 |
| | Quan/Sym Reasoning Elective | 3 |

**Studio Foundation**

| | | |
|---|---|---|
| ART 101 | Visual Art Colloquium | 1 |
| ART 111 | Drawing I | 3 |
| ART 112 | Drawing II | 3 |
| ART 121 | Two-Dimensional Design | 3 |
| ART 151 | Digital Photography | 1 |
| ART 260 | Computer Graphics | 3 |

**Studio Foundation - Choose one of the following**

| | | |
|---|---|---|
| ART 122 | Two-Dimensional Design II | 3 |
| ART 132 | Three-Dimensional Design II | 3 |

**Advanced Studio**

| | | |
|---|---|---|
| ART 201 | Careers in the Visual Arts | 2 |
| ART 261 | Graphic Design I | 3 |

| ART 266 | Typography Design | 3 |
| ART 276 | Multimedia Design | 3 |
| ART 280 | Electronic Imaging | 3 |
| ART 281 | Web Animation | 3 |

**Advanced Studio - Choose one of the following**

| ART 282 | Character Animation | 3 |
| ART 285 | Motion Graphics | 3 |

**Program Electives – Choose 3 from:**

| ART 211 | Drawing III | 3 |
| ART 216 | Introduction to Illustration | 3 |
| ART 282 | Character Animation | 3 |
| ART 285 | Motion Graphics | 3 |
| ART 292 | Design Studio | 3 |
| CED 210 | Cooperative Work Experience | 3 |
| COM 159 | Video Field Production and Editing | 3 |
| MUS 117 | Sound Design for Multimedia Or an ART course approved by the program coordinator | 3 |

With your program advisor, choose electives based on your choice of concentration and your goals.

**Recommended Course Sequence - Fall Semester 1**

ART 101, ART 106, ART 111, ART 121, ART 260, ENG 101

**Recommended Course Sequence - Spring Semester 2**

ART 112, ART 151, ART 281, ART 280, ENG 102, ART 122 or ART 132

**Recommended Course Sequence - Summer**

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

**Recommended Course Sequence - Fall Semester 3**

ART 201, ART 205, ART 261, ART 266, ART 276

**Recommended Course Sequence - Spring Semester 4 - Choose two**

ART 282, ART 285, Lab Science Elective, Mathematics Elective

## FINE ARTS TRANSFER

### Degree offered
Associate in Arts in Art Transfer
(Art/Fine Arts Concentration)

### Credits required 65

### Dean

Joanne Preston

Program contact

Erik Durant, Coordinator of and Assistant Professor in Art, ext. 2893

Program Goals Statement

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

### Student Learning Outcomes

See Learning Outcomes (p. 214)

- The Art program has approximately 180 students and 20 dedicated faculty of working artists and designers. The program offers a strong individual support system for students.

- Some studio art courses are offered only one semester per year. It is recommended that students take developmental courses, science, and math in the summer.

### Additional Information

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

### Scheduling restrictions

Take ART 101 (p. 243) in the fall semester of your first year, as well as ART 201 (p. 244) and ART 211 (p. 245) in the fall semester of your last year.

### After BCC

- Graduates transfer to four-year institutions and major in subjects such as painting, sculpture, printmaking, art history, art education, and other related fields.

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

### Infused General Education Competencies

Multicultural Perspective, Oral Communication, Technical Literacy

### DEGREE REQUIREMENTS

**General Courses**

| ART 105 | Survey of Art History I: Ancient through Renaissance Art | 3 |
| ART 106 | Survey of Art History II: Modern Art | 3 |

| ART 205 | Topics in Contemporary Art | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |

**Choose one of the following**

| MTH 119 | Fundamental Statistics | 3 |
| MTH 125 | Modern College Mathematics | 3 |

**Choose one of the following**

| PHL 101 | Introduction to Philosophy | 3 |
| PHL 152 | Ethics: Making Ethical Decisions in a Modern World | 3 |
| SOC 101 | Principles of Sociology | 3 |
| SOC 212 | The Sociology of Social Problems | 3 |

**Elective Courses**

See General Education Competency Courses, Scientific Reasoning and Discovery (p. 232) for course listings.

| | Scientific Reasoning and Discovery Elective - Lab | 4 |

**Studio Foundation**

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

**Advanced Studio**

| ART 201 | Careers in the Visual Arts | 2 |
| ART 211 | Drawing III | 3 |

**In addition to ART 201 and ART 211, choose five advanced studio electives from the following**

| ART 216 | Introduction to Illustration | 3 |
| ART 221 | Painting I | 3 |
| ART 222 | Painting II | 3 |
| ART 226 | Printmaking: Relief | 3 |
| ART 227 | Printmaking: Intaglio | 3 |
| ART 231 | Sculpture | 3 |
| ART 251 | Photography II: Digital | 3 |
| ART 256 | Photography I | 3 |
| ART 260 | Computer Graphics | 3 |
| CED 210 | Cooperative Work Experience | 3 |

Students may also choose advanced studio electives from the Graphic Design advanced program courses

**Recommended Course Sequence – Fall Semester I**

ART 101, ART 105, ART 111, ART 121, ART 131, ENG 101

**Recommended Course Sequence – Spring Semester 2**

ART 106, ART 112, ART 122, ART 132, ART 151, ENG 102

**Recommended Course Sequence – Fall Semester 3**

Adv. Art Elective, Adv. Art Elective, ART 201, ART 205, ART 211 and MTH 119 or MTH 125

**Recommended Course Sequence – Spring Semester 4**

Adv. Art Elective, Adv. Art Elective, Adv. Art Elective, Lab Science Elective and Philosophy Elective or Sociology Elective

## GRAPHIC DESIGN TRANSFER

### Degree offered
Associate in Arts in Art Transfer
(Graphic Design Concentration)

### Credits required 65

Dean

Joanne Preston

Program contact

Marisa Millard, Coordinator of Animation, Graphic Design, and Web Design, and Professor of Graphic Design, ext. 2691

### Program Goals Statement

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

### Student Learning Outcomes

See Learning Outcomes (p. 214)

### Program Information

- Students develop their creative and technical potential while building a strong portfolio for use in transferring or towards the job market.

- Graphic design classes use industry-standard software and hardware in a dedicated design computer lab.

### Additional information

- Sequencing: Students should plan to complete all Studio Foundation program courses before taking any Advanced Studio courses.

### After BCC

- Recent graduates have transferred to Rhode Island School of Design, Massachusetts College of Art and Design, Minneapolis College of Art and Design, UMass Dartmouth, and others. Graduates transfer to

four-year BFA programs in graphic design, digital media, Web design, media arts, animation and illustration, as well as art education.

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

## Infused General Education Competencies

Ethical Dimensions, Historical Awareness, Multicultural Perspective, Oral Communication

## DEGREE REQUIREMENTS

### General Courses

| | | |
|---|---|---|
| ART 105 | Survey of Art History I: Ancient through Renaissance Art | 3 |
| ART 106 | Survey of Art History II: Modern Art | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |

### Elective Courses

See General Education Competency Courses (p. 231) for course listings

| | | |
|---|---|---|
| | Scientific Reasoning and Discovery Elective - Lab | 4 |
| | Quan/Sym Reasoning Elective | 3 |

### Studio Foundation

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

### Advanced Studio

| | | |
|---|---|---|
| ART 201 | Careers in the Visual Arts | 2 |
| ART 211 | Drawing III | 3 |
| ART 251 | Photography II: Digital | 3 |
| ART 261 | Graphic Design I | 3 |
| ART 262 | Graphic Design II | 3 |
| ART 266 | Typography Design | 3 |
| ART 267 | Publication Design | 3 |
| ART 280 | Electronic Imaging | 3 |

### Choose one elective from

| | | |
|---|---|---|
| ART 271 | Web Design I | 3 |
| ART 292 | Design Studio | 3 |
| CED 210 | Cooperative Work Experience | 3 |
| | Or | |

an ART course approved by the program coordinator

**Recommended Course Sequence – Fall Semester 1**

ART 101, ART 105, ART 111, ART 121, ART 260, ENG 101

**Recommended Course Sequence – Spring Semester 2**

ART 106, ART 112, ART 122, ART 151, ART 280, ENG 102

**Recommended Course Sequence – SUMMER**

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

**Recommended Course Sequence – Fall Semester 3**

ART 131, ART 201, ART 211, ART 261, ART 266, Mathematics Elective

**Recommended Course Sequence – Spring Semester 4**

ART 251, ART 262, ART 267, Lab Science Elective

## WEB DESIGN AND MEDIA ARTS CAREER

### Degree offered
Associate in Arts in Art Transfer
(Web Design & Media Arts Concentration)

### Credits required 65

### Dean

Joanne Preston

Program contact

Marisa Millard, Coordinator of Animation, Graphic Design, and Web Design, and Professor of Graphic Design, ext. 2691

### Program Goals Statement

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

### Student Learning Outcomes

See Learning Outcomes (p. 214).

### Program Information

- Students develop their creative and technical potential while building a strong portfolio for use in transferring or towards the job market.

- Graphic design classes use industry-standard software and hardware in a dedicated design computer lab.

## Additional information

- Sequencing: Students should plan to complete all Studio Foundation program courses before taking any Advanced Studio courses.

## After BCC

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

## Infused General Education Competencies

Ethical Dimensions, Historical Awareness, Multicultural Perspective, Oral Communication

## DEGREE REQUIREMENTS

### General Courses

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

### Elective Courses

See General Education Competency Courses (p. 231) for course listings

| | | |
|---|---|---|
| | Scientific Reasoning and Discovery Elective - Lab | 4 |
| | Quan/Sym Reasoning Elective | 3 |

### Studio Foundation

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

### Advanced Studio

| | | |
|---|---|---|
| ART 201 | Careers in the Visual Arts | 2 |
| ART 261 | Graphic Design I | 3 |
| ART 266 | Typography Design | 3 |
| ART 272 | Web Design II | 3 |
| ART 273 | Advanced Web Design Studio | 3 |

### Program Electives - Choose three electives based on your choice of concentration and your goals

| | | |
|---|---|---|
| ART 251 | Photography II: Digital | 3 |
| ART 276 | Multimedia Design | 3 |
| ART 281 | Web Animation | 3 |
| ART 282 | Character Animation | 3 |
| ART 285 | Motion Graphics | 3 |
| ART 292 | Design Studio | 3 |
| CED 210 | Cooperative Work Experience | 3 |

or an ART course approved by the program coordinator

**Recommended Course Sequence - Fall Semester 1**

ART 101, ART 111, ART 121, ART 260, CIS 122, ENG 101

**Recommended Course Sequence - Spring Semester 2**

ART 106, ART 122, ART 151, ART 271, ART 280, ENG 102

**Recommended Course Sequence - SUMMER**

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

**Recommended Course Sequence - Fall Semester 3**

Program Elective, ART 201, ART 205, ART 261, ART 266, ART 272

**Recommended Course Sequence - Spring Semester 4**

Program Elective, Program Elective, ART 273, Lab Science Elective, Mathematics Elective

## Business Administration Career

## ACCOUNTING CAREER

### Degree offered

Associate in Science in Business Administration (Accounting Concentration)

### Credits required 64/66

### Dean

William Berardi

Program contact

Cecil Leonard, Department Chair and Professor of Business Administration, ext. 2415

### Program Goals Statement

The Business Administration career program provides training in the various organizational functions, critical thinking, problem-solving, and communication skills students need to compete in today's global business environment. In this option, students can focus on accounting and qualify for entry-level accounting positions. All the Business programs share common courses, so students can switch easily between concentrations.

## Student Learning Outcomes

See Learning Outcomes.

## Program Information

- The faculty have years of practical experience that makes your education relevant to the workplace.

## After BCC

- Graduates seek employment as junior staff accountants, bookkeepers, loan service representatives, tax preparation assistants, credit and collection associates, and junior financial analysts.

- The program is designed for students who plan to enter the workforce immediately after graduation.

## Infused General Education Competencies

Ethical Dimensions, Multicultural Perspective

### DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| CIS 111 | Introduction to Business Information Systems | 3 |
| CSS 101 | College Success Seminar | 1 |
| ECN 111 | Principles of Economics-Macro | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| HST 112 | The West and the World II | 3 |

CSS 101: (or completion of Division 3 First-Year Experience Summer or Intersession orientation or documented First-Year Experience or equivalent)

**Choose one of the following**

| | | |
|---|---|---|
| COM 101 | Fundamentals of Public Speaking | 3 |
| COM 114 | Professional Speaking | 3 |

**Elective Courses**

| | | |
|---|---|---|
| | Scientific Reasoning and Discovery Elective | 3-4 |

See General Education Competency Courses - Scientific Reasoning and Discovery (p. 232) for course listings

**Core Courses**

| | | |
|---|---|---|
| ACC 101 | Principles of Accounting I | 4 |
| ACC 102 | Principles of Accounting II | 4 |
| ACC 114 | Introduction to QuickBooks Pro | 1 |
| BUS 111 | Business and Financial Mathematics | 3 |
| BUS 251 | Business Law | 3 |
| MAN 101 | Principles of Management | 3 |
| MAR 101 | Principles of Marketing | 3 |
| RMN 118 | Workshop in Team Development and Managerial Communications | 1 |

*ACC 114* requirement can be satisfied by completing *ACC 150*

**Concentration Courses**

| | | |
|---|---|---|
| ACC 201 | Intermediate Accounting I | 3 |
| ACC 202 | Intermediate Accounting II | 3 |
| ACC 255 | Federal Taxation I | 3 |

**Choose three courses from the list below for a total of 9 credits**

| | | |
|---|---|---|
| ACC 150 | Small Business Financial Software | 3 |
| ACC 253 | Cost Accounting | 3 |
| ACC 256 | Federal Taxation II | 3 |
| ACC 257 | Managerial Accounting | 3 |
| ACC 258 | Auditing | 3 |
| ACC 259 | Analysis of Financial Statements | 3 |
| | ELECTIVE | 3 |

ELECTIVE: (Choose from ACC, BNK, BUS, CED, MAN, MAR, RES, or RMN)

**Program Electives – choose one of the following**

| | | |
|---|---|---|
| BUS 112 | Personal Financial Planning | 3 |
| BUS 113 | Introduction to Business Functions and Practices | 3 |
| BUS 155 | Business Ethics | 3 |
| BUS 253 | Corporation Finance | 3 |
| BUS 260 | International Business | 3 |
| MAN 152 | Purchasing | 3 |
| MAN 251 | Human Resources Management | 3 |
| MAN 290 | Managing an Enterprise | 3 |
| MAR 255 | Advertising Procedures | 3 |

**Recommended Course Sequence - Fall Semester 1**

ACC 101, BUS 111, CSS 101, ENG 101, HST 112, MAN 101

**Recommended Course Sequence - Spring Semester 2**

ACC 102, ECN 111, ENG 102, MAR 101, COM 101 or COM 114

**Recommended Course Sequence - Fall Semester 3**

Accounting Elective, ACC 114, ACC 201, ACC 255, CIS 111, Science Elective

**Recommended Course Sequence - Spring Semester 4**

Accounting Elective, Business Elective, Program Elective, ACC 202, BUS 251, RMN 118

## ENTREPRENEURSHIP CAREER

### Degree offered

Associate in Science in Business Administration (Entrepreneurship Concentration)

### Credits required 65/66

### Dean

William Berardi

Program contact

Cecil Leonard, Department Chair and Professor of Business Administration, ext. 2415

## Program Goals Statement

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

## Student Learning Outcomes

See Learning Outcomes (p. 214).

## Program Information

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

## After BCC

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

## Infused General Education Competencies

Ethical Dimensions, Multicultural Perspective

## DEGREE REQUIREMENTS

### General Courses

| | | |
|---|---|---|
| CIS 111 | Introduction to Business Information Systems | 3 |
| CSS 101 | College Success Seminar | 1 |
| ECN 111 | Principles of Economics-Macro | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| HST 112 | The West and the World II | 3 |

CSS 101: (or completion of Division 3 First-Year Experience Summer or Intersession orientation or documented First-Year Experience or equivalent)

### Choose one of the following

| | | |
|---|---|---|
| COM 101 | Fundamentals of Public Speaking | 3 |
| COM 114 | Professional Speaking | 3 |

### Elective Courses

| | | |
|---|---|---|
| | Scientific Reasoning and Discovery Elective | 3-4 |

See General Education Competency Courses - Scientific Reasoning and Discovery (p. 232) for course listings

### Core Courses

| | | |
|---|---|---|
| ACC 101 | Principles of Accounting I | 4 |
| BUS 111 | Business and Financial Mathematics | 3 |
| BUS 251 | Business Law | 3 |
| MAN 101 | Principles of Management | 3 |
| MAR 101 | Principles of Marketing | 3 |
| RMN 118 | Workshop in Team Development and Managerial Communications | 1 |

### Concentration Courses

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

### Program Electives – Choose one of the following

| | | |
|---|---|---|
| BUS 112 | Personal Financial Planning | 3 |
| BUS 113 | Introduction to Business Functions and Practices | 3 |
| BUS 155 | Business Ethics | 3 |
| BUS 260 | International Business | 3 |
| MAR 253 | Sales Management | 3 |

### Recommended Course Sequence - Fall Semester 1

ACC 101, BUS 111, CSS 101, ENG 101, MAN 101, COM 101 or COM 114

### Recommended Course Sequence - Spring Semester 2

ACC 114, BUS 253, CIS 111, ENG 102, MAN 251, MAR 101

### Recommended Course Sequence - Fall Semester 3

BUS 114, BUS 251, ECN 111, HST 112, MAN 154, MAR 114

### Recommended Course Sequence - Spring Semester 4

Program Elective, Science Elective, MAN 152, MAN 290, MAR 255, RMN 118

## FINANCIAL SERVICES – BANKING CAREER

## Degree offered

Associate in Science in Business Administration (Financial Services Banking)

## Credits required 64/65

## Dean

William Berardi

Program contact

Cecil Leonard, Department Chair and Professor of Business Administration, ext. 2415

## Program Goals Statement

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

## Student Learning Outcomes

See Learning Outcomes (p. 214)

## Program Information

- The faculty have years of practical experience that makes your education relevant to the workplace.

## Recommendations

- Students should take any required developmental courses in their first semester.

## After BCC

- Graduates work as tellers, loan service representatives, and customer service representatives.

## Infused General Education Competencies

Ethical Dimensions, Multicultural Perspective, Technical Literacy

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| CSS 101 | College Success Seminar | 1 |
| ECN 111 | Principles of Economics-Macro | 3 |
| ECN 251 | Money and Banking | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| HST 112 | The West and the World II | 3 |

CSS 101: (or completion of Division 3 First-Year Experience Summer or Intersession orientation or documented First-Year Experience or equivalent)

**Choose one of the following**

| | | |
|---|---|---|
| COM 101 | Fundamentals of Public Speaking | 3 |
| COM 114 | Professional Speaking | 3 |

**Elective Courses**

| | | |
|---|---|---|
| | Scientific Reasoning and Discovery Elective | 3-4 |

See General Education Competency Courses - Scientific Reasoning and Discovery (p. 232) for course listings

**Core Courses**

| | | |
|---|---|---|
| ACC 101 | Principles of Accounting I | 4 |
| ACC 102 | Principles of Accounting II | 4 |
| BUS 111 | Business and Financial Mathematics | 3 |
| BUS 251 | Business Law | 3 |
| MAN 101 | Principles of Management | 3 |
| MAR 101 | Principles of Marketing | 3 |
| RMN 118 | Workshop in Team Development and Managerial Communications | 1 |

**Concentration Courses**

| | | |
|---|---|---|
| BNK 101 | Principles of Banking | 3 |
| BNK 112 | Real Estate Lending | 3 |
| BNK 114 | Introduction to Commercial Banking | 3 |
| BUS 112 | Personal Financial Planning | 3 |
| BUS 253 | Corporation Finance | 3 |

**Program Electives -- Choose one of the following**

| | | |
|---|---|---|
| ACC 150 | Small Business Financial Software | 3 |
| ACC 259 | Analysis of Financial Statements | 3 |
| BUS 113 | Introduction to Business Functions and Practices | 3 |
| BUS 260 | International Business | 3 |
| MTH 119 | Fundamental Statistics | 3 |
| MAN 290 | Managing an Enterprise | 3 |
| MAR 253 | Sales Management | 3 |
| | Or | |
| CED 210 | Cooperative Work Experience | 3 |

**Program Electives – Choose one of the following**

| | | |
|---|---|---|
| CIS 111 | Introduction to Business Information Systems | 3 |
| BUS 155 | Business Ethics | 3 |
| MAN 251 | Human Resources Management | 3 |
| MAN 152 | Purchasing | 3 |
| MAR 255 | Advertising Procedures | 3 |

**Recommended Course Sequence - Fall Semester 1**

ACC 101, BUS 111, CSS 101, ENG 101, HST 112, MAN 101, RMN 118

**Recommended Course Sequence - Spring Semester 2**

Program Elective, ACC 102, ECN 111, ENG 102, MAR 101

**Recommended Course Sequence - Fall Semester 3**

BNK 101, BUS 251, ECN 251, Science Elective, COM 101 or COM 114

**Recommended Course Sequence - Spring Semester 4**

Business-related Elective, BNK 112, BNK 114, BUS 112, BUS 253

# FINANCIAL SERVICES - FINANCIAL MANAGEMENT CAREER

## Degree offered

Associate in Science in Business Administration (Financial Services Financial Management)

## Credits required 64/65

Dean

William Berardi

Program contact

Cecil Leonard, Department Chair and Professor of Business Administration, ext. 2415

## Program Goals Statement

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

## Student Learning Outcomes

See Learning Outcomes (p. 214)

## Program Information

- The faculty have years of practical experience that makes your education relevant to the workplace.

## Recommendations

- Students should take any required developmental courses in their first semester.

- Next, they should take ACC 101 (p. 240), BUS 111 (p. 254), and ENG 101 (p. 296) to position themselves for proper course sequence in following semesters.

- BUS 253 should be taken in spring, second year.

## After BCC

- Graduates work as mutual fund customer service representatives and broker assistants, loan service representatives, insurance representatives, credit and collection associates, and junior financial analysts.

- The career program is designed for students who plan to enter the workforce immediately after graduation.

## Infused General Education Competencies

Ethical Dimensions, Multicultural Perspective

### DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| CIS 111 | Introduction to Business Information Systems | 3 |
| CSS 101 | College Success Seminar | 1 |
| ECN 111 | Principles of Economics-Macro | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| HST 112 | The West and the World II | 3 |

CSS 101: (or completion of Division 3 First-Year Experience Summer or Intersession orientation or documented First-Year Experience or equivalent)

**Choose one of the following**

| | | |
|---|---|---|
| COM 101 | Fundamentals of Public Speaking | 3 |
| COM 114 | Professional Speaking | 3 |

**Electives Courses**

| | | |
|---|---|---|
| | Scientific Reasoning and Discovery Elective | 3-4 |

See General Education Competency Courses - Scientific Reasoning and Discovery (p. 232) for course listings

**Core Courses**

| | | |
|---|---|---|
| ACC 101 | Principles of Accounting I | 4 |
| ACC 102 | Principles of Accounting II | 4 |
| BUS 111 | Business and Financial Mathematics | 3 |
| BUS 251 | Business Law | 3 |
| MAN 101 | Principles of Management | 3 |
| MAR 101 | Principles of Marketing | 3 |
| RMN 118 | Workshop in Team Development and Managerial Communications | 1 |

**Concentration Courses**

| | | |
|---|---|---|
| ACC 255 | Federal Taxation I | 3 |
| ACC 256 | Federal Taxation II | 3 |
| ACC 259 | Analysis of Financial Statements | 3 |
| BUS 112 | Personal Financial Planning | 3 |
| BUS 253 | Corporation Finance | 3 |

**Program Electives – choose one of the following**

| | | |
|---|---|---|
| ACC 150 | Small Business Financial Software | 3 |
| BNK 101 | Principles of Banking | 3 |
| BNK 114 | Introduction to Commercial Banking | 3 |
| BUS 113 | Introduction to Business Functions and Practices | 3 |
| BUS 260 | International Business | 3 |
| MAN 290 | Managing an Enterprise | 3 |
| MAR 114 | Sales Principles | 3 |
| MAR 253 | Sales Management | 3 |
| CED 210 | Cooperative Work Experience Or | 3 |
| ECN 251 | Money and Banking | 3 |

**Program Electives - Choose one of the following**

| | | |
|---|---|---|
| MAN 251 | Human Resources Management | 3 |
| MAN 152 | Purchasing | 3 |
| MAR 255 | Advertising Procedures | 3 |

**Recommended Course Sequence - Fall Semester 1**

ACC 101, BUS 111, CSS 101, ENG 101, HST 112, MAN 101

**Recommended Course Sequence - Spring Semester 2**

Program Elective, ACC 102, ECN 111, ENG 102, MAR 101

**Recommended Course Sequence - Fall Semester 3**

ACC 255, ACC 259, BUS 112, BUS 251, CIS 111, RMN 118

**Recommended Course Sequence - Spring Semester 4**

Program Elective, ACC 256, BUS 253, Science Elective, COM 101 or COM 114

# FINANCIAL SERVICES - REAL ESTATE AND INSURANCE CAREER

## Degree offered

Associate in Science in Business Administration (Financial Services Real Estate and Insurance)

## Credits required 64/65

## Dean

William Berardi

Program contact

Cecil Leonard, Department Chair and Professor of Business Administration, ext. 2415

## Program Goals Statement

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

## Student Learning Outcomes

See Learning Outcomes (p. 214).

## Program Information

- The faculty have years of practical experience that makes your education relevant in the workplace.

## Recommendations

- Students should take any required developmental courses in their first semester.

## After BCC

- Graduates may work as mutual fund customer service representatives and broker assistants, loan service representatives, insurance representatives, credit and collection associates, and junior financial analysts.

- The career program is designed for students who expect to work in the profession immediately after graduation.

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

## Infused General Education Competencies

Ethical Dimensions, Multicultural Perspective

## DEGREE REQUIREMENTS

### General Courses

| | | |
|---|---|---|
| CIS 111 | Introduction to Business Information Systems | 3 |
| CSS 101 | College Success Seminar | 1 |
| ECN 111 | Principles of Economics-Macro | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| HST 112 | The West and the World II | 3 |

CSS 101: (or completion of Division 3 First-Year Experience Summer or Intersession orientation or documented First-Year Experience or equivalent)

### Choose one of the following

| | | |
|---|---|---|
| COM 101 | Fundamentals of Public Speaking | 3 |
| COM 114 | Professional Speaking | 3 |

### Elective Courses

| | | |
|---|---|---|
| | Science Elective | 3-4 |

See General Education Competency Courses - Scientific Reasoning and Discovery (p. 232) for course listings

### Core Courses

| | | |
|---|---|---|
| ACC 101 | Principles of Accounting I | 4 |
| ACC 102 | Principles of Accounting II | 4 |
| BUS 111 | Business and Financial Mathematics | 3 |
| BUS 251 | Business Law | 3 |
| MAN 101 | Principles of Management | 3 |
| MAR 101 | Principles of Marketing | 3 |
| RMN 118 | Workshop in Team Development and Managerial Communications | 1 |

### Concentration Courses

| | | |
|---|---|---|
| BUS 171 | Principles of Insurance I | 3 |
| BUS 172 | Principles of Insurance II | 3 |
| BUS 175 | Introduction to Real Estate | 3 |
| BUS 176 | Real Estate Practice | 3 |
| MAR 114 | Sales Principles | 3 |
| MAR 253 | Sales Management | 3 |

### Program Electives – choose one of the following

| | | |
|---|---|---|
| BUS 112 | Personal Financial Planning | 3 |
| BUS 113 | Introduction to Business Functions and Practices | 3 |
| BUS 253 | Corporation Finance | 3 |
| BUS 155 | Business Ethics | 3 |
| BUS 260 | International Business | 3 |
| MAN 251 | Human Resources Management | 3 |

| MAN 152 | Purchasing | 3 |
| MAN 290 | Managing an Enterprise | 3 |
| MAR 255 | Advertising Procedures | 3 |

**Recommended Course Sequence - Fall Semester 1**

ACC 101, BUS 111, CSS 101, ENG 101, HST 112, MAN 101

**Recommended Course Sequence - Spring Semester 2**

Program Elective, ACC 102, ECN 111, ENG 102, MAR 101, RMN 118

**Recommended Course Sequence - Fall Semester 3**

BUS 171, CIS 111, MAR 114, BUS 175, COM 101 or COM 114

**Recommended Course Sequence - Spring Semester 4**

BUS 172, BUS 176, BUS 251, Science Elective, MAR 253

## GENERAL MANAGEMENT CAREER

### Degree offered

Associate in Science in Business Administration (General Management Concentration)

### Credits required 64/65

### Dean

William Berardi

### Program Contact

Cecil Leonard, Department Chair and Professor of Business Administration, ext. 2415

### Program Goals Statement

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

### Student Learning Outcomes

See Learning Outcomes (p. 214).

### Program Information

- The faculty have years of practical experience in national and global business that makes your education relevant to the workplace.

- This concentration assists students to prepare for a variety of careers.

### Recommendations

- Students should take BUS 111 (p. 254), ENG 101 (p. 296), RMN 118 (p. 336), and ACC 101 (p. 240) first to position themselves for the proper course sequence in

their second year. Students should take any required developmental courses in their first semester, followed by BUS 111 (p. 254) and ENG 101 (p. 296).

- Choose electives to pursue specific interests, such as purchasing or human resources.

### After BCC

- Graduates work as quality control specialists, shift supervisors, and assistant managers of retail stores.

- The career program is designed for students who expect to work in the profession immediately after graduation.

### Infused General Education Competencies

Ethical Dimensions, Multicultural Perspective

## DEGREE REQUIREMENTS

**General Courses**

| CIS 111 | Introduction to Business Information Systems | 3 |
| CSS 101 | College Success Seminar | 1 |
| ECN 111 | Principles of Economics-Macro | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| HST 112 | The West and the World II | 3 |
| PSY 101 | General Psychology | 3 |

CSS 101: (or completion of Division 3 First-Year Experience Summer or Intersession orientation or documented First-Year Experience or equivalent)

**Choose one of the following**

| COM 101 | Fundamentals of Public Speaking | 3 |
| COM 114 | Professional Speaking | 3 |

**Elective Courses**

| | Science Elective | 3-4 |

See General Education Competency Courses - Scientific Reasoning and Discovery (p. 232) for course listings

**Core Courses**

| ACC 101 | Principles of Accounting I | 4 |
| ACC 102 | Principles of Accounting II | 4 |
| BUS 111 | Business and Financial Mathematics | 3 |
| BUS 251 | Business Law | 3 |
| MAN 101 | Principles of Management | 3 |
| MAR 101 | Principles of Marketing | 3 |
| RMN 118 | Workshop in Team Development and Managerial Communications | 1 |

**Concentration Courses**

| BUS 113 | Introduction to Business Functions and Practices | 3 |
| MAN 290 | Managing an Enterprise | 3 |

**Program Electives**

| | ELECTIVE | 3 |

| ELECTIVE | 3 |
|---|---|
| ELECTIVE | 3 |

Choose from ACC, BNK, BUS, CED, MAN, MAR, RES, RMN

**Choose one elective from the following**

| BUS 112 | Personal Financial Planning | 3 |
|---|---|---|
| BUS 253 | Corporation Finance | 3 |
| BUS 155 | Business Ethics | 3 |
| BUS 260 | International Business | 3 |
| MAN 251 | Human Resources Management | 3 |
| MAN 152 | Purchasing | 3 |
| MAR 255 | Advertising Procedures | 3 |

**Recommended Course Sequence - Fall Semester 1**

ACC 101, CSS 101, BUS 111, BUS 113, ENG 101, MAN 101

**Recommended Course Sequence - Spring Semester 2**

ACC 102, Science Elective, ENG 102, HST 112, MAR 101, RMN 118

**Recommended Course Sequence - Fall Semester 3**

Program Elective, BUS 251, CIS 111, ECN 111, COM 101 or COM 114

**Recommended Course Sequence - Spring Semester 4**

Program Elective, Program Elective, Program Elective, MAN 290, PSY 101

# LEISURE SERVICES MANAGEMENT SPORT CAREER

## Degree offered

Associate in Science in Business Administration (Leisure Services Management - Sport Concentration)

## Credits required 62/63

## Dean

William Berardi

## Program contact

Cecil Leonard, Department Chair and Professor of Business Administration, ext. 2415

## Program Goals Statement

The program prepares students for entry-level positions in sport management. It offers students the opportunity to develop strong communication, organizational, and critical-thinking skills as well as practical preparation for entry into this growing career field.

## Student Learning Outcomes

See Learning Outcomes (p. 214).

## Program Information

- Students can prepare for positions in private club sport, amateur sport, or service agencies such as camps, YMCAs, Boys and Girls clubs, and other recreational organizations.

## After BCC

- Students can expect to be qualified for positions in the growing leisure services field.

## Infused General Education Competencies

Ethical Dimensions, Multicultural Perspective

## DEGREE REQUIREMENTS

**General Courses**

| CIS 111 | Introduction to Business Information Systems | 3 |
|---|---|---|
| CSS 101 | College Success Seminar | 1 |
| ECN 111 | Principles of Economics-Macro | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| HST 112 | The West and the World II | 3 |

CSS 101: (or completion of Division 3 First-Year Experience Summer or Intersession orientation or documented First-Year Experience or equivalent)

**Choose one of the following**

| COM 101 | Fundamentals of Public Speaking | 3 |
|---|---|---|
| COM 114 | Professional Speaking | 3 |

**Elective Courses**

| | Science Elective | 3-4 |
|---|---|---|

See General Education Competency Courses - Scientific Reasoning and Discovery (p. 232) for course listings

**Core Courses**

| ACC 101 | Principles of Accounting I | 4 |
|---|---|---|
| BUS 111 | Business and Financial Mathematics | 3 |
| COM 241 | Public Relations | 3 |
| MAN 101 | Principles of Management | 3 |
| MAR 101 | Principles of Marketing | 3 |

**Concentration Courses**

| CED 210 | Cooperative Work Experience | 3 |
|---|---|---|
| LSM 101 | Introduction to Sport Management | 3 |
| LSM 123 | Sport as Popular Culture | 3 |
| LSM 231 | Facility Design and Event Management | 3 |
| LSM 233 | Sport Marketing and Sales | 3 |
| LSM 241 | Legal and Ethical Aspects of Sport | 3 |
| LSM 243 | Budgeting and Financing Sport | 3 |

**Program Electives – Choose one of the following**

| BUS 112 | Personal Financial Planning | 3 |
|---|---|---|
| BUS 113 | Introduction to Business Functions and Practices | 3 |
| BUS 251 | Business Law | 3 |

| BUS 253 | Corporation Finance | 3 |
|---|---|---|
| BUS 155 | Business Ethics | 3 |
| BUS 260 | International Business | 3 |
| MAN 251 | Human Resources Management | 3 |
| MAN 152 | Purchasing | 3 |
| MAN 290 | Managing an Enterprise | 3 |
| MAR 255 | Advertising Procedures | 3 |

**Recommended Course Sequence - Fall Semester 1**

ACC 101, BUS 111, CSS 101, ENG 101, LSM 101, MAN 101

**Recommended Course Sequence - Spring Semester 2**

CIS 111, ENG 102, HST 112, LSM 123, MAR 101

**Recommended Course Sequence - Fall Semester 3**

CED 210, ECN 111, LSM 231, LSM 233, COM 101 or COM 114

**Recommended Course Sequence - Spring Semester 4**

Program Elective, COM 241, Science Elective, LSM 241, LSM 243

## MARKETING MANAGEMENT CAREER

### Degree offered

Associate in Science in Business Administration (Marketing Management Concentration)

### Credits required 63/64

Dean

William Berardi

Program contact

Cecil Leonard, Department Chair and Professor of Business Administration, ext. 2415

### Program Goals Statement

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

### Student Learning Outcomes

See Learning Outcomes (p. 214).

### Program Information

- The faculty have years of practical experience that makes your education relevant to the workplace. This concentration assists students to prepare for a career in marketing and sales.

### After BCC

- Graduates work as marketing agents, customer service representatives, loan service representatives, sales associates, marketing assistants, and sales people.

- The program is designed for students who plan to enter the workforce immediately after graduation.

### Infused General Education Competencies

Ethical Dimensions, Multicultural Perspective

### DEGREE REQUIREMENTS

**General Courses**

| CIS 111 | Introduction to Business Information Systems | 3 |
|---|---|---|
| CSS 101 | College Success Seminar | 1 |
| ECN 111 | Principles of Economics-Macro | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| HST 112 | The West and the World II | 3 |

CSS 101: (or completion of Division 3 Summer or Intersession orientation or documented First-Year Experience or equivalent)

**Choose one of the following**

| COM 101 | Fundamentals of Public Speaking | 3 |
|---|---|---|
| COM 114 | Professional Speaking | 3 |

**Elective Courses**

|  | Elective - Science | 3-4 |
|---|---|---|

See General Education Competency Courses - Scientific Reasoning and Discovery (p. 232) for course listings

**Core Courses**

| ACC 101 | Principles of Accounting I | 4 |
|---|---|---|
| ACC 102 | Principles of Accounting II | 4 |
| BUS 111 | Business and Financial Mathematics | 3 |
| BUS 251 | Business Law | 3 |
| MAN 101 | Principles of Management | 3 |
| MAR 101 | Principles of Marketing | 3 |
| RMN 118 | Workshop in Team Development and Managerial Communications | 1 |

**Concentration Courses**

| MAR 114 | Sales Principles | 3 |
|---|---|---|
| MAR 253 | Sales Management | 3 |
| MAR 255 | Advertising Procedures | 3 |

**Choose one of the following**

| BUS 253 | Corporation Finance | 3 |
|---|---|---|
| MAN 152 | Purchasing | 3 |

**Choose two from the following**

|  | ELECTIVE | 3 |
|---|---|---|
|  | ELECTIVE | 3 |

ACC, BNK, BUS, CED, MAN, MAR, RES, RMN

**Program Electives – Choose one of the following**

| | | |
|---|---|---|
| BUS 112 | Personal Financial Planning | 3 |
| BUS 113 | Introduction to Business Functions and Practices | 3 |
| BUS 253 | Corporation Finance | 3 |
| BUS 155 | Business Ethics | 3 |
| BUS 260 | International Business | 3 |
| MAN 251 | Human Resources Management | 3 |
| MAN 152 | Purchasing | 3 |
| MAN 290 | Managing an Enterprise | 3 |

**Recommended Course Sequence - Fall Semester 1**

ACC 101, BUS 111, CSS 101, ENG 101, HST 112, MAN 101, RMN 118

**Recommended Course Sequence - Spring Semester 2**

Program Elective, ACC 102, ECN 111, ENG 102, MAR 101

**Recommended Course Sequence - Fall Semester 3**

Program Elective, CIS 111, Science Elective, MAR 114, MAR 255

**Recommended Course Sequence - Spring Semester 4**

Program Elective, BUS 251, MAR 253, BUS 253 or MAN 152

# RETAIL MANAGEMENT CAREER

## Degree offered

Associate in Science in Business Administration (Retail Management Concentration)

## Credits required 64/65

## Dean

William Berardi

Program contact

Cecil Leonard, Department Chair and Professor of Business Administration, ext. 2415

## Program Goals Statement

The Business Administration career program provides training in various organizational functions, critical thinking and the problem-solving skills students need to compete in today's global business environment. In this option, students can focus on retail management and prepare for entry-level retail management positions. All the Business programs share common courses, so students can switch easily between concentrations.

## Student Learning Outcomes

See Learning Outcomes (p. 214).

## Program Information

- The faculty have years of practical experience in national and global business to make your education relevant to the workplace.

## After BCC

- Graduates work as entry-level retail sales people and assistant managers at retail operations.

- The career program is designed for students who expect to work in the profession immediately after graduation.

## Infused General Education Competencies

Ethical Dimensions, Multicultural Perspective

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| CIS 111 | Introduction to Business Information Systems | 3 |
| CSS 101 | College Success Seminar | 1 |
| ECN 111 | Principles of Economics-Macro | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| HST 112 | The West and the World II | 3 |
| PSY 101 | General Psychology | 3 |

CSS 101: (or completion of Division 3 First-Year Experience Summer or Intersession orientation or documented First-Year Experience or equivalent)

**Choose one of the following**

| | | |
|---|---|---|
| COM 101 | Fundamentals of Public Speaking | 3 |
| COM 114 | Professional Speaking | 3 |

**Elective Courses**

| | | |
|---|---|---|
| | Elective - Science | 3-4 |

See General Education Competency Courses - Scientific Reasoning and Discovery (p. 232) for course listings

**Core Courses**

| | | |
|---|---|---|
| ACC 101 | Principles of Accounting I | 4 |
| BUS 111 | Business and Financial Mathematics | 3 |
| BUS 251 | Business Law | 3 |
| MAN 101 | Principles of Management | 3 |
| MAR 101 | Principles of Marketing | 3 |

**Concentration Courses**

| | | |
|---|---|---|
| MAR 255 | Advertising Procedures | 3 |
| RMN 111 | Retail Management - Principles of Buying | 3 |
| RMN 112 | Retail Management - Merchandising Strategies | 3 |
| RMN 114 | Retail Management - Fundamentals of Fashion and Textiles | 3 |
| RMN 115 | Creative Fashion Presentation, Promotion, and Visual Merchandising | 3 |

| RMN 116 | Retail and Fashion Merchandising Field Study | 3 |
| RMN 117 | Fundamentals of On-Line Retailing | 1 |
| RMN 118 | Workshop in Team Development and Managerial Communications | 1 |

**Program Electives – Choose one of the following**

| BUS 112 | Personal Financial Planning | 3 |
| BUS 113 | Introduction to Business Functions and Practices | 3 |
| BUS 253 | Corporation Finance | 3 |
| BUS 155 | Business Ethics | 3 |
| BUS 260 | International Business | 3 |
| MAN 251 | Human Resources Management | 3 |
| | And | |
| MAN 152 | Purchasing | 3 |
| | Or | |
| MAN 290 | Managing an Enterprise | 3 |

**Recommended Course Sequence - Fall Semester 1**

ACC 101, BUS 111, CSS 101, ENG 101, MAN 101, RMN 111

**Recommended Course Sequence - Spring Semester 2**

ENG 102, HST 112, MAR 101, RMN 112, RMN 114, RMN 117

**Recommended Course Sequence - Fall Semester 3**

CIS 111, ECN 111, MAR 255, RMN 116, COM 101 or COM 114

**Recommended Course Sequence - Spring Semester 4**

Program Elective, BUS 251, Science Elective, PSY 101, RMN 115, RMN 118

## BUSINESS ADMINISTRATION TRANSFER

### Degree offered

Associate in Arts in Business Administration Transfer

### Credits required 65

Dean

William Berardi

Program contact

Cecil Leonard, Department Chair and Professor of Business Administration, ext. 2415

### Program Goals Statement

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

### Student Learning Outcomes

See Learning Outcomes (p. 214).

### Program Information

- The transfer program is designed for students who plan to transfer to a four-year institution to complete their baccalaureate program.

### Recommendations

- Take MTH 131 (p. 321), ENG 101 (p. 296), and ACC 101 (p. 240) first to position yourself for the next course sequences.

- Students should take any required developmental courses in their first semester, followed by MTH 131 (p. 321) and ENG 101 (p. 296) during the second semester.

### After BCC

- Recent graduates have transferred to Bridgewater State College, Bryant University, Rhode Island College, Roger Williams University, Simmons College, Stonehill College, and the University of Massachusetts.

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

### Infused General Education Competencies

Ethical Dimensions, Multicultural Perspective, Technical Literacy

### DEGREE REQUIREMENTS

**General Courses**

| CSS 101 | College Success Seminar | 1 |
| ECN 111 | Principles of Economics-Macro | 3 |
| ECN 112 | Principles of Economics-Micro | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| HST 111 | The West and the World I | 3 |
| HST 112 | The West and the World II | 3 |
| MTH 131 | Elements of College Mathematics | 3 |
| MTH 251 | Fundamental Business Statistics | 3 |
| MTH 252 | Statistics for Decision Making | 3 |
| PSY 101 | General Psychology | 3 |

CSS 101: (or completion of Division 3 First-Year Experience Summer or Intersession orientation or documented First-Year Experience or equivalent)

**Choose one of the following**

| COM 101 | Fundamentals of Public Speaking | 3 |
| COM 114 | Professional Speaking | 3 |

**Elective Courses**

| | | |
|---|---|---|
| | Lab Science Elective | 4 |
| | Lab Science Elective | 4 |

Choose courses from Transfer Electives & Elective Recommendations (p. 99)

**Program Courses**

| | | |
|---|---|---|
| ACC 101 | Principles of Accounting I | 4 |
| ACC 102 | Principles of Accounting II | 4 |
| MAN 101 | Principles of Management | 3 |
| MAR 101 | Principles of Marketing | 3 |

**Program Electives**

| | | |
|---|---|---|
| | ELECTIVE | 3 |
| | ELECTIVE | 3 |
| | ELECTIVE | 3 |

For Business electives, check transfer requirements and choose from BUS 251, BUS 253, BUS 155, CIS 111, CED, or up to 6 credits of any Humanities or Behavioral and Social Science elective from the list of Business Administration transfer electives.

**Recommended Course Sequence - Fall Semester 1**

ACC 101, CSS 101, ECN 111, ENG 101, MAN 101, MTH 131

**Recommended Course Sequence - Spring Semester 2**

ACC 102, ECN 112, ENG 102, MAR 101, PSY 101

**Recommended Course Sequence - Fall Semester 3**

Lab Science Elective, Program Elective, HST 111, MTH 251, COM 101 or COM 114

**Recommended Course Sequence - Spring Semester 4**

Lab Science Elective, Program Elective, Program Elective, HST 112, MTH 252

## CLINICAL LABORATORY SCIENCE

### Degree offered

Associate in Science in Clinical Laboratory Science

### Credits required 70

Dean

Patricia Dent

Program contact

Debra St. George, Department Chair and Associate Professor of Clinical Laboratory Science, ext. 2148

### Program Goal Statement

Students completing the Clinical Laboratory Science program curriculum are prepared to work in a modern clinical laboratory performing a wide range of laboratory procedures used in the detection, diagnosis, and treatment of disease and health maintenance. They develop academic and technical competence in the major areas of clinical laboratory practice—hematology, clinical chemistry, medical microbiology, and immunohematology.

### Student Learning Outcomes

See Learning Outcomes (p. 225).

Application review begins February 1.

### Program Information

- Students develop academic knowledge, clinical skills, and professional behavior through classroom, lab, and clinical experiences.

- Most Clinical Laboratory Science courses (MED) are offered during the day.

- Phlebotomy is a required component of the Clinical Laboratory Science program.

- Once enrolled in the Clinical Laboratory Science program, students are required to complete all courses in the required sequence of instruction in order to integrate theoretical and clinical education.

- Students may substitute BIO 233 (p. 253) and BIO 234 (p. 253) for BIO 154 (p. 252).

- The pass rate for graduates taking the Medical Laboratory Technician exam offered by American Society for Clinical Pathology-Board of Certification was 100% for the Class of 2012 and the Class of 2013.

### 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).

### Prior To Admission

- To be most successful, applicants must have completed math through high school algebra II, and high school level biology, and chemistry. (These courses may be taken at BCC before admission to the program.) Technological literacy is also important.

- Students are advised to complete two to four of the general education courses, such as ENG 101 (p. 296), ENG 102 (p. 297), History awareness elective, PSY 101 (p. 333), MTH 119 (p. 320), and Humanities elective prior to program admission.

### After BCC

- Many clinical laboratory technicians work in hospital laboratories; however, career opportunities are available in physician's offices, HMOs, biotechnology, veterinary clinics and reference, industrial, environmental, and military laboratories. The CLS degree provides a foundation that allows graduates to pursue medical education, sales, and computer careers. Many graduates pursue advanced degrees in Medical Laboratory Science and other medical fields.

- BCC participates in the statewide MassTransfer program and has developed many program-to-program transfer articulation agreements which guarantee admission and credit transfer.

- For a complete listing of eligible MassTransfer programs and current BCC articulation agreements, visit the Transfer Affairs website at www.Bristolcc.edu/transfer

## Infused General Education Competencies

Ethical Dimensions, First-Year Experience, Multicultural Perspective, Oral Communication, Technical Literacy

## DEGREE REQUIREMENTS

### General Courses

| | | |
|------|-----------------------------------|---|
| BIO 154 | Human Physiology | 4 |
| BIO 239 | Elements of Microbiology | 4 |
| CHM 115 | Health Science Chemistry I | 4 |
| CHM 116 | Health Science Chemistry II | 4 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| MTH 119 | Fundamental Statistics | 3 |
| PSY 101 | General Psychology | 3 |

### Elective Courses

See General Education Competency Courses (p. 231) for course listings

| | | |
|---|---------------------------|---|
| | Historic Awareness Elective | 3 |
| | Humanities Elective | 3 |

### Program Courses

| | | |
|---------|-----------------------------------|---|
| MED 101 | Introduction to Clinical Laboratory Science | 3 |
| MED 102 | Urinalysis | 3 |
| MED 200 | Hematology | 5 |
| MED 205 | Immunology - Serology | 4 |
| MED 206 | Medical Microbiology | 6 |
| MED 215 | Immunohematology | 5 |
| MED 216 | Medical Microbiology II | 4 |
| MED 217 | Clinical Biochemistry | 6 |

### Course Sequence - Fall Semester 1

BIO 154, CHM 115, ENG 101, MED 101, MTH 119, Historic Awareness Elective

### Course Sequence - Spring Semester 2

BIO 239, CHM 116, ENG 102, MED 102, PSY 101, Humanities Elective

### Course Sequence - Fall Semester 3

MED 200, MED 205, MED 206

### Course Sequence - Spring Semester 4

MED 215, MED 216, MED 217

## Special Requirements of the Program

## Admission Requirements

The Clinical Laboratory Science program is a competitive program with selective admission requirements. A limited number of students are admitted. Meeting minimal requirements does not guarantee admission. Successful candidates have excelled in high school and/or college science and math courses.

Students applying to the program with a high school diploma must demonstrate a minimum grade point average of 2.5. Prerequisite courses include high school or college Algebra II, chemistry, and biology with laboratory component, with a minimum grade of "C."

If a student has passed a state-approved high school equivalency credential, but does not meet the minimum score requirements, they may alternatively meet this qualification by earning the required high school GPA/minimum grade in the pre-admission requirement courses as follows:

- GPA of 2.5 in the following three courses or equivalents: Algebra II, chemistry w/lab and biology w/lab

Or if a student applies to the program with a G.E.D. he/she must demonstrate an overall score of 2500, with a minimum score of 500 in math and a minimum score of 500 in science. G.E.D. Students must take the required prerequisite courses prior to being considered for admission to the program.

It is strongly recommended that students complete the science courses required for admission and program degree completion within 10 years of application to the program.

### Requirements Upon Admission

Accepted applicants must have a *physical examination, tetanus, measles, mumps, rubella, hepatitis B, and varicella (chicken pox) immunizations or titre* results (blood test to prove immune status). A TB test 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.

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. 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 (508) 678-2811, ext. 2194.

**Additional Costs**

Students accepted into the program are responsible for associated costs such as uniforms, books, name tags, safety supplies, transportation to and from clinical assignments, drug screen and certification exam application fees.

**Grade Requirements**

A minimum of "C" is required for BIO 154, BIO 239, CHM 115, CHM 116, and MTH 119 to provide the necessary foundation for MED courses. Students must pass all components of the MED courses (lecture and laboratory on campus and clinical practicum at the affiliate agency) with a minimum grade of "C." Students who do not achieve the minimum grade of "C" in the on campus lecture and laboratory components will not be allowed to progress to the clinical practicum.

Students who fail to attain a grade of "C" in each of the MED course components (lecture and laboratory on campus and clinical practicum at the affiliate agency) will receive a course grade no higher than a "D."

A student who fails to attain a minimum grade of "C" in the clinical practicum will receive a course grade no higher than a "D."

A student who receives an unsatisfactory clinical grade due to negligent or unsafe practice will receive a final course grade of "F".

Failure to achieve the required grade in MED courses may result in dismissal from the program.

Students are eligible to reapply to the program one time only through the Admissions Office.

**Clinical Affiliations**

Placement in a clinical practicum is a full-time commitment and students should limit outside work obligations.

Transportation to clinical practicum sites is the responsibility of the students. Students should be prepared to travel an hour or more from campus. The availability of clinical practicums depends on the area healthcare providers' ability to accept students.

In some cases, practicums may be completed beyond the semester schedule. All related practicums must be completed within six months of completing the lecture/laboratory component of MED course. Students who exceed this time limit must demonstrate that they have maintained competency prior to placement.

**Essential Functions**

The Clinical Laboratory Science program essential functions include certain cognitive, physical and behavioral abilities which are necessary to perform the duties of a professional Clinical Laboratory Technician.

In order to meet the course requirements, students must possess the following basic abilities:

- Cognitive ability sufficient to learn and use the body of knowledge necessary to meet the program curriculum requirements and attain career entry status in the profession.

- Physical ability, sufficient mobility, and motor coordination to safely collect and process patient specimens and perform laboratory testing procedures using a microscope, computer and various types of diagnostic instruments.

- Visual acuity sufficient to read and interpret test procedures, physician orders and test results, monitor instrument function, focus a microscope and differentiate colors.

- Hearing ability sufficient to respond to messages and requests from instructors, patients, physicians, and staff and to respond to equipment signals.

- Communication skills sufficient to allow for communication with instructors, staff, patients and physicians.

- Emotional stability sufficient to interact professionally with instructors, staff, patients, and physicians; respect patient confidentiality; use reasonable judgment; and accept responsibility for their actions.

## COMMUNICATION TRANSFER

### Degree offered

Associate in Arts in Communication

### Credits required 62/63

Dean

Joanne Preston

Program contact

Joyce Fernandes, Coordinator and Professor of Communication, ext. 3054

## Program Goals Statement

Students explore the fundamentals of human communication in theory and practice, analyze the historic and contemporary role of mass media and emerging new media in an increasingly diverse society, develop communication skills, and prepare to transfer to a four-year college or university communication program.

## Student Learning Outcomes

See Learning Outcomes (p. 214)

 (p. 214)

## Program Information

• Based on advising and assessment of individual needs and direction, students may select a cluster of communication-related courses and gain practical experience through field-based learning in an area related to mass communication, organizational communication, or public communication.

## After BCC

• 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.

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

## Infused General Education Competencies

Ethical Dimensions, Multicultural Perspective, Technical Literacy

## DEGREE REQUIREMENTS

### General Courses

| | | |
|---|---|---|
| COM 101 | Fundamentals of Public Speaking | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| HST 111 | The West and the World I | 3 |
| HST 112 | The West and the World II | 3 |

### Choose one of the following

| | | |
|---|---|---|
| MTH 119 | Fundamental Statistics | 3 |
| MTH 125 | Modern College Mathematics | 3 |

### Elective Courses – Choose one Behavioral/Social Science from the following in addition to the Free Elective

| | | |
|---|---|---|
| ANT 101 | Social and Cultural Anthropology | 3 |
| ECN 111 | Principles of Economics-Macro | 3 |
| ECN 112 | Principles of Economics-Micro | 3 |
| GVT 111 | U.S. Government | 3 |
| GVT 112 | Comparative Government | 3 |
| GVT 251 | Urban Government and Politics | 3 |
| HST 115 | Twentieth Century Social History-1919 to the Present | 3 |
| HST 116 | American Foreign Policy-1898 to the Present | 3 |
| PSY 101 | General Psychology | 3 |
| SOC 101 | Principles of Sociology | 3 |
| SOC 212 | The Sociology of Social Problems | 3 |
| SOC 252 | The Sociology of Human Relations | 3 |
| SOC 256 | Race Relations | 3 |
| SOC 258 | Topics in Sociology | 3 |
| | ELECTIVE Free | 3-4 |

Must take one free elective

### Choose 4 courses from Transfer Electives and Elective Recommendations

See Transfer Electives and Elective Recommendations (p. 99) for course listings

| | |
|---|---|
| Behavioral/Social Science Elective | 3 |
| Behavioral/Social Science Elective | 3 |
| Lab Science Elective | 4 |
| Lab Science Elective | 4 |

### Program Courses

| | | |
|---|---|---|
| COM 106 | Introduction to Communication and College Success | 3 |
| COM 111 | Mass Communication | 3 |
| COM 112 | News Writing and Reporting | 3 |
| COM 241 | Public Relations | 3 |

COM 106: Take first, before other COM courses

### Program Electives – Choose one from the following

| | | |
|---|---|---|
| COM 157 | Television Production | 3 |
| COM 159 | Video Field Production and Editing | 3 |
| CIS 110 | Basic Computing Skills | 3 |
| CIS 111 | Introduction to Business Information Systems | 3 |
| CIS 122 | Internet Developer | 3 |

### Program Electives - Choose three, according to transfer requirement or career goal, from among

| | | |
|---|---|---|
| COM 102 | Advanced Public Speaking | 3 |
| COM 113 | Interpersonal Speech | 3 |
| COM 114 | Professional Speaking | 3 |
| COM 118 | Communication Skills | 3 |
| COM 120 | Argumentation and Debate | 3 |

| COM 157 | Television Production | 3 |
|---|---|---|
| COM 159 | Video Field Production and Editing | 3 |
| COM 160 | Intercultural Communication | 3 |
| COM 241 | Public Relations | 3 |
| ART 240 | Introduction to Visual Communication | 3 |
| ECN 111 | Principles of Economics-Macro | 3 |
| ECN 112 | Principles of Economics-Micro | 3 |
| ENG 230 | Film | 3 |
| THE 121 | Voice Production | 3 |
| | And | |
| CED 210 | Cooperative Work Experience | 3 |
| | Or | |
| COM 251 | Field Experience | 3 |
| | And | |
| MAR 101 | Principles of Marketing | 3 |
| | Or | |
| MAR 255 | Advertising Procedures | 3 |

COM 260 is an optional program elective

**Recommended Course Sequence - Fall Semester 1**

Behavioral/Social Science Elective, COM 106, ENG 101, HST 111, MTH 119 or MTH 125

**Recommended Course Sequence - Spring Semester 2**

Lab Science Elective, COM 101, COM 111, ENG 102, HST 112

**Recommended Course Sequence - Fall Semester 3**

Behavioral/Social Science Elective, Lab Science Elective, Program Elective, COM 112, COM 241

**Recommended Course Sequence - Spring Semester 4**

Behavioral/Social Science Elective, Communications Elective, Free Elective, Program Elective, Program Elective, Program Elective

## COMPLEMENTARY HEALTHCARE

### Degree offered

Associate in Science in Complementary Healthcare

### Credits required 63

Dean

Patricia Dent

Program contact

Patricia Dent, Dean for Health Sciences, ext. 2141

This program is offered exclusively at the New Bedford Campus.

### Program Goal Statement

Students who successfully complete the Therapeutic Massage Certificate or Licensed Massage Therapist are eligible to apply to the Complementary Healthcare degree program, which advances skills in assessment, technique, and holistic theory.

### Student Learning Outcomes

See Learning Outcomes (p. 214).

### Program Information

- Students can take BIO 115 instead of BIO 233 and BIO 234.

- Students who elect to take BIO 233 must also complete BIO 234.

- If students choose to take both BIO 233 and BIO 234, they will meet and exceed the BIO 115 requirement.

#### Additional Costs

- Students are responsible for the cost of uniforms, professional liability insurance, certain standardized achievement test registrations, and the National Certification Examination of Therapeutic Massage and Bodywork.

- Students must carry health insurance throughout their enrollment in the program.

### After BCC

- Graduates work in hospitals, nursing homes, chiropractic offices, physician's offices, health spas, cruise ships, rehabilitation programs, fitness centers, and private offices.

### Infused General Education Competencies

Ethical Dimensions, First-Year Experience, Oral Communication, Technical Literacy

## DEGREE REQUIREMENTS

**General Courses**

| BIO 117 | Physiology of Wellness | 3 |
|---|---|---|
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| HST 111 | The West and the World I | 3 |

**Choose one of the following**

| BIO 115 | Survey of Human Anatomy and Physiology | 4 |
|---|---|---|
| BIO 234 | Human Anatomy and Physiology II | 4 |

**Choose one of the following**

| MTH 119 | Fundamental Statistics | 3 |
|---|---|---|
| MTH 125 | Modern College Mathematics | 3 |

**Elective Courses**

See General Education Competency Courses (p. 231) for course listings.

| | | |
|---|---|---|
| | Humanities Elective | 3 |
| | Multicultural Perspective Elective | 3 |

**Program Courses**

| | | |
|---|---|---|
| CIT 121 | Information Technology Fluency I | 3 |
| HCI 237 | Human Disease Processes and Procedures | 3 |
| HLT 101 | Medical Language Module I | 1 |
| HLT 131 | Muscle Structure and Function | 3 |
| MAT 110 | Introduction to Massage Therapy | 2 |
| MAT 111 | Therapeutic Massage I | 5 |
| MAT 112 | Musculoskeletal Anatomy for the Massage Professional | 3 |
| MAT 120 | Therapeutic Massage II | 4 |
| MAT 124 | Massage Therapy Practice Management | 2 |
| MAT 126 | Therapeutic Massage Clinical Procedures | 3 |
| MAT 233 | Oriental Bodywork | 3 |
| MAT 244 | Therapeutic Massage III | 3 |
| MAT 246 | Special Topics in Therapeutic Massage | 3 |

**Recommended Course Sequence - Fall Semester 1**

BIO 115, ENG 101, MAT 110, MAT 111, MAT 112

**Recommended Course Sequence - Spring Semester 2**

HCI 237, MAT 120, MAT 124, MAT 126

**Recommended Course Sequence - Fall Semester 3**

CIT 121, ENG 102, HLT 101, HLT 131, HST 111, MAT 233

**Recommended Course Sequence - Spring Semester 4**

BIO 117, MAT 244, MAT 246, MTH 119 or MTH 125

## Special Requirements for the Program - Admission Requirements

Applicants must have a high school diploma or a state-approved high school equivalency credential. They must also have completed high school biology or chemistry and Algebra I or higher level math with a minimum grade of "C." Recommended deadline for filing is February 1 for all fall admissions.

It is strongly recommended that students complete the science courses required for admission and program degree completion within 10 years of application to the program.

## Requirements Upon Admission

Accepted applicants must have a *physical examination, tetanus, measles, mumps, rubella, hepatitis B, and varicella (chicken pox) immunizations or titre results (blood test to prove immune status)*. A TB test is required

each year. Health insurance is required. Additional laboratory tests, including drug screening, are required by clinical agencies.

Students must have current CPR Certification by the American Heart Association (Basic Life Support for Healthcare Providers).

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 (508) 678-2811, ext. 2194.

## Additional Requirements and Costs

Students are responsible for the costs of lab coats, uniforms, professional liability insurance, drug screening, standardized testing, name tag, lab supplies, national certification exam, and transportation to clinical placement sites. Students should be prepared to travel up to one hour from campus to clinical assignments. Students are also required to attend a variety of community activities.

## Grade Requirements

Students must receive a minimum grade of "C-" in all required courses. Failure to earn a "C-"or better in a clinical course will result in dismissal from the program. Clinical practicum hours must be completed within 18 months of the academic coursework.

## Essential Functions

Students need to possess certain cognitive, physical, and physiological abilities in order to successfully complete the requirements of the program and ultimately practice in the profession. Please discuss particulars with the program director.

# Computer Information Systems

## BUSINESS INFORMATION SYSTEMS CAREER

### Degree offered

Associate in Science in Computer Information Systems (Business Information Systems Concentration)

## Credits required 60/66

## Dean

William Berardi

## Program contact

Priscilla Grocer, Department Chair and Professor of Computer Information Systems, ext. 2403

## Program Goals Statement

Students will be prepared to work in the Information Technology field in a wide variety of support roles. Students develop basic skills in a wide range of areas including application development and use, web development, databases, operating systems and analysis and design. This broad range of topics prepares them for jobs in small business and for support careers.

## Student Learning Outcomes

See Learning Outcomes (p. 214)

## Program Information

- Students who elect to take EGR 133 in combination with CIS 121 and CIS 160 are prepared to take the A+ Certification examination, the recognized industry standard for computer service technicians.

- The optional Cooperative Education program places students in computer-related positions, where they can earn course credit, wages, and experience.

- Note: Students may be required to obtain and use specific hardware, operating systems, or applications.

## Elective Recommendations

- See Transfer Electives and Elective Recommendations, specifically the CIS plans.

## After BCC

- Recent graduates are in high demand and have moved into various types of employment, including positions such as help desk technician, office specialist, computer sales, or consultant. Some have started their own businesses. Frequently, they serve as the computer person in a small company.

## Infused General Education Competencies

Technical Literacy, First Year Experience

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| BUS 115 | Fundamentals of an Enterprise | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| ACC 101 | Principles of Accounting I | 4 |

| | | |
|---|---|---|
| ACC 150 | Small Business Financial Software | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| COM 101 | Fundamentals of Public Speaking | 3 |
| COM 114 | Professional Speaking | 3 |
| COM 118 | Communication Skills | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| HST 111 | The West and the World I | 3 |
| HST 112 | The West and the World II | 3 |
| HST 113 | United States History to 1877 | 3 |
| HST 114 | United States History from 1877 | 3 |

History choice impacts other competencies. See Transfer Electives and Elective Recommendations for CIS (p. 101)plans.

**Choose one of the following**

| | | |
|---|---|---|
| MTH 119 | Fundamental Statistics | 3 |
| MTH 125 | Modern College Mathematics | 3 |
| MTH 131 | Elements of College Mathematics | 3 |

**Elective Courses**

| | | |
|---|---|---|
| | Ethical Dimensions Elective | 0-3 |
| | Global Awareness Elective | 0-3 |
| | Multicultural Perspective Elective | 0-3 |
| | Science Elective | 3-4 |
| | Social Phenomenon Elective | 3 |

Choose courses from Transfer Electives and Elective Recommendations for CIS (p. 101) plans.

**Program Courses**

| | | |
|---|---|---|
| CIS 112 | Advanced Business Information Systems | 3 |
| CIS 120 | Programming: Logic, Design and Implementation | 3 |
| CIS 121 | Operating Systems | 3 |
| CIS 122 | Internet Developer | 3 |
| CIS 160 | The Microcomputer Environment | 3 |
| CIS 270 | Systems Analysis and Design Seminar | 3 |
| CIT 102 | Security Awareness | 1 |
| CIT 131 | Business Creativity | 3 |

Take CIS 111 if skills are needed prior to CIS 112.

**Choose one of the following**

| | | |
|---|---|---|
| | ACC-MAN-or MAR Elective | 3-4 |
| CED 210 | Cooperative Work Experience | 3 |
| EGR 133 | Computer Configuration and Repair | 4 |
| | CIS/CIT Elective | 3 |

**Choose a CIS/CIT elective from the following**

| | | |
|---|---|---|
| CIS 111 | Introduction to Business Information Systems | 3 |
| CIS 131 | Windows Server Administration I | 3 |
| CIS 132 | Introduction to UNIX/Linux and Shell Programming | 3 |

| | | |
|---|---|---|
| CIS 148 | Programming in C# | 3 |
| CIS 161 | Database Design | 3 |
| CIS 162 | Applications for Web Development | 3 |
| CIS 150 | Oracle and SQL | 3 |
| CIT 136 | Web Development for Mobile Devices | 3 |
| CIS 152 | Database Programming and Management with Access | 3 |
| CIS 159 | MySQL and PHP | 3 |
| CIT 164 | Open Source Operating System | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| CIS 105 | Hardware Fundamentals | 1 |
| EGR 133 | Computer Configuration and Repair | 4 |

**Choose one of the following**

| | | |
|---|---|---|
| CIS 150 | Oracle and SQL | 3 |
| CIS 152 | Database Programming and Management with Access | 3 |
| CIS 159 | MySQL and PHP | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| CIS 132 | Introduction to UNIX/Linux and Shell Programming | 3 |
| CIS 156 | Visual Basic | 3 |
| CIS 162 | Applications for Web Development | 3 |
| CIT 136 | Web Development for Mobile Devices | 3 |

**Recommended Course Sequence - Fall Semester 1**

CIS 112, CIS 120, ENG 101, History Elective, MTH 119 or MTH 125 or MTH 131

**Recommended Course Sequence - Spring Semester 2**

CIS 121, CIS 122, CIT 102, CIT 131, ENG 102, ACC 101 or ACC 150

**Recommended Course Sequence - Fall Semester 3**

BUS 115, CIS 160, CIS 150 or CIS 152 or CIS 159, COM 118 or COM 101 or COM 114

**Recommended Course Sequence - Spring Semester 4**

Global Awareness Elective, Social Phenomenon Elective, CIS 270 or CIS/CIT Elective or CED 210, CIS 105 or EGR 133, CIS 162 or CIS 156 or CIS 132

## COMPUTER FORENSICS CAREER

### Degree offered

Associate in Science in Computer Information Systems (Computer Forensics)

### Credits required 62/63

Dean

William Berardi

Program contact

Priscilla Grocer, Department Chair and Professor of Computer Information Systems, ext. 2403

## Program Goals Statement

Students will be prepared for entry-level computer forensics technician positions in the private commercial sector and in the criminal justice system. They will know the law regarding the digital investigative process and will be able to conduct analysis of computer and/or network equipment and related data files.

## Student Learning Outcomes

See Learning Outcomes (p. 214).

## Program Information

- Students gain technical skills to find evidence and the knowledge of the legal issues related to these skills for this rapidly growing field.

- Note: Students may be required to obtain and use specific hardware, operating systems, or applications.

## Elective Recommendations

- See Transfer Electives and Elective Recommendations (p. 99) specifically for CIS plans

## After BCC

- Students in the program are prepared to work in law enforcement agencies, the private commercial sector, and law firms as computer forensics technicians.

- If you plan to transfer to a four-year institution, visit the Transfer Affairs website at www.BristolCC.edu/transfer

## Infused General Education Competencies

Technical Literacy, First Year Experience

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| BUS 115 | Fundamentals of an Enterprise | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| COM 101 | Fundamentals of Public Speaking | 3 |
| COM 118 | Communication Skills | 3 |
| COM 114 | Professional Speaking | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| HST 111 | The West and the World I | 3 |
| HST 112 | The West and the World II | 3 |
| HST 113 | United States History to 1877 | 3 |

| HST 114 | United States History from 1877 | 3 |
|---|---|---|

History choice impacts other competencies. See Transfer Electives and Elective Recommendations  (p. 101)for CIS plans.

**Choose one of the following**

| MTH 119 | Fundamental Statistics | 3 |
|---|---|---|
| MTH 125 | Modern College Mathematics | 3 |
| MTH 131 | Elements of College Mathematics | 3 |

**Choose one of the following**

| SOC 101 | Principles of Sociology | 3 |
|---|---|---|
| SOC 212 | The Sociology of Social Problems | 3 |

**Elective Courses**

| | Multicultural Perspective Elective | 0-3 |
|---|---|---|
| | Science Elective | 3-4 |

Choose courses from Transfer Electives and Elective Recommendations  (p. 101)for CIS plans.

**Program Courses**

| CIS 106 | Operating System Scripting | 1 |
|---|---|---|
| CIS 120 | Programming: Logic, Design and Implementation | 3 |
| CIS 121 | Operating Systems | 3 |
| CIS 134 | Networking Technologies | 4 |
| CIT 150 | Network Security | 3 |
| CIT 155 | Introduction of Computer Forensics | 3 |
| CIT 255 | Advanced Computer Forensics | 4 |
| CIT 256 | File System Forensic Analysis | 3 |
| CIT 275 | Computer Forensics Seminar | 4 |
| CRJ 101 | Introduction to Criminal Justice | 3 |
| CRJ 113 | Criminal Law | 3 |
| CRJ 256 | Criminal Investigation | 3 |
| CRJ 258 | Criminal Procedure | 3 |

**Recommended Course Sequence - Fall Semester 1**

Mathematics Elective, CIS 121, CRJ 101, CRJ 113, ENG 101

**Recommended Course Sequence - Spring Semester 2**

CIS 106, CIS 120, CIS 134, CIT 155, CRJ 256, ENG 102

**Recommended Course Sequence - Fall Semester 3**

History Elective, CIT 150, CIT 255, CRJ 258, SOC 101 or SOC 212

**Recommended Course Sequence - Spring Semester 4**

BUS 115, CIT 256, CIT 275, Science Elective, COM 101 or COM 114 or COM 118

## COMPUTER NETWORKING CAREER

# Degree offered

Associate in Science in Computer Information Systems (Computer Networking Concentration)

# Credits required 62/63

Dean

William Berardi

Program contact

Priscilla Grocer, Department Chair and Professor of Computer Information Systems, ext. 2403

## Program Goals Statement

Students will be prepared for entry-level computer network technician positions in the IT field. They will know how to install, configure, secure, troubleshoot and administer network systems comprised of users, shared resources, and network elements in local and Internet-based environments.

## Student Learning Outcomes

See Learning Outcomes (p. 214).

## Program Information

- Program prepares students for industry certifications and develops the high proficiency skills needed to plan, implement and troubleshoot networking environments.

- Students may be required to obtain and use specific hardware, operating systems, or applications.

- Note: Adding the security certificate will increase skills in preparation for the security issues in today's world.

**Elective Recommendations**

- See Transfer Electives and Elective Recommendations (p. 99), specifically the CIS plans.

## After BCC

- Recent graduates hold positions as a network and telecommunications architecture manager, associate systems engineer, network administrator, help desk technician, support services representative, computer systems engineer, senior information technologist, technical director and consultant.

- If you plan to transfer to a four-year institution, visit the Transfer Affairs website at www.BristolCC.edu/transfer

## Infused General Education Competencies

Technical Literacy, First Year Experience

## DEGREE REQUIREMENTS

**General Courses**

| BUS 115 | Fundamentals of an Enterprise | 1 |
|---|---|---|
| ENG 101 | Composition I: College Writing | 3 |

| ENG 102 | Composition II: Writing about Literature | 3 |
| MTH 131 | Elements of College Mathematics | 3 |

**Choose one of the following Communication Electives**

| COM 101 | Fundamentals of Public Speaking | 3 |
| COM 114 | Professional Speaking | 3 |
| COM 118 | Communication Skills | 3 |

**Choose one of the following History Electives**

| HST 111 | The West and the World I | 3 |
| HST 112 | The West and the World II | 3 |
| HST 113 | United States History to 1877 | 3 |
| HST 114 | United States History from 1877 | 3 |

**General Education Electives**

| | Ethical Dimensions Elective | 0-3 |
| | Global Awareness Elective | 0-3 |
| | Multicultural Perspective Elective | 0-3 |
| | Science Elective | 3-4 |
| | Social Phenomenon Elective | 3 |

Choose electives from Transfer Electives and Elective Recommendations

**Program Courses**

| CIS 106 | Operating System Scripting | 1 |
| CIS 120 | Programming: Logic, Design and Implementation | 3 |
| CIS 121 | Operating Systems | 3 |
| CIS 131 | Windows Server Administration I | 3 |
| CIS 132 | Introduction to UNIX/Linux and Shell Programming | 3 |
| CIS 133 | UNIX/Linux System Administration I | 3 |
| CIS 134 | Networking Technologies | 4 |
| CIS 231 | Windows Server Administration II | 3 |
| CIS 232 | Unix/Linux System Administration II | 3 |
| CIS 233 | Routing and Router Configuration | 3 |
| CIS 271 | Network Installation and Configuration Seminar | 4 |
| CIT 150 | Network Security | 3 |
| EGR 133 | Computer Configuration and Repair | 4 |

**Recommended Course Sequence - Fall Semester 1**

CIS 120, CIS 121, ENG 101, MTH 131, History Elective

**Recommended Course Sequence - Spring Semester 2**

CIS 106, CIS 131, CIS 132, CIS 134, ENG 102

**Recommended Course Sequence - Fall Semester 3**

BUS 115, CIS 133, CIT 150, CIS 231, EGR 133, Science Elective

**Recommended Course Sequence - Spring Semester 4**

CIS 232, CIS 233, CIS 271, Communications Elective, General Education Elective

# COMPUTER PROGRAMMING CAREER

## Degree offered

Associate in Science in Computer Information Systems (Computer Programming Concentration)

## Credits required 60/69

Dean

William Berardi

Program contact

Priscilla Grocer, Department Chair and Professor of Computer Information Systems, ext. 2403

## Program Goals Statement

Students will be prepared for entry-level programming positions in business and industry by knowing and being able to demonstrate the skills to analyze problems and develop computerized solutions using multiple programming languages.

## Student Learning Outcomes

See Learning Outcomes (p. 214).

## 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.

• This concentration can be taken online.

Note: Students may be required to obtain and use specific hardware, operating systems, or applications.

## Elective Recommendations

• See Transfer Electives and Elective Recommendations (p. 99) specifically the CIS plans

## After BCC

• 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.

• If you plan to transfer to a four-year institution, visit the Transfer Affairs Web site at www.BristolCC.edu/transfer

## Infused General Education Competencies

Technical Literacy, First Year Experience

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| BUS 115 | Fundamentals of an Enterprise | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| ACC 101 | Principles of Accounting I | 4 |
| ACC 150 | Small Business Financial Software | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| HST 111 | The West and the World I | 3 |
| HST 112 | The West and the World II | 3 |
| HST 113 | United States History to 1877 | 3 |
| HST 114 | United States History from 1877 | 3 |
| HST 115 | Twentieth Century Social History-1919 to the Present | 3 |
| HST 116 | American Foreign Policy-1898 to the Present | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| COM 101 | Fundamentals of Public Speaking | 3 |
| COM 114 | Professional Speaking | 3 |
| COM 118 | Communication Skills | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| MTH 131 | Elements of College Mathematics | 3 |
| MTH 171 | Precalculus - Functions | 3 |

**Elective Courses**

| | | |
|---|---|---|
| | ELECTIVE | 3-4 |
| | Ethical Dimensions Elective | 0-3 |
| | Global Awareness Elective | 0-3 |
| | Multicultural Perspective Elective | 0-3 |
| | Science Elective | 3-4 |
| | Social Phenomenon Elective | 3 |

Choose courses from Transfer Electives and Elective Recommendations

First elective: Choose 3-4 credits from ACC, MAN, MAR, or a CIS/CIT elective

**Program Courses**

| | | |
|---|---|---|
| CIS 105 | Hardware Fundamentals | 1 |
| CIS 120 | Programming: Logic, Design and Implementation | 3 |
| CIS 121 | Operating Systems | 3 |
| CIS 150 | Oracle and SQL | 3 |
| CIS 272 | Program Development Seminar | 3 |
| CIT 102 | Security Awareness | 1 |

**Choose two of the following**

| | | |
|---|---|---|
| CIS 154 | Introduction to Programming (COBOL) | 3 |
| CIS 250 | Interactive Websites | 3 |
| CIS 159 | MySQL and PHP | 3 |
| CIS 156 | Visual Basic | 3 |
| CIS 155 | Introduction to C++ Programming | 3 |
| CIS 157 | Object-Oriented JAVA Programming I | 4 |

**Choose two of the following**

| | | |
|---|---|---|
| CIS 254 | Advanced COBOL | 3 |
| CIS 256 | Advanced Visual Basic | 3 |
| CIS 258 | Advanced Interactive Programming | 3 |
| CIS 255 | C++ Object Oriented Programming | 3 |
| CIS 257 | Object-Oriented JAVA Programming II | 4 |

**Program Electives - Choose one of the following**

| | | |
|---|---|---|
| CIS 112 | Advanced Business Information Systems | 3 |
| CIS 122 | Internet Developer | 3 |
| CIS 131 | Windows Server Administration I | 3 |
| CIS 132 | Introduction to UNIX/Linux and Shell Programming | 3 |
| CIS 148 | Programming in C# | 3 |
| CIS 152 | Database Programming and Management with Access | 3 |
| CIS 155 | Introduction to C++ Programming | 3 |
| CIS 156 | Visual Basic | 3 |
| CIS 157 | Object-Oriented JAVA Programming I | 4 |
| CIS 159 | MySQL and PHP | 3 |
| CIS 160 | The Microcomputer Environment | 3 |
| CIS 161 | Database Design | 3 |
| CIS 166 | Oracle with Forms and Reports | 3 |
| CIS 182 | Advanced Topics in CIS | 3 |
| CIS 250 | Interactive Websites | 3 |
| CIS 255 | C++ Object Oriented Programming | 3 |
| CIS 256 | Advanced Visual Basic | 3 |
| CIS 257 | Object-Oriented JAVA Programming II | 4 |
| CIS 258 | Advanced Interactive Programming | 3 |
| CIT 136 | Web Development for Mobile Devices | 3 |
| CIT 143 | Programming for Game Developers I | 3 |
| CIT 242 | Programming for Game Developers II | 3 |

**Choose one elective from the following**

| | | |
|---|---|---|
| CIS 122 | Internet Developer | 3 |
| CIS 148 | Programming in C# | 3 |
| CIS 155 | Introduction to C++ Programming | 3 |
| CIS 156 | Visual Basic | 3 |
| CIS 157 | Object-Oriented JAVA Programming I | 4 |
| CIS 159 | MySQL and PHP | 3 |
| CIS 250 | Interactive Websites | 3 |
| CIS 255 | C++ Object Oriented Programming | 3 |
| CIS 256 | Advanced Visual Basic | 3 |

| CIS 258 | Advanced Interactive Programming | 3 |
| CIT 136 | Web Development for Mobile Devices | 3 |
| CIT 143 | Programming for Game Developers I | 3 |
| CIT 242 | Programming for Game Developers II | 3 |

In fulfilling the two semesters of two languages, students can only take one of the following sequences: CIS 155/CIS 255, CIS 157/CIS 257 and students may not receive programming credit for CIS 155 and CIT 143 or for CIS 255 and CIT 242.

**Recommended Course Sequence - Fall Semester 1**

AMC/HST Elective, CIS 105, CIS 120, CIS 121, ENG 101, MTH 171 or MTH 131

**Recommended Course Sequence - Spring Semester 2**

BUS 115, Science Elective, ENG 102, Choose two of the following: CIS 154 or CIS 250 or CIS 156 or CIS 155 or CIS 157 or CIS 159, COM 118 or COM 101 or COM 114

**Recommended Course Sequence - Fall Semester 3**

CIS 150, CIT 102, Global Awareness Elective, Social Phenomenon Elective, ACC 101 or ACC 150, Choose two of the following: CIS 254 or CIS 255 or CIS 256 or CIS 257 or CIS 258

**Recommended Course Sequence - Spring Semester 4**

CIS/CIT Elective, CIS/CIT Elective, Elective, CIS 272

Students may not take CIS 157 for credit, and may not get credit for both CIT 143 and CIS 155 or for both CIT 242 and CIS 255 or for both CIS 250 and CIS 159

## COMPUTER SECURITY CAREER

### Degree offered

Associate in Science in Computer Information Systems (Security Concentration)

### Credits required 62/63

Dean

William Berardi

Program contact

Priscilla Grocer, Department Chair and Professor of Computer Information Systems, ext. 2403

### Program Goals Statement

Students will be prepared for critical roles in developing solutions to security problems which are a continually changing and evolving issue for businesses. Students will master theoretical concepts of information security and the methodologies to apply learning to practical problem-solving and prevention.

**Student Learning Outcomes**

See Learning Outcomes (p. 214)

Program Information

Note: Students may be required to obtain and use specific hardware, operating systems, or applications.

### Elective Recommendations

- See Transfer Electives and Elective Recommendations specifically the CIS plans

### After BCC

- This program prepares students for high-demand roles to protect critical functions in all types of enterprises.

- If you plan to transfer to a four-year institution, visit the Transfer Affairs website at BristolCC.edu/transfer

### Infused General Education Competencies

Technical Literacy, First Year Experience

## DEGREE REQUIREMENTS

**General Courses**

| BUS 115 | Fundamentals of an Enterprise | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| MTH 131 | Elements of College Mathematics | 3 |

**Choose one of the following**

| COM 101 | Fundamentals of Public Speaking | 3 |
| COM 114 | Professional Speaking | 3 |
| COM 118 | Communication Skills | 3 |

**Choose one of the following**

| HST 111 | The West and the World I | 3 |
| HST 112 | The West and the World II | 3 |
| HST 113 | United States History to 1877 | 3 |
| HST 114 | United States History from 1877 | 3 |

**Elective Courses**

| | Ethical Dimensions Elective | 0-3 |
| | Global Awareness Elective | 0-3 |
| | Multicultural Perspective Elective | 0-3 |
| | Science Elective | 3-4 |
| | Social Phenomenon Elective | 3 |

Choose courses from Transfer Electives and Elective Recommendations

**Program Courses**

| CIS 105 | Hardware Fundamentals | 1 |
| CIS 106 | Operating System Scripting | 1 |

| CIS 120 | Programming: Logic, Design and Implementation | 3 |
| CIS 121 | Operating Systems | 3 |
| CIS 131 | Windows Server Administration I | 3 |
| CIS 132 | Introduction to UNIX/Linux and Shell Programming | 3 |
| CIS 133 | UNIX/Linux System Administration I | 3 |
| CIS 134 | Networking Technologies | 4 |
| CIS 231 | Windows Server Administration II | 3 |
| CIT 150 | Network Security | 3 |
| CIT 250 | Firewall Security | 3 |
| CIT 251 | Operating Systems Security | 3 |
| CIT 252 | Information Security and Disaster Recovery | 3 |
| CIT 274 | Security Seminar | 4 |

**Recommended Course Sequence - Fall Semester 1**

CIS 105, CIS 121, CIS 132, CIS 134, ENG 101

**Recommended Course Sequence - Spring Semester 2**

CIS 106, CIS 120, CIS 131, CIT 150, ENG 102

**Recommended Course Sequence - Fall Semester 3**

CIS 133, CIS 231, CIT 250, CIT 251, MTH 131

**Recommended Course Sequence - Spring Semester 4**

BUS 115, CIT 252, CIT 274, Global Awareness Elective, Science Elective, Social Phenomenon Elective, COM 118 or COM 101 or COM 114

# GAME DEVELOPMENT - GAME CREATION CAREER

## Degree offered

Associate in Science in Computer Information Systems (Game Development - Game Creation Concentration)

## Credits required 63/64

Dean

William Berardi

Program contact

Priscilla Grocer, Department Chair and Professor of Computer Information Systems, ext. 2403

## Program Goals Statement

The program prepares students for entry into the video game industry. It offers those who want to combine a love of games, fun, and competition with the development of 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 the students interested in the overall creation and packaging of games.

## Student Learning Outcomes

See Learning Outcomes (p. 214)

## Program Information

- Students have access to a broad range of technology, including a dedicated multimedia lab.

- Note: Students may be required to obtain and use specific hardware, operating systems, or applications.

## Elective Recommendations

- See Transfer Elective and Elective Recommendations (p. 101), specifically the CIS plans.

## After BCC

- BCC has established partnerships with several computer game developers. Students have been given the opportunity to do internships and paid work.

## Infused General Education Competencies

Technical Literacy, First Year Experience

## DEGREE REQUIREMENTS

**General Courses**

| BUS 115 | Fundamentals of an Enterprise | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| MTH 141 | Technical Mathematics I | 4 |

**Choose one of the following**

| COM 101 | Fundamentals of Public Speaking | 3 |
| COM 114 | Professional Speaking | 3 |
| COM 118 | Communication Skills | 3 |

**Choose one of the following**

| HST 111 | The West and the World I | 3 |
| HST 112 | The West and the World II | 3 |
| HST 113 | United States History to 1877 | 3 |
| HST 114 | United States History from 1877 | 3 |
| HST 115 | Twentieth Century Social History-1919 to the Present | 3 |
| HST 116 | American Foreign Policy-1898 to the Present | 3 |

**Choose one of the following**

| SOC 101 | Principles of Sociology | 3 |
| SOC 212 | The Sociology of Social Problems | 3 |

**Elective Courses**

| | Multicultural Perspective Elective | 0-3 |
| | Science Elective | 3-4 |

Choose course from Transfer Electives and Elective Recommendations

### Core Courses

| | | |
|---|---|---|
| CIS 120 | Programming: Logic, Design and Implementation | 3 |
| CIT 140 | Electronic Game Development I | 3 |
| CIT 141 | Visual Concepts for Game Designers | 3 |
| CIT 142 | Computer Game Level Building | 3 |
| CIT 143 | Programming for Game Developers I | 3 |
| CIT 247 | Pre-Production Game Development | 3 |
| CIT 276 | Game Production | 4 |

### Concentration Courses

| | | |
|---|---|---|
| CIT 240 | Modding I | 3 |
| CIT 241 | Electronic Game Development II | 3 |
| CIT 243 | Game and Sound Protection | 3 |
| CIT 245 | Game Design on Paper | 3 |
| CIT 246 | Modding II | 3 |
| CIT 262 | Advanced Game Analysis | 3 |

**Recommended Course Sequence - Fall Semester 1**

CIS 120, CIT 140, CIT 141, CIT 142, ENG 101

**Recommended Course Sequence - Spring Semester 2**

BUS 115, CIT 143, CIT 240, CIT 241, ENG 102, MTH 141

**Recommended Course Sequence - Fall Semester 3**

CIT 245, CIT 246, CIT 247, COM 101 or COM 114 or COM 118, SOC 101 or SOC 212

**Recommended Course Sequence - Spring Semester 4**

AMC/HST Elective, CIT 243, CIT 262, CIT 276

## GAME DEVELOPMENT - GAME PROGRAMMING CAREER

### Degree offered

Associate in Science in Computer Information Systems (Game Development - Game Programming Concentration)

### Credits required 63/65

Dean

William Berardi

Program contact

Priscilla Grocer, Department Chair and Professor of Computer Information Systems, ext. 2403

### Program Goals Statement

The video gaming industry is the fastest-growing segment of the entertainment business.

This program develops a strong programming background for entry-level positions to bring games action to the screen. 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.

### Student Learning Outcomes

See Learning Outcomes (p. 214)

### After BCC

• The nearby Boston area offers access to a thriving computer game industry. The College has close relationships with a number of these firms. Students are encouraged to build on the programming skills developed in this program to enhance their knowledge and marketability.

### Program Information

• Students have access to a broad range of technology, including a dedicated multimedia lab. Classes are offered days, evenings, and weekends.Note: Students may be required to obtain and use specific hardware, operating systems, or applications.

### Elective Recommendations

• See Transfer Electives and Elective Recommendations (p. 99), specifically the CIS plans.

### Infused General Education Competencies

Technical Literacy, First Year Experience

## DEGREE REQUIREMENTS

### General Courses

| | | |
|---|---|---|
| BUS 115 | Fundamentals of an Enterprise | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| MTH 141 | Technical Mathematics I | 4 |

### Choose one of the following

| | | |
|---|---|---|
| HST 111 | The West and the World I | 3 |
| HST 112 | The West and the World II | 3 |
| HST 113 | United States History to 1877 | 3 |
| HST 114 | United States History from 1877 | 3 |
| HST 115 | Twentieth Century Social History-1919 to the Present | 3 |
| HST 116 | American Foreign Policy-1898 to the Present | 3 |

### Choose one of the following

| | | |
|---|---|---|
| COM 101 | Fundamentals of Public Speaking | 3 |
| COM 114 | Professional Speaking | 3 |
| COM 118 | Communication Skills | 3 |

**Choose one of the following**

| SOC 101 | Principles of Sociology | 3 |
| SOC 212 | The Sociology of Social Problems | 3 |

Choose courses from Transfer Electives and Elective Recommendations

**Elective Courses**

| | Multicultural Perspective Elective | 3 |
| | Elective - Science | 3-4 |

*Choose courses from Transfer Electives and Elective Recommendations*

**Core Courses**

| CIS 120 | Programming: Logic, Design and Implementation | 3 |
| CIT 140 | Electronic Game Development I | 3 |
| CIT 141 | Visual Concepts for Game Designers | 3 |
| CIT 142 | Computer Game Level Building | 3 |
| CIT 143 | Programming for Game Developers I | 3 |
| CIT 247 | Pre-Production Game Development | 3 |
| CIT 276 | Game Production | 4 |

**Concentration Courses**

| CIS 159 | MySQL and PHP | 3 |
| CIT 242 | Programming for Game Developers II | 3 |
| CIT 248 | Data Structures in the Game Environment | 3 |
| CIT 260 | Topics in Game Programming | 3 |
| CIT 261 | Fundamentals of Game Engine Design | 3 |

**Choose one elective from**

| CIS 122 | Internet Developer And | 3 |
| CIS 156 | Visual Basic Or | 3 |
| CIS 157 | Object-Oriented JAVA Programming I | 4 |

**Recommended Course Sequence - Fall Semester 1**

CIS 120, CIT 140, CIT 141, CIT 142, ENG 101

**Recommended Course Sequence - Spring Semester 2**

CIS Elective, BUS 115, CIS 159, CIT 143, ENG 102, MTH 141

**Recommended Course Sequence - Fall Semester 3**

CIT 242, CIT 247, CIT 260, COM 118 or COM 101 or COM 114, SOC 101 or SOC 212

**Recommended Course Sequence - Spring Semester 4**

AMC/HST Elective, CIT 248, CIT 261, CIT 276, Science Elective

Note: Students may be required to obtain and use specific hardware, operating systems, or applications

# MULTIMEDIA AND INTERNET CAREER

## Degree offered

Associate in Science in Computer Information Systems (Multimedia and Internet Concentration)

## Credits required 62/63

Dean

William Berardi

Program contact

Priscilla Grocer, Department Chair and Professor of Computer Information Systems, ext. 2403

## Program Goals Statement

Students will be prepared for entry-level positions in a variety of professional settings that require an understanding of multimedia and internet technologies. They will develop the knowledge and skills necessary for the creative development and maintenance of websites, basic databases and computer programs, as well as emerging technologies.

## Student Learning Outcomes

- See Learning Outcomes (p. 214).

## Program Information

- The optional Cooperative Education program places students in computer-related positions, where they can earn course credit, wages, and experience.

Note: Students may be required to obtain and use specific hardware, operating systems, or applications.

Note: CIT 132 and CIT 133 are pre-requisites to CIS 162.

## Elective Recommendations

- See Transfer Electives and Elective Recommendations (p. 99), specifically the CIS plans.

## After BCC

- The growth of the Internet and the demand for people who can effectively use multimedia applications make the skills developed in this program highly marketable.

- If you plan to transfer to a four-year institution, visit the Transfer Affairs website at www.BristolCC.edu/transfer

## Infused General Education Competencies

Technical Literacy, First Year Experience

## DEGREE REQUIREMENTS

**General Studies**

| | | |
|---|---|---|
| BUS 115 | Fundamentals of an Enterprise | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| ENG 215 | Technical Writing | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| HST 111 | The West and the World I | 3 |
| HST 112 | The West and the World II | 3 |
| HST 113 | United States History to 1877 | 3 |
| HST 114 | United States History from 1877 | 3 |
| HST 115 | Twentieth Century Social History-1919 to the Present | 3 |
| HST 116 | American Foreign Policy-1898 to the Present | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| COM 101 | Fundamentals of Public Speaking | 3 |
| COM 114 | Professional Speaking | 3 |
| COM 118 | Communication Skills | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| MAN 154 | Small Business Management | 3 |
| MAR 255 | Advertising Procedures | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| MTH 119 | Fundamental Statistics | 3 |
| MTH 125 | Modern College Mathematics | 3 |
| MTH 131 | Elements of College Mathematics | 3 |

**Elective Courses**

| | | |
|---|---|---|
| | Ethical Dimensions Elective | 0-3 |
| | Global Awareness Elective | 0-3 |
| | Multicultural Perspective Elective | 0-3 |
| | Scientific Reasoning and Discovery Elective | 3-4 |
| | Social Phenomenon Elective | 3 |

Choose courses from Transfer Electives and Elective Recommendations (p. 101)

**Core Courses**

| | | |
|---|---|---|
| CIS 105 | Hardware Fundamentals | 1 |
| CIS 120 | Programming: Logic, Design and Implementation | 3 |
| CIS 122 | Internet Developer | 3 |
| CIS 162 | Applications for Web Development | 3 |
| CIT 131 | Business Creativity | 3 |
| CIT 132 | Desktop Publishing | 3 |
| CIT 133 | Electronic Publishing | 3 |
| CIT 231 | Introduction to Multimedia Development | 3 |
| CIT 270 | Seminar in Desktop Publishing, Imaging and Multimedia Design | 3 |

**Choose four of the following Core Program Course Electives**

| | | |
|---|---|---|
| ART 260 | Computer Graphics | 3 |
| ART 271 | Web Design I | 3 |
| BUS 152 | Honors E-Commerce | 3 |
| CED 210 | Cooperative Work Experience | 3 |
| CIS 128 | Introduction to Digital Audio Recording | 3 |
| CIS 159 | MySQL and PHP | 3 |
| CIT 134 | Social Media and the Web | 3 |
| CIT 136 | Web Development for Mobile Devices | 3 |
| COM 159 | Video Field Production and Editing | 3 |
| MAN 154 | Small Business Management | 3 |
| MAR 255 | Advertising Procedures | 3 |

One chosen elective must be MAN 154 or MAR 255

**Recommended Course Sequence - Fall Semester 1**

CIS 120, CIS 122, CIT 131, CIT 132, ENG 101

**Recommended Course Sequence - Spring Semester 2**

BUS 115, CIS 105, CIS 162, CIT 133, ENG 102, MTH 119 or MTH 125 or MTH 131, COM 101 or COM 114 or COM 118

**Recommended Course Sequence - Fall Semester 3**

CIT 231, ENG 215, Core Programming Course Electives (Choose 2), MAN 154 or MAR 255

**Recommended Course Sequence - Spring Semester 4**

CIT 270, Core Programming Course Elective (Choose 1), Scientific Reasoning and Discovery Elective, History Elective, General Education Elective

## WEB DEVELOPER

### Degree offered

Associate in Science in Computer Information Systems (Webmaster Concentration)

### Credits required 63/67

### Dean

William Berardi

Program contact

Priscilla Grocer, Department Chair and Professor of Computer Information Systems, ext. 2403

### Program Goals Statement

Students will be prepared for entry-level positions in Web development. They will develop the knowledge and skills

in creative development, programming, database, and Web site technology to design, develop, implement and maintain a professional Web site on a variety of devices.

## Student Learning Outcomes

• See Learning Outcomes (p. 214).

## Program Information

• Students work in a client/server environment to develop on-line, interactive, database driven sites using a variety of devices.

Note: Students may be required to obtain and use specific hardware, operating systems, or applications.

### Elective Recommendations

• See Transfer Electives and Elective Recommendations (p. 99) specifically the CIS plans

## After BCC

• Students graduating from this program will be prepared to develop and maintain web sites. Students either join a web development firm or do consulting.

## Infused General Education Competencies

Technical Literacy, First Year Experience

## DEGREE REQUIREMENTS

### Choose one of the following

| | | |
|---|---|---|
| COM 101 | Fundamentals of Public Speaking | 3 |
| COM 114 | Professional Speaking | 3 |
| COM 118 | Communication Skills | 3 |

### General Courses

| | | |
|---|---|---|
| BUS 115 | Fundamentals of an Enterprise | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| MAR 255 | Advertising Procedures | 3 |

### Choose one of the following

| | | |
|---|---|---|
| HST 111 | The West and the World I | 3 |
| HST 112 | The West and the World II | 3 |
| HST 113 | United States History to 1877 | 3 |
| HST 114 | United States History from 1877 | 3 |
| HST 115 | Twentieth Century Social History-1919 to the Present | 3 |
| HST 116 | American Foreign Policy-1898 to the Present | 3 |

History choice impacts other competencies.

### Choose one of the following

| | | |
|---|---|---|
| MTH 119 | Fundamental Statistics | 3 |
| MTH 125 | Modern College Mathematics | 3 |
| MTH 131 | Elements of College Mathematics | 3 |

### Elective Courses

| | | |
|---|---|---|
| | Ethical Dimensions Elective | 0-3 |
| | Global Awareness Elective | 0-3 |
| | Multicultural Perspective Elective | 0-3 |
| | Science Elective | 3-4 |
| | Social Phenomenon Elective | 3 |

### Program Courses

| | | |
|---|---|---|
| CIS 105 | Hardware Fundamentals | 1 |
| CIS 120 | Programming: Logic, Design and Implementation | 3 |
| CIS 121 | Operating Systems | 3 |
| CIS 122 | Internet Developer | 3 |
| CIS 132 | Introduction to UNIX/Linux and Shell Programming | 3 |
| CIS 150 | Oracle and SQL | 3 |
| CIS 159 | MySQL and PHP | 3 |
| CIS 162 | Applications for Web Development | 3 |
| CIS 250 | Interactive Websites | 3 |
| CIS 258 | Advanced Interactive Programming | 3 |
| CIS 273 | Internet Seminar | 3 |
| CIT 102 | Security Awareness | 1 |
| CIT 131 | Business Creativity | 3 |

### Program Electives - Choose one of the following

| | | |
|---|---|---|
| CIS 128 | Introduction to Digital Audio Recording | 3 |
| CIT 134 | Social Media and the Web | 3 |
| CIT 136 | Web Development for Mobile Devices | 3 |

### Recommended Course Sequence - Fall Semester 1

CIS 105, CIS 120, CIS 122, CIT 131, ENG 101, HST

### Recommended Course Sequence - Spring Semester 2

CIS 121, CIS 159, CIS 162, BUS 115, ENG 102, MAR 255

### Recommended Course Sequence - Fall Semester 3

CIS 132, CIS 150, CIS 250, COM 118, COM 101 or COM 114 or COM 118, MTH 119 or MTH 125, or MTH 131

### Recommended Course Sequence - Spring Semester 4

CIS 258, CIS 273, CIT 102, Science Elective, Social Phenomenon Elective, CIS 128 or CIT 134, or CIT 136

# Computer Information Systems Transfer

## COMPUTER SCIENCE TRANSFER

### Degree offered

Associate in Science in Computer Information Systems Transfer (Computer Science Transfer Concentration)

# Credits required 73

Dean

William Berardi

Program contact

Priscilla Grocer, Department Chair and Professor of Computer Information Systems, ext. 2403

## Program Goals Statement

The Computer Science Transfer option prepares students to finish their education in Computer Science at a four-year institution. The CIS faculty worked closely with the Computer Science faculty at the University of Massachusetts Dartmouth, and the resulting program provides a seamless transition to Computer Science at UMass Dartmouth. The program also parallels the computer science offerings at other local colleges and universities.

## Student Learning Outcomes

- See Learning Outcomes (p. 214).

## Program Information

- The first two years of a degree in Computer Science can be done within this option at BCC.Note: Students may be required to obtain and use specific hardware, operating systems, or applications.

### Recommendations

- Students should talk with the Transfer office for information about colleges.

## Elective Recommendations

- See Transfer Electives and Elective Recommendations (p. 99), specifically the CIS plans.

## After BCC

- Recent graduates have transferred to Bridgewater State College, Rhode Island College, Roger Williams University, Bryant University, University of Massachusetts Amherst and University of Massachusetts Dartmouth.

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

## Infused General Education Competencies

Oral Communication, Technical Literacy, First Year Experience

# DEGREE REQUIREMENTS

**Choose one of the following**

| | | |
|---|---|---|
| BIO 121 | Fundamentals of Biological Science I | 4 |
| CHM 113 | Fundamentals of Chemistry I | 4 |
| PHY 211 | General Physics I | 4 |

**General Courses**

| | | |
|---|---|---|
| ECN 112 | Principles of Economics-Micro | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| ENG 215 | Technical Writing | 3 |
| MTH 214 | Calculus I | 4 |
| MTH 215 | Calculus II | 4 |
| MTH 243 | Discrete Structures | 3 |
| MTH 244 | Discrete Structures | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| BIO 122 | Fundamentals of Biological Science II | 4 |
| CHM 114 | Fundamentals of Chemistry II | 4 |
| PHY 212 | General Physics II | 4 |

**Choose one two-course sequence**

| | | |
|---|---|---|
| HST 111 | The West and the World I And | 3 |
| HST 112 | The West and the World II Or | 3 |
| HST 113 | United States History to 1877 And | 3 |
| HST 114 | United States History from 1877 | 3 |

**Elective Courses**

| | | |
|---|---|---|
| | Ethical Dimensions Elective | 0-3 |
| | Global Awareness Elective | 0-3 |
| | Humanities Elective | 3 |
| | Multicultural Perspective Elective | 0-3 |

Choose courses from Transfer Electives and Elective Recommendations

**Program Courses**

| | | |
|---|---|---|
| CIS 123 | Object-Oriented Concepts | 3 |
| CIS 157 | Object-Oriented JAVA Programming I | 4 |
| CIS 158 | Introduction to Procedural Programming | 4 |
| CIS 257 | Object-Oriented JAVA Programming II | 4 |
| CIS 260 | Software Specification and Design | 4 |
| CIS 261 | Introduction to Computer Systems | 4 |
| CIS 262 | Computer Organization and Design | 4 |

**Recommended Course Sequence - Fall Semester 1**

CIS 123, CIS 157, ENG 101, MTH 214, HST 111 or HST 113

**Recommended Course Sequence - Spring Semester 2**

CIS 257, ECN 112, ENG 102, MTH 215, HST 112 or HST 114

**Recommended Course Sequence - Fall Semester 3**

CIS 158, CIS 261, ENG 215, MTH 243, BIO 121 or CHM 113 or PHY 211

**Recommended Course Sequence - Spring Semester 4**

CIS 260, CIS 262, Humanities Elective, MTH 244, BIO 244 or CHM 114 or PHY 212

## INFORMATION SYSTEMS TRANSFER

### Degree offered

Associate in Science in Computer Information Systems Transfer (Information Systems Transfer Concentration)

### Credits required 63/72

Dean

William Berardi

Program contact

Priscilla Grocer, Department Chair and Professor of Computer Information Systems, ext. 2403

### Program Goals Statement

Students have the flexibility to individualize this transfer program to meet the requirements of many four-year colleges and universities.

### Student Learning Outcomes

• See Learning Outcomes (p. 214).

### Program Information

• BCC offers many technical courses frequently not available at four-year institutions. Note: Students may be required to obtain and use specific hardware, operating systems, or applications.

### Recommendations

• Students should consider CIS 111 (p. 261) as their first course unless they have previous computer experience or took computer courses in high school. CIS 111 (p. 261) may be a good transfer course.

### Elective Recommendations

• See Transfer Electives and Elective Recommendations (p. 99) specifically the CIS plans

### After BCC

• Recent graduates have transferred to Bridgewater State College, Rhode Island College, Roger Williams University, Bryant University, and University of Massachusetts Dartmouth.

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

### Infused General Education Competencies

Technical Literacy, First Year Experience if the student elects to take CIS 120

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| ACC 101 | Principles of Accounting I | 4 |
| ACC 102 | Principles of Accounting II | 4 |
| ECN 112 | Principles of Economics-Micro | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| COM 101 | Fundamentals of Public Speaking | 3 |
| COM 114 | Professional Speaking | 3 |
| COM 118 | Communication Skills | 3 |

**Choose two of the following**

| | | |
|---|---|---|
| HST 111 | The West and the World I | 3 |
| | And | |
| HST 112 | The West and the World II | 3 |
| | Or | |
| HST 113 | United States History to 1877 | 3 |
| | And | |
| HST 114 | United States History from 1877 | 3 |

**Elective Courses**

| | | |
|---|---|---|
| | Ethical Dimensions Elective | 0-3 |
| | Global Awareness Elective | 0-3 |
| | Multicultural Perspective Elective | 0-3 |
| | Science Elective | 3-4 |
| | Science Elective | 3-4 |

Choose courses from Transfer Electives and Elective Recommendations

**Choose two Quantitative/Symbolic Reasoning courses from**

| | | |
|---|---|---|
| MTH 131 | Elements of College Mathematics | 3 |
| MTH 132 | Calculus with Applications | 3 |
| | Or | |
| MTH 251 | Fundamental Business Statistics | 3 |
| MTH 252 | Statistics for Decision Making | 3 |
| | Or | |
| MTH 171 | Precalculus - Functions | 3 |
| MTH 173 | Trigonometry | 3 |
| MTH 214 | Calculus I | 4 |

| MTH 215 | Calculus II | 4 |

MTH 251 can be substituted for MTH 132.

**Take courses that transfer to the college of your choice or which develop technical skills**

| | ELECTIVE Free | 3-4 |
| | ELECTIVE Free | 3-4 |
| | ELECTIVE Free | 3-4 |

**Program Courses**

| CIS 263 | Information Systems Seminar | 1 |

**Choose one of the following**

| CIS 150 | Oracle and SQL | 3 |
| CIS 152 | Database Programming and Management with Access | 3 |

**Program Electives - choose one of the following**

| CIS 154 | Introduction to Programming (COBOL) | 3 |
| CIS 156 | Visual Basic | 3 |
| CIS 155 | Introduction to C++ Programming | 3 |
| CIS 157 | Object-Oriented JAVA Programming I | 4 |

**Program Electives - choose one of the following**

| CIS 254 | Advanced COBOL | 3 |
| CIS 255 | C++ Object Oriented Programming | 3 |
| CIS 256 | Advanced Visual Basic | 3 |
| CIS 257 | Object-Oriented JAVA Programming II | 4 |

**Program Electives**

| | CIS/CIT Elective | 3-4 |

**Choose one of the following**

| CIS 120 | Programming: Logic, Design and Implementation | 3 |
| | ELECTIVE | 3 |

Note: CIS 120 covers the first year experience - if you do not elect to take CIS 120, you will need to take another course to fulfill the first year experience criteria.

**Or one of the following**

| CIS 154 | Introduction to Programming (COBOL) | 3 |
| CIS 254 | Advanced COBOL | 3 |
| CIS 156 | Visual Basic | 3 |
| CIS 155 | Introduction to C++ Programming | 3 |
| CIS 255 | C++ Object Oriented Programming | 3 |
| CIS 256 | Advanced Visual Basic | 3 |
| CIS 157 | Object-Oriented JAVA Programming I | 4 |
| CIS 257 | Object-Oriented JAVA Programming II | 4 |

**Recommended Course Sequence - Fall Semester 1**

Quantitative and Symbolic Reasoning Elective, ACC 101, ENG 101, CIS 120 or CIS/CIT Elective, History Elective

**Recommended Course Sequence - Spring Semester 2**

Quantitative and Symbolic Reasoning Elective, ACC 102, ENG 102, CIS 154 or CIS 155 or CIS 156 or CIS 157, History Elective

**Recommended Course Sequence - Fall Semester 3**

Free Elective, Science Elective, CIS 150 or CIS 152, CIS 254 or CIS 255 or CIS 256 or CIS 257, COM 118 or COM 101 or COM 114

**Recommended Course Sequence - Spring Semester 4**

CIS 263, CIS/CIT Elective, Free Elective, Free Elective, ECN 112, Science Elective

# CRIMINAL JUSTICE CAREER (A/NB)*

## Degree offered

Associate in Science in Criminal Justice

## Credits required 61/63

### Dean of Behavioral and Social Sciences

Program contact

Alan Rolfe, Coordinator and Professor of Criminal Justice, ext. 3081

Program Goals Statement

- The Criminal Justice Career Program prepares students for careers in policing, corrections, sheriff's departments, court systems, and federal law enforcement. It prepares current criminal justice practitioners for career advancement.

- All students receive the necessary academic foundation for transfer into an institution that grants a baccalaureate degree in criminal justice.

## Student Learning Outcomes

See Learning Outcomes (p. 214)

## Program Information

- The faculty represent all of the major fields of the criminal justice system, and students benefit from their years of formal study and professional experience.

- Our graduates are actively recruited by criminal justice and private security agencies as well as by four-year institutions.

- The Criminal Justice program is accredited by the State and Board of Higher Education for the PCIPP (Police Career Incentive Pay Program). (Quinn Bill approved.)

## Recommendations

Students are encouraged to join the Criminal Justice Society, a student-run social and service organization, and to get involved with the community and actively participate in community service projects to better understand and appreciate the world they have chosen to serve.

## After BCC

- Graduates work as state and local police officers and detectives, correctional officers, special agents with the United States Customs Service and Federal Marshal Service, college instructors, grant coordinators for the National Institute of Justice, lawyers, probation officers, and officers and managers in private security agencies. Others are social workers and drug rehabilitation counselors. Several local chiefs are BCC grads.

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

## Infused General Education Competencies

Technical Literacy

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| COM 101 | Fundamentals of Public Speaking | 3 |
| CSS 101 | College Success Seminar | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| GVT 251 | Urban Government and Politics | 3 |
| PSY 101 | General Psychology | 3 |
| SOC 101 | Principles of Sociology | 3 |

**Choose one two-course History sequence**

| | | |
|---|---|---|
| HST 111 | The West and the World I | 3 |
| | And | |
| HST 112 | The West and the World II | 3 |
| | Or | |
| HST 113 | United States History to 1877 | 3 |
| | And | |
| HST 114 | United States History from 1877 | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| MTH 119 | Fundamental Statistics | 3 |
| MTH 125 | Modern College Mathematics | 3 |

**Elective Courses**

| | | |
|---|---|---|
| | ELECTIVE Free | 3-4 |
| | Scientific Reasoning and Discovery Elective | 3-4 |

See General Education Competency Courses for Scientific Reasoning and Discovery (p. 232) course listings

**Program Courses**

| | | |
|---|---|---|
| CRJ 101 | Introduction to Criminal Justice | 3 |
| CRJ 113 | Criminal Law | 3 |
| CRJ 115 | Report Writing and Information Systems | 3 |
| CRJ 219 | Police and Community Relations | 3 |
| CRJ 251 | Criminology | 3 |
| CRJ 256 | Criminal Investigation | 3 |
| CRJ 258 | Criminal Procedure | 3 |
| CRJ 259 | Introduction to Criminalistics | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| CRJ 221 | Juvenile Offenders | 3 |
| CRJ 218 | Law Enforcement Management and Planning | 3 |

**Recommended Course Sequence - Fall Semester 1**

CRJ 101, CRJ 113, CSS 101, ENG 101, SOC 101, HST 111 or HST 113

**Recommended Course Sequence - Spring Semester 2**

CRJ 115, ENG 102, CRJ 218 or CRJ 221, HST 112 or HST 114, MTH 119 or MTH 125

**Recommended Course Sequence - Fall Semester 3**

CRJ 219, CRJ 251, CRJ 258, Science Elective, PSY 101

**Recommended Course Sequence - Spring Semester 4**

COM 101, CRJ 256, CRJ 259, Free Elective, GVT 251

## Program Requirement

Students earning a final course grade of D+ or lower in any Criminal Justice course will be withdrawn from the Criminal Justice Program. Any student withdrawn from a Criminal Justice course by an instructor for any reason, and has a grade of D+ or lower at the time of the withdrawal will be removed from the Criminal Justice Program. Any student withdrawn from the Criminal Justice Program may apply for readmission to the Program through enrollment services after retaking and earning a grade of C- or better in the course(s) which the unsatisfactory grade was earned.

## CRIMINAL JUSTICE TRANSFER

### Degree offered

Associate in Science in Criminal Justice Transfer

### Credits required 62/63

**Dean of Behavioral and Social Sciences**

Program contact

Alan Rolfe, Coordinator and Professor of Criminal Justice, ext. 3081

## Program Goals Statement

This program provides students with a strong foundation in the operation of our Criminal Justice System. Students will receive a diverse interdisciplinary education that will allow them to pursue a baccalaureate degree in Criminal Justice. Articulation agreements ensure transfer to many four-year colleges and universities. Graduates may also qualify for tuition assistance at Massachusetts public colleges and universities under the MassTransfer program.

## Student Learning Outcomes

- See Learning Outcomes (p. 214).

## Program Information

- All courses in the Criminal Justice program may be completed at the Fall River, New Bedford, or Attleboro campuses.

- 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.

- The faculty represent all of the major fields of the Criminal Justice System, and students benefit from their years of formal study and professional experience.

- Our graduates are actively recruited by Criminal Justice and private security agencies as well as by four-year institutions.

- The Criminal Justice program is accredited by the State and Board of Higher Education for the PCIPP (Police Career Incentive Pay Program) (Quinn Bill approved.)

## Recommendations

- Students are encouraged to join the Criminal Justice Society, a student-run social and service organization, and to get involved with the community and actively participate in community service projects to better understand and appreciate the world they have chosen to serve.

## After BCC

- Students often continue their education and complete a baccalaureate program in Criminal Justice.

- Graduates have successfully transferred to Bridgewater State College, the University of Massachusetts Dartmouth, the University of Massachusetts Lowell, Northeastern University, Johnson and Wales University, Roger Williams University, and Salve Regina University.

- Alumni are employed as state and local police officers, corrections officers, attorneys, probation officers, college instructors, managers in private security agencies, social workers, and drug rehabilitation counselors.

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

**Infused General Education Competencies**

Technical Literacy

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| COM 101 | Fundamentals of Public Speaking | 3 |
| CSS 101 | College Success Seminar | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| GVT 251 | Urban Government and Politics | 3 |
| PSY 101 | General Psychology | 3 |
| SOC 101 | Principles of Sociology | 3 |

**Choose one two-course History sequence**

| | | |
|---|---|---|
| HST 111 | The West and the World I | 3 |
| | And | |
| HST 112 | The West and the World II | 3 |
| | Or | |
| HST 113 | United States History to 1877 | 3 |
| | And | |
| HST 114 | United States History from 1877 | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| MTH 119 | Fundamental Statistics | 3 |
| MTH 125 | Modern College Mathematics | 3 |

**Elective Courses**

| | | |
|---|---|---|
| | Scientific Reasoning and Discovery Elective - Lab | 4 |
| | Scientific Reasoning and Discovery Elective | 3-4 |

See General Education Competency Courses - Scientific Reasoning and Discovery (p. 232) for course listings

**Program Courses**

| | | |
|---|---|---|
| CRJ 101 | Introduction to Criminal Justice | 3 |
| CRJ 113 | Criminal Law | 3 |
| CRJ 115 | Report Writing and Information Systems | 3 |
| CRJ 219 | Police and Community Relations | 3 |
| CRJ 251 | Criminology | 3 |
| CRJ 256 | Criminal Investigation | 3 |
| CRJ 258 | Criminal Procedure | 3 |
| CRJ 259 | Introduction to Criminalistics | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| CRJ 218 | Law Enforcement Management and Planning | 3 |
| CRJ 221 | Juvenile Offenders | 3 |

**Recommended Course Sequence - Fall Semester 1**

CRJ 101, CRJ 113, CSS 101, ENG 101, SOC 101, HST 111 or HST 113

**Recommended Course Sequence - Spring Semester 2**

CRJ 115, ENG 102, CRJ 218 or CRJ 221, HST 112 or HST 114, MTH 119 or MTH 125

**Recommended Course Sequence - Fall Semester 3**

CRJ 219, CRJ 251, CRJ 258, Lab Science Elective, PSY 101

**Recommended Course Sequence - Spring Semester 4**

COM 101, CRJ 256, CRJ 259, Science Elective, GVT 251

## Program Requirement

Students earning a final course grade of D+ or lower in any Criminal Justice course will be withdrawn from the Criminal Justice Program. Any student withdrawn from a Criminal Justice course by an instructor for any reason, and has a grade of D+ or lower at the time of the withdrawal will be removed from the Criminal Justice Program. Any student withdrawn from the Criminal Justice Program may apply for readmission to the Program through enrollment services after retaking and earning a grade of C- or better in the course(s) which the unsatisfactory grade was earned.

# Culinary Arts

## BAKING AND PASTRY CAREER

### Degree offered

Associate in Applied Science in Culinary Arts (Baking and Pastry)

### Credits required 61

### Dean

William Berardi

Program contact

John Caressimo, Coordinator and Professor of Culinary Arts, ext. 2111

### Program Goals Statement

The Baking and Pastry Arts option in the Culinary Arts program provides the student with the opportunity to develop practical skills and theoretical knowledge to work in the foodservice/hospitality fields as pastry and bakery personnel in a variety of entry level and advanced positions.

### Student Learning Outcomes

See Learning Outcomes (p. 214)

### Program Information

- Prior to being admitted, applicants must attend an Applicant Orientation Session.

- Students requiring developmental courses in math, reading, or English must complete those courses prior to enrolling in any culinary lab courses.

- Culinary Arts programs are exempt from meeting General Education Competencies due to the requirements of the Associate in Applied Science degree.

### Additional Costs

- Students are responsible for the costs of their uniforms, kitchen and bakeshop tools, and texts.

Essential Functions

- Working in a kitchen environment where the temperature can exceed ambient temperature.

- Lifting and moving heavy weight (such as wait-trays, small equipment, and institutional size supplies - 25-50 lbs.)

- Sufficient communication skills to allow for successful interaction between the students and the public.

- Sufficient mobility and motor coordination to complete assigned tasks in the kitchen and dining room in a safe, efficient manner according to acceptable industry standards.

- Ability to learn and apply the body of knowledge necessary to meet the program curriculum and successfully enter the foodservice profession.

### Special Requirements

- To successfully complete the program, students should have their own transportation and should limit outside work commitments. Students must be available to work at required Culinary Arts functions.

### After BCC

- Graduates can work in the bakeshops of a wide variety of establishments from small local restaurants to large international organizations and can also transfer for further study to four-year colleges including Johnson and Wales University, Paul Smith's College and Newbury College.

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

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| BIO 140 | Nutrition for Culinarians | 3 |
| CIS 113 | Hospitality Management Information Systems | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| HST 226 | Food in History | 3 |
| SOC 252 | The Sociology of Human Relations | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| BUS 111 | Business and Financial Mathematics | 3 |
| MTH 119 | Fundamental Statistics | 3 |
| MTH 125 | Modern College Mathematics | 3 |

**Program Courses**

| | | |
|---|---|---|
| CUL 100 | Introduction to College/Culinary Experience | 3 |
| CUL 102 | Culinary Art | 1 |
| CUL 103 | Culinary Photography | 1 |
| CUL 104 | Culinary Ice Carving | 1 |
| CUL 151 | Essentials of Baking I | 2 |
| CUL 152 | Essentials of Baking II | 4 |
| CUL 153 | Baking Technologies | 3 |
| CUL 154 | Introduction to Showpieces and Displays | 3 |
| CUL 240 | Purchasing for Culinarians | 2 |
| CUL 241 | Foodservice Operations and Career Development | 2 |
| CUL 251 | Advanced Pastry Arts I | 4 |
| CUL 252 | Advanced Pastry Arts II | 6 |
| CUL 253 | The Art of the Cake | 3 |
| CUL 256 | The Capstone Experience for the Baker | 3 |

**Recommended Course Sequence - Fall Semester 1**

CIS 113, CUL 100, CUL 102, CUL 103, CUL 104, CUL 140, CUL 151, CUL 153

**Recommended Course Sequence - Spring Semester 2**

CUL 152, CUL 154, CUL 240, ENG 101, BUS 111 or MTH 119 or MTH 125

**Recommended Course Sequence - Summer**

Consider taking Gen Ed courses to reduce semester load.

**Recommended Course Sequence - Fall Semester 3**

CUL 251, CUL 253, HST 226, ENG 102, SOC 252

**Recommended Course Sequence - Spring Semester 4**

CUL 241, CUL 252, CUL 256, BIO 140

## CULINARY ARTS CAREER

### Degree offered

Associate in Applied Science in Culinary Arts

### Credits required 67

### Dean

William Berardi

Program contact

John Caressimo, Coordinator and Professor of Culinary Arts, ext. 2111

### Program Goals Statement

The Culinary option in the Culinary Arts program provides students with the opportunity to develop the practical skills and the theoretical knowledge to work in the foodservice/hospitality fields in a variety of entry level and advanced positions in food preparation or the front of the house.

### Student Learning Outcomes

See Learning Outcomes (p. 214).

### Program Information

- Prior to being admitted, applicants must attend an Applicant Orientation Session.

- Students requiring developmental courses in math, reading, or English must complete those courses prior to enrolling in any culinary lab courses.

- Culinary Arts programs are exempt from meeting General Education Competencies due to the requirements of the Associate in Applied Science degree.

### High School Articulation Credit

- Students graduating from area high schools and vocational/technical centers who participate in the College Tech-Prep program and maintain a grade of "B" or better and have the recommendation of their Culinary Arts instructor can obtain credit for certain introductory level culinary courses depending upon the articulation agreements between their school and Bristol Community College.

### Additional Costs

- Students are responsible for the costs of their uniforms, kitchen and bakeshop tools, and texts.

Essential Functions

- Standing for long periods of time (4 to 10 hours) during a normally protracted class and work day.

- Working in a kitchen environment where the temperature can exceed ambient temperature.

- Lifting and moving heavy weight (such as wait-trays, small equipment, and institutional size supplies - 25-50 lbs.)

- Sufficient communication skills to allow for successful interaction between the students and the public.

- Sufficient mobility and motor coordination to complete assigned tasks in the kitchen and dining room in a safe, efficient manner according to acceptable industry standards.

- Ability to learn and apply the body of knowledge necessary to meet the program curriculum and successfully enter the food service profession.

## Special Requirements

- To successfully complete the program, students should have their own transportation and should limit outside work commitments. Students must be available to work at required Culinary Arts functions.

## After BCC

- Graduates can work in the kitchens, dining rooms, or bakeshops of a wide variety of establishments from small local restaurants to large international organizations and can also transfer for further study to four-year colleges including Johnson and Wales University.

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

## DEGREE REQUIREMENTS

### General Courses

| | | |
|---|---|---|
| BIO 140 | Nutrition for Culinarians | 3 |
| CIS 113 | Hospitality Management Information Systems | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| HST 226 | Food in History | 3 |
| SOC 252 | The Sociology of Human Relations | 3 |

### Choose one of the following

| | | |
|---|---|---|
| BUS 111 | Business and Financial Mathematics | 3 |
| MTH 119 | Fundamental Statistics | 3 |
| MTH 125 | Modern College Mathematics | 3 |

### Program Courses

| | | |
|---|---|---|
| CUL 100 | Introduction to College/Culinary Experience | 3 |
| CUL 102 | Culinary Art | 1 |
| CUL 103 | Culinary Photography | 1 |
| CUL 104 | Culinary Ice Carving | 1 |
| CUL 111 | Essentials of Culinary Arts I | 4 |
| CUL 112 | Essentials of Culinary Arts II | 4 |
| CUL 113 | Baking Skills for Cooks | 2 |
| CUL 121 | Dining Room Functions I | 2 |
| CUL 122 | Dining Room Functions II | 2 |
| CUL 123 | Mixology and Bar Management | 2 |
| CUL 140 | Sanitation for Culinarians | 2 |
| CUL 211 | Advanced Culinary Techniques I | 6 |
| CUL 212 | Advanced Culinary Techniques II | 6 |
| CUL 216 | The Capstone Experience for Culinarians | 3 |
| CUL 221 | Advanced Table Service | 3 |
| CUL 240 | Purchasing for Culinarians | 2 |
| CUL 241 | Foodservice Operations and Career Development | 2 |

**Recommended Course Sequence - Fall Semester 1**

CIS 113, CUL 100, CUL 102, CUL 103, CUL 104, CUL 111, CUL 121, CUL 140

**Recommended Course Sequence - Spring Semester 2**

CUL 112, CUL 113, CUL 122, CUL 123, ENG 101

**Recommended Course Sequence - Summer**

Consider taking Gen Ed courses to reduce semester load.

**Recommended Course Sequence - Fall Semester 3**

BIO 140, CUL 211, CUL 221, ENG 102, SOC 252

**Recommended Course Sequence - Spring Semester 4**

CUL 212, CUL 216, CUL 240, CUL 241, HST 226, BUS 111 or MTH 119 or MTH 125

# Deaf Studies

## DEAF STUDIES: SPEECH TO TEXT SUPPORT SERVICES

### Degree offered

Associate in Arts in Deaf Studies

**Credits required 64**

Dean

Joanne Preston

Program contact

Sandra Lygren, Coordinator and Professor of Deaf Studies, ext. 2748

## Program Goals Statement

Deaf Studies explores the language, culture, history and contemporary issues of Deaf people. Fundamental to our program are both competency in American Sign Language and a desire to work with the Deaf community as allies (or advocate members).  As such, all Deaf Studies concentrations share the same ASL and Deaf Studies core courses. This career concentration also provides specialized workforce skills. C-Print Pro™ is a computerized Speech to Text system invented at the National Technical Institute for the Deaf. Students in this option are preparing themselves to primarily work with Deaf/HH persons in educational settings. Students in this option are prepared to work upon graduation as an entry-level freelance C-Print™ captionists or to transfer to the BA/BS program of their choice. Students who complete all requirements will also graduate with a certificate of completion from the National Technical Institute of the Deaf for C-Print Pro™.

## Student Learning Outcomes

See Learning Outcomes

## Program Information

### General

- BCC offers several Deaf Studies concentrations to meet your career and academic goals. The concentration options are: Transfer, Interpreter Transfer, Education, Human Services and Speech to Text Support Services. Students unsure of which option to choose should choose Deaf Studies: Transfer.

- This is not real time captioning (CART) as seen on TV although C-Print Pro™  but can be and is used to create open captions for the internet and real time meaning for meaning access.

- Students who have taken non-credit "sign language classes" in the past, or, are heritage signers (Deaf/signing family) should meet with the program director to discuss Prior Learning Assessment (PLA) opportunities.

- Students who have taken 2 or more ASL classes in high school, with a B or better, should meet with the program director for placement.

- Although individual courses may be offered on different campuses in both day/evening formats, Deaf

Studies courses are primarily offered on the Fall River campus as day enrollments. Some Deaf Studies courses may be offered completely on-line.

### Standards & Expectations

- Students not earning a C or better in any ASL class, DST 101 or DST 110 Deaf Culture will not be able to complete an AA Deaf Studies program and should speak to the program director about options including retaking courses in the Prep Certificate.

- Students spend an additional hour per week engaged in language lab activities with every ASL class taken. Students are expected to attend various Deaf events and get involved with their program throughout their studies to apply their language skills and develop them further in real world, practical situations.

- A CORI may be required for service learning, practicum or ASL 285 placements.

- In classroom settings, captionists may serve with other "auxiliary aides" such as interpreters. Understanding the role of interpreters, including their professional code of conduct, will be a benefit. As such, students may choose to take DSC 225 Introduction to the ASL/English Interpreting Profession as an extra elective.

- In order to meet program outcomes, students need to be able to:

  - touch type and demonstrate keyboarding speed of at least 40 wpm in a three minute timing before starting Speech to Text courses

  - use word processing software and their own lap top.

### Additional Costs

- Students are responsible for associated costs such as C-Print Pro software (available only through bookstore), a laptop if not already owned, peripheral equipment desired for use with laptop, professional attire for practicum, and transportation to and from practicum.

- As stated above, Deaf Studies majors are required to attend Deaf events every semester. Most are not on campus and some options will have a registration fee or ticket price; students are responsible for their own transportation.

- Deaf Studies majors may incur copying costs (after the BCC free allotment given per semester) associated with their Intro. to Deaf Studies course when creating their resource portfolio.

### Career Pathways and Essential Functions

The Deaf Studies welcomes all interested students to our courses and programs but strives to be completely transparent with incoming students about the career pathways and essential functions required (or expected) at

transfer institutions or in the workforce. The Speech to Text Support Service option prepares students for entry level work primarily in educational settings. As such, essential functions in those settings include certain cognitive, physical and sensory abilities which are necessary to perform the daily duties of a professional C-Print captionist.

These are:

cognitive abilities - ability to process spoken language and deconstruct it phonetically; ability to process images from a blackboard, whiteboard, LCD projection and laptop screen; ability to deconstruct auditory information in working memory while still actively listening to and comprehending a spoken message.

physical abilities - ability to touch type at an eventual speed of 60+ wpm; ability to transport self and equipment needed for captioning; ability to sit for extended periods.

sensory abilities - ability to access (fully) visual information on a blackboard, white board and LCD screen projection, as well as, a laptop screen; ability to access (fully) and comprehend spoken language.

If you are unsure about meeting these essential functions of employment, with or without accommodations, please contact the program director for a consult.

**After BCC**

- Students can work as entry level captionists, captionist/aides in a K-12 Deaf ed setting, or can transfer to the BA/BS program of their choice.

- Students who continue to develop advanced proficiency with both keyboarding and C-Print Pro™ will be employable for remote captioning, internet captioning and transcription creation.

- Students who plan to transfer into interpreter training on a part-time basis may find it quite beneficial to work as captionists utilizing and maintaining their signing ability and Deaf cultural norms.

## Infused General Education Competencies

First-Year Experience, Oral Communication

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| COM 113 | Interpersonal Speech | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| HST 111 | The West and the World I | 3 |
| PHL 152 | Ethics: Making Ethical Decisions in a Modern World | 3 |

**Program Courses**

| | | |
|---|---|---|
| ASL 101 | Elementary American Sign Language I | 3 |
| ASL 102 | Elementary American Sign Language II | 3 |
| ASL 181 | Visual/Gestural Communication | 2 |
| ASL 201 | Intermediate American Sign Language I | 3 |
| ASL 202 | Intermediate American Sign Language II | 3 |
| ASL 284 | ASL/Deaf Studies Capstone Seminar | 1 |
| ASL 285 | Community-based Learning in Deaf Studies | 1 |
| DSC 221 | Introduction to Speech to Text Support Services in the Deaf Community | 3 |
| DSC 235 | Speech to Text for Deaf Community | 3 |
| DSC 236 | Speech to Text for the Deaf Community Practicum I | 1 |
| DSC 281 | Speech to Text for the Deaf Community Practicum II | 1 |
| DST 101 | Introduction to Deaf Studies | 3 |
| DST 110 | Deaf Culture | 3 |
| DST 151 | Deaf History | 3 |
| DST 251 | Deaf Literature and ASL Folklore | 3 |
| DST 210 | The Deaf Community in Society | 3 |

**Choose one of the following Elective Courses**

*Behavioral/Social Science Elective: PSY 101 or SOC 101*

| | | |
|---|---|---|
| | ELECTIVE | 3 |

**Elective Courses**

| | | |
|---|---|---|
| | Mathematics Elective | 3 |
| | Scientific Reasoning and Discovery Elective - Lab | 4 |

See General Education Competency Courses (p. 231) for course listings.

**Recommended Course Sequence - Fall Semester 1**

ASL 101, DST 101, DST 110, ENG 101, PSY 101/SOC 101

**Recommended Course Sequence - Spring Semester 2**

ASL 102, ASL 181, COM 113, DSC 221, DST 151/DST 251, PHL 152

**Recommended Course Sequence - Summer**

Students are encouraged to take a Gen Ed course (HST 111, ENG 102, Lab Science Elective, Math Elective) in the summer between semesters 2 and 3 to lighten the work load.

**Recommended Course Sequence - Fall Semester 3**

ASL 201, DSC 235, DSC 236, DST 210, ENG 102, Mathematics Elective

**Recommended Course Sequence - Spring Semester 4**

ASL 202, ASL 284, ASL 285, DSC 281, DST 151/DST 251, HST 111, Science Elective

## DEAF STUDIES: EDUCATION CONCENTRATION

### Degree offered

Associate in Arts in Deaf Studies

### Credits required 65

Dean

Joanne Preston

Program contact

Sandra Lygren, Coordinator and Professor of Deaf Studies, ext. 2748

### Program Goals Statement

Deaf Studies explores the language, culture, history and contemporary issues of Deaf people. Fundamental to our program are both competency in American Sign Language and a desire to work with the Deaf community as allies (or advocate members). As such, all Deaf Studies concentrations share the same ASL and Deaf Studies core courses. This program also includes specialized courses needed for transfer into a BS/BA program in the educational area of choice. Students in this option are considering a future working with deaf or hard-of-hearing children in early intervention or an educational setting.

### Student Learning Outcomes

*   See Learning Outcomes

### Program Information

#### General

*   BCC offers several Deaf Studies concentrations to meet your career and academic goals.The concentration options are: Transfer, Interpreter Transfer, Education, Human Services and Speech to Text Services. Students unsure of which option to choose should choose Deaf Studies: Transfer.

*   Deaf Studies provides a foundation for interpreters, but, is not an interpreter training/education program (ITP/IEP). Students wanting to become professional interpreters in an educational setting should enroll in our Interpreter Transfer concentration which will prepare students to transfer on to four year institution.

*   Students who have taken non-credit "sign language classes" in the past, or, are heritage signers (Deaf/signing family) should meet with the program director to discuss Prior Learning Assessment (PLA) opportunities.

*   Students who have taken 2 or more ASL classes in high school, with a B or better, should meet with the program director for placement.

*   Although individual courses may be offered on different campuses in both day/evening formats, Deaf Studies courses are primarily offered on the Fall River campus as day enrollments. Some Deaf Studies courses may be offered completely on-line.

*   Students may opt to take more ECE courses than required while at Bristol.

*   Students seeking certification from the Massachusetts Department of Early Education and Care should also complete an ECE certificate, or, see www.mass.gov for Level I certification Infant-Toddler or Pre-School Teacher requirements.

*   EDU 220 requires a CORI (Criminal Offender Record Information), 27 completed credits and an overall GPA of 2.5 or better.

*   Students wishing to complete their ASL 285 Community Based Learning in Deaf Studies experience in a program for the Deaf or early intervention setting will have to complete a C.O.R.I. (Criminal Offender Record Information) and S.O.R.I (Sexual Offender Registry Information) at their chosen site prior to being placed. Individual settings may have additional requirements related to vaccinations, minimum GPA and/or ASL fluency.

#### Standards & Expectations

*   Students not earning a C or better in any ASL class, DST 101 or DST 110 Deaf Culture will not be able to complete an AA Deaf Studies program and should speak to the program director about options including retaking courses under the Prep Certificate.

*   Students spend an additional hour per week engaged in language lab activities with every ASL class taken. Students are expected to attend various Deaf events and get involved with their program throughout their studies to apply their language skills and develop them further in real world, practical situations.

*   A CORI may be required for service learning or ASL 285 placements.

*   In order to meet transfer expectations and certification standards for working in a signing-based Deaf Education program, students must be able to:

    *   earn grades of B or better in all ASL classes; maintain an overall GPA of 2.7.

- Mass. certification for Deaf Education: Total Communication requires a score of Intermediate Plus or higher on the S.L.P.I offered through MCDHH and DESE at time of certification.

**Additional Costs**

- As stated above, Deaf Studies majors are required to attend Deaf events each semester. Most are off campus and will require transportation. Some options will have a registration fee or ticket price and costs vary.

- Deaf Studies majors may incur copying costs (after the BCC free allotment given per semester) associated with their Intro. to Deaf Studies course when creating their resource portfolio.

**Career Pathway and Essential Functions**

The Deaf Studies welcomes all interested students to our courses and programs but strives to be completely transparent with incoming students about the career pathways and essential functions required (or expected) at transfer institutions or in the workforce. The Education concentration prepares students primarily **for transfer** to a BA/BS Education program at a four year institution or an entry level position as an aide (subject to individual educational program standards). Students are advised that they need to pass the Communication and Literacy Skills Test (CLST) of the Massachusetts Teacher Education Licensure (MTEL) conducted by the Dept of Education prior to acceptance into most teacher education BA/BA programs in Massachusetts. Most teachers of the Deaf hold a Master's degree in Deaf Ed.

Essential functions required include certain cognitive, physical and sensory abilities which are necessary to perform the work of a professional educator of signing children who are Deaf, hard-of-hearing or deaf-blind. (The essential functions may be different in special education working with non-verbal children who use sign vocabulary to augment communication.)

These are:

cognitive abilities - ability to process visual language; ability to read and write English

physical abilities - ability to accurately express and articulate American Sign Language (which includes fine and gross motor movement of: facial muscles, head, neck, and, both shoulders, arms, wrists, hands and ten fingers)

sensory abilities - ability to access and comprehend visual language

If you are unsure about meeting these essential functions of transfer or employment, with or without accommodations, please contact the program director for a consult.

## Recommendations

- Students requiring developmental coursework should complete this in their first semester.

- Students should take ASL 101 and DST 101 in their first fall.

- Students who did not follow, or were not offered, a college prep track in high school, may find a 12 credit load or part time credit load is a successful way to adjust to the rigors of this program of study.

### After BCC

- Students in this option have successfully transferred to Bridgewater State University, Northeastern University and Rhode Island College to degree programs in education.

- Students seeking licensure as a teacher deaf/hard-of-hearing can seek a BA/BS program in Deaf Education out of state or seek any education degree and attend grad school at Boston University to achieve an EdM in Deaf education. Deaf Studies supports and prepares students for the Bi-lingual/Bi-cultural philosophy.

## Infused General Education Competencies

First Year Experience, Oral Communication

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| BIO 111 | General Biology I | 4 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| HST 111 | The West and the World I | 3 |
| HST 113 | United States History to 1877 | 3 |
| MTH 127 | Mathematics for Elementary School Teachers I | 3 |
| PSY 101 | General Psychology | 3 |

**Program Courses**

| | | |
|---|---|---|
| ASL 101 | Elementary American Sign Language I | 3 |
| ASL 102 | Elementary American Sign Language II | 3 |
| ASL 181 | Visual/Gestural Communication | 2 |
| ASL 201 | Intermediate American Sign Language I | 3 |
| ASL 202 | Intermediate American Sign Language II | 3 |
| ASL 284 | ASL/Deaf Studies Capstone Seminar | 1 |

| ASL 285 | Community-based Learning in Deaf Studies | 1 |
|---------|------------------------------------------|---|
| DST 101 | Introduction to Deaf Studies | 3 |
| DST 110 | Deaf Culture | 3 |
| DST 151 | Deaf History | 3 |
| DST 251 | Deaf Literature and ASL Folklore | 3 |
| DST 210 | The Deaf Community in Society | 3 |

**Concentration Courses - Early Childhood Education**

| ECE 111 | Introduction to Early Childhood Education | 3 |
|---------|-------------------------------------------|---|
| ECE 112 | Observing, Recording, and Analyzing Early Childhood Settings | 3 |
| | ELECTIVE | 3 |
| PSY 252 | Child Development | 3 |

Elective: choose from ECE 113 [to meet DEEC requirements, students should take *ECE 113* and ECE *222*, and *ECE 234*, and *ECE 251* in the ECE certificate program], ECE 222, ECE 223, ECE 260 [*ECE 260* is best choice for transferring]

**Concentration Courses - Education**

| EDU 220 | Foundations of Education with Teaching Pre-Practicum | 3 |
|---------|------------------------------------------------------|---|
| PSY 252 | Child Development | 3 |
| | ELECTIVE | 3 |
| | ELECTIVE | 3 |

Electives: choose two from GVT 111, MTH 128, SCI 113, or SSC 101

**Recommended Course Sequence - Fall Semester 1**

ASL 101, DST 101, DST 110, ECE 111/Ed Elective, ENG 101

**Recommended Course Sequence - Spring Semester 2**

ASL 102, ASL 181, DST 151/ DST 251, ENG 102, MTH 127, PSY 101

**Recommended Course Sequence - Summer**

Students are encouraged to take a Gen Ed course (HST 111, ENG 102, BIO 111) in the summer between semesters 2 and 3 to lighten the work load.

**Recommended Course Sequence - Fall Semester 3**

ASL 201, DST 210, ECE 112/EDU 220, HST 111, PSY 252

**Recommended Course Sequence - Spring Semester 4**

ASL 202, ASL 284, ASL 285, DST 151/DST 251, HST 113, BIO 111, Program Elective

# DEAF STUDIES: HUMAN SERVICES CONCENTRATION

## Degree offered

Associate in Arts in Deaf Studies

## Credits required 62

Dean

Joanne Preston

Program contact

Sandra Lygren, Coordinator and Professor of Deaf Studies, ext. 2748

## Program Goals Statement

Deaf Studies explores the language, culture, history and contemporary issues of Deaf people. Fundamental to our program are both competency in American Sign Language and a desire to work with the Deaf community as allies (or advocate members). As such, all Deaf Studies concentrations share the same ASL and Deaf Studies core courses. This program also includes specialized courses needed for transfer into a BS/BA program in the human services area of choice. Students in this option are seeking entry-level or assistant positions in Deaf human service settings or they plan to transfer and specialize in social work, vocational rehabilitation, counseling or other related fields.

## Student Learning Outcomes

- See Learning Outcomes (p. 214)

## Program Information

### General

- BCC offers several Deaf Studies concentrations to meet your career and academic goals. The concentration options are: Transfer, Interpreter Transfer, Education, Human Services and Speech to Text Support Services. Students unsure of which option to choose should choose Deaf Studies: Transfer.

- Students who have taken non-credit "sign language classes" in the past, or, are heritage signers (Deaf/signing family) should meet with the program director to discuss Prior Learning Assessment (PLA) opportunities.

- Students who have taken 2 or more ASL classes in high school, with a B or better, should meet with the program director for placement.

- Although individual courses may be offered on different campuses in both day/evening formats, Deaf Studies courses are primarily offered on the Fall River campus as day enrollments. Some Deaf Studies courses may be offered completely on-line.

### Standards & Expectations

- Students not earning a C or better in any ASL class, DST 101 or DST 110 Deaf Culture will not be able to

complete an AA Deaf Studies program and should speak to the program director about options including retaking courses in the Prep Certificate.

- Students spend an additional hour per week engaged in language lab activities with every ASL class taken. Students are expected to attend various Deaf events and get involved with their program throughout their studies to apply their language skills and develop them further in real world, practical situations.

- A CORI may be required for service learning or ASL 285 placements.

**Additional Costs**

- As stated above, Deaf Studies majors are required to attend Deaf events each semester. Most are off campus and will require transportation. Some options will have a registration fee or ticket price and costs vary.

- Deaf Studies majors may incur copying costs (after the BCC free allottment given per semester) associated with their Intro. to Deaf Studies course when creating their resource portfolio.

**Career Pathway and Essential Functions**

The Deaf Studies program welcomes all interested students to our courses and program but strives to be completely transparent with incoming students about the career pathways and essential functions required (or expected) at transfer institutions or in the workforce. The Human Services concentration prepares students to transfer as juniors into a baccalaureate program of their choice or into an entry level position.

Human service workers in the ASL workforce* are employed in a variety of settings and with a variety of clients. Essential functions in those settings include certain cognitive, physical and sensory abilities which are necessary.

- 

These are:
cognitive abilities - ability to process visual language.
physical abilities - ability to accurately express and articulate American Sign Language (which includes fine and gross motor movement of: facial muscles, head, neck, and, both shoulders, arms, wrists, hands and ten fingers)

- 

sensory abilities - ability to access and comprehend visual language

If you are unsure about meeting these essential functions of employment, with or without accommodations, please contact the program director for a consult.

*Those who go on to human services work with the general population will not have these essential functions.

## Recommendations

- Students requiring developmental coursework should complete this in their first semester.

- Students should take ASL 101 and DST 101 in their first fall.

- Students who did not follow, or were not offered, a college prep track in high school, may find a 12 credit load or part time credit load is a successful way to adjust to the rigors of this program of study

- Students who also wish to complete the MassTransfer block should take an additional 3-4 credit science elective.

- Adhere to semester sequencing to ensure completion of necessary pre-requisites.

## After BCC

- If you plan to transfer to a four-year institution, visit the Transfer Affairs website at www.BristolCC.edu/transfer

## Infused General Education Competencies

First-Year Experience, Oral Communication

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| HST 111 | The West and the World I | 3 |
| SOC 101 | Principles of Sociology | 3 |

**Program Courses**

| | | |
|---|---|---|
| ASL 101 | Elementary American Sign Language I | 3 |
| ASL 102 | Elementary American Sign Language II | 3 |
| ASL 181 | Visual/Gestural Communication | 2 |
| ASL 201 | Intermediate American Sign Language I | 3 |

| ASL 202 | Intermediate American Sign Language II | 3 |
|---------|----------------------------------------|---|
| ASL 284 | ASL/Deaf Studies Capstone Seminar | 1 |
| ASL 285 | Community-based Learning in Deaf Studies | 1 |
| DST 101 | Introduction to Deaf Studies | 3 |
| DST 110 | Deaf Culture | 3 |
| DST 151 | Deaf History | 3 |
| DST 251 | Deaf Literature and ASL Folklore | 3 |
| PSY 101 | General Psychology | 3 |
| SER 101 | Introduction to Social Welfare | 3 |
| DST 210 | The Deaf Community in Society | 3 |

**Program Electives - Choose two**

COM 113, PSY 254, PSY 255, PSY 258, SER 251, SOC 212

| | Program Elective | 3 |
|---|------------------|---|
| | Program Elective | 3 |

**Elective Courses**

| | Lab Science Elective | 4 |
|---|----------------------|---|
| | Mathematics Elective | 3 |

*Choose from MassTransfer electives, unless otherwise specified*

**Recommended Course Sequence - Fall Semester 1**

ASL 101, DST 101, DST 110, ENG 101, SER 101

**Recommended Course Sequence - Spring Semester 2**

ASL 102, ASL 181, DST 151/DST 251, ENG 102, HST 111, PSY 101

**Recommended Course Sequence - Summer**

Students are encouraged to take a Gen Ed course (HST 111, ENG 102, Lab Science Elective or Math Elective) in the summer between semesters 2 and 3 to lighten the work load.

**Recommended Course Sequence - Fall Semester 3**

ASL 201, DST 210, SOC 101, Math Elective, Program Elective

**Recommended Course Sequence - Spring Semester 4**

ASL 202, ASL 284, ASL 285, DST 151/ DST 251, Program Elective, Lab Science Elective

## Deaf Studies Transfer

## DEAF STUDIES TRANSFER

### Degree offered

Associate in Arts in Deaf Studies (Transfer)

### Credits required 62/63

Dean

Joanne Preston

Program contact

Sandra Lygren, Coordinator and Professor of Deaf Studies, ext. 2748

## Program Goals Statement

Deaf Studies explores the language, culture, history and contemporary issues of Deaf people. Fundamental to our program are both competency in American Sign Language and a desire to work with the Deaf community as allies (or advocate members). As such, all Deaf Studies concentrations share the same ASL and Deaf Studies core courses. This program prepares students, both Deaf and hearing, who are interested in a professional career working with Deaf, hard-of-hearing or late-deafened persons to transfer to a four-year college or university in the field of their choice.

## Student Learning Outcomes

See Learning Outcomes

## Program Information

### General

- Students unsure of transfer or career paths in Deaf Studies should choose this option.

- Deaf Studies provides a foundation for interpreters, but, is not an interpreter training/education program (ITP/IEP). Students wanting to become professional interpreters should enroll in our Interpreter transfer concentration which will prepare students to transfer on to four year institution.

- Students who have taken non-credit "sign language classes" in the past, or, are heritage signers (Deaf/signing family) should meet with the program director to discuss Prior Learning Assessment (PLA) opportunities.

- Students who have taken 2 or more ASL classes in high school, with a B or better, should meet with the program director for placement.

- Although individual courses may be offered on different campuses in both day/evening formats, Deaf Studies courses are primarily offered on the Fall River campus as day enrollments. Some Deaf Studies courses may be offered completely on-line.

### Standards & Expectations

- Students not earning a C or better in any ASL class, DST 101 or DST 110 Deaf Culture will not be able to complete an AA Deaf Studies program and should speak to the program director about options including retaking courses in the Prep Certificate.

- Students spend an additional hour per week engaged in language lab activities with every ASL class taken. Students are expected to attend various Deaf events and get involved with their program throughout their studies to apply their language skills and develop them further in real world, practical situations.

- A CORI may be required for service learning or ASL 285 placements.

**Additional Costs**

- As stated above, Deaf Studies majors are required to attend Deaf events each semester. Most are off campus and will require transportation. Some options will have a registration fee or ticket price and costs vary.

- Deaf Studies majors may incur copying costs (after the BCC free allotment given per semester) associated with their Intro. to Deaf Studies course when creating their resource portfolio.

**Career Pathways and Essential Functions**

The Deaf Studies program welcomes all interested students to our courses and program but strives to be completely transparent with incoming students about the career pathways and essential functions required (or expected) at transfer institutions or in the workforce. The Deaf Studies Transfer (MassTransfer program) prepares students to transfer as juniors into a baccalaureate programs of their choice - in any field related or not to Deaf people. Our strong liberal arts foundation prepares students well for the next phase of their education. They become better reader, writers, speakers, learners through our curriculum.

Those graduates who want to continue on and become professional members in the ASL workforce will need to meet language proficiency standards for ASL. Essential functions include certain cognitive, physical and sensory abilities which are necessary to acquire a second, visual language. These are:

cognitive abilities - ability to process visual language.

physical abilities - ability to accurately express and articulate American Sign Language (which includes fine and gross motor movement of: facial muscles, head, neck, and, both shoulders, arms, wrists, hands and ten fingers)

sensory abilities - ability to access and comprehend visual language

If you are unsure about meeting these essential functions of employment, with or without accommodations, please contact the program director for a consult.

## Recommendations

- Students requiring developmental coursework should complete this in their first semester.

- Students should take ASL 101 (p. 249) and DST 101 (p. 285) in their first fall.

- Students who did not follow, or were not offered, a college prep track in high school, may find a 12 credit load or part time credit load is a successful way to adjust to the rigors of this program of study.

## After BCC

- This concentration is part of the MassTransfer program. BCC participates in the statewide MassTransfer program and has developed many program-to-program transfer articulation agreements which guarantee admission and credit transfer. For a complete listing of eligible MassTransfer programs and current BCC articulation agreements, visit the Transfer Affairs website at www.BristolCC.edu/transfer

## Infused Competencies

First Year Experience

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| PSY 101 | General Psychology | 3 |
| SOC 101 | Principles of Sociology | 3 |

**Program Courses**

| | | |
|---|---|---|
| ASL 101 | Elementary American Sign Language I | 3 |
| ASL 102 | Elementary American Sign Language II | 3 |
| ASL 181 | Visual/Gestural Communication | 2 |
| ASL 201 | Intermediate American Sign Language I | 3 |
| ASL 202 | Intermediate American Sign Language II | 3 |
| ASL 284 | ASL/Deaf Studies Capstone Seminar | 1 |
| ASL 285 | Community-based Learning in Deaf Studies | 1 |
| DST 101 | Introduction to Deaf Studies | 3 |
| DST 110 | Deaf Culture | 3 |
| DST 151 | Deaf History | 3 |

| DST 251 | Deaf Literature and ASL Folklore | 3 |
| DST 210 | The Deaf Community in Society | 3 |

**Elective Courses**

| | Behavioral/Social Science Elective | 3 |
| | Communications Elective | 3 |
| | Lab Science Elective | 4 |
| | Elective - Science | 3-4 |
| | Mathematics Elective | 3 |

Choose from MassTransfer list, unless otherwise specified

**Choose one of the following**

*HST 111, HST 112, HST 113, HST 114*

| | History Elective | 3 |

**Recommended Course Sequence - Fall Semester 1**

ASL 101, DST 101, DST 110, ENG 101, SOC 101

**Recommended Course Sequence - Spring Semester 2**

ASL 102, ASL 181, DST 151/DST 251, PSY 101, Math Elective, Communications Elective

**Recommended Course Sequence - Summer**

Students may opt to take General Education courses (History Elective, Math Elective, Science Elective, ENG 102) during the summer between semesters 2 and 3 to lighten course load.

**Recommended Course Sequence - Fall Semester 3**

ASL 201, DST 210, Science Elective, Behavioral/Social Science Elective, ENG 102

**Recommended Course Sequence - Spring Semester 4**

ASL 202, ASL 284, ASL 285, DST 151/DST 251, Lab Science Elective, History Elective

# DEAF STUDIES: INTERPRETER TRANSFER CONCENTRATION

**Degree offered**
Associate in Arts in Deaf Studies

**Credits required 65**

Dean

Joanne Preston

Program contact

Sandra Lygren, Coordinator and Professor of Deaf Studies, ext. 2748

## Program Goals Statement

Deaf Studies explores the language, culture, history and contemporary issues of Deaf people. Fundamental to our program are both competency in American Sign Language and a desire to work with the Deaf community as allies (or advocate members). As such, all Deaf Studies concentrations share the same ASL and Deaf Studies core courses.This transfer program also includes specialized course work needed to prepare for future interpreter studies. Students in this option aspire to become professional American Sign Language/English Interpreters and thus, plan to transfer to a four-year institution that offers interpreter training.

## Student Learning Outcomes

See Learning Outcomes (p. 214)

## Program Information

### General

- BCC offers several Deaf Studies concentrations to meet your career and academic goals. The concentration options are: Transfer, Interpreter Transfer, Education, Human Services and Speech to Text Support Services. Students unsure of which option to choose should choose Deaf Studies: Transfer.

- Students who have taken non-credit "sign language classes" in the past, or, are heritage signers (Deaf/signing family) should meet with the program director to discuss Prior Learning Assessment (PLA) opportunities.

- Students who have taken 2 or more ASL classes in high school, with a B or better, should meet with the program director for placement.

- Although individual courses may be offered on different campuses in both day/evening formats, Deaf Studies courses are primarily offered on the Fall River campus as day enrollments. Some Deaf Studies courses may be offered completely on-line.

### Standards & Expectations

- Students not earning a C or better in any ASL class, DST 101 or DST 110 Deaf Culture will not be able to complete an AA Deaf Studies program and should speak to the program director about options including retaking courses in the Prep Certificate.

- Students spend an additional hour per week engaged in language lab activities with every ASL class taken. Students are expected to attend various Deaf events and get involved with their program throughout their studies to apply their language skills and develop them further in real world, practical situations.

- A CORI may be required for service learning or ASL 285 placements.

- In order to meet program outcomes and transfer expectations, students need to be able to:

  - earn grades of B *or better* in all ASL courses and maintain an overall GPA of 2.7 or higher.

  - speak and articulate English proficiently*.

**Additional Costs**

- As stated above, Deaf Studies majors are required to attend Deaf events each semester. Most are off campus and will require transportation. Some options will have a registration fee or ticket price and costs vary.

- Deaf Studies majors may incur copying costs (after the BCC free allottment given per semester) associated with their Intro. to Deaf Studies course when creating their resource portfolio.

**Career Pathway and Essential Functions**

The Deaf Studies program welcomes all interested students to our courses and program but strives to be completely transparent with incoming students about the career pathways and essential functions required (or expected) at transfer institutions or in the workforce. The Interpreter Transfer concentration *prepares* students to transfer as juniors into a baccalaureate Interpreter Training/Preparation program students and for eventual entry level work as an educational or community interpreter. Strong American Sign Language and English proficiency required for successful transfer. Students wanting to become professional interpreters must transfer on, graduate, and pass a practical and theoretical national examination to become certified "qualified interpreters". Interpreter education is a highly specialized major that is not common across four year schools. The northeast region transfer opportunities include: Framingham State University, Northeastern University, University of New Hampshire-Manchester, University of So. Maine, Rochester Institute of Technology/NTID in New York.

Interpreters work in a variety of settings. Essential functions in those settings include certain cognitive, physical and sensory abilities which are necessary to perform the work of a professional interpreter.

These are:

cognitive abilities - ability to process visual and spoken language*; ability to hold information in working memory while simultaneously processing new visual or spoken language.

physical abilities - ability to accurately express and articulate American Sign Language (which includes fine and gross motor movement of: facial muscles, head, neck, and, both shoulders, arms, wrists, hands and ten fingers); ability to accurately express and articulate intelligible spoken English; ability to transport self to a variety of indoor and outdoor settings which may include standing or sitting for long periods of time.

sensory abilities - ability to access and comprehend visual and spoken language*

*spoken language access and processing are not an essential function for culturally Deaf, native ASL users who have a goal of becoming CDIs (certified Deaf interpreters).

If you are unsure about meeting these essential functions of employment, with or without accommodations, please contact the program director for a consult.

**After BCC**

- Past graduates have transferred or been accepted to Northeastern University, University of New Hampshire-Manchester, Florida State University, NTID and University of Southern Maine for Interpreter Training. Most interpreter programs will require relocating.

- 
  If you plan to transfer to a four-year degree program in interpreting, go to discoverinterpreting.com and RID.org.

**Infused General Education Competencies**

First-Year Experience

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| COM 113 | Interpersonal Speech | 3 |
| COM 160 | Intercultural Communication | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| PHL 152 | Ethics: Making Ethical Decisions in a Modern World | 3 |

**Program Courses**

| | | |
|---|---|---|
| ASL 101 | Elementary American Sign Language I | 3 |
| ASL 102 | Elementary American Sign Language II | 3 |
| ASL 181 | Visual/Gestural Communication | 2 |
| ASL 201 | Intermediate American Sign Language I | 3 |
| ASL 202 | Intermediate American Sign Language II | 3 |
| ASL 284 | ASL/Deaf Studies Capstone Seminar | 1 |
| ASL 285 | Community-based Learning in Deaf Studies | 1 |
| DSC 225 | Introduction to ASL/English Interpreting | 3 |
| DST 101 | Introduction to Deaf Studies | 3 |
| DST 110 | Deaf Culture | 3 |
| DST 151 | Deaf History | 3 |
| DST 251 | Deaf Literature and ASL Folklore | 3 |
| DST 210 | The Deaf Community in Society | 3 |

**Elective Courses**

| | | |
|---|---|---|
| | ELECTIVE (select with the assistance of an advisor) | 3 |
| | Lab Science Elective | 4 |
| | Mathematics Elective | 3 |

Choose from MassTransfer electives, unless otherwise specified

**Choose one of the following**

PSY 101 or SOC 101

| | |
|---|---|
| Behavioral/Social Science Elective | 3 |

**Choose one of the following**

HST 111, HST 112, HST 113, HST 114

| | |
|---|---|
| History Elective | 3 |

**Recommended Course Sequence - Fall Semester 1**

ASL 101, DST 101, DST 110, ENG 101, SOC 101 or PSY 101

**Recommended Course Sequence - Spring Semester 2**

ASL 102, ASL 181, COM 113, DST 151/DST 251, ENG 102, History Elective

**Recommended Course Sequence - Summer**

Students may opt to take General Education courses (History Elective, Math Elective, Science Elective or ENG 102) during the summer between semesters 2 and 3 to lighten course load.

**Recommended Course Sequence - Fall Semester 3**

ASL 201, COM 160, DST 210, PHL 152, Lab Science Elective

**Recommended Course Sequence - Spring Semester 4**

ASL 201, ASL 284, ASL 285, DSC 225, DST 151/DST 251, Program Elective, Mathematics Elective

# Dental Hygiene

## DENTAL HYGIENE CAREER

**Degree offered**
Associate in Science in Dental Hygiene

**Credits required 77**

Dean

Patricia Dent

Program contact

Patricia Willard, Department Chair and Associate Professor of Dental Hygiene, ext. 2143

## Program Goal Statement

The Dental Hygiene program prepares graduates to competently begin professional dental hygiene practice. Upon graduation, practice settings include private dental offices, school and public health departments, and research facilities. Students receive a thorough foundation in general sciences and in dental hygiene science. Students have the opportunity to develop the necessary knowledge, clinical skills, and judgment in the on-campus dental hygiene clinic.

## Student Learning Outcomes

See Learning Outcomes (p. 214)

## Program Information

- Applicants with completed applications meeting minimum criteria submitted by February 1 will be given priority consideration for admission.

- Some courses in this program are only offered during the day. Students planning to transfer into this program should seek advice from the program director on which courses to take.

- Once enrolled in the Dental Hygiene program, students are required to complete all courses in the four semesters of instruction in required sequence and without interruption in order to integrate theoretical and clinical education.

## Program Accreditation

- The program in Dental Hygiene is accredited by the Commission on Dental Accreditation of the American Dental Association, which is a specialized accrediting body recognized by the Council on Post Secondary Accreditation and by the U.S. Department of Education. Graduates take the National Board Dental

Hygiene Examination and the ADEX/North East Regional Clinical Board Examination.

- For 2013, the BCC pass rate for the National Board (required for licensure in Massachusetts) is 95%, and the Northeast Regional Board of Dental Hygiene is 85%.

## After BCC

- Graduates have worked as registered dental hygienists in general and specialty facilities and as dental hygiene educators, consultants, dental sales representatives, and public and community health coordinators.

## Infused General Education Competencies

Ethical Dimensions, Multicultural Perspective, Technical Literacy

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| BIO 220 | Introduction to Nutrition | 3 |
| BIO 233 | Human Anatomy and Physiology I | 4 |
| BIO 234 | Human Anatomy and Physiology II | 4 |
| BIO 239 | Elements of Microbiology | 4 |
| CHM 116 | Health Science Chemistry II | 4 |
| COM 101 | Fundamentals of Public Speaking | 3 |
| CSS 101 | College Success Seminar | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| MTH 119 | Fundamental Statistics | 3 |
| PSY 101 | General Psychology | 3 |

**Elective Courses – Choose one Global Awareness course**

| | | |
|---|---|---|
| SOC 101 | Principles of Sociology | 3 |
| SOC 212 | The Sociology of Social Problems | 3 |
| SOC 252 | The Sociology of Human Relations | 3 |

**Elective Courses**

| | | |
|---|---|---|
| | Historic Awareness Elective | 3 |

See General Education Competency/Historic Awareness (p. 233) for course listings

**Program Courses**

| | | |
|---|---|---|
| DHG 111 | Dental Anatomy and Oral Histology | 3 |
| DHG 113 | Orientation to Clinical Dental Hygiene | 3 |
| DHG 115 | Medical-Dental Emergencies | 1 |
| DHG 119 | Head and Neck Anatomy | 2 |
| DHG 120 | Dental Hygiene Theory II | 2 |
| DHG 122 | Clinical Dental Hygiene II | 2 |
| DHG 124 | Oral Radiography | 2 |
| DHG 126 | Periodontology | 3 |
| DHG 128 | Pharmacology for Dental Hygienists | 1 |

| | | |
|---|---|---|
| DHG 230 | Pain Management in Dental Hygiene | 1 |
| DHG 231 | Dental Hygiene Theory III | 1 |
| DHG 233 | Clinical Dental Hygiene III | 4 |
| DHG 235 | General and Oral Pathology | 2 |
| DHG 237 | Dental Materials | 2 |
| DHG 240 | Dental Hygiene Theory IV | 1 |
| DHG 242 | Clinical Dental Hygiene IV | 4 |
| DHG 244 | Oral Health in the Community | 2 |

**Recommended Course Sequence - PreAdmission**

BIO 233, ENG 101, College Chemistry with Lab, High School Algebra

**Recommended Course Sequence - Fall Semester 1**

BIO 234, CSS 101, DHG 111, DHG 113, DHG 115, DHG 119, PSY 101

**Recommended Course Sequence - Spring Semester 2**

CHM 116, DHG 120, DHG 122, DHG 124, DHG 126, DHG 128, ENG 102

**Recommended Course Sequence - Fall Semester 3**

BIO 239, DHG 230, DHG 231, DHG 233, DHG 235, DHG 237, MTH 119

**Recommended Course Sequence - Spring Semester 4**

BIO 220, COM 101, DHG 240, DHG 242, DHG 244, Global Awareness Elective, Historic Awareness Elective

## Special Requirements for the Program

*Admission to the Dental Hygiene Program*

The Dental Hygiene program is a competitive program with selective admission requirements. A limited number of students are admitted to the Dental Hygiene Program.

Students applying to BCC with a state-approved high school equivalency credential rather than with a high school diploma will need to take the required pre-admission courses at BCC before being considered for admission to the program. See *Minimum Requirements for Admission to the Program*.

Meeting these minimum criteria places the applicant in the selection pool but does not guarantee admission to the Dental Hygiene program. Final selection will be based on the applicant pool and space available. Many students find that taking general and elective courses before entering the program allows for full focus on the challenging Dental Hygiene curriculum.

## Minimum Requirements for Admission to the Program are as Follows

- High school Algebra I (or a higher level mathematics in high school or college ) with a grade of B- or greater

- BIO 233 (equivalent to college Anatomy and Physiology 1) with a grade of B- or greater

- General college chemistry with a laboratory component (or a higher level college chemistry) with a grade of B- or greater

- ENG 101 (equivalent to English Composition I or a higher level college English) with a grade of B- or greater

- Earn a composite score of 50 or higher on the TEAS Exam.

- Overall GPA must be 3.0+ to be considered for admission to Dental Hygiene

- Attend one mandatory health science admissions information session (seating is limited.)

- It is strongly recommended that students complete the science courses required for admission and program degree completion within 5 years of application.

## Additional Requirements

Accepted applicants must have a *physical examination, tetanus, measles, mumps, rubella, hepatitis B, and varicella (chicken pox) immunizations or titre results (blood test to prove immune status).* **A TB test is required each year. Health insurance is required. Additional laboratory tests, including drug screening, are required by clinical agencies. A ten-panel random drug screen is required upon entrance, yearly, and/or randomly. The fee is paid by the student.**

Upon admission to the Dental Hygiene program, all students must undergo a Criminal Offender Record Information (CORI) check and a Sex Offender Registry Information (SORI) check. These checks are required due to potential unsupervised contact with children, the disabled, or the elderly during a clinical experience. Students found to have certain criminal convictions or pending criminal actions will be presumed ineligible for clinical placement. The College is authorized by the Commonwealth's Department of Criminal Justice to access CORI records. Sex Offender checks shall be performed pursuant to Massachusetts General Laws, Chapter 6, Sections 178C-178P.

For more information regarding the College's CORI/SORI check process, please contact the Human Resource Department at (508) 678-2811, ext. 2194.

A positive CORI/SORI check may prevent students from working in contracted health facilities and onsite dental hygiene clinic, which will prevent students from completing the program objectives.

All students must be CPR certified by the American Heart Association (Basic Life Support for Health Care Providers). Students must present evidence of certification before beginning DHG 122 and must maintain certification until the completion of DHG 242.

## Additional Costs

Students must carry professional liability insurance and provide their own transportation to off-campus clinical assignments. They are responsible for purchasing instruments, disposables, and uniforms, and paying CPR and Board application fees.

## Grade Requirements

A grade of "C" or better must be attained in each clinical course and all other DHG courses.

## Essential Functions

- Communicate clearly and effectively in English through speech and writing with patients, faculty, staff and peers.

- Physical ability, sufficient mobility and motor coordination to safely provide patient care and to meet the needs of various patient populations.

- Cognitive ability to learn and apply skills necessary to meet curriculum (including clinical) requirements to attain entry-level status into the profession.

- Sufficient visual acuity, with or without correction, to safely provide patient care.

- Emotional stability sufficient to interact professionally with patients, faculty, staff, and peers; respect patient confidentiality; use reasonable judgment; accept responsibility for actions.

# Early Childhood Education

## EARLY CHILDHOOD EDUCATION CHILD CARE CAREER

### Degree offered

Associate in Science in Early Childhood Education

### Credits required 64

Dean

Joanne Preston

Program contact

Melissa Cardelli, Program Coordinator, Associate Professor of Early Childhood Education, ext. 2410

**Program Goals Statement**

The Early Childhood Education Career program prepares students to become eligible for Massachusetts Department of Early Education and Childcare lead teacher certification. Students select one of three concentration areas that

include Infant-Toddler, Preschool, or School Age Child Care.

## Student Learning Outcomes

See Learning Outcomes (p. 214)

## Program Information

- Students intending to enroll in a teaching practicum and seminar must meet with the Department Chair the semester before enrollment to ensure that the students meet all prerequisites and requirements.

## Special Requirements for the Program

*Health Requirements*

- Accepted applicants must have a physical examination, tetanus, measles, mumps, rubella, and hepatitis B immunizations or titres (blood to prove immunity). TB test required each year. Health Insurance is required.

- Students are required to submit to a Criminal Offender Record Investigation (CORI) check. A positive CORI check would prevent a student from engaging in field-related course work including Teaching Practicum.

## Academic Expectations

- All Early Childhood students must achieve grades of "C-" or better in all subject courses with an ECE designation.

## After BCC

- Students would qualify for director certification in Early Childhood Education from Massachusetts Department of Early Education and Childcare with 18 months of added experience.

## Infused General Education Competencies

Ethical Dimensions, Oral Communication, Technical Literacy

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| ECE 101 | College Success Seminar for Early Childhood Education | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| HST 113 | United States History to 1877 | 3 |
| HST 114 | United States History from 1877 | 3 |
| PSY 101 | General Psychology | 3 |
| PSY 252 | Child Development | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| SOC 101 | Principles of Sociology | 3 |
| SOC 212 | The Sociology of Social Problems | 3 |

**Elective Courses**

See General Education Competency Courses (p. 231) for course listings

| | |
|---|---|
| Humanities Elective | 3 |
| Scientific Reasoning and Discovery Elective - Lab | 4 |
| Quan/Sym Reasoning Elective | 3 |

(Choose a course that meets the Humanities competency)

**Core Courses**

| | | |
|---|---|---|
| ECE 111 | Introduction to Early Childhood Education | 3 |
| ECE 112 | Observing, Recording, and Analyzing Early Childhood Settings | 3 |
| ECE 113 | Safe and Healthy Early Childhood Learning Environments | 3 |
| ECE 221 | Guiding Young Children | 3 |
| ECE 222 | Special Needs in Early Childhood | 3 |
| ECE 234 | Preschool Curriculum Planning | 3 |
| ECE 251 | Teaching Practicum I and Seminar I | 4 |

**Concentration Options - Choose one track**

**Concentration Options - Infant-Toddler Track**

| | | |
|---|---|---|
| ECE 223 | Infant-Toddler Development | 3 |
| ECE 236 | Infant-Toddler Curriculum Planning | 3 |
| ECE 253 | Teaching Practicum II and Seminar II-Infant-Toddler Setting | 4 |

**Concentration Options – Preschool Track**

| | | |
|---|---|---|
| ECE 232 | Language Arts Across Preschool | 3 |
| ECE 252 | Teaching Practicum II and Seminar II-Preschool Setting | 4 |
| | ELECTIVE | 3 |

Elective: Choose 3 credits from ECE 244, ECE 291, or ECE 292

**Concentration Options – School-Age Child Track**

| | | |
|---|---|---|
| ECE 125 | Social Emotional Development of School-Age Child | 3 |
| ECE 238 | School Age Child Care Curriculum Planning | 3 |
| ECE 255 | Teaching Practicum II and Seminar II: School-Age Child Care Setting | 4 |

**Recommended Course Sequence - Fall Semester 1**

ECE 101 (p. 286), ECE 111, ECE 113, Lab Science Elective, ENG 101, PSY 101

**Recommended Course Sequence - Spring Semester 2**

ECE 112, ECE 222, Humanities Elective, ENG 102, PSY 252

**Recommended Course Sequence - Fall Semester 3**

ECE 221, ECE 234, ECE 251, Mathematics Elective, HST 113

**Recommended Course Sequence - Spring Semester 4**

ECE 125, ECE 236, ECE 253 or ECE 232, ECE 252, ECE Elective, ECE 238, ECE 255 or ECE 223 (p. 287), ECE 236, SOC 101, HST 114

### Fieldwork

During the Teaching Practicum experience and other field based experiences, Early Childhood students should be aware that meeting young children's safety, social, emotional and educational needs come first. Students must be able to competently carry out tasks and responsibilities as developmentally appropriate and accurately monitor children in their charge.

Transportation to fieldwork sites is the responsibility of the student. Students should be prepared to travel up to an hour from campus for these assignments.

## EARLY CHILDHOOD EDUCATION LICENSURE

### Degree offered

Associate in Science in Early Childhood Education

### Credits required 60/61

Dean

Joanne Preston

Program contact

Ravitha Amarasingham, Ed.D Department Chair-Program Coordinator and Professor of Early Childhood Education, ext. 2593

### Program Goals Statement

The Early Childhood Education Licensure Transfer program enrolls individuals aspiring to become educators of preschool, kindergarten, grade 1, and grade 2 children. Successful candidates apply for preschool lead teacher certification from the Massachusetts Department of Early Education and Child Care and are eligible for transfer into the Massachusetts Educator Licensure program at a four-year transfer as juniors into Massachusetts Educator Licensure program at a 4-year state or private institution with which the College has an articulation agreement.

### Student Learning Outcomes

See Learning Outcomes (p. 214)

### Program Information

- ECE 260 (p. 288) requires completion of 26 general education credits with an overall GPA of 2.75 or better and a grade of "C" or better in all ECE courses.

- Semester prior to enrolling in early Childhood Licensure Teaching Practicum students must meet with the Program Coordinator to ensure placement in the field at a public elementary school

### After BCC

- BCC participates in the statewide MassTransfer program and has developed many program-to-program transfer articulation agreements which guarantee admission and credit transfer.

- For a complete listing of eligible MassTransfer programs and current BCC articulation agreements, visit the Transfer Affairs website at www.BristolCC.edu/transfer

### Infused General Education Competencies

Ethical Dimensions, Oral Communication, Technical Literacy

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| ECE 101 | College Success Seminar for Early Childhood Education | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| HST 111 | The West and the World I | 3 |
| HST 113 | United States History to 1877 | 3 |
| MTH 127 | Mathematics for Elementary School Teachers I | 3 |
| MTH 128 | Mathematics for Elementary School Teachers II | 3 |
| PSY 101 | General Psychology | 3 |
| PSY 252 | Child Development | 3 |
| SCI 113 | Physical Science | 4 |
| SSC 101 | Introduction to Geography | 3 |

**Elective Courses**

| | | |
|---|---|---|
| | Biology Elective | 3-4 |
| | ELECTIVE | 3 |
| | ELECTIVE | 3 |
| | Humanities Elective | 3 |

Biology Elective: Choose a 3- or 4-credit biology course

Choose electives with a faculty advisor to prepare to enter an academic major at the selected transfer institution

Humanities Elective: Recommend HUM 172, HUM 254, ENG 251, ENG 252, ENG 253, ENG 254, ENG 255, ENG 256, PHL 101, PHL 152, COM 101

**Program Courses**

| | | |
|---|---|---|
| ECE 111 | Introduction to Early Childhood Education | 3 |
| ECE 112 | Observing, Recording, and Analyzing Early Childhood Settings | 3 |
| ECE 222 | Special Needs in Early Childhood | 3 |
| ECE 260 | Play and Early Childhood Curriculum Planning | 3 |
| ECE 261 | Early Childhood Licensure Teaching Practicum | 5 |

**Recommended Course Sequence - Fall Semester 1**

ECE 101, ECE 111, ENG 101, HST 111, MTH 127, PSY 101

**Recommended Course Sequence - Spring Semester 2**

ECE 112, ENG 102, MTH 128, PSY 252, SCI 113

**Recommended Course Sequence - Fall Semester 3**

BIO 110 or BIO 117 or BIO 220, ECE 222, ECE 260, Humanities Elective, Elective, Elective

**Recommended Course Sequence - Spring Semester 4**

Elective, Elective, ECE 261, HST 113, SSC 101

Special Requirements for the Program

*Health Requirements*

• Accepted applicants must have a physical examination, tetanus, measles, mumps, rubella, and hepatitis B immunizations or titres (blood tests to prove immunity). TB test required each year. Health insurance is required.

*Criminal Record Check*

• Students are required to submit to a C.O.R.I (Criminal Offender Record Investigation) check to identify any criminal offense history. A positive C.O.R.I check would prevent student from engaging in field-related work including EC Licensure Teaching Practicum.

Fieldwork

• During this program, which requires a Teaching Practicum experience, Early Childhood students should be aware that young children are physically very active. Students must be able to move quickly and have sufficient visual and hearing acuity to accurately monitor children in their charge.

• Transportation to fieldwork sites is the responsibility of the student. Students should be prepared to travel up to an hour from campus for these assignments.

• Prior to acceptance into a teacher education licensure program, students who opt for this track need to pass the Communications and Literacy Skills Test (CLST) of the Massachusetts Teacher Education Licensure

(MTEL) conducted by the Department of Education. In addition, state colleges may set other requirements such as minimum acceptable grade(s) and/or courses accepted for transfer. It is the student's responsibility to identify these requirements.

# ELEMENTARY EDUCATION TRANSFER

## Degree offered

Associate in Arts in Elementary Education

## Credits required 63

Dean

Joanne Preston

Program contact

Catherine Adamowicz, Coordinator of Elementary Education and Professor of English, ext. 2259

## Program Goals Statement

This program helps students develop specific skill sets, readying them for the state Communication and Literacy Skills Test (CLST) required for transfer to an education program at a four-year institution, leading to teacher certification for grades 1-6. The Teaching Pre-Practicum course gives students relevant theoretical background and practical observation.

## Student Learning Outcomes

See Learning Outcomes (p. 214)

## Program Information

• EDU 220 (p. 289) requires 27 credits on the transcript and an overall GPA of 2.5 or better.

• Pre-practicum placements for EDU 220 (p. 289) require CORI (Criminal Offender Record Information) checks by all school systems.

## Foreign Language

• Successful completion of a foreign language at the 02 level at BCC or three years of foreign language at the high school level with a "C" average or better required.

• Students who have satisfied the language requirement in high school must complete six credits of free electives in addition to the electives listed. Discuss foreign language requirements for transfer with program director.

## After BCC

• BCC participates in the statewide MassTransfer program and has developed many program-to-program transfer articulation agreements which guarantee admission and credit transfer. For a complete listing of eligible MassTransfer programs and current BCC

articulation agreements, visit the Transfer Affairs website at www.BristolCC.edu/transfer

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| BIO 111 | General Biology I | 4 |
| COM 101 | Fundamentals of Public Speaking | 3 |
| CSS 101 | College Success Seminar | 1 |
| EDU 220 | Foundations of Education with Teaching Pre-Practicum | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| GVT 111 | U.S. Government | 3 |
| HST 111 | The West and the World I | 3 |
| HST 113 | United States History to 1877 | 3 |
| MTH 127 | Mathematics for Elementary School Teachers I | 3 |
| MTH 128 | Mathematics for Elementary School Teachers II | 3 |
| MUS 116 | Music for the Child | 3 |
| PSY 101 | General Psychology | 3 |
| PSY 252 | Child Development | 3 |
| SCI 113 | Physical Science | 4 |
| SSC 101 | Introduction to Geography | 3 |

**Elective Courses**

| | | |
|---|---|---|
| | Multicultural Perspective Elective | 3 |
| | Technical Literacy Elective | 3 |

Multicultural Perspective: Choose from ENG 255, ENG 256, HST 252, HST 259

Technical Literacy: Choose from ART 260, CIS 110, CIS 111, CIT 110, or EGR 103

**Program Electives**

| | | |
|---|---|---|
| | Foreign Language Elective 6 credits | 6 |
| | ELECTIVE | 3 |

Completion of a foreign language at the 02 level at BCC or 3 years of foreign language at the high school level w/ a "C" average or better. Students who have satisfied the language requirement in high school must complete an additional 6 credits of program electives.

Choose electives with faculty advisor to tailor your program for transfer.

**Recommended Course Sequence - Fall Semester 1**

COM 101, CSS 101, Foreign Language Elective, ENG 101, MTH 127, PSY 101

**Recommended Course Sequence - Spring Semester 2**

ENG 102, MTH 128, PSY 252, Foreign Language Elective, HST 111 or HST 113, Technical Literacy Elective

**Recommended Course Sequence - Fall Semester 3**

EDU 220, Multicultural Perspective Elective, GVT 111, HST 111 or HST 113, BIO 111 or SCI 113

**Recommended Course Sequence - Spring Semester 4**

Program Elective, SSC 101, BIO 111 or SCI 113, MUS 116

# Engineering Technology

## ARCHITECTURAL AND STRUCTURAL TECHNOLOGY CAREER

**Degree offered**
Associate in Science in Engineering Technology (Architectural and Structural Technology)

**Credits required 66/70**

**Dean**

Sarmad Saman

Program contact

Eileen Young, Department Chair and Professor of Engineering and Technology, ext. 2746

**Program Goals Statement**

This option prepares students to work as technicians for engineering consulting firms, structural engineers, architects, bridge inspectors, contractors and structural manufacturing companies.

## Student Learning Outcomes

See Learning Outcomes (p. 214).

## Program Information

- Students learn in modern laboratories on the latest computers and software and are taught by faculty with many years of professional experience. Students receive many hours of hands-on experience as well as exposure to background theory.

- Students who haven't taken basic math courses in high school may complete math prerequisites at BCC.

## After BCC

- Graduates work as home building contractors, design construction technicians, structural computer-aided designers, and industrial and commercial building fabricators.

- If you plan to transfer to a four-year institution, visit the Transfer Affairs website at BristolCC.edu/transfer

## Infused General Education Competencies

Oral Communication

## DEGREE REQUIREMENTS

### General Courses

| | | |
|---|---|---|
| ARC 201 | Introduction to American Architecture | 3 |
| CSS 101 | College Success Seminar | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| HST 114 | United States History from 1877 | 3 |

### Electives Courses – Choose one Global Awareness elective

| | | |
|---|---|---|
| ART 105 | Survey of Art History I: Ancient through Renaissance Art | 3 |
| ART 106 | Survey of Art History II: Modern Art | 3 |
| SOC 101 | Principles of Sociology | 3 |
| SOC 212 | The Sociology of Social Problems | 3 |
| SOC 252 | The Sociology of Human Relations | 3 |

### Core Courses

| | | |
|---|---|---|
| CAD 101 | Computer Aided Drafting | 3 |
| CAD 122 | Architectural Drawing | 3 |
| EGR 124 | Soils and Foundations | 3 |
| EGR 125 | Construction Estimating | 3 |
| EGR 221 | Surveying I | 4 |
| EGR 222 | Surveying II | 4 |
| EGR 251 | Statics | 3 |
| EGR 254 | Mechanics of Materials and Structures | 4 |

### Choose one of the following

| | | |
|---|---|---|
| EGR 102 | Introduction to Sustainable and Green Energy Technologies | 3 |
| EGR 103 | Computer Skills for Engineers and Technicians | 3 |

### Core Electives - Choose two

| | | |
|---|---|---|
| | Technical Elective | 3-4 |
| | Technical Elective | 3-4 |

First Technical Elective: Choose from EGR only

Second Technical Elective: Choose from CAD, CED, EGR, CHM 113, GIS, and MTH 214

### Math and Science Courses

| | | |
|---|---|---|
| MTH 141 | Technical Mathematics I | 4 |
| MTH 142 | Technical Mathematics II | 4 |
| PHY 101 | Technical Physics I | 4 |
| PHY 102 | Technical Physics II | 4 |

For students with adequate mathematic preparedness and interested in transfer, MTH 171 and MTH 173 may be substituted for MTH 141 and MTH 142

### Suggested Technical Electives

Computer-Aided Design

| | | |
|---|---|---|
| CAD 125 | 3D Architecture, Building, and Landscape Design | 3 |

| | | |
|---|---|---|
| | Or | |
| CAD 128 | Civil Drafting and Design | 3 |

### Suggested Technical Electives

Cooperative Education

| | | |
|---|---|---|
| CED 210 | Cooperative Work Experience | 3 |
| CED 220 | Cooperative Work Experience II | 3 |

### Suggested Technical Electives

Green Building

| | | |
|---|---|---|
| EGR 123 | Green Building Practices with | 4 |
| EGR 102 | Introduction to Sustainable and Green Energy Technologies | 3 |

### Suggested Technical Electives

Transfer

| | | |
|---|---|---|
| CHM 113 | Fundamentals of Chemistry I Or | 4 |
| MTH 214 | Calculus I with | 4 |
| MTH 171 | Precalculus - Functions And | 3 |
| MTH 173 | Trigonometry | 3 |

### Recommended Course Sequence - Fall Semester 1

CSS 101, ENG 101, EGR 102 or EGR 103, EGR 125, PHY 101, MTH 141 or MTH 173

### Recommended Course Sequence - Spring Semester 2

EGR 124, ENG 102, MTH 142 Or MTH 171, PHY 102, Technical Elective

### Recommended Course Sequence - Summer

Summer courses will reduce fall and spring semester course loads.

### Recommended Course Sequence - Fall Semester 3

CAD 101, EGR 221, EGR 251, HST 114, Technical Elective

### Recommended Course Sequence - Spring Semester 4

ARC 201, CAD 122, EGR 222, EGR 254, Global Awareness Elective

## ADVANCED MANUFACTURING TECHNOLOGY CAREER

### Degree offered

Associate in Science in Engineering Technology (Automation Technology Concentration)

### Credits required 65/70

### Dean

Sarmad Saman

Program contact

Mary Cass, Coordinator and Associate Professor of Automation Technology

## Program Goals Statement

This option prepares students to enter highly-automated manufacturing industries as automation specialists and manufacturing technicians. 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).

## Student Learning Outcomes

See Learning Outcomes (p. 214)

## Program Information

- This program is especially valuable to the person who wants technical diversity. Summer courses will reduce fall and spring semester course loads.

## Suggested Technical Electives

- Transfer: EGR 137 (p. 291), EGR 251 (p. 294), CHM 113 (p. 259) or MTH 214 (p. 322) (with MTH 171 (p. 321) and MTH 173 (p. 321))

- CAD/CAM: EGR 113 (p. 290), CAD 172 (p. 258), CAD 211 (p. 258)

- Cooperative Education: CED 210 (p. 259), CED 220 (p. 259)

- Sustainability/Green Energy: EGR 183 (p. 292), EGR 282 (p. 295), EGR 284 (p. 296) (w/EGR 102 (p. 290))

- Advanced Manufacturing: EGR 115 (p. 290), EGR 215 (p. 293), CAD 211 (p. 258)

- Automation & Robotics: EGR 113 (p. 290)

## After BCC

- 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 plan to transfer to a four-year institution, visit the Transfer Affairs website at www.BristolCC.edu/transfer

## Infused General Education Competencies

Oral Communication

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| CSS 101 | College Success Seminar | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| HST 113 | United States History to 1877 Or | 3 |
| HST 114 | United States History from 1877 | 3 |

**Elective Courses**

| | | |
|---|---|---|
| | Humanities Elective | 3 |
| | Social Phenomenon Elective | 3 |

Humanities Elective: Choose from ARC 201, ART 105, ART 106, COM 160, ENG 217, ENG 251, ENG 252, ENG 257, ENG 259, ENG 261, ENG 264, HST 226, HST 252, HST 257, HST 259, HST 261, HST 265, HUM 160, HUM 254, PHL 101, or PHL 152

Social Phenomenon Elective: See General Education Competency Courses (p. 234) for Social Phenomenon course listings (ECN 111, ECN 112, PHL 152, PSY 271, or SOC 101 recommended)

**Core Courses**

| | | |
|---|---|---|
| CAD 101 | Computer Aided Drafting | 3 |
| CAD 111 | Advanced Computer Aided Design | 3 |
| EGR 111 | Fundamentals of Manual Machining | 3 |
| EGR 112 | Automated Machining | 3 |
| EGR 151 | Electrical Machinery | 3 |
| EGR 171 | Fluid Systems | 4 |
| EGR 172 | Material Science | 4 |
| EGR 211 | Programmable Control Systems | 4 |

**Choose one of the following**

| | | |
|---|---|---|
| EGR 102 | Introduction to Sustainable and Green Energy Technologies | 3 |
| EGR 103 | Computer Skills for Engineers and Technicians | 3 |

**Program Electives**

| | | |
|---|---|---|
| | Technical Elective | 3-4 |
| | Technical Elective | 3-4 |
| | Technical Elective | 3-4 |

First Technical Elective: Choose from EGR only

Second and Third Technical Electives: Choose two from EGR, CAD, GIS, CED, CHM 113, MTH 214 or PHY

**Math Courses - Choose one sequence**

| | | |
|---|---|---|
| MTH 141 | Technical Mathematics I And | 4 |
| MTH 142 | Technical Mathematics II Or | 4 |
| MTH 171 | Precalculus - Functions And | 3 |

| MTH 173 | Trigonometry | 3 |
|---------|--------------|---|

For students with adequate mathematics preparedness and interested in transfer, MTH 171 and MTH 173 may be substituted for MTH 141 and MTH 142

**Science Courses**

| PHY 101 | Technical Physics I | 4 |
|---------|---------------------|---|

**Recommended Course Sequence - Fall Semester 1**

CAD 101, CSS 101, EGR 111, ENG 101, PHY 101, MTH 141 or MTH 173

**Recommended Course Sequence - Spring Semester 2**

ENG 102, CAD 111, EGR 112, MTH 142 or MTH 171, EGR 102 or EGR 103, EGR 171 or Technical Elective

**Recommended Course Sequence - Fall Semester 3**

EGR 151, EGR 172, ENG 102, Social Phenomenon Elective, Social Phenomenon Elective or Humanities Elective or Technical Elective

**Recommended Course Sequence - Spring Semester 4**

EGR 211, HST 113 or HST 114, Social Phenomenon Elective and Social Phenomenon Elective and Social Phenomenon Elective or Humanities Elective or Technical Elective or EGR 171

## BIOMEDICAL MANUFACTURING TECHNOLOGY CAREER

### Degree offered
Associate in Science in Engineering Technology (Biomanufacturing Technology)

### Credits required 62/67

### Dean

Sarmad Saman

Program contact

Mary Cass, Coordinator and Associate Professor of Automation Technology, ext. 2248

### Program Goals Statement

This option prepares students for technical positions in biotechnology and pharmaceutical manufacturing industries. Students learn to use manufacturing equipment and to understand biological and chemical processes in a hands-on, practical environment.

### Student Learning Outcomes

See Learning Outcomes (p. 214)

### Program Information

- The program focuses on developing an understanding of engineering principles applied to solving technical problems.

- Students develop expertise in computers, automated equipment, and working in a laboratory environment.

-
  This program is challenging. Limit outside responsibilities (e.g., work). Summer courses will reduce fall and spring semester course loads.

### Recommended Electives

- Transfer: BIO 126, EGR 251, CHM 113 or MTH 214

- Automation: EGR 111, EGR 112, EGR 171 or EGR 211

- Biotechnology: BIO 126, BIO 239, BIO 240 or CHM 113

### After BCC

- Graduates can enter the workforce as biomanufacturing, bioprocess or pharmaceutical manufacturing technicians.

- If you are considering transfer to a four-year institution, visit the Transfer Affairs website at www.BristolCC.edu/transfer

### Infused General Education Competencies

Oral Communication

### DEGREE REQUIREMENTS

**General Courses**

| CSS 101 | College Success Seminar | 1 |
|---------|-------------------------|---|
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |

**Choose one of the following**

| HST 113 | United States History to 1877 | 3 |
|---------|-------------------------------|---|
|         | Or                            |   |
| HST 114 | United States History from 1877 | 3 |

**Elective Courses**

|  | Humanities Elective | 3 |
|--|---------------------|---|
|  | Social Phenomenon Elective | 3 |

Humanities Elective: Choose from ARC 201, ART 105, ART 106, COM 160, ENG 217, ENG 251, ENG 252, ENG 255, ENG 256, ENG 257, ENG 259, ENG 261, ENG 264, HST 226, HST 252, HST 257, HST 259, HST 261, HST 264, HST 265, HUM 160, HUM 254, PHL 101 or PHL 152

Social Phenomenon Elective: See General Education Competency Courses for Social Phenomenon course

listings (ECN 111, ECN 112, PHL 152, PSY 271, or SOC 101)

**Core Courses**

| CAD 101 | Computer Aided Drafting Or | 3 |
|---------|---------------------------|---|
| CAD 111 | Advanced Computer Aided Design | 3 |
| EGR 103 | Computer Skills for Engineers and Technicians | 3 |
| EGR 115 | Manufacturing Processes & Measurement | 3 |
| EGR 131 | Introduction to Electrical Circuits Or | 4 |
| EGR 151 | Electrical Machinery | 3 |
| EGR 172 | Material Science | 4 |
| EGR 215 | Lean Six Sigma | 3 |

**Core Electives**

| | Technical Elective | 3-4 |
|--|-------------------|-----|
| | Technical Elective | 3-4 |
| | Technical Elective | 3-4 |

First Technical Elective: Choose from BIO, CAD, CED or EGR, or CHM 113, MTH 171, MTH 214, or PHY 102

Second and Third Technical Electives: Choose 2 from BIO 126, BIO 240, CAD 112, CAD 172, CAD 211, EGR 111, EGR 112, EGR 171, EGR 211, EGR 251 or EGR 255

**Math and Science Courses**

| BIO 121 | Fundamentals of Biological Science I | 4 |
|---------|--------------------------------------|---|
| BIO 115 | Survey of Human Anatomy and Physiology Or | 4 |
| BIO 233 | Human Anatomy and Physiology I | 4 |
| MTH 119 | Fundamental Statistics | 3 |
| MTH 141 | Technical Mathematics I | 4 |
| MTH 173 | Trigonometry | 3 |
| PHY 101 | Technical Physics I | 4 |

**Recommended Course Sequence - Fall Semester 1**

CSS 101, MTH 141 or MTH 173, PHY 101, ENG 101, EGR 102

**Recommended Course Sequence - Spring Semester 2**

BIO 121, EGR 103, EGR 115, ENG 102, MTH 119

**Recommended Course Sequence - Summer**

Summer courses will reduce fall and spring semester course loads.

**Recommended Course Sequence - Fall Semester 3**

BIO 115, CAD 101 or CAD 111, EGR 131 or EGR 151, 2 Electives

**Recommended Course Sequence - Spring Semester 4**

EGR 215, HST 113 or HST 114, 3 Electives

## CIVIL TECHNOLOGY CAREER

### Degree offered

Associate in Science in Engineering Technology (Civil Concentration)

### Credits required 62/67

### Dean

Sarmad Saman

Program contact

Eileen Young, Department Chair and Professor of Engineering and Technology, ext. 2746

**Program Goals Statement**

This option prepares students to work as technicians in the private and public sector for civil engineering consulting firms, construction companies, land developers, public works agencies, highway departments, and surveyors.

### Student Learning Outcomes

See Learning Outcomes (p. 214)

### Program Information

- Students receive many hours of hands-on experience as well as exposure to background theory in modern laboratories and computer labs taught by faculty with many years of professional experience.

- Students may complete math prerequisites at BCC.

### After BCC

- Alumni work for land development companies, surveyors, and city, town, and state governments.

- If you plan to transfer to a four-year institution, visit the Transfer Affairs website at www.BristolCC.edu/transfer

### Infused General Education Competencies

Oral Communication

### DEGREE REQUIREMENTS

**General Courses**

| CSS 101 | College Success Seminar | 1 |
|---------|------------------------|---|
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| HST 114 | United States History from 1877 | 3 |

**Elective Courses – Choose one Global Awareness elective**

| ART 105 | Survey of Art History I: Ancient through Renaissance Art | 3 |
|---------|--------------------------------------------------------|---|

| ART 106 | Survey of Art History II: Modern Art | 3 |
|---------|-------------------------------------|---|
| SOC 101 | Principles of Sociology | 3 |
| SOC 212 | The Sociology of Social Problems | 3 |
| SOC 252 | The Sociology of Human Relations | 3 |

**Choose one Humanities elective**

| | Humanities Elective | 3 |
|---|---------------------|---|

Humanities elective: See General Education Competency Courses for Humanities course listings (ARC 201, COM 101, COM 114, COM 118, PHL 152, or foreign language recommended)

**Core Courses**

| CAD 101 | Computer Aided Drafting | 3 |
|---------|-------------------------|---|
| CAD 128 | Civil Drafting and Design | 3 |
| EGR 124 | Soils and Foundations | 3 |
| EGR 125 | Construction Estimating | 3 |
| EGR 221 | Surveying I | 4 |
| EGR 222 | Surveying II | 4 |
| EGR 251 | Statics | 3 |
| EGR 254 | Mechanics of Materials and Structures | 4 |

**Choose one of the following**

| EGR 102 | Introduction to Sustainable and Green Energy Technologies | 3 |
|---------|-----------------------------------------------------------|---|
| EGR 103 | Computer Skills for Engineers and Technicians | 3 |

**Core Electives**

| | Technical Elective | 3-4 |
|---|--------------------|-----|
| | Technical Elective | 3-4 |
| | Technical Elective | 3-4 |

First Technical Elective: Choose from EGR only

Second and Third Technical Electives: Choose from EGR, CAD, CED, CHM 113, GIS, MTH 214, PHY

**Math and Science Electives**

| MTH 141 | Technical Mathematics I | 4 |
|---------|-------------------------|---|
| MTH 142 | Technical Mathematics II | 4 |
| PHY 101 | Technical Physics I | 4 |

For students with adequate mathematics preparedness and interested in transfer, MTH 171

and MTH 173 may be substituted for MTH 141 and MTH 142

**Suggested Technical Electives**

| CHM 113 | Fundamentals of Chemistry I | 4 |
|---------|-----------------------------|---|
| CAD 125 | 3D Architecture, Building, and Landscape Design | 3 |
| CAD 122 | Architectural Drawing | 3 |
| CED 210 | Cooperative Work Experience | 3 |
| CED 220 | Cooperative Work Experience II And | 3 |

| MTH 214 | Calculus I | 4 |
|---------|------------|---|
| | Or | |
| PHY 102 | Technical Physics II | 4 |
| | And | |
| MTH 171 | Precalculus - Functions | 3 |
| | And | |
| MTH 173 | Trigonometry | 3 |
| EGR 172 | Material Science | 4 |
| EGR 123 | Green Building Practices | 4 |

**Recommended Course Sequence - Fall Semester 1**

CSS 101, EGR 125, ENG 101, PHY 101, MTH 141 or MTH 173, EGR 102 or EGR 103

**Recommended Course Sequence - Spring Semester 2**

EGR 124, CAD 101, ENG 102, MTH 142 or MTH 171, Technical Elective

**Recommended Course Sequence - Summer**

Summer courses will reduce fall and spring semester course loads.

**Recommended Course Sequence - Fall Semester 3**

EGR 221, EGR 251, HST 114, CAD 128, Technical Elective

**Recommended Course Sequence - Spring Semester 4**

EGR 222, EGR 254, Technical Elective, Global Awareness Elective, Humanities Elective

# ELECTRICAL TECHNOLOGY WITH SOLAR ENERGY CAREER

## Degree offered
Associate in Science in Engineering Technology (Electrical Technology with Solar Energy Concentration)

## Credits required 65/70

## Dean

Sarmad Saman

Program contact

Eileen Young, Department Chair and Professor of Engineering and Technology, ext. 2746

**Program Goals Statement**

This program prepares students to work as technicians in many positions for which training in electricity and electronics technology are required. Some of the most common areas with job opportunities are solar energy, industrial manufacturing, research and development laboratory, field service, technical writer, and technical sales.

## Student Learning Outcomes

See Learning Outcomes (p. 214)

## 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 course every semester until they have completed their sequence.

- Summer courses will reduce fall and spring semester course loads.

- Not all courses are offered every year. Read course descriptions to plan course schedule.

## After BCC

- Graduates can work as an equipment installation technician, central office technician, computer technician, engineering assistant, manufacturing lab technician, solar technician, field service and installation technician, or customer support specialist.

- If you plan to transfer to a four-year institution, speak with your advisor and visit the Transfer Affairs website at www.BristolCC.edu/transfer

## Infused General Education Competencies

Oral Communication

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| CSS 101 | College Success Seminar | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| HST 114 | United States History from 1877 | 3 |

**Elective Courses – Choose one Global Awareness elective**

| | | |
|---|---|---|
| ART 105 | Survey of Art History I: Ancient through Renaissance Art | 3 |
| ART 106 | Survey of Art History II: Modern Art | 3 |
| SOC 101 | Principles of Sociology | 3 |
| SOC 212 | The Sociology of Social Problems | 3 |
| SOC 252 | The Sociology of Human Relations | 3 |

**Elective Courses - Choose one Humanities elective**

| | | |
|---|---|---|
| | Humanities Elective | 3 |

Humanities elective: See General Education Competency Courses for Humanities course listings (ARC 201, COM 101, COM 114, COM 118, PHL 152, or foreign language recommended)

**Core Courses**

| | | |
|---|---|---|
| EGR 131 | Introduction to Electrical Circuits | 4 |
| EGR 132 | Electrical Circuits | 4 |
| EGR 133 | Computer Configuration and Repair | 4 |
| EGR 137 | Digital Electronics | 4 |
| EGR 211 | Programmable Control Systems | 4 |
| EGR 284 | Solar Power | 4 |

**Choose one of the following**

| | | |
|---|---|---|
| EGR 102 | Introduction to Sustainable and Green Energy Technologies | 3 |
| EGR 103 | Computer Skills for Engineers and Technicians | 3 |

**Core Electives – Choose three from**

First Technical Elective: Choose from EGR only

Second and Third Technical Elective: Choose from EGR, CAD, CED, CIS 121, CIS 160, CHM 113, GIS or MTH 214

**Math and Science Courses**

| | | |
|---|---|---|
| MTH 141 | Technical Mathematics I | 4 |
| MTH 142 | Technical Mathematics II | 4 |
| PHY 101 | Technical Physics I | 4 |
| PHY 102 | Technical Physics II | 4 |
| MTH 171 | Precalculus - Functions | 3 |
| MTH 173 | Trigonometry | 3 |

For students with adequate mathematics preparedness and interested in transfer, MTH 171 and MTH 173 may be substituted for MTH 141 and MTH 142

## Suggested Technical Electives

**Suggested Technical Electives**

| | | |
|---|---|---|
| CHM 113 | Fundamentals of Chemistry I | 4 |
| CIS 121 | Operating Systems | 3 |
| CIS 160 | The Microcomputer Environment | 3 |
| CED 210 | Cooperative Work Experience | 3 |
| CED 220 | Cooperative Work Experience II | 3 |
| EGR 171 | Fluid Systems | 4 |
| EGR 183 | Energy Efficiency and Conservation Measures | 3 |
| EGR 282 | Wind Power | 4 |
| EGR 251 | Statics | 3 |
| | And | |
| MTH 214 | Calculus I | 4 |
| | with | |
| MTH 171 | Precalculus - Functions | 3 |
| | And | |
| MTH 173 | Trigonometry | 3 |

Transfer CHM 113, EGR 251, MTH 214 (with MTH 171 and 173)

A+ Certification CIS 121, CIS 160

Cooperative Education CED 210, CED 220

Sustainability/Green Energy EGR 171, EGR 183, EGR 282

**Recommended Course Sequence - Fall Semester 1**

CSS 101, EGR 131, ENG 101, PHY 101, EGR 102 or EGR 103, MTH 141 or MTH 173

**Recommended Course Sequence - Spring Semester 2**

EGR 132, EGR 137, PHY 102, MTH 142 or MTH 171

**Recommended Course Sequence - Summer**

Summer courses will reduce fall and spring semester course loads.

**Recommended Course Sequence - Fall Semester 3**

ENG 102, HST 114, Global Awareness Elective or Humanities Elective or Technical Elective and Technical Elective and Technical Elective

**Recommended Course Sequence - Spring Semester 4**

EGR 133, EGR 211, EGR 284, Global Awareness Elective or Humanities Elective or Technical Elective and Technical Elective

# ELECTRO-MECHANICAL WITH GREEN ENERGY TECHNOLOGY CAREER

## Degree offered
Associate in Science in Engineering Technology (Electro-Mechanical with Green Energy Concentration)

## Credits required 62/69

## Dean

Sarmad Saman

Program contact

Eileen Young, Department Chair and Professor of Engineering and Technology, ext. 2746

## Program Goals Statement

This program prepares students to work in high-tech industries as technical employees who can work on equipment that uses both electrical and mechanical engineering principles. Students, by selecting the recommended electives, can prepare themselves for employment in the expanding Green Technology industries of Solar Energy and Wind Power. Graduates, by selecting the recommended electives, may prepare themselves for transfer to a Bachelor of Science in Engineering Technology program.

## Student Learning Outcomes

See Learning Outcomes (p. 214)

## Program Information

- This program is especially valuable to the person who wants technical diversity.

- It can open employment doors to many jobs that require multidisciplinary competencies.

- Students should be in a Math course every semester until they have completed their sequence.

- Summer courses will reduce fall and spring semester course loads.

## After BCC

- Graduates work as engineering aides, field service technicians, technical representatives, maintenance technicians and automation technicians.

- If you plan to transfer to a four-year institution, speak with your advisor and visit the Transfer Affairs website at www.BristolCC.edu/transfer

## Infused General Education Competencies

Oral Communication

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| CSS 101 | College Success Seminar | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| HST 114 | United States History from 1877 | 3 |

**Elective Courses – Choose one Global Awareness elective**

| | | |
|---|---|---|
| ART 105 | Survey of Art History I: Ancient through Renaissance Art | 3 |
| ART 106 | Survey of Art History II: Modern Art | 3 |
| SOC 101 | Principles of Sociology | 3 |
| SOC 212 | The Sociology of Social Problems | 3 |
| SOC 252 | The Sociology of Human Relations | 3 |

**Elective Courses - Choose one Humanities elective**

| | | |
|---|---|---|
| | Humanities Elective | 3 |

Humanities elective: See General Education Competency Courses for Humanities course listings (ARC 201, COM 101, COM 114, COM 118, PHL 152, or foreign language recommended)

**Core Courses**

| | | |
|---|---|---|
| CAD 101 | Computer Aided Drafting | 3 |
| EGR 137 | Digital Electronics | 4 |
| EGR 211 | Programmable Control Systems | 4 |
| EGR 251 | Statics | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| EGR 102 | Introduction to Sustainable and Green Energy Technologies | 3 |
| EGR 103 | Computer Skills for Engineers and Technicians | 3 |

**Core Elective - Choose four from the following**

| | | |
|---|---|---|
| | Technical Elective | 3-4 |

| | Technical Elective | 3-4 |
|---|---|---|
| | Technical Elective | 3-4 |
| | Technical Elective | 3-4 |

Technical Elective: Choose from EGR, CAD, CED 210, CED 220, GIS, or MTH 214

**Choose one Lab Science elective**

| CHM 111 | General College Chemistry I | 4 |
|---|---|---|
| CHM 113 | Fundamentals of Chemistry I | 4 |
| EGR 141 | Introduction to Environment | 3 |
| PHY 102 | Technical Physics II | 4 |

**Math and Science Courses**

| MTH 141 | Technical Mathematics I | 4 |
|---|---|---|
| MTH 142 | Technical Mathematics II | 4 |
| PHY 101 | Technical Physics I | 4 |

For students with adequate mathematics preparedness and interested in transfer,

MTH 171 and MTH 173 may be substituted for MTH 141 and MTH 142

**Suggested Technical Electives**

Transfer EGR 132, EGR 172, EGR 254, MTH 214 (with CHM 113, MTH 171 & MTH 173)

Cooperative Education CED 210, CED 220

Solar Energy EGR 132, EGR 255, EGR 183, EGR 284 (w/ EGR 102, EGR 131 & PHY 102)

Wind Power CAD 172, EGR 124, EGR 183, EGR 282 (w/ EGR 102, EGR 151 & PHY 102)

**Recommended Course Sequence - Fall Semester 1**

CSS 101, ENG 101, PHY 101, MTH 141 or MTH 173, EGR 102 or EGR 103, EGR 131 or EGR 151

**Recommended Course Sequence - Spring Semester 2**

CAD 101, EGR 137, MTH 142, MTH 171, Global Awareness Elective or Humanities Elective or Lab Science Elective or Technical Elective

**Recommended Course Sequence - Summer**

Summer courses will reduce fall and spring semester course loads.

**Recommended Course Sequence - Fall Semester 3**

ENG 102, EGR 211, EGR 251, Global Awareness Elective or Humanities Elective or Lab Science Elective or Technical Elective and Technical Elective

**Recommended Course Sequence - Spring Semester 4**

HST 114, Global Awareness Elective or Humanities Elective or Lab Science Elective or Technical Elective and Technical Elective and Technical Elective and Technical Elective

# ENVIRONMENTAL TECHNOLOGY CAREER

## Degree offered

Associate in Science in Engineering Technology (Environmental Concentration)

## Credits required 66/71

## Dean

Sarmad Saman

Program contact

Robert Rak, Coordinator and Professor of Environmental Technology, ext. 2771

## Program Goals Statement

This program provides student 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.

## Student Learning Outcomes

See Learning Outcomes (p. 214)

## 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 various environmental technology positions.

- Internships provide students with the opportunity to explore careers in their chosen areas and network with area professionals.

## After BCC

- 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**

| CSS 101 | College Success Seminar | 1 |
|---|---|---|

| | | |
|---|---|---|
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| HST 114 | United States History from 1877 | 3 |

**Elective Courses – choose one Global Awareness course**

| | | |
|---|---|---|
| ART 105 | Survey of Art History I: Ancient through Renaissance Art | 3 |
| ART 106 | Survey of Art History II: Modern Art | 3 |
| SOC 101 | Principles of Sociology | 3 |
| SOC 212 | The Sociology of Social Problems | 3 |
| SOC 252 | The Sociology of Human Relations | 3 |

**Elective Courses - Choose one Humanities course**

| | | |
|---|---|---|
| | Humanities Elective | 3 |

Humanities elective: See General Education Competency Courses for Humanities course listings (ARC 201, COM 101, COM 114, COM 118, PHL 115, or foreign language recommended)

**Core Courses**

| | | |
|---|---|---|
| CAD 101 | Computer Aided Drafting | 3 |
| CED 101 | Work-Based Experience | 1 |
| CHM 120 | Environmental Chemistry | 4 |
| EGR 141 | Introduction to Environment | 3 |
| EGR 183 | Energy Efficiency and Conservation Measures | 3 |
| EGR 244 | Water Supply and Hydrology | 4 |
| EGR 245 | Hazardous Waste/Waste Management | 4 |
| GIS 101 | Introduction to Geographic Information Systems | 3 |
| GIS 102 | Applications of Geographic Information Systems | 3 |

CED 101: Student may choose CED 210 (p. 259) as Technical elective

**Choose one of the following**

| | | |
|---|---|---|
| EGR 102 | Introduction to Sustainable and Green Energy Technologies | 3 |
| EGR 103 | Computer Skills for Engineers and Technicians | 3 |

**Core Electives – Choose three of the following**

| | | |
|---|---|---|
| CED 210 | Cooperative Work Experience | 3 |
| CED 220 | Cooperative Work Experience II | 3 |
| MTH 214 | Calculus I | 4 |
| | Technical Elective | 3-4 |
| | Technical Elective | 3-4 |
| | Technical Elective | 3-4 |

Technical Elective: Any CAD, EGR, GLG or SCI

**Math Courses - Choose one sequence**

Math Courses - Choose one of the two sequences below

| | | |
|---|---|---|
| MTH 141 | Technical Mathematics I And | 4 |

| | | |
|---|---|---|
| MTH 142 | Technical Mathematics II Or | 4 |
| MTH 171 | Precalculus - Functions And | 3 |
| MTH 173 | Trigonometry | 3 |

The MTH 171 and MTH 173 sequence above is for students with adequate mathematics preparedness and interesed in transfer after BCC.

**Science Courses**

| | | |
|---|---|---|
| CHM 120 | Environmental Chemistry | 4 |

**Choose one of the following**

| | | |
|---|---|---|
| CHM 111 | General College Chemistry I | 4 |
| CHM 113 | Fundamentals of Chemistry I | 4 |
| CHM 115 | Health Science Chemistry I | 4 |

**Suggested Technical Electives - Water Treatment**

| | | |
|---|---|---|
| GLG 101 | Introduction to Physical Geology | 4 |
| EGR 140 | OSHA 40-Hour Hazardous Waste Operations and Emergency Response (HAZWOPER) | 3 |
| EGR 151 | Electrical Machinery | 3 |
| SCI 112 | Principles of Ecology | 4 |

**Suggested Technical Electives - Wastewater Treatment**

| | | |
|---|---|---|
| GLG 101 | Introduction to Physical Geology | 4 |
| SCI 112 | Principles of Ecology | 4 |
| GLG 101 | Introduction to Physical Geology | 4 |
| EGR 151 | Electrical Machinery | 3 |
| EGR 140 | OSHA 40-Hour Hazardous Waste Operations and Emergency Response (HAZWOPER) | 3 |
| EGR 241 | Wastewater Technology I | 3 |
| EGR 242 | Wastewater Technology II | 4 |

Environmental Tech (General): EGR 140 (p. 291), GLG 101 (p. 302), SCI 112 (p. 337)

Hazardous Waste: EGR 140 (p. 291), GLG 101 (p. 302), EGR 241 (p. 293)

**Recommended Course Sequence - Fall Semester 1**

CSS 101, ENG 101, CHM 111 or CHM 113 or CHM 115, MTH 141 or MTH 173, EGR 102 or EGR 103, EGR 141

**Recommended Course Sequence - Spring Semester 2**

CAD 101, CHM 120, ENG 102, MTH 142 or MTH 173, Technical Elective,

**Recommended Course Sequence - Summer**

Summer courses will reduce fall and spring semester course loads. HST 114, Humanities Elective, Global Awareness Elective.

**Recommended Course Sequence - Fall Semester 3**

EGR 183, EGR 245, GIS 101, HST 114, Humanities Elective or Global Awareness Elective

**Recommended Course Sequence - Spring Semester 4**

CED 101 or CED 210, EGR 244, GIS 102, Global Awareness Elective or Humanities Elective or Technical Elective and Technical Elective

# MARINE SCIENCE AND TECHNOLOGY CAREER

## Degree offered

Associate in Science in Engineering Technology (Marine Technology)

## Credits required 65/71

## Dean

Sarmad Saman

Program contact

Robert Rak, Coordinator and Professor of Environmental Technology, ext. 2771

## Program Goals Statement

This program is designed to prepare students as technicians working in various areas of the marine industry. Participants gain an understanding of mechanical and environmental marine systems and have the opportunity to select specialized courses in the areas of the marine trades, fisheries technology, and remotely operated vehicle (ROV) technology.

## Student Learning Outcomes

See Learning Outcomes (p. 214)

## Program Information

- Choose electives to specialize if desired.

- Some courses in this program are only available in the evening and/or at satellite locations.

- EGR 162 (p. 292) and many marine industry 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 BCC

- Graduates work as technicians in a variety of marine trades professions, such as fisheries observers, oceanography and hydrographic survey technicians, or remotely operated vehicle (ROV) technicians.

- If you plan to transfer to a four-year institution, visit the Transfer Affairs website at www.BristolCC.edu/transfer

# DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| CSS 101 | College Success Seminar | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |

**Choose one**

| | | |
|---|---|---|
| HST 113 | United States History to 1877 | 3 |
| HST 114 | United States History from 1877 | 3 |

**Elective Courses**

| | | |
|---|---|---|
| | Humanities Elective | 3 |
| | Social Phenomenon Elective | 3 |

Humanities: See General Education Competency Courses (ARC 201, COM 101, COM 114, COM 118 PHL 152, or foreign language recommended)

Social Phenomenon: Choose from BIO 116, ECN 111, ECN 112, HON 295, or PHL 152 (recommended)

**Core Courses**

| | | |
|---|---|---|
| EGR 103 | Computer Skills for Engineers and Technicians | 3 |
| EGR 141 | Introduction to Environment | 3 |
| EGR 264 | Oceanographic Technology | 3 |
| GIS 101 | Introduction to Geographic Information Systems | 3 |

**Core Electives – Choose four from BIO 121, BIO 122, CED, CHM 114, EGR, GIS, MTH 214, or PHY 102**

| | | |
|---|---|---|
| | Technical Elective | 3-4 |
| | Technical Elective | 3-4 |
| | Technical Elective | 3-4 |
| | Technical Elective | 3-4 |

**Math Courses - Choose one sequence**

| | | |
|---|---|---|
| MTH 141 | Technical Mathematics I And | 4 |
| MTH 142 | Technical Mathematics II Or | 4 |
| MTH 171 | Precalculus - Functions And | 3 |
| MTH 173 | Trigonometry | 3 |

For students with adequate Mathematics preparedness and interested in Transfer, MTH 171 and MTH 173 can be substituted for MTH 141 and MTH 142

**Science Courses**

| | | |
|---|---|---|
| BIO 232 | Marine Biology | 4 |
| CHM 113 | Fundamentals of Chemistry I | 4 |
| PHY 101 | Technical Physics I | 4 |
| SCI 119 | Coastal Science | 4 |
| SCI 240 | Introduction to Oceanography | 4 |

**Recommended Course Sequence - Fall Semester 1**

CSS 101, EGR 103, EGR 141, ENG 101, MTH 141 or MTH 171

**Recommended Course Sequence - Spring Semester 2**

ENG 102, MTH 142 or MTH 173, SCI 119, BIO 121 or Technical Elective, EGR 268 or Technical Elective

**Recommended Course Sequence - Summer**

Summer courses will reduce fall and spring semester course loads.

**Recommended Course Sequence - Fall Semester 3**

Core Elective, EGR 151, EGR 261, GIS 101, HST 114

**Recommended Course Sequence - Spring Semester 4**

Core Elective, BIO 232, ECN 112, SOC 101, EGR 162, EGR 263

# MECHANICAL TECHNOLOGY WITH WIND POWER CAREER

## Degree offered

Associate in Science in Engineering Technology (Mechanical Technology with Wind Power)

## Credits required 67/71

## Dean

Sarmad Saman

Program contact

Eileen Young, Department Chair and Professor of Engineering and Technology, ext. 2746

### Program Goals Statement

This option prepares students as technicians and mechanical designers. Students learn aspects of mechanical engineering such as strength of materials, materials science, fluid systems, computer-aided design and wind power technology.

## Student Learning Outcomes

See Learning Outcomes (p. 214)

## Program Information

- Students gain hands-on experience with mechanical systems (hydraulics, pneumatics, mechanisms and wind power), materials, and computer-aided design.

- Students should be in a Math course every semester until they have completed their sequence

- Take ENG 101 (p. 296), EGR 172 (p. 292), MTH, and PHY 101 (p. 330) first.

- Summer courses will reduce fall and spring semester course loads.

## After BCC

- Graduates work as mechanical/CAD designers, and wind power, manufacturing, industrial and design technicians.

- If you plan to transfer to a four-year institution, visit the Transfer Affairs website at www.BristolCC.edu/transfer

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| CSS 101 | College Success Seminar | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| HST 114 | United States History from 1877 | 3 |

**Choose one Global Awareness course**

| | | |
|---|---|---|
| ART 105 | Survey of Art History I: Ancient through Renaissance Art | 3 |
| ART 106 | Survey of Art History II: Modern Art | 3 |
| SOC 101 | Principles of Sociology | 3 |
| SOC 212 | The Sociology of Social Problems | 3 |
| SOC 252 | The Sociology of Human Relations | 3 |

**Elective Courses – Choose one Humanities course**

| | | |
|---|---|---|
| | Humanities Elective | 3 |

Humanities Elective: See General Education Competency Courses for Humanities course listings (ARC 201, COM 101, COM 114, COM 118, PHL 152, or foreign language recommended)

**Core Courses**

| | | |
|---|---|---|
| CAD 101 | Computer Aided Drafting | 3 |
| CAD 172 | Computer Aided Mechanical Design | 3 |
| EGR 151 | Electrical Machinery | 3 |
| EGR 171 | Fluid Systems | 4 |
| EGR 172 | Material Science | 4 |
| EGR 251 | Statics | 3 |
| EGR 254 | Mechanics of Materials and Structures | 4 |
| EGR 282 | Wind Power | 4 |

**Choose one of the following**

| | | |
|---|---|---|
| EGR 102 | Introduction to Sustainable and Green Energy Technologies | 3 |
| EGR 103 | Computer Skills for Engineers and Technicians | 3 |

**Core Electives - Choose two from the following**

| | | |
|---|---|---|
| | Technical Elective | 3-4 |
| | Technical Elective | 3-4 |

First Technical Elective: Choose from EGR only

Second Technical Elective: Choose from EGR, CAD, CED, CHM 113, GIS, and MTH 214

**Math and Science Courses**

| | | |
|---|---|---|
| MTH 141 | Technical Mathematics I | 4 |
| MTH 142 | Technical Mathematics II | 4 |
| PHY 101 | Technical Physics I | 4 |
| PHY 102 | Technical Physics II | 4 |

For students with adequate mathematics preparedness and interested in transfer, MTH 171 and MTH 173 may be substituted for MTH 141 and MTH 142

**Suggested Technical Electives - Transfer**

| | | |
|---|---|---|
| EGR 211 | Programmable Control Systems | 4 |
| | And | |
| CHM 113 | Fundamentals of Chemistry I | 4 |
| | Or | |
| MTH 214 | Calculus I | 4 |
| | with | |
| MTH 171 | Precalculus - Functions | 3 |
| | And | |
| MTH 173 | Trigonometry | 3 |

**Suggested Technical Electives - Automation**

| | | |
|---|---|---|
| EGR 111 | Fundamentals of Manual Machining | 3 |
| | And | |
| EGR 112 | Automated Machining | 3 |
| | Or | |
| EGR 211 | Programmable Control Systems | 4 |

**Suggested Technical Electives - Cooperative Education**

| | | |
|---|---|---|
| CED 210 | Cooperative Work Experience | 3 |
| | Or | |
| CED 220 | Cooperative Work Experience II | 3 |

**Suggested Technical Electives - Sustainability/Green Energy**

| | | |
|---|---|---|
| EGR 102 | Introduction to Sustainable and Green Energy Technologies | 3 |
| EGR 183 | Energy Efficiency and Conservation Measures | 3 |
| EGR 284 | Solar Power | 4 |

**Recommended Course Sequence - Fall Semester 1**

CSS 101, EGR 172, ENG 101, PHY 101, EGR 102 or EGR 103, MTH 141 or MTH 173

**Recommended Course Sequence - Spring Semester 2**

ENG 102, PHY 102, Global Awareness Elective, Humanities Elective, Technical Elective, EGR 171 or Technical Elective, MTH 142 or MTH 171

**Recommended Course Sequence - summer**

Summer courses will reduce fall and spring semester course loads.

**Recommended Course Sequence - Fall Semester 3**

CAD 101, EGR 151, EGR 251, HST 114, Global Awareness Elective or Humanities Elective or Technical Elective

**Recommended Course Sequence - Spring Semester 4**

Global Awareness Elective, EGR 254, EGR 282, CAD 172, EGR 171 or Technical Elective or Humanities Elective or Technical Elective

# Engineering Transfer

## ENGINEERING TRANSFER

### Degree offered
Associate in Science in Engineering Transfer (Engineering Transfer Concentration)

### Credits required 65/71

### Dean

Sarmad Saman

Program contact

Eileen Young, Department Chair and Professor of Engineering and Technology, ext. 2746

**Program Goals Statement**

This option prepares students to transfer to engineering programs at four-year colleges and universities. Students choose core electives from an approved list based on an engineering discipline of their choice. Students who are not prepared for calculus can take the prerequisite math courses at BCC.

### Student Learning Outcomes

See Learning Outcomes (p. 214)

### Program Information

- Students may also elect to be in the UMass Dartmouth/BCC Cooperative Education program.

### After BCC

- 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.

- BCC participates in the statewide MassTransfer program and has developed many program-to-program transfer articulation agreements which guarantee admission and credit transfer. For a complete listing of eligible MassTransfer programs and current BCC

articulation agreements, visit the Transfer Affairs website at BristolCC.edu/transfer

## Infused General Education Competencies

Oral Communication

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| CSS 101 | College Success Seminar | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| ENG 215 | Technical Writing | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| HST 113 | United States History to 1877 Or | 3 |
| HST 114 | United States History from 1877 | 3 |

**Elective Courses**

| | | |
|---|---|---|
| | Humanities Elective | 3 |
| | Social Phenomenon Elective | 3 |

Humanities Elective: Choose from ARC 201, ART 105, ART 106, COM 160, ENG 217, ENG 251, ENG 252, ENG 257, ENG 259, ENG 261, ENG 264, HST 226, HST 252, HST 257, HST 259, HST 261, HST 265, HUM 160, HUM 254, PHL 101, or PHL 152

See General Education Competency Courses - Social Phenomenon  (p. 234)for course listings: ECN 111, ECN 112, PHL 152, PSY 271 or SOC 101 recommended

**Core Courses**

| | | |
|---|---|---|
| EGR 204 | Engineering Applications of MATLAB | 1 |

**Core Electives – Choose six of the following**

| | | |
|---|---|---|
| BIO 121 | Fundamentals of Biological Science I | 4 |
| BIO 122 | Fundamentals of Biological Science II | 4 |
| BIO 126 | Introduction to Biotechnology | 3 |
| CAD 101 | Computer Aided Drafting | 3 |
| CAD 111 | Advanced Computer Aided Design | 3 |
| CAD 128 | Civil Drafting and Design | 3 |
| CHM 114 | Fundamentals of Chemistry II | 4 |
| CIS 158 | Introduction to Procedural Programming | 4 |
| CIS 260 | Software Specification and Design | 4 |
| EGR 103 | Computer Skills for Engineers and Technicians | 3 |
| EGR 111 | Fundamentals of Manual Machining | 3 |
| EGR 131 | Introduction to Electrical Circuits | 4 |
| EGR 137 | Digital Electronics | 4 |
| EGR 141 | Introduction to Environment | 3 |
| EGR 151 | Electrical Machinery | 3 |
| EGR 171 | Fluid Systems | 4 |

| | | |
|---|---|---|
| EGR 172 | Material Science | 4 |
| EGR 211 | Programmable Control Systems | 4 |
| EGR 221 | Surveying I | 4 |
| EGR 222 | Surveying II | 4 |
| EGR 231 | Electrical Engineering I And | 3 |
| EGR 233 | Electrical Engineering I Laboratory | 1 |
| EGR 232 | Electrical Engineering II And | 3 |
| EGR 234 | Electrical Engineering II Laboratory | 1 |
| EGR 251 | Statics And | 3 |
| EGR 253 | Advanced Statics | 1 |
| EGR 254 | Mechanics of Materials and Structures | 4 |
| EGR 255 | Thermodynamics | 3 |
| EGR 272 | Strength of Materials | 4 |

EGR 231/EGR 233, EGR 232/EGR 234, EGR 251/EGR 253: Each pair (lecture/lab) counts as one course towards Core Electives requirement.

**Math and Science Courses**

| | | |
|---|---|---|
| CHM 113 | Fundamentals of Chemistry I | 4 |
| MTH 214 | Calculus I | 4 |
| MTH 215 | Calculus II | 4 |
| MTH 253 | Calculus III | 4 |
| MTH 254 | Ordinary Differential Equations | 3 |
| PHY 211 | General Physics I | 4 |
| PHY 212 | General Physics II | 4 |

**Recommended Course Sequence - Fall Semester 1**

CSS 101, CHM 113, ENG 101, Engineering Elective, MTH 214, Social Phenomenon Elective

**Recommended Course Sequence - Spring Semester 2**

Engineering Elective, ENG 102, Humanities Elective, MTH 215, PHY 211

**Recommended Course Sequence - Summer**

Summer courses will reduce fall and spring semester course loads.

**Recommended Course Sequence - Fall Semester 3**

Engineering Elective, Engineering Elective, MTH 253, PHY 212, HST 113 or HST 114

**Recommended Course Sequence - Spring Semester 4**

Engineering Elective, Engineering Elective, EGR 204, ENG 215, MTH 254

## BIO-ENGINEERING ELECTIVES

A rigorous, multi-disciplinary field that integrates engineering sciences, life sciences, bioresearch, and

material design to prepare students for employment in the bioengineering, biomanufacturing, health care, public health and many other industries or to go on to medical or other graduate schools.

## DEGREE REQUIREMENTS

**Recommended electives for UMD**

| | | |
|---|---|---|
| BIO 121 | Fundamentals of Biological Science I | 4 |
| BIO 122 | Fundamentals of Biological Science II | 4 |
| BIO 126 | Introduction to Biotechnology | 3 |
| CHM 114 | Fundamentals of Chemistry II | 4 |
| EGR 251 | Statics | 3 |
| | And | |
| EGR 253 | Advanced Statics | 1 |
| EGR 255 | Thermodynamics | 3 |

## CIVIL AND ENVIRONMENTAL ENGINEERING ELECTIVES

Plan, design, build, inspect and maintain a wide variety of facilities including bridges, roads and highways, industrial manufacturing, sanitation, water and wastewater treatment facilities. Civil engineers plan construction costs and materials, prepare drawings, and survey land.

Environmental engineers are involved with recycling and the prevention, control, or correction of pollution and other environmental hazards.

## DEGREE REQUIREMENTS

**Recommended electives for UMD**

| | | |
|---|---|---|
| CAD 128 | Civil Drafting and Design | 3 |
| CHM 114 | Fundamentals of Chemistry II | 4 |
| EGR 221 | Surveying I | 4 |
| EGR 222 | Surveying II | 4 |
| EGR 231 | Electrical Engineering I | 3 |
| | And | |
| EGR 233 | Electrical Engineering I Laboratory | 1 |
| EGR 251 | Statics | 3 |
| | And | |
| EGR 253 | Advanced Statics | 1 |

## ELECTRICAL AND COMPUTER ENGINEERING ELECTIVES

Design, develop, test, manufacture, and operate electrical and electronic equipment such as communication equipment, radar, industrial and medical measuring or process control devices, navigational equipment, computers, and computer networks. Computer engineers work on both computer hardware and software (programming) problems.

## DEGREE REQUIREMENTS

**Recommended electives for UMD**

| | | |
|---|---|---|
| CIS 158 | Introduction to Procedural Programming | 4 |
| CIS 260 | Software Specification and Design | 4 |
| EGR 131 | Introduction to Electrical Circuits | 4 |
| EGR 137 | Digital Electronics | 4 |
| EGR 231 | Electrical Engineering I | 3 |
| | And | |
| EGR 233 | Electrical Engineering I Laboratory | 1 |
| EGR 232 | Electrical Engineering II | 3 |
| | And | |
| EGR 234 | Electrical Engineering II Laboratory | 1 |

## ENERGY SYSTEMS & FACILITIES ENGINEERING ELECTIVES

These programs prepare graduates for careers in the energy industry undertaking engineering planning, design, and installation of various equipment and systems required for the generation, management and distribution of electrical power and in facilities engineering, management, and operations in positions providing for the safe, economical, and sustainable operation manufacturing plants, office buildings, hospitals, and power plants.

## DEGREE REQUIREMENTS

**Recommended electives for Mass. Maritime**

| | | |
|---|---|---|
| CHM 114 | Fundamentals of Chemistry II | 4 |
| EGR 111 | Fundamentals of Manual Machining | 3 |
| EGR 151 | Electrical Machinery | 3 |
| EGR 251 | Statics | 3 |
| | And | |
| EGR 253 | Advanced Statics | 1 |
| EGR 255 | Thermodynamics | 3 |

## MECHANICAL ENGINEERING ELECTIVES

Perhaps the broadest of all engineering disciplines, mechanical engineering is generally combined into three areas: energy, structures and motion in mechanical systems, and manufacturing used in combination to design, develop, test, and manufacture industrial machinery, consumer products, and other equipment.

## DEGREE REQUIREMENTS

**Recommended electives for UMD**

| | | |
|---|---|---|
| CAD 111 | Advanced Computer Aided Design | 3 |
| CHM 114 | Fundamentals of Chemistry II | 4 |
| EGR 172 | Material Science | 4 |
| EGR 231 | Electrical Engineering I | 3 |
| | And | |

| | | |
|---|---|---|
| EGR 233 | Electrical Engineering I Laboratory | 1 |
| EGR 232 | Electrical Engineering II And | 3 |
| EGR 234 | Electrical Engineering II Laboratory | 1 |
| EGR 251 | Statics And | 3 |
| EGR 253 | Advanced Statics | 1 |

## OTHER ENGINEERING DISCIPLINES

Students in this program can prepare themselves to continue their degree at a variety of transfer institutions in the engineering discipline of their choice including:

Aerospace  Automotive
Biomedical  Biotechnology
Chemical and Petroleum
Industrial  Facilities
Materials  Biomaterials

*To ensure transferability, consult with your advisor, applicable transfer agreements, and/or transfer institutions before selecting electives.*

## DEGREE REQUIREMENTS

## FIRE SCIENCE TECHNOLOGY CAREER

### Degree offered

Associate in Science in Fire Science Technology

### Credits required 62/65

### Dean

Sarmad Saman

Program contact

Stephen Rivard, Coordinator of Fire Science Technology, ext. 3789

### Program Goals Statement

This program will prepare a new student for a career in the public fire service or private Fire Science field such as the insurance industry and enhance career advancements of current firefighters. Degree gives a solid background in the Fire Science core curriculum and general education.

**Student Learning Outcomes**

See Learning Outcomes (p. 214)

### Program Information

- Courses are offered both days and evenings.

- Courses delivered via traditional classroom or online.

**Recommended Electives**

- CRJ 101 (p. 276) Introduction to Criminal Justice; CRJ 221 (p. 277) Juvenile Offenders; CRJ 256 (p. 277) Criminal Investigation; FIR 158 Plans Review; FIR 170 (p. 301) Emergency Care I; FIR 171 (p. 301) Emergency Care II; FIR 254 Report Writing; FIR 255 Related Fire Codes and Ordinances; FIR 260 Juvenile Fire Awareness.

### After BCC

- Graduates are serving as local fire chiefs, captains, lieutenants, firefighters, fire inspectors, fire investigators, and insurance inspectors.

- Recent graduates have transferred to baccalaureate programs in Fire Science at Salem State College, Anna Maria College, and Providence College.

- If you plan to transfer to a four-year institution, visit the Transfer Affairs website at BristolCC.edu/transfer

### Infused General Education Competencies

Multicultural Perspective

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| COM 101 | Fundamentals of Public Speaking | 3 |
| CSS 101 | College Success Seminar | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |

**Choose one 6-credit sequence**

| | | |
|---|---|---|
| HST 111 | The West and the World I And | 3 |
| HST 112 | The West and the World II Or | 3 |
| HST 113 | United States History to 1877 And | 3 |
| HST 114 | United States History from 1877 | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| MTH 111 | Technical Mathematics for Fire Science | 3 |
| MTH 141 | Technical Mathematics I | 4 |

MTH 141 recommended for transfer purposes

**Choose one of the following**

| | | |
|---|---|---|
| PSY 101 | General Psychology | 3 |
| SOC 101 | Principles of Sociology | 3 |

**Elective Courses**

| | | |
|---|---|---|
| SCI 116 | The Chemistry of Fire Behavior & Combustion | 4 |

**Elective Courses – Choose one of the following technical literacy electives**

| | | |
|---|---|---|
| CIS 110 | Basic Computing Skills | 3 |

| CIS 111 | Introduction to Business Information Systems | 3 |
| CIS 113 | Hospitality Management Information Systems | 3 |
| CIS 120 | Programming: Logic, Design and Implementation | 3 |
| CIS 122 | Internet Developer | 3 |

**Program Courses**

| FIR 111 | Principles of Emergency Services | 3 |
| FIR 113 | Fire Prevention | 3 |
| FIR 150 | Fire Investigation | 3 |
| FIR 157 | Leadership & Command | 3 |
| FIR 159 | Building Construction for Fire Protection | 3 |
| FIR 253 | Firefighting Tactics & Strategy | 3 |
| FIR 261 | Fire Hydraulics | 3 |
| FIR 262 | Fire & Emergency Safety & Survival | 3 |
| FIR 263 | Fire Protection Systems and Equipment | 3 |

**Program Electives**

| | ELECTIVE | 3 |
| | ELECTIVE | 3 |
| FIR 170 | Emergency Care I | 4 |
| FIR 171 | Emergency Care II | 4 |

FIR 170 and FIR 171: taken in sequence, or six credits of program electives from CRJ 101, CRJ 221, CRJ 256, FIR 158, FIR 254, FIR 255.

**Recommended Course Sequence - Fall Semester 1**

CSS 101, ENG 101, FIR 111, FIR 113, HST 111 or HST 113, MTH 111 or MTH 141

**Recommended Course Sequence - Spring Semester 2**

ENG 102, FIR 150, SCI 116, HST 112 or HST 114, PSY 101 or SOC 101

**Recommended Course Sequence - Fall Semester 3**

COM 101, FIR 159, FIR 261, FIR 262, FIR 263

**Recommended Course Sequence - Spring Semester 4**

Technical Literacy Elective, FIR 157, FIR 253, FIR 170, FIR 171 or Program Elective and Program Elective

# General Studies Transfer or Career

## GENERAL STUDIES CAREER OR TRANSFER

### Degree offered

Associate in Arts or Associate in Science in General Studies

### Credits required 60

Dean

William Berardi

Program contact

Carol Martin, Coordinator of General Studies and Professor of Office Administration, ext. 2408

## Program Goals Statement

The General Studies program is ideal for students who want to explore various fields of study and/or career options or have goals that cannot be met in any other program of the College.

## Student Learning Outcomes

See Learning Outcomes (p. 214)

## Program Information

- Students interested in Health Sciences should choose the General Studies / Health Sciences option.

## After BCC

- General Studies graduates have entered a broad range of careers including medical records supervisor, executive secretary, cook, police officer, corrections officer, program coordinator, secretary, and receptionist.

## DEGREE REQUIREMENTS

**General Courses**

| COM 101 | Fundamentals of Public Speaking | 3 |
| CSS 101 | College Success Seminar | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |

**Choose one of the following**

| HST 111 | The West and the World I | 3 |
| HST 112 | The West and the World II | 3 |
| HST 113 | United States History to 1877 | 3 |
| HST 114 | United States History from 1877 | 3 |

**Choose one of the following**

| SOC 101 | Principles of Sociology | 3 |
| SOC 212 | The Sociology of Social Problems | 3 |
| SOC 252 | The Sociology of Human Relations | 3 |

**Elective Courses**

| | Science Elective | 3-4 |
| | Multicultural Perspective Elective | 3 |
| | Quantitative and Symbolic Reasoning Elective | 3-4 |
| | Technical Literacy Elective | 0-3 |

- Science elective: Choose from transfer electives and elective recommendations (p. 99).

- Technical Literacy: Waived for students who have successfully completed two (2) online courses. See General Education Competency courses -Technical Literacy (p. 237) for course listings.

- Multicultural Perspective: See General Education Competency courses - Multicultural Perspective (p. 234) for course listings.
- Quantitative/Symbolic Reasoning: See General Education Competency courses - Quantitative/Symbolic Reasoning (p. 233) for course listings.

**Program Electives**

Consult with your advisor to select college-level courses to achieve a total of at least 60 credits.

Ordinarily, students should complete the required 24 credits as early as possible.

**Recommended Course Sequence - Fall Semester 1**

CSS 101, Elective, Quantitative and Symbolic Reasoning Elective, ENG 101, History Elective

**Recommended Course Sequence - Spring Semester 2**

ENG 102, Free Elective, Science Elective, Multicultural Perspective Elective, SOC 101 or SOC 212 or SOC 252

**Recommended Course Sequence - Fall Semester 3**

Electives, COM 101

**Recommended Course Sequence - Spring Semester 4**

Electives, Technical Literacy Elective

# HEALTH SCIENCES CAREER

## Degree offered

Associate in Science in General Studies (Health Sciences Option)

## Credits required 60/61

Dean

William Berardi

Program contact

Carol Martin, Coordinator of General Studies and Professor of Office Administration, ext. 2408

## Program Goals Statement

This program is designed to help prepare students for application to the College's Health Sciences programs. It does not guarantee admission to any program but does guide students in choosing courses that provide sound preparation for admission to those programs.

## Student Learning Outcomes

See Learning Outcomes (p. 214)

## Program Information

- Students may select any course for which prerequisites are met.
- Students interested in transferring to a four-year college or university should consider the MassTransfer program.
- Students planning to major in Medical Transcription or Medical Administrative Assistant should take MAA 101 (p. 314).
- For programs in which HLT 106 (p. 305), HLT 101 (p. 305), or HLT 102 (p. 305) are required, MAA 101 (p. 314) does not substitute for them.

## After BCC

- 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 more competitive candidates. Refer to the program description elsewhere in the catalog for Admissions standards for the program of interest.

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| COM 101 | Fundamentals of Public Speaking | 3 |
| CSS 101 | College Success Seminar | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| PSY 101 | General Psychology | 3 |

**Medical Language - Choose one**

| | | |
|---|---|---|
| HLT 101 | Medical Language Module I | 1 |
| HLT 102 | Medical Language Module II | 1 |
| HLT 106 | Medical Language | 3 |
| MAA 101 | Medical Terminology | 3 |

For programs in which HLT 101, HLT 102, or HLT 106 are required, MAA 101 does not substitute for them.

**Choose one of the following**

| | | |
|---|---|---|
| HST 111 | The West and the World I | 3 |
| HST 112 | The West and the World II | 3 |
| HST 113 | United States History to 1877 | 3 |
| HST 114 | United States History from 1877 | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| MTH 119 | Fundamental Statistics | 3 |
| MTH 125 | Modern College Mathematics | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| SOC 101 | Principles of Sociology | 3 |
| SOC 212 | The Sociology of Social Problems | 3 |
| SOC 252 | The Sociology of Human Relations | 3 |

**Elective Courses**

| | | |
|---|---|---|
| | Biology Elective | 8-19 |

| | |
|---|---|
| Behavioral/Social Science Elective | 3 |
| Chemistry Elective | 0-8 |
| Humanities Elective | 3 |
| Multicultural Perspective Elective | 3 |
| Technical Literacy Elective | 0-3 |

- Students must choose the appropriate biology/chemistry course based on the Recommended Course sequences.

- Biology: See Transfer Electives and Elective Recommendations (p. 99) for course listings.

- Chemistry: See Transfer Electives and Elective Recommendations (p. 99) for course listings.

- Behavioral/Social Science: See Transfer Electives and Elective Recommendations (p. 99) for course listings.

- Multicultural Perspective: See General Education Competency Courses (p. 234) for course listings.

- Technical Literacy: See General Education Competency Courses (p. 237) for course listings.

**Program Elective Courses**

- Choose electives as needed from any of the lists of approved courses in the Transfer Electives and Elective Recommendations (p. 99).

- Choose electives as needed to achieve a total of 60 credits.

- In addition to the elective courses, students may also choose from the following: FIR 170, FIR 171, HLT 116, and HLT 118.

**Fall Semester 1 - Clinical Lab Science**

BIO 154, ENG 101, CSS 101, Program Elective, SOC 101 or SOC 212 or SOC 252

**Spring Semester 2 - Clinical Lab Science**

BIO 239, ENG 102, PSY 101, Humanities Elective, Program Elective

**Fall Semester 3 - Clinical Lab Science**

COM 101, CHM 115, Behavioral/Social Science Elective, Multicultural Perspective Elective, HST 111 or HST 112 or HST 113 or HST 114

**Spring Semester 4 - Clinical Lab Science**

CHM 116, MTH 119, Medical Language Elective, Technical Literacy Elective, Program Elective

**Fall Semester 1 - Dental Hygiene**

BIO 111 or BIO 121, ENG 101, CSS 101, SOC 101 or SOC 212 or SOC 252, Multicultural Perspective Elective

**Spring Semester 2 - Dental Hygiene**

BIO 233, ENG 102, PSY 101, MTH 119, HST 111 or HST 112 or HST 113 or HST 114

**Fall Semester 3 - Dental Hygiene**

BIO 234, COM 101, CHM 115, Behavioral/Social Science Elective

**Spring Semester 4 - Dental Hygiene**

BIO 239, BIO 220, CHM 116, Medical Language Elective, Technical Literacy Elective

**Fall Semester 1 - Nursing**

BIO 111 or BIO 121, ENG 101, CSS 101, Humanities Elective, Program Elective

**Spring Semester 2 - Nursing**

BIO 233, ENG 102, PSY 101, Multicultural Perspective Elective, Program Elective

**Fall Semester 3 - Nursing**

BIO 234, COM 101, HST 111 or HST 112, PSY 252, Program Elective

**Spring Semester 4 - Nursing**

BIO 239, MTH 119 or MTH 125, SOC 101 or SOC 212 or SOC 252, Medical Language Elective, Technical Literacy Elective

**Fall Semester 1 - Occupational Therapy**

BIO 111 or BIO 121, CSS 101, ENG 101, HLT 101 or HLT 102, PSY 101, Program Elective (Recommended electives for students interested in OTA: PSY 252, PSY 255, HCI 122, SOC 256, HLT 124, ASL 101, DST 101)

**Spring Semester 2 - Occupational Therapy**

BIO 233, ENG 102, HST 111 or HST 112, Program Elective, SOC 101

**Fall Semester 3 - Occupational Therapy**

BIO 234, COM 101, Behavioral/Social Science Elective, Multicultural Perspective Elective, Program Elective

**Spring Semester 4 - Occupational Therapy**

MTH 119 or MTH 125, Program Elective, Program Elective, Technical Literacy Elective

Students who intend to transfer to another college or university should select the General Studies (MassTransfer) program.

Completion of this program option does not imply or guarantee acceptance into any of Bristol Community College's health career programs.

## MASSTRANSFER TRANSFER

### Degree offered

Associate in Arts in General Studies (MassTransfer Option)

## Credits required 60/61

Dean

William Berardi

Program contact

Carol Martin, Coordinator of General Studies and Professor of Office Administration, ext. 2408

## Program Goals Statement

This program is designed to meet the requirements of MassTransfer.

## Student Learning Outcomes

See Learning Outcomes (p. 214)

## Program Information

- See Transfer Electives and Elective Recommendations (p. 99)

## After BCC

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

## DEGREE REQUIREMENTS

**General Courses**

| COM 101 | Fundamentals of Public Speaking | 3 |
| CSS 101 | College Success Seminar | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |

**Choose one of the following**

| HST 111 | The West and the World I | 3 |
| HST 112 | The West and the World II | 3 |
| HST 113 | United States History to 1877 | 3 |

**Elective Courses – Choose one Global Awareness elective from**

| SOC 101 | Principles of Sociology | 3 |
| SOC 212 | The Sociology of Social Problems | 3 |
| SOC 252 | The Sociology of Human Relations | 3 |

**Elective Courses – Choose one Mathematics elective**

| | Mathematics Elective | 3 |

All Math (except MTH 011, MTH 021, MTH 031, MTH 111, and MTH 151)

**Choose one Multicultural Perspective elective from**

| ENG 217 | Writings from the Margins of Contemporary American Literature | 3 |
| ENG 257 | Contemporary African-American Women's Writing | 3 |

| ENG 259 | Native American Novels | 3 |
| HST 114 | United States History from 1877 | 3 |
| HST 252 | African-American History | 3 |
| HST 259 | History of North American Indian Peoples | 3 |
| HST 265 | Immigration and Ethnicity in American History | 3 |

**Elective Courses**

| | Behavioral Social/Science Elective | 3 |
| | Behavioral/Social Science Elective | 3 |
| | Lab Science Elective | 4 |
| | Elective - Science | 3-4 |

Choose from Transfer Electives and Elective Recommendations (p. 99)

**Choose one of the following - Technical Literacy Elective**

| CIS 110 | Basic Computing Skills | 3 |
| CIS 111 | Introduction to Business Information Systems | 3 |
| CAD 101 | Computer Aided Drafting | 3 |
| EGR 103 | Computer Skills for Engineers and Technicians | 3 |

Technical Literacy Elective: Waived for students who have successfully completed at least two online courses.

**Program Electives**

All electives, as required, should be chosen from the approved list of electives in Transfer Electives and Elective Recommendations (p. 99)

**Recommended Course Sequence - Fall Semester 1**

ENG 101, CSS 101, Global Awareness Elective, Mathematics Elective, HST 111 or HST 112 or HST 113

**Recommended Course Sequence - Spring Semester 2**

ENG 102, Multicultural Perspective Elective, COM 101, Behavioral/Social Science Elective, Science Elective

**Recommended Course Sequence - Fall Semester 3**

Lab Science Elective, Electives

**Recommended Course Sequence - Spring Semester 4**

Electives, Technical Literacy Elective

## SUSTAINABLE AGRICULTURE*

## Degree offered

Associate in Science in General Studies (Sustainable Agriculture)

## Credits required 61

Dean

Sarmad Saman

Program contact

James Corven, Professor of Biology, ext. 3047

## Program Goals Statement

The Sustainable Agriculture program is designed to address the issues of a safe, reliable food supply and the environmental relationships of agriculture with resource use, energy consumption and climate change. The goal of this program is to provide the practical training and experience for sustainable farming and gardening and is directed towards new farmers, gardeners, landscapers, nursery producers, and farm managers. Graduates will be prepared to enter farming, gardening, community organizations, agricultural businesses, or to continue their education in sustainable food production and agricultural professions.

## Student Learning Outcomes

See Learning Outcomes (p. 214)
 (p. 226)

### 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

- 

In addition to the transfer electives and elective recommendations (p. 99), students may choose from the following list of recommended electives: OFP 120 or 122 or 123 - Program Electives, EGR 141, SCI 132, SOC 101, and SOC 226.

## After BCC

- 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.

## DEGREE REQUIREMENTS

### General Courses

| | | |
|---|---|---|
| BIO 111 | General Biology I | 4 |
| COM 101 | Fundamentals of Public Speaking | 3 |
| CSS 101 | College Success Seminar | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| HST 114 | United States History from 1877 | 3 |
| MTH 119 | Fundamental Statistics | 3 |
| SCI 115 | Science and Care of Plants | 4 |
| SOC 216 | Food, Famine, and Farming in the Global Village | 3 |

### Elective Courses

| | | |
|---|---|---|
| | Behavioral/Social Science Elective And | 3 |
| | Behavioral/Social Science Elective | 3 |
| | Humanities Elective | 3-4 |
| | Technical Literacy Elective | 0-3 |

Chose from *two* Behaviorial Social/Science electives: from SOC 101, SOC 226 or transfer electives and elective recommendations (p. 99)

Technical Literacy: Waived for students who have successfully completed two (2) online courses. See General Education Competency courses -Technical Literacy for course listings.

### Program Courses

| | | |
|---|---|---|
| OFP 114 | Sustainable Agriculture I | 4 |
| OFP 115 | Sustainable Agriculture II | 4 |
| OFP 116 | Water Acquisition and Conservation | 2 |

### Choose at least one of the following

| | | |
|---|---|---|
| OFP 120 | Solar Greenhouse Production | 1 |
| OFP 122 | Natural Beekeeping Practices | 1 |
| OFP 123 | Pest and Disease Control | 1 |
| SCI 132 | Aquaculture: Introduction to Principles and Practices | 4 |

Additional courses will count towards electives in the program

### Electives

| | |
|---|---|
| | Electives as needed to complete at least 61 credits |

Choose electives from the approved list of transfer electives and elective recommendations (p. 99).

**Recommended Course Sequence - Fall Semester 1**

BIO 111, CSS 101, ENG 101, OFP 114

**Recommended Course Sequence - Spring Semester 2**

ENG 102, OFP 115, SCI 115, Behavioral/Social Science Elective, Program Elective

**Recommended Course Sequence - Fall Semester 3**

COM 101, MTH 119, OFP 116, SOC 216, Humanities Elective, Program Elective

**Recommended Course Sequence - Spring Semester 4**

Behavioral/Social Science Elective, Electives, HST 114, Program Elective, Technical Literacy Elective

# TECHNICAL STUDIES TRANSFER

## Degree offered

Associate in Arts or Associate in Science in General Studies (Technical Studies)

## Credits required 60

Dean

William Berardi

Program contact

Carol Martin, Coordinator of General Studies and Professor of Office Administration, ext. 2408

## Program Goals Statement

The Technical Studies program provides students with the skills and workplace requirements of a broad selection of technical areas and facilitates internal transfer to a BCC technical program. The program provides a broad technology-based degree for students who wish to diversify their technical background.

## Student Learning Outcomes

See Learning Outcomes (p. 214)

## Program Information

- All electives should be approved by the student's advisor. Students may choose Cooperative Education (CED) as an elective.

## After BCC

- If you plan to transfer to a four-year institution, visit the Transfer Affairs website at www.BristolCC.edu/transfer

## DEGREE REQUIREMENTS

**General Courses**

| COM 101 | Fundamentals of Public Speaking | 3 |
|---|---|---|

| CSS 101 | College Success Seminar | 1 |
|---|---|---|
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |

**Choose one of the following**

| HST 111 | The West and the World I | 3 |
|---|---|---|
| HST 112 | The West and the World II | 3 |
| HST 113 | United States History to 1877 | 3 |
| HST 114 | United States History from 1877 | 3 |

**Choose one of the following**

| SOC 101 | Principles of Sociology | 3 |
|---|---|---|
| SOC 212 | The Sociology of Social Problems | 3 |
| SOC 252 | The Sociology of Human Relations | 3 |

**Elective Courses**

| | Multicultural Perspective Elective | 3 |
|---|---|---|
| | Quantitative and Symbolic Reasoning Elective | 3-4 |
| | Elective - Science | 3-4 |
| | Technical Literacy Elective | 3 |

Multicultural Perspective Elective: See General Education Competency Courses - Multicultural Perspective (p. 234) Elective for course listings

Quantitative/Symbolic Reasoning Elective: See General Education Competency Courses - Quantitative/Symbolic Reasoning (p. 233) Elective for course listings

Technical Literacy: See General Education Competency Courses - Technical Literacy (p. 237) Elective for course listings. Waived for students who have successfully completed two online courses

**Program Electives**

| | Electives as needed to complete 60 credits |
|---|---|

Choose from any of the following courses, provided the prerequisite has been met ACC, BIO, BUS, CAD, CIS, CIT, CED, CUL, ECN, EGR, HLT, MAN, MAR, MTH, MTK, OFC, OFP, PHY, RES, RMN, SCI, COM 102, ENG 215, GLG 101, CHM 111 or higher, SSC 101, and SSC 217

Consult with your advisor to select college-level courses to achieve a total of 60 credits

**Recommended Course Sequence - Fall Semester 1**

CSS 101, ENG 101, Program Elective, Program Elective, HST 111 or HST 112 or HST 113 or HST 114

**Recommended Course Sequence - Spring Semester 2**

ENG 102, Multicultural Perspective Elective, Program Elective, Program Elective, SOC 101 or SOC 212 or SOC 252

**Recommended Course Sequence - Fall Semester 3**

COM 101, Program Electives, Quantitative and Symbolic Reasoning Elective

**Recommended Course Sequence - Spring Semester 4**

Program Electives, Science Elective, Technical Literacy Elective

## VOCATIONAL TECHNICAL EDUCATION TRANSFER

### Degree offered

Associate in Arts in General Studies (Vocational Technical Education)

### Credits required 60

Dean

William Berardi

Program contact

Carol Martin, Coordinator of General Studies and Professor of Office Administration, ext. 2408

### Program Goals Statement

The Vocational Technical Education option provides students with a combination of academic, vocational technical teaching, and elective courses. The program also offers the combination of academic and vocational courses to move from preliminary vocational technical teacher licensure to Professional status. It is offered in cooperation with the Center for Occupation Education at the University of Massachusetts-Boston. Students seeking Massachusetts Department of Education approval as a vocational instructor complete a 39-credit sequence of courses. Bristol Community College will accept the 21-credit sequence of undergraduate competency-based courses as transfer credits towards this degree option.

### Student Learning Outcomes

See Learning Outcomes (p. 214)

### Program Information

- Electives should be chosen to meet the 18 credits of academic studies as required by the Massachusetts Department of Education for Vocational Instructor Licensure.

- Six (6) college degree credits in higher level college mathematics and/or higher level science such as Algebra II, Biology II, Calculus. Higher level mathematics and science courses that are based on the MA Mathematics Curriculum Framework and the MA Science & Technology/Engineering Curriculum Framework may be counted. Computer Science courses may be counted toward three of the six college degree

credits in science and/or mathematics when a direct correlation exists between the course and the area of vocational licensure, and this correlation is clearly evident through the course description.

### After BCC

- Under current Massachusetts Department of Education regulations, people who complete this program and meet other state requirements are eligible to teach in vocational and comprehensive Massachusetts high schools.

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

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| COM 101 | Fundamentals of Public Speaking | 3 |
| CSS 101 | College Success Seminar | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |

**Elective Courses**

| | |
|---|---|
| Behavioral/Social Science Elective | 3 |
| Behavioral/Social Science Elective | 3 |
| Behavioral Social/Science Elective | 3 |
| Global Awareness Elective | 3 |
| Higher-Level Science Elective | 3-4 |
| History Elective | 3 |
| Lab Science Elective | 4 |
| Multicultural Perspective Elective | 3 |
| Quantitative and Symbolic Reasoning Elective | 3-4 |
| Technical Literacy Elective | 0-3 |

Behavioral/Social Science Electives: See Transfer Electives and Elective Recommendations (p. 99)

Global Awareness Elective: See General Education Competency Courses - Global Awareness (p. 233)for course listings

History Elective: Choose from HST 111, HST 112, HST 113

Multicultural Perspective Elective: See General Education Competency Courses - Multicultural Perspective (p. 234)for course listings

Quantitative/Symbolic Reasoning Elective: See General Education Competency Courses -Quantitative/Symbolic Reasoning (p. 233) for course listings (except MTH 011, MTH 021, MTH 031, MTH 151)

Technical Literacy Elective: See General Education Competency Courses - Technical Literacy (p. 237) for course listings. Waived for students who have successfully completed two (2) online courses

### Program Electives

Of the 21 credits of electives, 18 credits should be chosen to include as required academic studies as required by the Massachusetts Department of Education for Vocational Instructor Licensure.

### Recommended Course Sequence - Fall Semester 1

Behavioral/Social Science Elective, CSS 101, ENG 101, Program Electives

### Recommended Course Sequence - Spring Semester 2

COM 101, ENG 102, History Elective, Quantitative and Symbolic Reasoning Elective, Program Electives

### Recommended Course Sequence - Fall Semester 3

Behavioral/Social Science Elective, Global Awareness Elective, Lab Science Elective, Program Electives

### Recommended Course Sequence - Spring Semester 4

Behavioral/Social Science Elective, Higher-Level Science Elective, Multicultural Perspective Elective, Program Electives, Technical Literacy Elective

## General Studies Prep - Career Preparatory Program

## GENERAL STUDIES PREP - CAREER PREPARATORY

### Certificate Program

### Degree offered

Non-degree in General Studies Prep

### Credits required n/a

### Program contact

Sarah Morrell, Dean of the Division of Access and Transition

### Program Goals Statement

The General Studies Prep program offers pre-career preparation options to help students build a solid foundation to prepare to enter selected career programs. The course recommendations help students build academic skills and develop career competencies. Students may choose such career options as art /Web design, business management, criminal justice, engineering and health sciences. General Studies Prep Pre Career students get a head start by taking career courses early in their academic programs.

### Recommended Course Sequence

- Contact your program director, Sarah Morrell, or your advisor for course sequencing recommendations.

### Program Information

- Students in the Career-Prep programs should take their required developmental courses in the first semester and take career courses as indicated. Students must complete 6 - 8 credits of career electives in the Career-Prep option selected.

### Options

- Each option lists recommended courses for that particular career track. Choose courses in the desired track as electives. Choose courses with the help of your advisor.

- Completion of the Career-Prep option does not guarantee admission to selective programs such as Nursing Career. Students must apply for internal transfer to these programs and meet entrance requirements for admission.

## DEGREE REQUIREMENTS

**Pre-Business**

| | | |
|---|---|---|
| BUS 111 | Business and Financial Mathematics | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| BUS 113 | Introduction to Business Functions and Practices | 3 |
| MAN 101 | Principles of Management | 3 |
| MAR 101 | Principles of Marketing | 3 |

**Pre-Art/Web Design**

| | | |
|---|---|---|
| ART 111 | Drawing I | 3 |
| ART 260 | Computer Graphics | 3 |

**Pre-Computer Information Systems**

| | | |
|---|---|---|
| CIS 111 | Introduction to Business Information Systems | 3 |
| CIS 105 | Hardware Fundamentals | 1 |

**Choose one of the following**

| | | |
|---|---|---|
| CIS 121 | Operating Systems | 3 |
| CIS 154 | Introduction to Programming (COBOL) | 3 |
| CIT 131 | Business Creativity | 3 |

**Pre-Criminal Justice**

| | | |
|---|---|---|
| CRJ 101 | Introduction to Criminal Justice | 3 |
| CRJ 115 | Report Writing and Information Systems | 3 |

**Pre-Engineering**

| | | |
|---|---|---|
| CAD 101 | Computer Aided Drafting | 3 |
| EGR 103 | Computer Skills for Engineers and Technicians | 3 |

**Pre-Health Sciences – Choose one of the following**

| | | |
|---|---|---|
| BIO 115 | Survey of Human Anatomy and Physiology | 4 |
| BIO 233 | Human Anatomy and Physiology I | 4 |
| BIO 234 | Human Anatomy and Physiology II | 4 |

**Pre-Health Sciences**

| | | |
|---|---|---|
| HLT 101 | Medical Language Module I | 1 |
| | Or | |
| HLT 106 | Medical Language | 3 |
| | And | |
| HLT 102 | Medical Language Module II | 1 |
| | Or | |
| MAA 101 | Medical Terminology | 3 |

# ENGLISH AS A SECOND LANGUAGE PREPARATORY

## Certificate Program

## Degree offered

Non-degree in General Studies Prep

## Credits required n/a

## Program contact

Livia Neubert, ESL Learning Specialist and Diane Manson, Academic Department Chair of ESL

## Program Goals Statement

Students who need intensive instruction in English as a Second Language (ESL) are admitted to the General Studies Prep program's ESL concentration. Reading, writing, grammar, and conversation are offered at the intermediate and advanced levels. The ESL Learning Specialist determines placement based on placement test results.

## Program Information

- ESL courses prepare students to do college work in English. They are open only to students whose first language is not English. Students registered in ESL courses must have the written approval of the Dean or designee before registering in other BCC courses. Students are placed into the intermediate or advanced level after placement testing. The ESL Learning Specialist determines placement based on placement test scores.

- Students who meet eligibility requirements receive priority acceptance into the QUEST for Success support program.

- Bristol Community College welcomes international students each semester. Students who have completed their secondary school education may attend Bristol Community College on an F-1 student visa. International students may be admitted to General Studies Prep–ESL or the program of their choice if they have demonstrated English proficiency. All BCC students are tested by the College's director of testing and may be referred to the ESL Learning Specialist for additional testing.

- Students attending BCC on an F-1 student visa must be enrolled in a degree program as a full-time student (12 credits or more per semester).

## After the Program

- Students who complete this program have a solid foundation in the academic uses of the English language. After successful completion of ESL program courses and proficiency tests, students may transfer to a degree or certificate program and may take any required developmental courses and/or general education courses needed.

- Students who have completed required ESL courses have entered nearly every degree or certificate program at BCC, and transferred successfully to senior post-secondary institutions.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| CSS 101 | College Success Seminar | 1 |

**ESL Courses**

| | | |
|---|---|---|
| ESL 012 | Intermediate English Grammar | 3 |
| ESL 013 | Intermediate English Vocabulary and Reading Skills | 3 |
| ESL 014 | Intermediate English Writing Skills | 3 |
| ESL 015 | Intermediate English Conversation Skills | 3 |
| ESL 122 | Advanced English Grammar Review | 3 |
| ESL 123 | Advanced English Vocabulary and Reading Skills | 3 |
| ESL 124 | Advanced English Written Expression | 3 |
| ESL 125 | Advanced English Conversation | 3 |

**Recommended Course Sequence - Fall Semester 1**

ESL 012, ESL 013, ESL 014, ESL 105

**Recommended Course Sequence - Spring Semester 2**

CSS 101, ESL 122, ESL 123, ESL 124, ESL 125

## GENERAL STUDIES PREP CERTIFICATE

## Degree offered

Non-degree in General Studies Prep

## Credits required n/a

## Program contact

Sarah Morrell, Dean of the Division of Access and Transition

## Program Goals Statement

This program provides students the opportunity to develop college-level skills in math, reading, and writing. Students whose native language is not English should choose the English as a Second Language concentration.

## After the Program

- After successful completion of the program, including developmental courses, students transfer to a degree or certificate program. In some cases this may be as easy as completing a change of program form; in other cases, students must complete an internal transfer application. See individual degree programs or your advisor for details on how to apply.

- Students who have successfully completed this program have been accepted into nearly every BCC degree or certificate program and transferred to UMass Dartmouth and other four-year institutions.

## Recommended Course Sequence

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

## Program Information

- General Studies Prep students receive individualized interpretation of their placement test score and academic advisement at the time of testing. This program helps students build a solid foundation for success at BCC.

- Students interested in pre-career options should refer to the description (p. 86).

- Students in this program receive priority acceptance into the QUEST for Success program.

## Entering the Program

- Students may apply directly to this program or may be admitted to this program following a review of their educational background.

- Some students in this program have been out of school for several years; some did not complete high school; others did not take college preparatory courses in high school.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| CSS 101 | College Success Seminar | 1 |

**Developmental Courses**

| | | |
|---|---|---|
| ENG 090 | Basic Writing Skills | 3 |
| MTH 011 | Foundations of Mathematics | 3 |
| MTH 021 | Foundations of Algebra I | 3 |
| MTH 031 | Foundations of Intermediate Algebra | 3 |
| MTH 151 | College Algebra | 3 |
| RDG 080 | Fundamental of Reading Development | 3 |
| RDG 090 | College Reading and Learning Strategies | 3 |

**General Education and Career Elective Courses**

| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 3 |
| ENG 101 | Composition I: College Writing | 3 |

Some of these degree credit courses have prerequisites. Ask an advisor for recommendations based on BCC degree program desired. Pre-career option students need 6-8 career credits. Choose required MTH course in desired program.

**Career Prep Option Elective or Introductory Course for Desired Program**

| | | |
|---|---|---|
| | Elective(s) | 3-4 |
| | Elective(s) | 3-4 |

**Choose one of the following**

| | | |
|---|---|---|
| COM 101 | Fundamentals of Public Speaking | 3 |
| COM 113 | Interpersonal Speech | 3 |

**Academic Support Courses**

| | | |
|---|---|---|
| CSS 103 | Career Exploration and Development Seminar | 1 |
| CSS 105 | Technology Tools for College Success | 3 |

## HEALTH INFORMATION MANAGEMENT

### Degree offered

Associate in Science in Health Information Management

**Credits required 71**

Dean

Patricia Dent

### Program contact

Ann-Marie Barone, Department Chair and Assistant Professor in Health Information Management, ext. 2369

### Program Goal Statement

The goal of the Health Information Management program is to prepare competent entry-level Health Information Technicians eligible to take the national certification exam to become credentialed as Registered Health Information Technicians (RHIT). Graduates are prepared for employment in a variety of healthcare facilities such as physician offices, hospitals, long term care or rehabilitation facilities, clinics and vendors.

### Student Learning Outcomes

See Learning Outcomes (p. 214)

## Program Information

- The Health Information Management program prepares students to become registered health information technicians. Employment prospects for graduates are excellent. The Bristol Community College program is accredited by the Commission on Accreditation Health Information and Information Management.

- Once accepted into the Health Information Management Career Program students must complete the courses in the required sequence. It is strongly recommended that students complete the science courses required for admission and program degree completion within 10 years of application to the program.

- Some courses in this program are only offered during the day.

- During the second year of the program students are assigned to Professional Practices Experiences (PPEs) at healthcare provider organizations throughout southeastern Massachusetts and Rhode Island. Students are responsible for providing their own transportation.

- Medical Coding students should take HCI 237 (p. 304) and BIO 115 (p. 251) as a co-requisite or prerequisite to HCI 239 (p. 304) and HCI 242 (p. 304). Health Information Management students should take HCI 237 (p. 304) and BIO 234 (p. 253) as a prerequisite to HCI 239 (p. 304) and HCI 242 (p. 304).

## Program Accreditation

- The Health Information Management program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education. Program graduates are eligible to apply to sit for the National Qualifying Examination for Certification as a Registered Health Information Technician.

- Exam is not required by law in Massachusetts. Of those at BCC who took the exam, 100% passed.

## After BCC

- Graduates have worked in such positions as health information department supervisor, medical coding specialist, health information technician, medical record coordinator, and medical coder.

## Infused General Education Competencies

Multicultural Perspective

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| BIO 233 | Human Anatomy and Physiology I | 4 |
| BIO 234 | Human Anatomy and Physiology II | 4 |
| CIT 121 | Information Technology Fluency I | 3 |
| CIT 122 | Information Technology Fluency II | 3 |
| COM 101 | Fundamentals of Public Speaking | 3 |
| CSS 101 | College Success Seminar | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| MAN 101 | Principles of Management | 3 |
| MTH 119 | Fundamental Statistics | 3 |
| PSY 101 | General Psychology | 3 |

**Elective Courses**

| | | |
|---|---|---|
| | Historic Awareness Elective | 3 |

See General Education Competency Courses (p. 231) for course listings

**Program Courses**

| | | |
|---|---|---|
| HCI 111 | Introduction to Healthcare Information Management | 3 |
| HCI 122 | Medical Ethics and Jurisprudence | 3 |
| HCI 233 | Health Statistics and Quality Management | 3 |
| HCI 235 | Professional Practice Experience I | 4 |
| HCI 237 | Human Disease Processes and Procedures | 3 |
| HCI 239 | International Classification of Disease Coding | 3 |
| HCI 242 | Coding of Procedures and Healthcare Reimbursement | 3 |
| HCI 244 | Health Information Systems and Technology | 3 |
| HCI 246 | Professional Practice Experience II | 4 |
| HLT 106 | Medical Language | 3 |
| HLT 124 | Basic Pharmacology for Health Sciences | 3 |

**Recommended Course Sequence - Fall Semester 1**

BIO 233, CSS 101, ENG 101, HCI 111, HLT 106, PSY 101, Historic Awareness Elective

**Recommended Course Sequence - Spring Semester 2**

BIO 234, CIT 121, ENG 102, HCI 122, COM 101, MTH 119

**Recommended Course Sequence - Fall Semester 3**

CIT 122, HCI 233, HCI 235, HCI 237, HCI 239

**Recommended Course Sequence - Spring Semester 4**

HCI 242, HCI 244, HCI 246, HLT 124, MAN 101, Historic Awareness Elective

**SPECIAL REQUIREMENTS FOR THE PROGRAM**

## Special Admission Requirements

Accepted applicants must have a high school diploma or a state-approved high school equivalency credential, demonstrate successful completion of either chemistry or biology with laboratory component with a minimum grade of "C-," and high school Algebra I or higher with a minimum grade of "C-". Meeting minimal requirements does not guarantee admission.

Please be aware that the prerequisite for BIO 233 in first semester is BIO 111 or BIO 121.

It is strongly recommended that students complete the science courses required for admission and program degree completion within 10 years of application to the program.

## Additional Requirements and Costs

Accepted applicants must have a physical examination, tetanus, measles, mumps, rubella, hepatitis B, and varicella (chicken pox) immunizations or titre results (blood test to prove immune status). A TB test is required each year. Health Insurance is required. Students are responsible for associated costs such as textbooks, lab supplies, professional liability insurance, and must carry personal health insurance throughout enrollment in the program. Students must provide their own transportation to clinical assignments.

Transportation to Professional Practice Experience (PPE) sites is the student's responsibility. Students should be prepared to travel an hour or more from campus. Students are advised to decrease outside work obligations during PPE placement. The availability of PPE sites depends on the ability to get healthcare providers to accept students. Contracted healthcare sites may have additional requirements.

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

Upon admission to the program, all students must undergo a Criminal Offender Record Information (CORI) check and a Sex Offender Registry Information (SORI) check. These checks are required due to potential unsupervised contact with children, the disabled, or the elderly during a clinical experience. Students found to have certain criminal convictions or pending criminal actions will be presumed ineligible for clinical placement. The College is authorized by the Commonwealth's Department of Criminal Justice to access CORI records. Sex Offender checks shall be performed pursuant to Massachusetts General Laws, Chapter 6, Sections 178C-178P.

For more information regarding the College's CORI/SORI check process, please contact the Human Resource Department at (508) 678-2811, ext. 2194.

A CORI will be required for each PPE site in addition to the CORI upon admission. A positive CORI/SORI check may prevent individuals from working in contracted health facilities, which could prevent students from completing the program objectives.

## Essential Functions in the Health Information Management Program

Graduates from the Health Information Management program are required to possess the following abilities:

- Visual acuity sufficient to read and analyze materials contained in medical records in paper and computer-generated formats.

- Manual dexterity sufficient to access and work with records stored in filing and computer systems.

- Emotional stability sufficient to maintain record completion and HIPAA standards of the profession to demonstrate good judgment and effective conflict resolutions, as well as to demonstrate ethical behavior and assume responsibility for themselves and their actions.

- Mobility sufficient to allow access to areas within the healthcare facility in which healthcare information is generated, stored, and analyzed.

- Communication skills sufficient to allow for communication with fellow healthcare information staff and professionals, healthcare facility staff and providers, clients of the facility and their families, and individuals from outside of the facility who seek information regarding clients.

- Sufficient hearing skills to successfully interact with all team members.

## Grade Requirements

Students must receive a minimum grade of "C" in all required Health Information Management courses (HCI), HLT 106 (p. 305), BIO 111 (p. 251) or BIO 121 (p. 251), BIO 233 (p. 253), and BIO 234 (p. 253). Failure to earn a "C" or better in required courses will result in program dismissal. Application for readmission (allowed once only) is dependent upon available space. Students must successfully complete all required coursework, program objectives, Professional Practice Experiences (PPEs), and competencies to graduate.

# HUMAN SERVICES CAREER

## Degree offered
Associate in Science in Human Services

## Credits required 64/65

**Dean of Behavioral and Social Sciences**

Program contact

Kevin J. Garganta, Coordinator and Professor of Human Services, ext. 2001

## Program Goals Statement

The Human Services program prepares students for entry-level positions in social services by combining academics with a practical, 300-hour internship. Developing and practicing using helping relationships are emphasized. The curriculum also prepares students to transfer to four-year degree programs in social work, psychology, counseling, human services, or other related majors.

## Student Learning Outcome

See Learning Outcomes (p. 214)

## Program Information

- The Human Services program is fully available at the Fall River, Attleboro, and New Bedford campuses. Many courses are also available at other BCC locations.

- SER 291 (p. 311)/SER 292 (p. 311) includes an agency internship that places special time demands on students and is ideally taken in the last year of study.

- Students who wish to complete their degree within a two-year period should begin the SER 101 (p. 310)/SER 251 (p. 310)/SER 290 (p. 311)/SER 291 (p. 311)/SER 292 (p. 311) sequence of courses in their first fall semester.

## Related Programs

- A certificate in Thanatology and/or Deaf Studies will enrich career preparation. Students should consult with the program director to select appropriate electives.

## After BCC

- The most popular transfer choices include Bachelor of Social Work programs at Bridgewater State College or Rhode Island College, and sociology or psychology at UMass Dartmouth. Work with the program director early to select courses to maximize transfer possibilities.

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

## Infused General Education Competencies

Oral Communication, Technical Literacy

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| CSS 101 | College Success Seminar | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| PSY 101 | General Psychology | 3 |
| PSY 254 | Psychology of Personality | 3 |
| PSY 255 | Abnormal Psychology | 3 |
| PSY 258 | Introduction to Behavior Modification | 3 |
| SOC 101 | Principles of Sociology | 3 |
| SOC 212 | The Sociology of Social Problems | 3 |

**Choose one two-course sequence**

| | | |
|---|---|---|
| HST 111 | The West and the World I | 3 |
| | And | |
| HST 112 | The West and the World II | 3 |
| | Or | |
| HST 113 | United States History to 1877 | 3 |
| | And | |
| HST 114 | United States History from 1877 | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| MTH 119 | Fundamental Statistics | 3 |
| MTH 125 | Modern College Mathematics | 3 |

**Elective Courses - Choose electives with the program director or an academic advisor**

| | | |
|---|---|---|
| | Elective - Science | 3-4 |
| | Humanities Elective | 3 |
| | Lab Science Elective | 4 |
| | Restricted Elective | 3-4 |

Restricted elective: Choose one 3-credit course from PSY, SOC, SER, or DST 110

**Program Courses**

| | | |
|---|---|---|
| SER 101 | Introduction to Social Welfare | 3 |
| SER 251 | Principles of Methods of Interviewing | 3 |
| SER 290 | Pre-Internship Planning Workshop | 1 |
| SER 291 | Field Experience and Seminar I | 5 |
| SER 292 | Field Experience and Seminar II | 6 |

**Recommended Course Sequence - Fall Semester 1**

CSS 101, ENG 101, PSY 101, SER 101, SOC 101, History Elective

**Recommended Course Sequence - Spring Semester 2**

Science Elective, ENG 102, SER 251, SER 290, HST 112 or HST 114, PSY 254 or PSY 255 or PSY 258

**Recommended Course Sequence - Summer**

SOC 212, PSY 254 or PSY 255 or PSY 258

**Recommended Course Sequence - Fall Semester 3**

Elective (PSY/SOC/SER/DST 110), SER 291, Humanities Elective or Health Elective, MTH 119 or MTH 125

**Recommended Course Sequence - Spring Semester 4**

SER 292, Humanities Electives or Health Elective, PSY 254 or PSY 255 or PSY 258

## Liberal Arts and Sciences

## BIOTECHNOLOGY/BIOMEDICAL TECHNOLOGY TRANSFER

### Degree offered

Associate in Arts in Liberal Arts & Sciences (Biotechnology/Biomedical Technology)

### Credits required 63/67

### Dean

Sarmad Saman

Program contact

Robert Rak, Coordinator and Professor of Environmental Technology, ext. 2771

### Program Goals Statement

This program is designed to provide the student with the biological and chemical background to seek employment as a lab technician in some biotechnology/biomedical sectors.

### Student Learning Outcomes

See Learning Outcomes (p. 214)

### Program Information

- Students needing additional courses to fill out a light schedule might want to consider the following courses that do not apply to the degree but will enhance their knowledge because of their relevancy to the Biomedical/Biotechnology field BIO 241 (p. 253), MED 205 (p. 318), MTH 251 (p. 322), or MTH 252 (p. 322)

### After BCC

- If you plan to transfer to a four-year institution, visit the Transfer Affairs website at www.BristolCC.edu/transfer

### DEGREE REQUIREMENTS

**Choose one of the following**

| | | |
|---|---|---|
| HST 111 | The West and the World I | 3 |
| HST 112 | The West and the World II | 3 |
| HST 113 | United States History to 1877 | 3 |
| HST 114 | United States History from 1877 | 3 |

**General Courses**

| | | |
|---|---|---|
| COM 101 | Fundamentals of Public Speaking | 3 |
| CSS 101 | College Success Seminar | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| ENG 215 | Technical Writing | 3 |
| MTH 119 | Fundamental Statistics | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| SOC 101 | Principles of Sociology | 3 |
| SOC 212 | The Sociology of Social Problems | 3 |
| SOC 252 | The Sociology of Human Relations | 3 |

**Elective Courses – Choose one Multicultural Perspective elective**

| | | |
|---|---|---|
| HST 114 | United States History from 1877 | 3 |
| HST 252 | African-American History | 3 |
| HST 259 | History of North American Indian Peoples | 3 |
| HST 265 | Immigration and Ethnicity in American History | 3 |
| ENG 217 | Writings from the Margins of Contemporary American Literature | 3 |
| ENG 257 | Contemporary African-American Women's Writing | 3 |
| ENG 259 | Native American Novels | 3 |

**Elective Courses – Choose one Technical elective**

| | | |
|---|---|---|
| | Technical Elective | 3-4 |

See General Education Competency Courses - Technical Literacy  (p. 237)for course listings

**Program Courses**

| | | |
|---|---|---|
| BIO 121 | Fundamentals of Biological Science I | 4 |
| BIO 126 | Introduction to Biotechnology | 3 |
| BIO 239 | Elements of Microbiology | 4 |
| BIO 240 | Cell Biology | 4 |
| CED 210 | Cooperative Work Experience | 3 |
| CHM 113 | Fundamentals of Chemistry I | 4 |
| CHM 114 | Fundamentals of Chemistry II | 4 |
| CHM 116 | Health Science Chemistry II | 4 |
| CHM 225 | Biochemistry | 4 |
| CHM 226 | Chemistry of Nucleic Acids | 4 |

**Recommended Course Sequence - Fall Semester 1**

BIO 121, BIO 126, CHM 113, CSS 101, ENG 101, MTH 119

**Recommended Course Sequence - Spring Semester 2**

BIO 239, CHM 114, ENG 102, COM 101

**Recommended Course Sequence - Fall Semester 3**

Multicultural Perspective Elective, BIO 240, CHM 116, ENG 215

**Recommended Course Sequence - Spring Semester 4**

CED 210, CHM 225, CHM 226, Technical Elective, SOC 101 or SOC 212 or SOC 252

# ENVIRONMENTAL SCIENCE TRANSFER

## Degree offered

Associate in Arts in Liberal Arts & Sciences
(Environmental Science Transfer Concentration)

## Credits required 62/68

## Dean

Sarmad Saman

Program contact

Robert Rak, Coordinator and Professor of Environmental
Technology, ext. 2771

## Program Goals Statement

This program meets the requirements of the MassTransfer
policy. Community college students who graduate from the
Environmental Science program receive the benefit of full
transfer and applicability of credit, guaranteed admission,
and a tuition discount at any Massachusetts state college or
university. Each benefit is based on the student's final
grade point average.

## Student Learning Outcomes

## Program Information

• Get started on math courses immediately, particularly if
  you need developmental work. Choose electives with
  the help of the program director.

## After BCC

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

## DEGREE REQUIREMENTS

### General Courses

| | | |
|---|---|---|
| CSS 101 | College Success Seminar | 1 |
| BIO 121 | Fundamentals of Biological Science I | 4 |
| BIO 122 | Fundamentals of Biological Science II | 4 |
| CHM 113 | Fundamentals of Chemistry I | 4 |
| CHM 114 | Fundamentals of Chemistry II | 4 |
| COM 101 | Fundamentals of Public Speaking | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| SCI 112 | Principles of Ecology | 4 |

### Choose one of the following

| | | |
|---|---|---|
| HST 111 | The West and the World I | 3 |
| HST 112 | The West and the World II | 3 |
| HST 113 | United States History to 1877 | 3 |

### Choose two of the following

| | | |
|---|---|---|
| MTH 119 | Fundamental Statistics | 3 |
| MTH 171 | Precalculus - Functions | 3 |
| MTH 173 | Trigonometry | 3 |
| MTH 214 | Calculus I | 4 |
| MTH 215 | Calculus II | 4 |

### Choose one of the following

| | | |
|---|---|---|
| SOC 101 | Principles of Sociology | 3 |
| SOC 212 | The Sociology of Social Problems | 3 |
| SOC 252 | The Sociology of Human Relations | 3 |

### Elective Courses – Choose one Multicultural Perspective elective from the following

| | | |
|---|---|---|
| HST 114 | United States History from 1877 | 3 |
| HST 252 | African-American History | 3 |
| HST 259 | History of North American Indian Peoples | 3 |
| HST 265 | Immigration and Ethnicity in American History | 3 |
| ENG 217 | Writings from the Margins of Contemporary American Literature | 3 |
| ENG 257 | Contemporary African-American Women's Writing | 3 |
| ENG 259 | Native American Novels | 3 |

### Choose one Technical Literacy elective from the following

| | | |
|---|---|---|
| CIS 110 | Basic Computing Skills | 3 |
| CIS 111 | Introduction to Business Information Systems | 3 |
| EGR 103 | Computer Skills for Engineers and Technicians | 3 |

-Waived for students who have successfully completed two
(2) online courses

### Choose two Behavioral/Social Science electives from the following

| | | |
|---|---|---|
| SSC 217 | Technology and Society | 3 |
| SSC 101 | Introduction to Geography | 3 |
| GVT 111 | U.S. Government | 3 |
| ECN 111 | Principles of Economics-Macro | 3 |
| ECN 112 | Principles of Economics-Micro | 3 |

### Program Electives - Choose three of the following

| | | |
|---|---|---|
| BIO 129 | Field Biology | 4 |
| BIO 130 | The Biology and Behavior of Birds | 4 |
| BIO 232 | Marine Biology | 4 |
| BIO 239 | Elements of Microbiology | 4 |
| CHM 120 | Environmental Chemistry | 4 |
| EGR 141 | Introduction to Environment | 3 |
| EGR 245 | Hazardous Waste/Waste Management | 4 |
| GLG 101 | Introduction to Physical Geology | 4 |

| PHY 101 | Technical Physics I | 4 |
| PHY 102 | Technical Physics II | 4 |
| SCI 119 | Coastal Science | 4 |
| SCI 132 | Aquaculture: Introduction to Principles and Practices | 4 |
| SCI 240 | Introduction to Oceanography | 4 |

**Recommended Course Sequence - Fall Semester 1**

BIO 121, CHM 113, CSS 101, ENG 101, History Elective

**Recommended Course Sequence - Spring Semester 2**

BIO 122, CHM 1141, ENG 102, Technical Literacy Elective, Math

**Recommended Course Sequence - Fall Semester 3**

Behavioral/Social Science Elective, Multicultural Perspective Elective, SCI 112, Program Elective 1 or 2

**Recommended Course Sequence - Spring Semester 4**

Behavioral/Social Science Elective, Program Elective 1 or 2, Other Electives

## HUMANITIES TRANSFER

### Degree offered

Associate in Arts in Liberal Arts & Sciences (Humanities)

### Credits required 61

Dean

Joanne Preston

Program contact

Deborah Lawton, Coordinator of Liberal Arts and Sciences and Professor of English, ext. 2508

### Program Goals Statement

The Liberal Arts and Sciences program provides a comprehensive and rigorous foundation for transfer to a Bachelor of Arts or Science degree in the liberal arts disciplines or to professional studies in education, law or medicine. The program values lifelong learning for success of the individual as well as the community.

### Student Learning Outcomes

See Learning Outcomes (p. 214)

### Program Information

- Academic and transfer advisors assist students in selecting courses to fulfill program requirements and general education requirements at senior institutions to ensure a smooth transfer. Select electives from Transfer Electives and Elective Recommendations (p. 99).

### After BCC

- BCC participates in the statewide MassTransfer program and has developed many program-to-program

transfer articulation agreements which guarantee admission and credit transfer. For a complete listing of eligible MassTransfer programs and current BCC articulation agreements, visit the Transfer Affairs website at www.BristolCC.edu/transfer

## DEGREE REQUIREMENTS

**General Courses**

| COM 101 | Fundamentals of Public Speaking | 3 |
| CSS 101 | College Success Seminar | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |

**Choose one two-course sequence**

| HST 111 | The West and the World I | 3 |
| | And | |
| HST 112 | The West and the World II | 3 |
| | Or | |
| HST 113 | United States History to 1877 | 3 |
| | And | |
| HST 114 | United States History from 1877 | 3 |

**Elective Courses – Choose one Global Awareness elective**

| SOC 101 | Principles of Sociology | 3 |
| SOC 212 | The Sociology of Social Problems | 3 |
| SOC 252 | The Sociology of Human Relations | 3 |
| SSC 217 | Technology and Society | 3 |

**Elective Courses - Choose one Multicultural Perspective elective**

May be met by Behavioral/Social Science or Humanities elective

**Elective Courses - Choose one Quantitative/Symbolic Reasoning Elective**

Choose from MTH 119 or higher, excluding MTH 151

**Elective Courses – Choose one Technical Literacy elective**

| ART 251 | Photography II: Digital | 3 |
| ART 260 | Computer Graphics | 3 |
| CIS 110 | Basic Computing Skills | 3 |
| CIS 111 | Introduction to Business Information Systems | 3 |
| CAD 101 | Computer Aided Drafting | 3 |
| EGR 103 | Computer Skills for Engineers and Technicians | 3 |

Waived for students who have successfully completed at least two online courses

**Elective Courses – Choose one ENG 250 level elective**

**Choose two Behavioral/Social Science, one Humanities, and two Lab Science electives**

| | Behavioral/Social Science Elective | 3 |
| | Behavioral/Social Science Elective | 3 |

| Humanities Elective | 3 |
| Lab Science Elective | 4 |
| Lab Science Elective | 4 |

Select courses from Transfer Electives and Elective Recommendations

**Program Electives – Choose electives as needed, including 0-12 credits of foreign language courses if needed**

Select from Transfer Electives and Elective Recommendations

Requirement completion of a foreign language at the 12 level at BCC or 4 years of a foreign language at the high school level with a "B" average or better)

Select electives to meet the general education and program guidelines of the desired transfer school(s)

**Recommended Course Sequence - Fall Semester 1**

Behavioral/Social Science Elective, COM 101, CSS 101, ENG 101, Foreign Language Elective, History Elective

**Recommended Course Sequence - Spring Semester 2**

Quantitative and Symbolic Elective, Foreign Language Elective, Behavioral/Social Science Elective, ENG 102, HST 112 or HST 114

**Recommended Course Sequence - Summer**

Any liberal arts program course for which prerequisites have been met.

**Recommended Course Sequence - Fall Semester 3**

Global Awareness Elective, Technical Elective, Foreign Language Elective, Lab Science Elective

**Recommended Course Sequence - Spring Semester 4**

Foreign Language Elective, Humanities Elective, Lab Science Elective, Elective(s) as required

## MATH AND SCIENCE TRANSFER

### Degree offered
Associate in Arts in Liberal Arts & Sciences (Math and Science)

### Credits required 61

Dean

Joanne Preston

Program contact

Deborah Lawton, Coordinator of Liberal Arts and Sciences and Professor of English, ext. 2508

### Program Goals Statement

The Liberal Arts and Sciences program provides a comprehensive and rigorous foundation for transfer to a Bachelor of Arts or Science degree in the liberal arts disciplines or to professional studies in education, law or medicine. The program values lifelong learning for success of the individual as well as the community.

### Student Learning Outcomes

See Learning Outcomes (p. 214)

### Program Information

- Academic and transfer advisors assist students in selecting courses to fulfill program requirements and general education requirements at senior institutions to ensure a smooth transfer.

### Recommendations

- Take RDG 080 (p. 335) or RDG 090 (p. 335) in the first semester if required and meet prerequisites for English and math courses as soon as possible. See course descriptions for details.

- Lab science courses may also require a year of high school lab science or CHM 090 (p. 259) as a prerequisite.

### After BCC

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

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| COM 101 | Fundamentals of Public Speaking | 3 |
| CSS 101 | College Success Seminar | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |

**Choose one two-course sequence**

| | | |
|---|---|---|
| HST 111 | The West and the World I | 3 |
| | And | |
| HST 112 | The West and the World II | 3 |
| | Or | |
| HST 113 | United States History to 1877 | 3 |
| | And | |
| HST 114 | United States History from 1877 | 3 |

**Choose two of the following**

| | | |
|---|---|---|
| MTH 171 | Precalculus - Functions | 3 |
| MTH 173 | Trigonometry | 3 |
| MTH 214 | Calculus I | 4 |
| MTH 215 | Calculus II | 4 |

**Elective Courses – Choose one Global Awareness elective**

| | | |
|---|---|---|
| SOC 101 | Principles of Sociology | 3 |
| SOC 212 | The Sociology of Social Problems | 3 |
| SOC 252 | The Sociology of Human Relations | 3 |
| SSC 217 | Technology and Society | 3 |

**Elective Courses – Choose one Multicultural Perspective elective**

| | |
|---|---|
| Multicultural Perspective Elective | 0-3 |

See General Education Competency Courses - Multicultural Perspective (p. 234) for course listings

(May be met by Behavioral/Social Science - See Transfer Electives - Behavioral and Social Science (p. 99) for course listings)

**Elective Courses – Choose one Technical Literacy elective**

| | | |
|---|---|---|
| ART 251 | Photography II: Digital | 3 |
| ART 260 | Computer Graphics | 3 |
| CIS 110 | Basic Computing Skills | 3 |
| CIS 111 | Introduction to Business Information Systems | 3 |
| CAD 101 | Computer Aided Drafting | 3 |
| EGR 103 | Computer Skills for Engineers and Technicians | 3 |

waived for students who have successfully completed at least two (2) onlinecourses

**Elective Courses – Choose two Behavioral/Social Science and two Lab Science electives**

| | |
|---|---|
| Behavioral/Social Science Elective | 3 |
| Behavioral/Social Science Elective | 3 |
| Lab Science Elective | 4 |
| Lab Science Elective | 4 |

Choose courses from Transfer Electives and Elective Recommendations (p. 99)

**Elective Courses – Choose two 4-credit math and science electives**

| | |
|---|---|
| Math and Science Elective | 4 |
| Math and Science Elective | 4 |

Work closely with an advisor to determine which courses are most useful to your career/transfer goals

**Program Electives**

| | |
|---|---|
| ELECTIVE(S) as required | |

Choose electives as needed from any of the lists of approved courses in the Transfer Electives and Elective Recommendations. Select electives to meet the general education and program guidelines of the desired transfer school(s)

**Recommended Course Sequence - Fall Semester 1**

Behavioral/Social Science Elective, CSS 101, COM 101, ENG 101, History Elective, Mathematics Elective

**Recommended Course Sequence - Spring Semester 2**

Mathematics Elective, Behavioral/Social Science Elective, Lab Science Elective, ENG 102, HST 112 or HST 114

**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 - Fall Semester 3**

Global Awareness Elective, Technical Literacy Elective, Science Elective, Lab Science Elective, Multicultural Perspective Elective

**Recommended Course Sequence - Spring Semester 4**

Electives as needed to complete 60 credits, Science Elective

## PROFESSIONAL TRANSFER

### Degree offered

Associate in Arts in Liberal Arts & Sciences (Professional)

### Credits required 61

Dean

Joanne Preston

Program contact

Deborah Lawton, Coordinator of Liberal Arts and Sciences and Professor of English, ext. 2508

### 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. The program values lifelong learning for success of the individual as well as the community.

### Student Learning Outcomes

See Learning Outcomes (p. 214)

### Choosing Electives

- Select electives from Transfer Electives and Elective Recommendations (p. 99)

### After BCC

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

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| COM 101 | Fundamentals of Public Speaking | 3 |
| CSS 101 | College Success Seminar | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |

**Choose one two-course sequence**

| | | |
|---|---|---|
| HST 111 | The West and the World I | 3 |
| | And | |
| HST 112 | The West and the World II | 3 |
| | Or | |
| HST 113 | United States History to 1877 | 3 |
| | And | |
| HST 114 | United States History from 1877 | 3 |

**Elective Courses – Global Awareness – Choose one from the following**

| | | |
|---|---|---|
| SOC 101 | Principles of Sociology | 3 |
| SOC 212 | The Sociology of Social Problems | 3 |
| SOC 252 | The Sociology of Human Relations | 3 |
| SSC 217 | Technology and Society | 3 |

**Elective Courses – Multicultural Perspective – Choose one**

May also be met by Behavioral/Social Science or Humanities elective

**Elective Courses - Quantitative/Symbolic Reasoning – Choose from the following**

MTH 119 or higher, excluding MTH 151

**Elective Courses -Technical Literacy – Choose from the following**

| | | |
|---|---|---|
| ART 251 | Photography II: Digital | 3 |
| ART 260 | Computer Graphics | 3 |
| CIS 110 | Basic Computing Skills | 3 |
| CIS 111 | Introduction to Business Information Systems | 3 |
| CAD 101 | Computer Aided Drafting | 3 |
| EGR 103 | Computer Skills for Engineers and Technicians | 3 |

Waived for students who have successfully completed at least two online courses

**Elective Courses - Choose two Behavioral/Social Science, one Humanities, and two Lab Science electives**

| | | |
|---|---|---|
| | Behavioral/Social Science Elective | 3 |
| | Behavioral/Social Science Elective | 3 |
| | Humanities Elective | 3 |
| | Lab Science Elective | 4 |
| | Lab Science Elective | 4 |

Choose courses from Transfer Electives  Elective Recommendations

**Elective Courses - Choose 0-6 credits of foreign language courses if needed**

Select courses from Transfer Electives and Elective Recommendations

Requirement completion of a foreign language at the 02 level at BCC or 3 years of a foreign language at the high school level with a "C" average or better)

**Program Electives**

Select courses from Transfer Electives and Elective Recommendations

Select electives to meet the general education and program guidelines of the desired transfer school(s)

**Recommended Course Sequence - Fall Semester 1**

Behavioral/Social Science Elective, COM 101, CSS 101, ENG 101, Foreign Language Elective, History Elective

**Recommended Course Sequence - Spring Semester 2**

Quantitative and Symbolic Reasoning, Foreign Language Elective, Behavioral/Social Science Elective, ENG 102, HST 112 or HST 114

**Recommended Course Sequence - Fall Semester 3**

Global Awareness Elective, Multicultural Perspective Elective, Technical Literacy Elective, Humanities Elective, Lab Science Elective

**Recommended Course Sequence - Spring Semester 4**

Lab Science Elective, Elective(s) as required to complete 60 credits

## THEATRE TRANSFER

### Degree offered

Associate in Arts in Liberal Arts & Sciences (Theatre Concentration)

### Credits required 62

Dean

Joanne Preston

Program contact

Rylan Brenner, Theatre Director and Professor of Theatre/English, ext. 2440

### Program Goals Statement

The focus of this program is to teach theatre as a language. Students develop skills in many areas of theatre as a foundation for further study or work. This program is designed to provide fundamental hands-on training in a wide range of the areas of theatre so that each student can transfer to a four-year institution. Students have

opportunities to experience all aspects of theatre from creation to performance. Many ways of creating theatre are taught so that our students can acquire experience in all phases of theatrical production.

## Student Learning Outcomes

See Learning Outcomes (p. 214)

## Program Information

- Experience hands-on training in an intimate studio theatre and state of the art Mainstage theatre. Program has a strong national reputation which opens new opportunities for transfer to a four-year institution.

- BCC THEATRE REP, the college's resident acting company, offers ample opportunities for developing acting and stagecraft.

- Program director has been recognized nationally by NISOD, for excellence in teaching and by the Kennedy Center American College Theatre Festival for his directing.

## Recommendations

- Plan to give time to learn your craft. Developing theatre skills is demanding. You will be an active part of your education. Plan your studies to include extracurricular involvement in theatre work.

## After BCC

- BCC participates in the statewide Mass Transfer program and has developed many program-to-program transfer articulation agreements which guarantee admission and credit transfer. For a complete listing of eligible Mass Transfer programs and current BCC articulation agreements, visit Transfer Affairs website at www.BristolCCedu/transfer

## Infused General Education Competencies

Multicultural Perspective, Oral Communication

- Many students have continued studies in theatre at Tisch School of the Arts at New York University, Hofstra University, Marymount Manhattan College, Emerson College, Brown University, Rhode Island College, University of Rhode Island, Bridgewater State College, North Carolina School of Arts, and others.

- Alumni have worked in all aspects of theatre performance and administration locally and nationally.

## DEGREE REQUIREMENTS

**Choose one of the following**

| | | |
|---|---|---|
| MTH 119 | Fundamental Statistics | 3 |
| MTH 125 | Modern College Mathematics | 3 |

**General Courses**

| | | |
|---|---|---|
| CSS 101 | College Success Seminar | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| ENG 258 | Shakespeare: His Plays | 3 |
| HST 111 | The West and the World I | 3 |
| HST 112 | The West and the World II | 3 |
| PSY 101 | General Psychology | 3 |

**Elective Courses – Choose one Lab Science elective**

| | | |
|---|---|---|
| | Lab Science Elective | 4 |

See Transfer Electives and Recommendations - Science Electives (p. 99) for course listings and choose a four credit lab science

**Program Courses**

| | | |
|---|---|---|
| THE 101 | Introduction to the Theatre | 3 |
| THE 112 | Actor's Workshop | 3 |
| THE 113 | Scene Study | 3 |
| THE 114 | Playwriting | 3 |
| THE 115 | Director's Workshop | 3 |
| THE 117 | Theatre History - The Early Years | 3 |
| THE 118 | Theatre History - The Modern Years | 3 |
| THE 122 | Theatre Rehearsal and Performance (Fall) | 4 |
| THE 123 | Theatre Rehearsal and Performance (Spring) | 3 |
| THE 135 | Stagecraft (Fall) | 2 |
| THE 136 | Stagecraft (Spring) | 2 |

**Choose one of the following**

| | | |
|---|---|---|
| THE 121 | Voice Production | 3 |
| THE 134 | Puppet/Mask Workshop | 3 |

**Recommended Electives**

| | | |
|---|---|---|
| | Lab Science Elective | 4 |

**Program Elective (Choose one)**

| | | |
|---|---|---|
| THE 121 | Voice Production | 3 |
| THE 134 | Puppet/Mask Workshop | 3 |

**Recommended Course Sequence - Fall Semester 1**

CSS 101, ENG 101, HST 111, PSY 101, THE 101, THE 112

**Recommended Course Sequence - Spring Semester 2**

ENG 102, HST 112, THE 113, THE 114, MTH 119 or MTH 125

**Recommended Course Sequence - Fall Semester 3**

THE 117, THE 122, THE 135, Lab Science Elective, THE 121 or THE 134

**Recommended Course Sequence - Spring Semester 4**

ENG 258, THE 115, THE 118, THE 123, THE 136

## Transfer Electives and Elective Recommendations

### GENERAL STUDIES, MASSTRANSFER/BUSINESS ADMINISTRATION TRANSFER ELECTIVES

Choose electives from this list.

### DEGREE REQUIREMENTS

**Behavioral and Social Science Electives**

| | | |
|---|---|---|
| ANT 101 | Social and Cultural Anthropology | 3 |

All ECN (p. 289)

All GVT (p. 302)

All PSY (p. 333)

All SOC (p. 338)

All SSC (p. 342)

**Humanities Electives**

| | | |
|---|---|---|
| DST 110 | Deaf Culture | 3 |

All ART (p. 243)

All ASL (p. 249): except ASL 181

All COM (p. 274) (Speech)

All CVC (p. 281)

ENG 217 (p. 297): or above

All FRN (p. 301)

All HST (p. 307)

All HUM (p. 311)

All MUS (p. 322)

All PHL (p. 330)

All POR (p. 332)

All SPA (p. 340)

All THE (p. 342)

**Science Electives**

| | | |
|---|---|---|
| AST 111 | Introduction to Astronomy: The Solar System | 4 |
| AST 112 | Introduction to Astronomy: Stars, Galaxies, and the Universe | 4 |

| | | |
|---|---|---|
| GLG 101 | Introduction to Physical Geology | 4 |

All BIO (p. 251)

All CHM (p. 259) except CHM 090

All PHY (p. 330)

All SCI (p. 337) except 130, 131

EGR 141

EGR 172

**General Electives**

| | | |
|---|---|---|
| ACC 101 | Principles of Accounting I | 4 |
| ACC 102 | Principles of Accounting II | 4 |
| ANT 101 | Social and Cultural Anthropology | 3 |
| BUS 155 | Business Ethics | 3 |
| BUS 251 | Business Law | 3 |
| BUS 253 | Corporation Finance | 3 |
| CAD 101 | Computer Aided Drafting | 3 |
| CAD 172 | Computer Aided Mechanical Design | 3 |
| CSS 103 | Career Exploration and Development Seminar | 1 |
| CED 210 | Cooperative Work Experience | 3 |
| CED 220 | Cooperative Work Experience II | 3 |
| CRJ 101 | Introduction to Criminal Justice | 3 |
| CRJ 113 | Criminal Law | 3 |
| CRJ 218 | Law Enforcement Management and Planning | 3 |
| CRJ 219 | Police and Community Relations | 3 |
| CRJ 221 | Juvenile Offenders | 3 |
| CRJ 251 | Criminology | 3 |
| CRJ 258 | Criminal Procedure | 3 |
| CIS 110 | Basic Computing Skills | 3 |
| CIS 111 | Introduction to Business Information Systems | 3 |
| CIS 113 | Hospitality Management Information Systems | 3 |
| CIS 120 | Programming: Logic, Design and Implementation | 3 |
| CIS 122 | Internet Developer | 3 |
| CIS 154 | Introduction to Programming (COBOL) | 3 |
| CIS 155 | Introduction to C++ Programming | 3 |
| CIS 254 | Advanced COBOL | 3 |
| CIS 255 | C++ Object Oriented Programming | 3 |
| DST 110 | Deaf Culture | 3 |
| EGR 103 | Computer Skills for Engineers and Technicians | 3 |

| EGR 133 | Computer Configuration and Repair | 4 |
| EGR 141 | Introduction to Environment | 3 |
| EGR 172 | Material Science | 4 |
| ENG 214 | Critical Writing and Academic Research | 3 |
| ENG 215 | Technical Writing | 3 |
| ESL 122 | Advanced English Grammar Review | 3 |
| ESL 123 | Advanced English Vocabulary and Reading Skills | 3 |
| ESL 124 | Advanced English Written Expression | 3 |
| ESL 125 | Advanced English Conversation | 3 |
| HLT 115 | Personal and Community Health | 3 |
| SER 101 | Introduction to Social Welfare | 3 |
| MAN 101 | Principles of Management | 3 |
| MAR 101 | Principles of Marketing | 3 |
| MAR 255 | Advertising Procedures | 3 |

All ASL (p. 249)

All COM (p. 274)

All CVC (p. 281)

All DAN (p. 282)

All FRN (p. 301)

All MTH (p. 319): must be above 151 (except MTH 011, 021, 031, MTH 111)

All POR (p. 332)

All SPA (p. 340)

Students may also choose from other categories of electives.

# LIBERAL ARTS AND SCIENCES/TRANSFER ELECTIVES

Choose electives from this list.

## DEGREE REQUIREMENTS

### Behavioral and Social Science Electives

| ANT 101 | Social and Cultural Anthropology | 3 |

All ECN (p. 289)

All GVT (p. 302)

All PSY (p. 333)

All SOC (p. 338)

All SSC (p. 342)

### Humanities Electives

| DST 110 | Deaf Culture | 3 |

All ART (p. 243)

All COM (p. 274) (Speech)

ENG 217 (p. 297): or above

All HST (p. 307)

All HUM (p. 311)

All MUS (p. 322)

All PHL (p. 330)

All THE (p. 342)

Foreign language: at the 251-252 level

### Science Electives

| AST 111 | Introduction to Astronomy: The Solar System | 4 |
| AST 112 | Introduction to Astronomy: Stars, Galaxies, and the Universe | 4 |
| GLG 101 | Introduction to Physical Geology | 4 |

All BIO (p. 251)

All CHM (p. 259): except CHM 090

All PHY (p. 330)

All SCI (p. 337): except 116, 130, 131, 132

EGR 141

EGR 172

### General Electives

| ACC 101 | Principles of Accounting I | 4 |
| ACC 102 | Principles of Accounting II | 4 |
| ANT 101 | Social and Cultural Anthropology | 3 |
| BUS 155 | Business Ethics | 3 |
| BUS 251 | Business Law | 3 |
| BUS 253 | Corporation Finance | 3 |
| CAD 101 | Computer Aided Drafting | 3 |
| CAD 172 | Computer Aided Mechanical Design | 3 |
| CSS 103 | Career Exploration and Development Seminar | 1 |
| CED 210 | Cooperative Work Experience | 3 |
| CED 220 | Cooperative Work Experience II | 3 |
| CRJ 101 | Introduction to Criminal Justice | 3 |
| CRJ 113 | Criminal Law | 3 |
| CRJ 218 | Law Enforcement Management and Planning | 3 |
| CRJ 219 | Police and Community Relations | 3 |
| CRJ 221 | Juvenile Offenders | 3 |
| CRJ 251 | Criminology | 3 |
| CRJ 258 | Criminal Procedure | 3 |
| CIS 110 | Basic Computing Skills | 3 |

| | | |
|---|---|---|
| CIS 111 | Introduction to Business Information Systems | 3 |
| CIS 154 | Introduction to Programming (COBOL) | 3 |
| CIS 155 | Introduction to C++ Programming | 3 |
| CIS 254 | Advanced COBOL | 3 |
| CIS 255 | C++ Object Oriented Programming | 3 |
| DST 110 | Deaf Culture | 3 |
| EGR 103 | Computer Skills for Engineers and Technicians | 3 |
| EGR 141 | Introduction to Environment | 3 |
| ENG 214 | Critical Writing and Academic Research | 3 |
| ENG 215 | Technical Writing | 3 |
| ESL 122 | Advanced English Grammar Review | 3 |
| ESL 123 | Advanced English Vocabulary and Reading Skills | 3 |
| ESL 124 | Advanced English Written Expression | 3 |
| ESL 125 | Advanced English Conversation | 3 |
| HLT 115 | Personal and Community Health | 3 |
| SER 101 | Introduction to Social Welfare | 3 |
| MAN 101 | Principles of Management | 3 |
| MAR 101 | Principles of Marketing | 3 |
| MAR 255 | Advertising Procedures | 3 |

All ASL (p. 249): except ASL 181

All COM (p. 274)

All DAN (p. 282)

All FRN (p. 301): beyond option requirement

All MTH (p. 319): (except MTH 011, MTH 021, MTH 031, MTH 111)

All POR (p. 332): beyond option requirement

All SPA (p. 340): beyond option requirement

Students may also choose from other categories of electives.

**Foreign Language Proficiency Electives**

| | | |
|---|---|---|
| ASL 101 | Elementary American Sign Language I | 3 |
| ASL 102 | Elementary American Sign Language II | 3 |
| ASL 201 | Intermediate American Sign Language I | 3 |
| ASL 202 | Intermediate American Sign Language II | 3 |
| CVC 101 | Elementary Cape Verdean Creole I | 3 |
| CVC 102 | Elementary Cape Verdean II | 3 |
| CVC 201 | Intermediate Cape Verdean Creole I | 3 |
| CVC 202 | Intermediate Cape Verdean Creole II | 3 |
| FRN 101 | Elementary French I | 3 |
| FRN 102 | Elementary French II | 3 |
| FRN 201 | Intermediate French I | 3 |
| FRN 202 | Intermediate French II | 3 |
| POR 101 | Elementary Portuguese I | 3 |
| POR 102 | Elementary Portuguese II | 3 |
| POR 201 | Intermediate Portuguese I | 3 |
| POR 202 | Intermediate Portuguese II | 3 |
| SPA 101 | Elementary Spanish I | 3 |
| SPA 102 | Elementary Spanish II | 3 |
| SPA 201 | Intermediate Spanish I | 3 |
| SPA 202 | Intermediate Spanish II | 3 |

(for Humanities and Professional Options)

## ELECTIVE RECOMMENDATIONS CIS

To meet the General Education competency electives, consider:

### Applies to the following degree program:

*Business Information System*

*Computer Networking*

*Computer Programming*

*Computer Security*

*Multimedia and Internet*

*Webmaster*

### Plan A

HST 114 (p. 308) will meet Historical Awareness, Multicultural Perspective, and Ethical Dimensions. HST 111 (p. 307) or HST 112 (p. 307) or ART 105 (p. 243) or ART 106 (p. 243) or SOC 101 (p. 338) or SOC 112 or SOC 252 (p. 339) will meet Social Phenomenon and Global Awareness.

### Plan B

HST 111 (p. 307) or HST 112 (p. 307) will meet Historical Awareness and Global Awareness. SOC 256 (p. 340) will meet Social Phenomenon, Multicultural Perspective, and Ethical Dimensions.

### Applies to the following degree program:

*Computer Information Systems*

### Plan A

HST 114 (p. 308) will meet Historical Awareness, Multicultural Perspective, and Ethical Dimensions. HST 111 (p. 307) or HST 112 (p. 307) or ART 105 (p. 243) or ART 106 (p. 243) or SOC 101 (p. 338) or SOC 112 or SOC 252 (p. 339) will meet Social Phenomenon and Global Awareness.

## Plan B

HST 111 (p. 307) or HST 112 (p. 307) will meet Historical Awareness and Global Awareness. SOC 256 (p. 340), HUM 252 or HUM 254 will meet Multicultural Perspective and Ethical Dimensions.

### Applies to the following degree program:

*Computer Forensics*

HST 114 (p. 308) will meet Historical Awareness, Multicultural Perspective, and Ethical Dimensions.

## NURSING CAREER

### Degree offered

Associate in Science in Nursing

### Credits required 70/71

Dean

Patricia Dent

Program contact

Donna Ayala, Department Chair for Nursing and Associate Professor, ext. 2535

### Program Goal Statement

This program prepares students for practice as entry-level staff nurses in a variety of healthcare settings. Students learn to apply the nursing process to assist patients in maintaining or regaining homeostasis when threatened with common health problems. Graduates take the National Council Licensure Examination for licensing as a Registered Nurse.

### Program Accreditation

Approved by the Massachusetts Board of Registration in Nursing. 239 Causeway Street, Suite 500, 5th Floor, Boston, MA, 02114.

Accredited by the Accreditation Commission for Education in Nursing, Inc. (formerly NLNAC), 3343 Peachtree Road NE, Suite 850, Atlanta, GA, 30326; 404-975-5000.

The 2013 BCC NCLEX pass rate is 95%.

### Student Learning Outcomes

See Learning Outcomes (p. 214)

Applicants with completed applications meeting minimum criteria by January 5 will be given priority consideration for admission.

### Program Information

- One program with 2 curriculum delivery options:
  - Day - the traditional experience with face to face classroom learning.
  - EHealth - a hybrid model with online classroom learning.
  - Both options include clinical assignments at a variety of healthcare settings in Southeastern Massachusetts and Rhode Island. Clinical hours may include day, evenings or weekends.
- Computer technology is integrated into Nursing courses. Computer access is required and available at both campuses.
- Students must achieve a minimum "C" (74) in all nursing courses in order to remain in the program and graduate. This is under review and subject to change. Students must pass all co-requisites and electives to remain in the program and graduate.

### After BCC

- Graduates take the National Council Licensure Examination for Licensing as a Registered Nurse (NCLEX-RN).
- Graduates have secured a variety of positions in healthcare settings.
- BCC participates in the statewide MassTransfer program and has developed many program-to-program transfer articulation agreements which guarantee admission and credit transfer to the College. Many graduates transfer to complete the baccalaureate degree. Graduates have transferred to UMass Dartmouth, Fitchburg State, UMass Boston, Framingham State, and Laboure College.
- For a complete listing of eligible MassTransfer programs and current BCC articulation agreements, visit the Transfer Affairs website at www.BristolCC.edu/transfer

### Infused General Education Competencies

Ethical Dimensions, Multicultural Perspective

Oral Communication, Technical Literacy

## DEGREE REQUIREMENTS

### General Courses

| | | |
|---|---|---|
| BIO 233 | Human Anatomy and Physiology I | 4 |
| BIO 234 | Human Anatomy and Physiology II | 4 |
| BIO 239 | Elements of Microbiology | 4 |
| CSS 101 | College Success Seminar | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| PSY 101 | General Psychology | 3 |
| PSY 252 | Child Development | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| HST 111 | The West and the World I | 3 |
| HST 112 | The West and the World II | 3 |

**Elective Courses**

| | | |
|---|---|---|
| | Humanities Elective | 3 |
| | Quantitative and Symbolic Reasoning Elective | 3-4 |

Humanities: Select a course that meets the Humanities competency

See General Education Competency Courses (p. 231) for course listings

**Program Courses**

| | | |
|---|---|---|
| NUR 100 | Introduction to Professional Nursing | 1 |
| NUR 101 | Fundamentals of Nursing | 8 |
| NUR 102 | Parent-Child Health Nursing | 8 |
| NUR 201 | Nursing Care of the Adult I | 9 |
| NUR 202 | Nursing Care of the Adult II | 9 |
| NUR 203 | Trends in Nursing | 1 |

**Preadmission**

BIO 233, CSS 101, ENG 101, PSY 101, High School Chemistry, Algebra (see below for details)

| | | |
|---|---|---|
| BIO 233 | Human Anatomy and Physiology I | 4 |
| CSS 101 | College Success Seminar | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| PSY 101 | General Psychology | 3 |
| | High School Chemistry, Algebra | |

**Recommended Course Sequence - Fall Semester 1**

ENG 102, NUR 100, NUR 101, Quan/Sym Reasoning Elective

**Recommended Course Sequence - Spring Semester 2**

BIO 234, NUR 102, PSY 252

**Recommended Course Sequence - Fall Semester 3**

BIO 239, NUR 201, HST 111 or HST 112

**Recommended Course Sequence - Spring Semester 4**

NUR 202, NUR 203, Humanities Elective

# Admission to the Nursing Program

The Nursing Program is a competitive program with selective admission requirements. A limited number of students are admitted to the Nursing program. The college catalog describes the minimum requirements for admission to the program, as follows.

Applicants must have completed the following criteria (all coursework with a grade of B- or greater) to be considered for admission to the Nursing program:

- High school diploma or a state-approved high school equivalency credential

- High school Algebra I, equivalent or higher

- High school Chemistry with lab, equivalent or higher

- BIO 233 (Anatomy & Physiology 1) or  equivalent

- ENG 101 (English Composition 1), ENG 102 or degree in the discipline

- PSY 101 (General Psychology) or higher

- CSS 101 College Success Seminar

- Earn a composite score of 50 or higher on the TEAS Exam. For more detailed TEAS information, please visit our web site at www.bristolcc.edu/students/testingcenter/teas/

- Overall college/university Grade Point Average (GPA) 3.0 or higher

- Priority will be given to applicants with a GPA of 3.50

- Attend one mandatory health science admissions information session (seating is limited) Students applying to BCC with a state approved high school equivalency credential rather than with a high school diploma will need to take the required courses (listed above) at BCC.

Meeting these minimum criteria places the applicant in the selection pool but does not guarantee admission to the Nursing program. Qualified applicants are rank ordered based upon GPA and course grades.

Completed applications received by January 5 will be considered in the initial admissions review.  Applications received after this date will be considered if spaces have not been filled.

**SPECIAL REQUIREMENTS FOR THE PROGRAM**

**Requirements Upon Admission**

As a prerequisite for a clinical placement in the Nursing program, all students must undergo a Criminal Offender Record Information (CORI) check and a Sex Offender Registry Information (SORI) check.  These checks are required due to potential unsupervised contact with children, the disabled, or the elderly during a clinical experience.  Students found to have certain criminal convictions or pending criminal actions will be presumed ineligible for clinical placement.  The College is authorized by the Commonwealth's Department of Criminal Justice to access CORI records.  Sex Offender checks shall be performed pursuant to Massachusetts General Laws, Chapter 6, Sections 178C-178P.

For more information regarding the College's CORI/SORI check process, please contact the Human Resource Department at (508) 678-2811, ext. 2194.

A ten-panel random drug screen is required upon entrance, yearly, and/or randomly. The fee is paid by the student.

Accepted applicants must comply with the BCC health services requirements. This includes a physical examination, tetanus, measles, mumps, rubella, hepatitis B, and varicella (chicken pox) immunizations or titres results (blood test to prove immune status). A TB test and flu vaccine are required each year. Additional health requirements may be required by clinical agencies.

All students must be Basic Life Support (BLS) certified by the American Heart Association (Basic Life Support for Health Care Providers). All students upon entry to the program must show evidence of CPR certification which is valid through the completion of the program.

## Additional Costs

Students are responsible for the cost of uniforms, professional liability insurance, standardized achievement testing, their graduate nursing pin, and the National Council Licensure Examination for Registered Nurses. Students must carry health insurance throughout their enrollment in the program.

## Licensing Information

To be eligible for licensure in Massachusetts, graduates must complete all program requirements for graduation, present satisfactory evidence of "good moral character" as defined by the Board of Registration in Nursing, and pay the required licensure fees. Eligibility for licensure is decided by the Massachusetts Board of Registration in Nursing.
http://www.mass.gov/eohhs/gov/departments/dph/programs/hcq/dhpl/nursing/education/faculty-resources/

## Functional Abilities Essential for Nursing Practice

Students enrolled in the nursing program should be prepared to meet the standards established by the following physical and mental criteria.

## Functional Abilities

Nursing is a practice discipline, with cognitive, sensory, affective, and psychomotor performance requirements. The functional eligibility requirements for participation in the nursing program are essential for the delivery of optimal and safe patient care and are consistent with the Massachusetts 244 CMR 3.02 Nurse Practice Act found at
http://www.mass.gov/eohhs/docs/dph/regs/244cmr003.pdf

- Have the ability to physically lift and pull in order to assist in moving or transferring a patient from one surface to another.

- Have the ability to physically provide patient care in a standing position approximately 90% of the time.

- Demonstrate sufficient physical agility and swiftness of movement to ensure patient safety.

- Have the physical ability to manipulate and properly lift equipment of various sizes and shapes.

- Have the physical ability to detect and differentiate odors.

- Possess sufficient visual acuity, with or without correction, to observe and assess a patient within a distance of 10 feet.

- Possess auditory acuity, with or without correction, sufficient to respond swiftly to a patient within a distance of 10 feet.

- Communicate effectively in English through speech and writing with faculty, patients, families and health care workers.

- Have the ability to collect data on patient's medical condition and integrate it in relation to current plan of care.

- Have the ability to deal effectively with patient in various psychosocial situations and/or conflict conditions.

### Advanced Standing

### LPN-to-RN Bridge Program

### For Licensed Practical Nurses (LPNs)

Who have graduated **within 3 years** from one of the 5 LPN schools: Diman Regional, Bristol-Plymouth, Upper Cape Cod Regional, Southeastern Regional Practical Nursing Program, or Tri-County RVTHS.

Prospective students are eligible to apply after completing all criteria in Part I. Apply by April 1st.

**Part I:** Complete all pre-admission and pre and co-requisite courses to be eligible. See courses below.

### Pre admission courses with a B- or better:

- High school Algebra I, equivalent or higher

- High school Chemistry with lab, equivalent or higher

- BIO 233 (Anatomy & Physiology 1) or equivalent

- ENG 101 (English Composition 1), ENG 102 or degree in the discipline

- PSY 101 (General Psychology) or higher

- CSS 101 College Success Seminar**Pre and Co-requisite Courses**

- BIO 234 (Human Anatomy and Physiology II) or equivalent

- PSY 252 (Child Development) or equivalent or child development course from the LPN schools listed above

**Part II:**

If admitted and after successful completion of the LPN-to-RN Bridge Program (approximately 3 weeks), the applicant will be awarded *16 credits for NUR 101 and NUR 102* and is eligible for entrance into the third semester of the nursing program, and the nursing course: Nursing Care of the Adult I (NUR 201 (p. 323)) and NUR 100 (p. 323)on a space available basis.

For Nursing Transfer Credit send a syllabus and catalog for each course to be evaluated to the Nursing department.

### LPN Challenge of Fundamentals of Nursing

**For Licensed Practical Nurses (LPNs):**

1. Who have graduated **more than 3 years ago** from one of the 5 LPN schools who have articulation agreements with the BCC nursing program: Diman Regional, Bristol-Plymouth, Upper Cape Cod Regional, Southeastern Regional Practical Nursing Program or Tri-County RVTHS

2. Who have graduated from other LPN schools not listed above (see #1)

3. Meet the LPN-to-RN Bridge Program requirements described above.

Prospective students are eligible to apply after completing all criteria in Part I and II. Apply by April 1st.

**Part I:** Complete all pre-admission and pre and co-requisite courses to be eligible. See courses below.

**Pre admission courses with a B- or better:**

- High school Algebra I, equivalent or higher

- High school Chemistry with lab, equivalent or higher

- BIO 233 (Anatomy & Physiology 1) or equivalent

- ENG 101 (English Composition 1), ENG 102 or degree in the discipline

- PSY 101 (General Psychology) or higher

- CSS 101 College Success Seminar **Part II:** The applicants under the LPN Challenge of Fundamentals of Nursing who meet #1 and #2 requirements must take the Excelsior "*Fundamentals of Nursing*" challenge exam and pass with a score of "C" or better. For more information: http://www.excelsior.edu/ecapps/exams/examDetail.jsf

**Part III:** Perform and pass a lab demonstration to determine skill competency (approximately 2 days). Once a passing score is attained (Part III), the applicant will be **awarded 8 credits for NUR 101** and is eligible for entrance into the second semester of the nursing program, and the nursing course: Parent and Child Health (NUR 102 (p. 323)) and NUR 100 (p. 323)on a space available basis.

Applicants who meet the LPN Bridge Program criteria may be considered for the LPN Challenge of Fundamentals program if there are no seats available in the Bridge Program. These students do not need to take the excelsior exam.

## Applying for Readmission

Only **one** readmission is allowed to the Nursing program within 3 years of withdrawing, failing or not completing nursing courses or required co-requisites.

- Students who fail, withdraw or do not complete NUR 100 or NUR 101, may reapply to the program through the general admission process by January 5th, and are considered based upon nursing admission criteria and on a space-available basis.

- Students who fail, withdraw or do not complete NUR 102, NUR 201, NUR 202 or NUR 203 or co-requisite courses may be readmitted to the Nursing program on a space-available basis. Applicants seeking readmission should apply through the Admissions office by April 1 of the semester prior to desired admission.

### Transfer Information

Opportunities are available for those applicants with previous nursing credits who meet established criteria. Students are responsible for special testing fees and pre- and co-requisite courses.

## OCCUPATIONAL THERAPY ASSISTANT

### Degree offered

Associate in Science in Occupational Therapy Assistant

**Credits required 72**

Dean

Patricia Dent

Program contact

Johanna Duponte, Department Chair and Professor of Occupational Therapy, ext. 2325

## Program Goal Statement

The Occupational Therapy Assistant program prepares generalist, entry-level occupational therapy assistants to practice under the supervision of registered occupational therapists in a variety of health care and wellness settings. Occupational therapy helps people of all ages with physical, developmental, social, or emotional challenges regain, develop, or master everyday skills in order to live independent, productive, and satisfying lives.

## Student Learning Outcomes

See Learning Outcomes (p. 214).

Applications with complete supporting documentation by February 1 receive priority consideration for fall admission.  Applicants are advised to apply well in advance of the deadline.

## Program Information

- One program with two curriculum delivery options: Traditional and eHealth (hybrid i.e. online classes, on-site labs and community and/or clinical fieldwork.)  Both options are located in New Bedford.

- Traditional option OTA courses are offered primarily during the day and one evening; eHealth program option OTA courses are offered Thursday - Saturday and one evening.  Both options include clinical fieldwork assignments which may include days, evenings and weekends. The traditional program option requires 2-3.5 days/week onsite and the eHealth program option requires 1-2 days/week onsite.  Both program options require 5 days/week (typically M-F) in full time fieldwork in the fourth semester.  Both program options require an additional 20+ hours/week to complete the required reading and assignments.

- Many general education courses are available nights, weekends, online and at satellite campuses.

- Computer technology is integrated throughout the OTA program. Most of the OTA courses use online course spaces, which necessitates that all OTA students have access to a computer that is connected to the internet.

- All applicants should review detailed information about technical requirements, accessibility and how to succeed in an online classroom in the eLearning wiki http://dl.bristolcc.edu/wiki/index.php/eLearning.

- Prior to applying, students new to eLearning and those interested in eHealth should assess their ability to succeed in the online environment by completing the eLearning wiki and the eLearning sample course at http://www.bristolcc.edu/Academics/elearning/dl_elear ning_101.cfm.

- Students develop academic knowledge, clinical skills, and professional behavior through classroom, lab, and fieldwork, and off-site learning experiences.

- Once enrolled in the Occupational Therapy Assistant Program students must complete all OTA courses in the required sequence.

- Students are encouraged to take MTH 119 (p. 320) and HST 111 (p. 307) or HST 112 (p. 307) for transfer to a Master's program in OT.

- Developmental and abnormal psychology, foreign languages, including ASL and deaf studies, are not required, but are beneficial to practice as an OTA.

- BCC graduates are recognized as well prepared entry-level practitioners by the clinical community and employers.

## After BCC

- Graduates have taken positions as Certified Occupational Therapy Assistants in area schools, acute care, rehab and psychiatric hospitals, residential and day rehabilitation programs, nursing homes, sub-acute rehab, transitional care and outpatient settings.

- Graduates may transfer to Occupational Therapy programs at senior institutions. Specific prerequisite requirements and transfer credit are determined by the transfer institution.

## Infused General Education Competencies

Ethical Dimensions, Multicultural Perspective, Technical Literacy, CSS 101 (College Success Seminar)

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| BIO 233 | Human Anatomy and Physiology I | 4 |
| BIO 234 | Human Anatomy and Physiology II | 4 |
| COM 101 | Fundamentals of Public Speaking | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| PSY 101 | General Psychology | 3 |
| SOC 101 | Principles of Sociology | 3 |

**Choose one of the following**

*HLT 106 (Medical Language) or MAA 101 (Medical Terminology) are accepted to meet the HLT course requirement in the OTA program.*

| | | |
|---|---|---|
| HLT 101 | Medical Language Module I | 1 |
| HLT 102 | Medical Language Module II | 1 |

**Choose one of the following**

| | | |
|---|---|---|
| MTH 119 | Fundamental Statistics | 3 |
| MTH 125 | Modern College Mathematics | 3 |

**Elective Courses**

| | Historic Awareness Elective | 3 |
|---|---|---|

See General Education Competency Courses/Historic Awareness (p. 233) for course listings

HST 111 or HST 112 recommended for transfer

**Program Courses**

| OTA 111 | Introduction to Occupational Therapy | 3 |
|---|---|---|
| OTA 117 | Psychosocial Performance | 4 |
| OTA 121 | Cognitive and Sensorimotor Performance | 4 |
| OTA 125 | Movement in Human Performance | 3 |
| OTA 127 | Psychosocial Therapeutic Modalities | 4 |
| OTA 233 | Common Conditions of Physical Dysfunction | 4 |
| OTA 235 | Professional Practice Skills | 4 |
| OTA 237 | Developmental/Pediatric OT Practice | 4 |
| OTA 241 | Level II Occupational Therapy Clinical Practice - A | 5 |
| OTA 243 | Level II Occupational Therapy Clinical Practice - B | 5 |
| OTA 244 | Seminar in Occupational Therapy | 2 |

**Required Preadmission Courses**

BIO 111 or BIO 121 or BIO 233 or BIO 234, ENG 101 or ENG 102, and PSY 101 or PSY 255

| BIO 111 | General Biology I | 4 |
|---|---|---|
| | Or | |
| BIO 121 | Fundamentals of Biological Science I | 4 |
| | Or | |
| BIO 233 | Human Anatomy and Physiology I | 4 |
| | Or | |
| BIO 234 | Human Anatomy and Physiology II | 4 |
| ENG 101 | Composition I: College Writing | 3 |
| | Or | |
| ENG 102 | Composition II: Writing about Literature | 3 |
| | And | |
| PSY 101 | General Psychology | 3 |
| | Or | |
| PSY 255 | Abnormal Psychology | 3 |

Preadmission courses must be completed at time of application with grades of B- or better.

*Note: applicants must also have completed high school (or college Algebra 1 or higher) with a minimal grade of B-*

**Required Course Sequence - Fall Semester 1**

BIO 233, ENG 102, OTA 111, OTA 117, HLT 101 or HLT 102, Historic Awareness Elective

OTA courses must be taken in the sequence noted each semester.

**Required Course Sequence - Spring Semester 2**

BIO 234, OTA 121, OTA 125, OTA 127, SOC 101

**Recommended Course Sequence - Summer**

Consider taking any remaining Gen Ed courses to lighten semester load.

**Required Course Sequence - Fall Semester 3**

OTA 233, OTA 235, OTA 237, COM 101, MTH 119 or MTH 125

**Required Course Sequence - Spring Semester 4**

OTA 241, OTA 243, OTA 244

Note OTA courses are offered only in the sequence noted.

**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 two to three days per week in Semester 1, 2, and 3 and 40+ hours/week in Semester 4. Some classes extend into the evening. Students often need to decrease work obligations as program requirements increase.

**Program Outcomes 2011-2013**

The total number of graduates who passed the National Board for Certification in Occupational Therapy (NBCOT) certification examination as new graduate test takers in 2011-2013 was 57 out of 62 (a pass rate of 92%). During this three-year time period the program had 69 graduates and a graduation rate of 86%. The direct link to the program's performance data on the NBCOT® National Certification Examination is https://secure.nbcot.org/data/schoolstats.aspx.

**SPECIAL REQUIREMENTS FOR THE PROGRAM**

**Admission Requirements**

The Occupational Therapy Assistant program is a competitive-entry program with selective admission requirements. A limited number of students are admitted. Meeting minimal requirements places the applicant in the selection pool but does not guarantee admission.

Applicants must have completed high school or college Algebra I or higher with a minimal grade of B-; and have completed college-level BIO 111, BIO 121 , BIO 233  or BIO 234 (p. 253); and ENG 101 or ENG 102;  (p. 297)and PSY 101 or PSY 255 (p. 334), all with grades of B- or better. Successful can-didates have typically excelled in high school and/or college science and math courses. They also demonstrate a GPA of 3.0 or above, have

completed most general education requirements, and clearly articulate their knowledge of the field and their preparation for it in the application letter.

Applicants are required to observe or volunteer in an occupational ther-apy setting or with organizations that provide services for the disabled. There is no requirement for proof of completion or time frame; **however, applicants must submit a letter that briefly describes this experience and outlines their interest in, knowledge of,and exposure to occupational therapy and explains how academic studies and life experiences have prepared the applicant for a career as an occupational therapy assistant**. Submit the letter to the Admissions Department with the application materials.

Students are required to attend one mandatory health science admissions information session (preregister well in advance as seating is limited). All admission requirements including prerequisite courses must be completed by February 1. Students are advised to apply well in advance of deadline to ensure all supporting documents are on file by February 1.

It is strongly recommended that students have completed the science courses required for admission and program degree completion within 10 years of application to the program.

### Requirements Upon Admission

### Grade Requirements

Students must receive a minimum grade of "C" (75) in all required occupational therapy assistant courses. Failure to earn a "C" (75) or better will result in program dismissal. Students who fail, do not complete, or withdraw from OTA courses may reapply to the program only once and readmission is on a space available basis. The readmission decision is based on the recommendations of the faculty and department chair. Readmitted students must resume OTA coursework within one year. Students must successfully complete all required coursework, clinical and program objectives and competencies within five years of initial acceptance into the OTA program in order to graduate. Level II fieldwork must be completed within 18 months of completion of the OTA academic coursework.

### Fieldwork Affiliations

Transportation to the fieldwork sites is the student's responsibility. Students should be prepared to travel an hour or more from campus. Students are advised to decrease in the first three semesters, then discontinue outside work obligations 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 have a physical examination, tetanus, measles, mumps, rubella, hepatitis B, and varicella (chicken pox) immunizations or titre results (blood test to prove immune status). A 2 step TB test and flu shot is required each year. Students must be certified by the American Heart Association in C.P.R. (Basic Life Support for Health Care Providers). Students are required to maintain health insurance and C.P.R. certification throughout their enrollment. Additional laboratory tests, including drug screening are required, at least annually, by the program and clinical agencies. The fee is paid by the student.

### Additional Costs

Students accepted into the program are responsible for associated costs such as parking, lab coat, name tag, clinic supplies, graduate pin, review course, national certification exam, conferences, professional meetings, liability insurance, licensing fees, and fieldwork related costs, such as drug testing and travel. Students are required to attend off-campus professional meetings and a variety of community activities.

Once enrolled in the OTA program students are required to complete all courses in the four semesters of instruction in sequence in order to integrate theoretical and clinical education.

Upon admission to the OTA Program students will be required to attend a program information meeting (late spring) and orientation (late summer). Additionally students must complete an online orientation to the program and online technical training prior to the start of classes. Physical examination and CPR training must be completed prior to the start of classes or students will not be able to attend clinical fieldwork which will prevent them from completing the program objectives.

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.

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.

For more information regarding the College's CORI/SORI check process, please contact the Human Resource Department at (508) 678-2811, ext. 2194.

The Massachusetts Board of Allied Health Professions requires licensure applicants to report any history of felonies or misdemeanors and may deny licensure to those applicants. Further information is available from the Board at MA Board of Allied Health Guidelines Regarding Applicants with Criminal Records or at (617) 727-3071.

The Disciplinary Action Committee of the National Board for Certification in Occupational Therapy (NBCOT) 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, 12 South Summit Avenue, Suite 100, Gaithersburg, Maryland 20877-4150; (301) 990-7979.

**Essential Functions**

OTA students must possess certain cognitive, physical, and psychosocial abilities in order to successfully complete the requirements of the program and ultimately practice in the profession:

- Cognitive ability to learn and apply the skills necessary to meet the curriculum requirements of the program and to qualify to take the NBCOT certification examination.

- Sufficient visual skills to allow accurate reading of a medical record, reading and recording of vital signs, and assessment of patients within a distance of 10 feet.

- Sufficient hearing skills to successfully interact with all team members as well as to hear and respond to equipment, monitors, and alarms.

- Physical abilities to safely meet the multiple needs of various patient populations. This includes sufficient joint mobility, strength, motor control, balance, functional mobility and the ability to lift and move patients from one surface to another.

- Communication skills to clearly and effectively communicate in English with patients, families, faculty, and healthcare workers in both verbal and written form.

- Emotional stability to demonstrate professional interactions with faculty, patients, families, and all other professional staff; to demonstrate respect and confidentiality; to demonstrate good judgment and ethical behavior; to deal effectively with conflict situations; and to demonstrate ethical behavior and responsibility for oneself and his/her actions.

**Accreditation**

The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's phone number is 301.652.2682 and the website is www.acoteonline.org. Graduates of the program are eligible to sit for the National Certification Examination for the Occupational Therapy Assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the graduate will be a Certified Occupational Therapy Assistant (COTA). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification or attain state licensure.

# Office Administration

## EXECUTIVE ADMINISTRATIVE ASSISTANT CAREER

### Degree offered

Associate in Science in Office Administration (Executive Administrative Assistant)

### Credits required 61/63

Dean

William Berardi

Program contact

Carol Martin, Department Chair and Professor of Office Administration, ext. 2408

### Program Goals Statement

This program prepares students for careers as office professionals in a variety of businesses such as government offices, manufacturing firms, insurance companies, retail, real estate, corporate offices, banks, and educational institutions. The executive administrative assistant combines organizational and people skills with an expertise in information processing and office technology.

### Student Learning Outcomes

See Learning Outcomes

### Related Programs

- Administrative Assistant Certificate, Office Support Certificate, Office Technology Management Certificate

### Program Information

- Students wishing to receive PEL credit for an OFC course must follow the PEL procedures provided in the Academic Information section of this catalog. The

student must initiate the process with the Office Administration department chair.

- OFC 102 (p. 324) or a demonstrated keyboarding speed of 20 wpm based on a three-minute timing administered by the Office Administration department chair is a prerequisite for OFC 113 (p. 324) and OFC 117 (p. 324).

## Recommendations

- Take any developmental courses needed prior to enrolling in ENG 101 (p. 296).

- Any student wishing to receive transfer credit for an OFC course that qualifies must follow the PEL (Prior Experiential Learning) procedures provided in the Academic Information section of this catalog. The student must initiate the process with the department chair and appropriate faculty member.

## After BCC

- Students have gone on to become administrative assistants and office managers in all types of offices and corporations.

- Graduates have gone on to become teachers in the field.

- This program is designed for students who plan to enter the workforce immediately.

## Infused General Education Competencies

First-Year Experience

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| ACC 114 | Introduction to QuickBooks Pro | 1 |
| BUS 111 | Business and Financial Mathematics | 3 |
| BUS 251 | Business Law | 3 |
| COM 101 | Fundamentals of Public Speaking | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| HST 114 | United States History from 1877 | 3 |
| SOC 212 | The Sociology of Social Problems | 3 |

**Elective Courses**

| | | |
|---|---|---|
| | Elective - Science | 3-4 |

See General Education Competency Courses - Scientific Reasoning and Discovery (p. 232) for course listings

**Program-Courses**

| | | |
|---|---|---|
| CED 210 | Cooperative Work Experience | 3 |
| OFC 102 | Computer Keyboarding | 1 |
| OFC 113 | Introduction to Microsoft Word | 3 |
| OFC 117 | Introduction to Microsoft Office | 3 |

| | | |
|---|---|---|
| OFC 120 | Text Editing | 3 |
| OFC 150 | Speech Recognition | 3 |
| OFC 214 | Advanced Microsoft Word | 3 |
| OFC 215 | Records Management | 3 |
| OFC 255 | Executive Office Procedures | 3 |
| OFC 260 | Writing Skills for the Administrative Assistant | 3 |
| OFC 262 | Desktop Publishing Projects and Web Design | 3 |
| OFC 266 | Administrative Office Management | 3 |
| OFC 294 | Office Administration Colloquium | 3 |

OFC 102: (May be waived by previous course or passing a keyboarding test administered by the Office Administration department chair.)

**Recommended Course Sequence - Fall Semester 1**

ACC 114, ENG 101, OFC 102, OFC 113, OFC 117, SOC 212

**Recommended Course Sequence - Spring Semester 2**

ENG 102, HST 114, OFC 120, OFC 150, OFC 214

**Recommended Course Sequence - Fall Semester 3**

BUS 111, OFC 215, OFC 255, OFC 266, COM 101

**Recommended Course Sequence - Spring Semester 4**

BUS 251, CED 210, Science Elective, OFC 260, OFC 262, OFC 294

## LEGAL ADMINISTRATIVE ASSISTANT CAREER

### Degree offered

Associate in Science in Office Administration

(Legal Administrative Assistant)

### Credits required 65/67

**Dean of Behavioral and Social Science**s

Program contact

Diana Yohe, Program Coordinator - Paralegal Studies and Legal Studies - and Professor of Office Administration and Legal Studies, ext. 2404

### Program Goals Statement

Students completing this option are prepared to work in law offices, courts, corporate legal departments, law schools, and a wide range of other office settings. Students develop skills in law office procedures, legal document processing, use of software (Microsoft Office programs and legal specialty programs), legal ethics, proofreading, and editing.

### Student Learning Outcomes

See Learning Outcomes (p. 214)

## Related Programs

• Legal Office Assistant Certificate and Paralegal Studies Degree and Certificate

## Program Information

• The skills developed provide excellent job mobility. Students can work in general legal practice or specialize in corporate work, real estate, probate, criminal and/or civil litigation, or other legal specialties as well as in executive office within all business, professional, and government entities.

• Gain work experience by participating in CED 210 (p. 259), Cooperative Work Experience I, which places students in office positions related to their academic program.

• OFC 102 (p. 324) or a demonstrated keyboarding speed of 20 wpm based on a three-minute timing administered by the Office Administration department chair is a prerequisite to OFC 113 (p. 324) and OFC 117 (p. 324).

• Some courses are only offered in the fall or spring semesters.

• Forty-five (45) credits may be applied to the Paralegal Studies degree.

• Twenty-one (21) credits may be applied to the Paralegal Studies certificate.

## Recommendations

• Take developmental courses needed prior to enrolling in ENG 101 (p. 296) and complete OFC 102 or its equivalent testing prior to enrolling in the program.

• Any student wishing to receive transfer credit for an OFC course that qualifies must follow the PEL (Prior Experiential Learning) procedures provided in the Academic Information section of this catalog. The student must initiate the process with the department chair and appropriate faculty member.

## After BCC

• Employment in a variety of settings, including law firms, corporate law departments, financial institutions, government agencies, or courts. Some graduates continue studies in paralegal and/or law.

## DEGREE REQUIREMENTS

**Choose one of the following**

| | | |
|---|---|---|
| BUS 111 | Business and Financial Mathematics | 3 |
| MTH 119 | Fundamental Statistics | 3 |

**General Courses**

| | | |
|---|---|---|
| ACC 114 | Introduction to QuickBooks Pro | 1 |
| COM 101 | Fundamentals of Public Speaking | 3 |
| CSS 101 | College Success Seminar | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| GVT 111 | U.S. Government | 3 |
| HST 114 | United States History from 1877 | 3 |
| SOC 212 | The Sociology of Social Problems | 3 |

**Elective Courses**

| | | |
|---|---|---|
| | Scientific Reasoning and Discovery Elective | 3-4 |

See General Education Competency Courses - Scientific Reasoning and Discovery (p. 232) for course listings

**Program Courses**

| | | |
|---|---|---|
| LGL 160 | Law Office Technology | 3 |
| LGL 180 | Introduction to Law | 3 |
| LGL 281 | Law Office Procedures | 3 |
| LGL 282 | Legal Document Processing | 3 |
| LGL 284 | Legal Transcription | 3 |
| OFC 102 | Computer Keyboarding | 1 |
| OFC 113 | Introduction to Microsoft Word | 3 |
| OFC 117 | Introduction to Microsoft Office | 3 |
| OFC 120 | Text Editing | 3 |
| OFC 214 | Advanced Microsoft Word | 3 |
| PLS 120 | Basic Legal Research | 3 |
| PLS 230 | Criminal Law and Procedure | 3 |
| PLS 242 | Business Organization for Paralegals | 3 |

OFC 102: (May be waived by previous course or passing a keyboarding test administered by the Office Administration department chair.)

**Choose one of the following**

| | | |
|---|---|---|
| CED 210 | Cooperative Work Experience | 3 |
| LGL 290 | Legal Studies Seminar | 3 |

**Recommended Course Sequence - Fall Semester 1**

CSS 101, ENG 101, LGL 180, OFC 113, OFC 117, OFC 120

**Recommended Course Sequence - Spring Semester 2**

ENG 102, LGL 160, LGL 281, OFC 214, BUS 111 or MTH 119

**Recommended Course Sequence - Summer**

Consider taking Gen Ed courses to reduce semester load.

**Recommended Course Sequence - Fall Semester 3**

GVT 111, HST 114, LGL 282, PLS 120, PLS 230

**Recommended Course Sequence - Spring Semester 4**

ACC 114, COM 101, LGL 284, PLS 242, Science Elective, SOC 212, CED 210 or LGL 290

## MEDICAL ADMINISTRATIVE ASSISTANT

### Degree offered

Associate in Science in Office Administration - Medical Administrative Assistant option

### Credits required 62/64

### Dean

Patricia Dent

Program contact

Victoria Revier, Coordinator and Professor of Medical Administrative Programs, ext. 3206

### Program Goal Statement

Students completing this program are prepared to work for doctors or dentists, in hospitals, medical offices, health agencies, or in related fields. Students learn computer applications in medical software, medical terminology, medical insurance forms preparation, beginner and advanced medical transcription, medical office procedures, speech recognition and employment readiness skills.

### Student Learning Outcomes

See Learning Outcomes (p. 214)

### Program Information

- MAA courses are offered primarily during the day.

### Recommendations

- OFC 102 (p. 324) can be "waived" by a demonstrated keyboarding speed of 20 words per minute based on a two-minute timing administered by the Office Administration Department Chair.  OFC 102 is a prerequisite for OFC 113 (p. 324) and OFC 117 (p. 324).

- Take MAA 101 (Medical Terminology) before BIO 115 (Survey of Anatomy & Physiology).  Take OFC 120 (Text Editing) before MAA 102 (Medical Transcription).

- A student who is unable to fit MAA 209 into their last spring semester should consult with the Program Coordinator about substituting the 3 credit CED 210 (Cooperative Work Experience I).

### DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| ACC 101 | Principles of Accounting I | 4 |
| BIO 115 | Survey of Human Anatomy and Physiology | 4 |
| BUS 111 | Business and Financial Mathematics | 3 |
| BUS 251 | Business Law | 3 |
| COM 101 | Fundamentals of Public Speaking | 3 |
| CSS 101 | College Success Seminar | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| HST 114 | United States History from 1877 | 3 |
| SOC 212 | The Sociology of Social Problems | 3 |

**Program Courses**

| | | |
|---|---|---|
| MAA 101 | Medical Terminology | 3 |
| MAA 102 | Medical Transcription | 3 |
| MAA 203 | Advanced Medical Transcription Or | 3 |
| OFC 266 | Administrative Office Management | 3 |
| MAA 204 | Medical Insurance Forms Preparation | 3 |
| MAA 205 | Medical Office Procedures | 3 |
| MAA 209 | Medical Office Portfolio Development Or | 1 |
| CED 210 | Cooperative Work Experience | 3 |
| OFC 102 | Computer Keyboarding | 1 |
| OFC 113 | Introduction to Microsoft Word | 3 |
| OFC 117 | Introduction to Microsoft Office | 3 |
| OFC 120 | Text Editing | 3 |
| OFC 150 | Speech Recognition | 3 |
| OFC 214 | Advanced Microsoft Word | 3 |

OFC 102: (May be waived by previous course or passing a keyboarding test administered by the Office Administration Department Chair)

**Recommended Course Sequence - Fall Semester 1**

CSS 101, ENG 101, MAA 101, OFC 102, OFC 113, OFC 117

**Recommended Course Sequence - Spring Semester 2**

BIO 115, COM 101, ENG 102, OFC 120, OFC 214

**Recommended Course Sequence - Fall Semester 3**

ACC 101, BUS 251, MAA 102, MAA 204, OFC 150

**Recommended Course Sequence - Spring Semester 4**

BUS 111, HST 114, MAA 205, SOC 212, MAA 203 or OFC 266, MAA 209 or CED 210

## PARALEGAL STUDIES*

### Degree offered

Associate in Science in Paralegal Studies

### Credits required 61/62

### Dean of Behavioral and Social Sciences

Program contact

Diana Yohe, Program Coordinator - Paralegal Studies and Legal Studies - and Professor of Office Administration and Legal Studies, ext. 2404

## Program Goals Statement

The Associate of Science in Paralegal Studies (Career Option) 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.

Student Learning Outcomes

See Learning Outcomes (p. 214)

## Related Program

- Paralegal Studies certificate
- Legal Administrative Assistant degree
- Legal Office Assistant certificate

## Program Information

- Acquire basic understanding of substantive and procedural areas of law for a variety of legal settings.
- Acquire skill in legal research and writing.
- Gain work experience by participating in 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.
- Forty to forty-one (40-41) credits may be applied to the Legal Administrative Assistant degree.
- Twenty-one (21) credits may be applied to the Legal Office Assistant certificate.

## Recommended electives

- PLS 235 – Immigration Law
- PLS 241 – Wills, Estates, and Trusts

## After BCC

- Employment in a variety of settings including law firms, corporate law departments, financial institutions, government agencies, or courts.
- Some graduates continue their education in advanced paralegal studies or pursue law degrees.

## DEGREE REQUIREMENTS

### Choose one of the following

| | | |
|---|---|---|
| BUS 111 | Business and Financial Mathematics | 3 |
| MTH 119 | Fundamental Statistics | 3 |

### General Courses

| | | |
|---|---|---|
| COM 101 | Fundamentals of Public Speaking | 3 |
| CSS 101 | College Success Seminar | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| GVT 111 | U.S. Government | 3 |
| HST 114 | United States History from 1877 | 3 |
| SOC 212 | The Sociology of Social Problems | 3 |

### Elective Courses

| | | |
|---|---|---|
| | Elective - Science | 3-4 |

See General Education Competency Courses - Scientific Reasoning and Discovery (p. 232) for course listings

### Program Courses

| | | |
|---|---|---|
| LGL 160 | Law Office Technology | 3 |
| LGL 180 | Introduction to Law | 3 |
| PLS 101 | Civil Litigation & Procedure | 3 |
| PLS 120 | Basic Legal Research | 3 |
| PLS 121 | Family Law and Procedure | 3 |
| PLS 230 | Criminal Law and Procedure | 3 |
| PLS 231 | Interviewing and Investigation | 3 |
| PLS 232 | Advanced Legal Research and Writing | 3 |
| PLS 240 | Real Estate Law | 3 |
| PLS 242 | Business Organization for Paralegals | 3 |
| PLS 243 | Paralegal Internship Or | 3 |
| LGL 290 | Legal Studies Seminar | 3 |

### Choose one of the following

| | | |
|---|---|---|
| PLS 234 | Legal Ethics | 3 |
| PLS 235 | Immigration Law | 3 |
| PLS 241 | Wills, Estates, and Trusts | 3 |

### Recommended Course Sequence - Fall Semester 1

CSS 101, ENG 101, LGL 160, LGL 180, PLS 101, BUS 111 or MTH 119

### Recommended Course Sequence - Spring Semester 2

ENG 102, GVT 111, HST 114, PLS 120, PLS 121

### Recommended Course Sequence - Fall Semester 3

SOC 212, PLS 230, PLS 232, PLS 242, PLS Elective

### Recommended Course Sequence - Spring Semester 4

Science Elective, COM 101, PLS 231, PLS 240, PLS 243 or LGL 290

# CERTIFICATES

Alphabetical by Certificate

(A) Also offered at Attleboro Campus

(NB) Also offered at New Bedford Campus

(eH) Also offered in eHealth, New Bedford

\* Note: Fifty percent of these programs courses can be taken online.

Students do not need to repeat courses they have successfully completed that apply to both a certificate and a degree program. Students are encouraged to review the catalog for certificate and program requirements and to meet with an academic advisor before registering for courses.

## FINANCIAL AID-ELIGIBLE CERTIFICATES

Credits earned in this certificate program are eligible for Financial Aid and may serve as credits in fulfilling an Associate Degree program. All Associate Degree programs qualify for financial aid consideration except General Studies Prep-GP.

Accounting

Administrative Assistant Certificate

Art

Biotechnology

Computer-Aided Design and Manufacturing (CAD/CAM)

Computer Forensics

Computer Game Development

Computer Programming

C-Print Captioning

Deaf Studies Prep

Deaf Studies Professional

Developmental Disabilities

Early Childhood Education/Infant Toddler

Early Childhood Education/Preschool

E-Commerce

Electrocardiography

English/Portuguese Community Interpreting

Fashion Merchandising

Fine Arts

Fire Investigation Specialist

Fire Prevention Specialist

Funeral Service Preparatory

Geotourism Destination Management

Gerontology

Graphic Design

Green Building Technology

Help Desk Software Support

Human Services

International Business

Law Enforcement

Legal Office Assistant

Marketing

Medical Administrative Practices

Medical Assisting

Medical Coding

Medical Transcription

Microsoft Office Certified Application Specialist

Multimedia Development

Native American Studies

Network Tech

Office Skills Training

Office Support

Office Technology Management

Organic Agriculture Technician

Paralegal Studies

Pre-Radiology

Retail Management

Small Business and Entrepreneurial Management

Spanish/English Community Interpreting

Sports Management

Surgical Technology

Surveying

Thanatology

Therapeutic Massage

Tourism and Hospitality Services

Web Design

## A+ CERTIFICATION

### Degree offered

Certificate of Recognition in A+ Certification

### Credits required 10

### Dean

William Berardi

### Program contact

Priscilla Grocer, Department Chair and Professor of Computer Information Systems, ext. 2403

### Program Information

- A+ students are prepared to sit for certification exam after completing CIS 121 (p. 262), CIS 160 (p. 264)and EGR 133 (p. 291) courses.

- Recommendations

- If you have no prior computer experience, take CIS 111 (p. 261) before beginning this certificate program.

- Take CIS 121 (p. 262) in the first semester. To finish in a year, take CIS 121 (p. 262) and CIS 160 (p. 264) during the first semester.

### DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| CIS 121 | Operating Systems | 3 |
| CIS 160 | The Microcomputer Environment | 3 |
| EGR 133 | Computer Configuration and Repair | 4 |

**Recommended Course Sequence - Fall Semester 1**

CIS 121, CIS 160

**Recommended Course Sequence - Spring Semester 2**

EGR 133

## ACCOUNTING

### Degree offered

Certificate of Achievement in Accounting

### Credits required 29

### Dean

William Berardi

### Program contact

Cecil Leonard, Department Chair and Professor of Business Administration, ext. 2415

### Program Goals Statement

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

### DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| ACC 101 | Principles of Accounting I | 4 |
| ACC 102 | Principles of Accounting II | 4 |
| ACC 150 | Small Business Financial Software | 3 |
| ACC 201 | Intermediate Accounting I | 3 |
| ACC 202 | Intermediate Accounting II | 3 |
| BUS 253 | Corporation Finance | 3 |
| ENG 101 | Composition I: College Writing | 3 |

**Choose one of the following:**

| | | |
|---|---|---|
| ACC 253 | Cost Accounting | 3 |
| ACC 255 | Federal Taxation I | 3 |
| ACC 257 | Managerial Accounting | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| ACC 256 | Federal Taxation II | 3 |
| ACC 259 | Analysis of Financial Statements | 3 |

**Recommended Course Sequence - Fall Semester 1**

ACC 253, ACC 255, ACC 257

**Recommended Course Sequence - Spring Semester 2**

ACC 102, BUS 253

**Recommended Course Sequence - Fall Semester 3**

ACC 253 or ACC 255 or ACC 257 and ACC 201

**Recommended Course Sequence - Spring Semester 4**

ACC 256 or ACC 259 and ACC 202

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## ADMINISTRATIVE ASSISTANT

## Degree offered

Certificate of Achievement in Administrative Assistant

## Credits required 28

## Dean

William Berardi

## Program contact

Carol Martin, Department Chair and Professor of Office Administration, ext. 2408

## Program Goals Statement

This advanced-level certificate helps upgrade skills to improve job opportunity. Students examine the latest office technologies and procedures, learn the advanced functions of Microsoft Office software and speech recognition software, and develop database and transcription skills. If you have no working experience of Microsoft Office software, choose the Office Support certificate program.

## Program Information

- This advanced-level certificate provides the most up-to-date training that addresses the fast-changing computer needs of today's offices. The advanced level of skills developed provides excellent job mobility.

- Credits from the Office Support certificate program transfer into the Administrative Assistant certificate program and the Executive Administrative Assistant degree program.

- Cooperative Education (CED 210 (p. 259)) is highly recommended before graduation.

## Recommendations

- Students must type 30 wpm and have working knowledge of Microsoft Office software.

## DEGREE REQUIREMENTS

### Program Courses

| | | |
|---|---|---|
| ACC 114 | Introduction to QuickBooks Pro | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| OFC 150 | Speech Recognition | 3 |
| OFC 214 | Advanced Microsoft Word | 3 |
| OFC 215 | Records Management | 3 |
| OFC 255 | Executive Office Procedures | 3 |
| OFC 260 | Writing Skills for the Administrative Assistant | 3 |
| OFC 262 | Desktop Publishing Projects and Web Design | 3 |
| OFC 266 | Administrative Office Management | 3 |
| OFC 294 | Office Administration Colloquium | 3 |

### Recommended Course Sequence - Fall Semester 1

ENG 101, OFC 150, OFC 214, OFC 215, OFC 255

### Recommended Course Sequence - Spring Semester 2

ACC 114, OFC 262, OFC 266, OFC 294, OFC 260

## Gainful Employment Program Disclosure

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

# ART

## Degree offered

Certificate of Achievement in Art

## Credits required 27

## Dean

Joanne Preston

## Program contact

Erik Durant, Coordinator of and Instructor in Art, ext. 2893

## Program Goals Statement

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

## Program Information

- All courses are taught by Art faculty.

- Students may transfer courses into the Art Transfer degree program.

- Students should follow the same sequence of all studio arts courses as recommended for the Art Transfer program.

## Recommendations

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

## DEGREE REQUIREMENTS

### Program Courses

| | |
|---|---|
| Art Courses | 27 |

Choose 27 credits of ART courses with the help of an advisor. See the course descriptions (p. 243) for more information.

**Recommended Course Sequence**

Contact your program director, Erik Durant, or your advisor for course sequencing recommendations.

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

# AT-SEA-MONITOR

Degree offered

Certificate of Recognition in At-Sea Monitor

Credits required 9

Dean

Sarmad Saman

Program contact

Robert Rak, Coordinator and Professor of Environmental Technology, ext. 2771

Program Goals Statement

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

Program Information

- Students must demonstrate a level of math skills equivalent to MTH 021 through attaining a score of 60 or higher on the Arithmetic and a score of 72 or higher on the Algebra placement exam or through obtaining a "C" or better in the MTH 021 course

- To successfully obtain the certificate, students must attain a grade of "C" or better in the BIO 232 Marine Biology course, a "B" or better in the EGR 268 Fisheries Technologies and Monitoring Techniques, and obtain their Certificate of Completion in Offshore Survival in the EGR162 Marine Safety course.

- For successful completion of the program students will be expected to participate in field trips, including trips at sea on fishing vessels and commercial whale watch vessels.

- Students must be able to lift 50 lbs, drag 200 lbs, swim 100 yards, climb ladders, tolerate stress and work long hours

- Students must be US citizens, or a non-citizen who has a green card, TN Authorization, H1 visa, or valid work visa, and a social security card

- Students should not have a conflict of interest and thus not have any direct or indirect interest in a fishery managed under federal regulations including, but not limited to, vessels, dealers, shipping companies, sectors, sector managers, or advocacy groups.

- For students to move from this program to the National Marine Fisheries Service At-Sea Monitoring Certification Course, they must possess a current American Red Cross certification in CPR and First Aid.

After BCC

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

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| BIO 232 | Marine Biology | 4 |
| EGR 162 | Marine Safety | 1 |
| EGR 268 | Fisheries Technologies and Monitoring Techniques | 4 |

MTH-021 (p. 320) required depending on performance on the Arithmetic Placement Exam and the Algebra Placement Exam.

# AUTOMATED-SYSTEMS-WITH-ROBOTICS

Degree offered

Certificate of Accomplishment in Automated Systems with Robotics

Credits required 15/16

Dean

Sarmad Saman

Program contact

Mary Cass, Coordinator of Automated Systems with Robotics, ext. 2248

Program Goals Statement

This certificate is to develop the student's skills to analyze and apply their knowledge of electrical & mechanical systems, as a technician working with engineers on automated systems used in industry and entertainment. Topics will include pneumatics, hydraulic, electrical and mechanical sensors, switches, motors and other automation hardware, process controllers and programmable logic.

Program Information

- Work with robotics, automation and or computer controlled systems in industry and entertainment.

- Work as a technician maintaining and troubleshooting amusement rides and mechanical animation.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| EGR 113 | Introduction to Robotics | 4 |
| EGR 171 | Fluid Systems | 4 |
| EGR 211 | Programmable Control Systems | 4 |

**Choose one of the following**

| | | |
|---|---|---|
| EGR 131 | Introduction to Electrical Circuits | 4 |
| EGR 151 | Electrical Machinery | 3 |

**Recommended Course Sequence - Fall Semester 1**

EGR 113 and EGR 131 or EGR 151

**Recommended Course Sequence - Spring Semester 2**

EGR 171, EGR 211

## BASIC WEB PAGE DEVELOPMENT

### Degree offered

Certificate of Recognition in Basic Web Page Development

### Credits required 13

### Dean

William Berardi

### Program contact

Priscilla Grocer, Department Chair and Professor of Computer Information Systems, ext. 2403

### Program Goals Statement

This certificate program is designed to meet today's demand for knowledgeable Internet users and developers. Students learn to develop Web pages for specific goals and to access the Internet for research and communications.

### Program Information

- This certificate is designed for users experienced in either the application development or programming areas. Students without basic computers skills must complete CIS 111 prior to starting the certificate.

- This certificate helps students develop skills and expertise to design effective Web pages. This certificate would supplement any college program.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| CIS 122 | Internet Developer | 3 |
| CIS 159 | MySQL and PHP | 3 |
| CIS 162 | Applications for Web Development | 3 |
| CIT 102 | Security Awareness | 1 |
| CIT 131 | Business Creativity | 3 |

**Recommended Course Sequence - Fall Semester 1**

CIS 122, CIT 131

**Recommended Course Sequence - Spring Semester 2**

CIS 159, CIS 162, CIT 102

## BIOTECHNOLOGY

### Degree offered

Certificate of Achievement in Biotechnology

### Credits required 28

### Dean

Sarmad Saman

### Program contact

Robert Rak, Coordinator and Professor of Environmental Technology, ext. 2771

### Program Goals Statement

Learn the essential knowledge and develop lab skills for entry-level biotech positions, including setting up sample analysis, maintaining automated instruments, and preparing materials for research scientists.

### Program Information

- Massachusetts is a national leader in biotechnology and needs well-trained workers for this growing field.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| BIO 121 | Fundamentals of Biological Science I | 4 |
| BIO 126 | Introduction to Biotechnology | 3 |
| BIO 240 | Cell Biology | 4 |
| CED 210 | Cooperative Work Experience | 3 |

| CHM 116 | Health Science Chemistry II | 4 |
| ENG 101 | Composition I: College Writing | 3 |
| MTH 119 | Fundamental Statistics | 3 |

**Choose one of the following**

| BIO 239 | Elements of Microbiology | 4 |
| CHM 225 | Biochemistry | 4 |
| CHM 226 | Chemistry of Nucleic Acids | 4 |

**Recommended Course Sequence - Fall Semester 1**

BIO 121, BIO 126, CED 210, ENG 101

**Recommended Course Sequence - Spring Semester 2**

BIO 240, CHM 116, MTH 119

**Recommended Course Sequence - Fall Semester 3**

BIO 239 or CHM 225 or CHM 226

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

# CENTRAL STERILE PROCESSING TECHNICIAN

## Degree offered

Certificate of Recognition in Central Sterile Processing Technician

## Credits required 4

## Dean

Patricia Dent

## Program contact

TBA - for initial inquiry information contact ext. 4444

## Program Goal Statement

This credit program prepares students to become an entry level central sterile processing technician.  A central sterile processing technician is a medical professional who specializes in stocking, sterilizing, packaging, and preparing the tools and equipment that are used in surgical procedures. He or she is often held responsible for ensuring the cleanliness and safety of operating rooms, tables, and equipment. Central sterile processing technicians may work in a number of different medical settings, including general hospitals, public health clinics, private doctors' offices, and specialized surgical centers.

Program Information

- This program prepares students for a career in sterile processing and distribution by assisting the student to gain the skills needed to become a skilled, effective health care central sterile processing technician.

- Students who successfully complete the Central Sterile Processing Technician program will receive a Certificate of  Recognition.

## DEGREE REQUIREMENTS

**Program Courses**

| HLT 100 | Central Sterile Processing Technician | 4 |

**Recommended Course Sequence - Fall Semester 1**

HLT 100

Essential Functions

- The Central Sterile Processing Technician Certificate program essential functions include certain cognitive, physical and behavioral abilities which are necessary to perform the duties of a professional central sterile processing technician.  In order to meet the course requirements, students must possess the following basic abilities.

- Cognitive ability sufficient to learn and use the body of knowledge necessary to meet the program curriculum requirements and attain career entry status in the profession.

- Physical ability, sufficient mobility, and motor coordination to safely perform all activities required  while in the upright position.

- Visual acuity sufficient to read all appropriate instrumentation.

- Hearing ability sufficient to respond to messages and requests from patients, physicians, 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.

## Admission Requirements

- To be eligible for admission students must have a high school diploma or a state approved high school equivalency credential. Medical, CORI and drug clearances are required.

## Requirements Upon Admission

- Accepted applicants must have a physical examination, tetanus, measles, mumps, rubella, hepatitis B, and varicella (chicken pox) immunizations, or titre (blood tests to prove immunity). A TB test is required. Health insurance and professional liability insurance are required. Additional laboratory tests, including drug screening and CORI/SORI checks are required by clinical agencies.

- 

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 (508) 678-2811, ext. 2194.

- Students must have current CPR Certification from the American Heart Association (Basic Life Support for Health Care Providers).

### Grade Requirements

- A "C" or better is required in HLT 100.

### Additional Costs

- Students accepted into the program are responsible for associated costs such as lab coat, name tag, graduate pin, review course, national certification examination, liability insurance and practicum costs including travel. Transportation to the practicum sites is the students responsibility. Students should be prepared to travel an hour or more from campus.

## After BCC

- Central sterile processing technicians may choose to advance their career by completing a surgical technology certificate or enter other health education programs.

- Following successful completion of HLT 100 students are eligible to take the certification examination offered by the International Association of Healthcare Central Service Material Management (IAHCSMM). 400 hours of hands-on experience must be accrued prior to/or within six months of taking the certification examination.

# CNC MACHINING AND PROGRAMMING

## Degree offered

Certificate of Recognition in Computerized Numeric Control Machining and Program

**Credits required 13**

## Dean

Sarmad Saman

**Program contact**

Mary Cass, Coordinator and Associate Professor of Automation Technology, ext. 2248

## Program Goals Statement

Students learn to use standard machine-shop equipment and operate and program CNC machinery to become manufacturing technicians. Students also understand the materials to be processed and technical drawing through the use of AutoCAD.

## Program Information

- This program serves as a solid base for continuing on toward a degree, with all courses transferring to BCC's Automation, Electro-Mechanical and Mechanical Technology programs.

- This program utilizes BCC's NSF-funded Computer-Integrated Manufacturing (CIM) Laboratory facility, utilizing typical industrial CNC machining centers.

- Students must have previously completed algebra II and geometry before enrolling in certificate courses.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| EGR 172 | Material Science | 4 |

**Choose one of the following**

| | | |
|---|---|---|
| CAD 101 | Computer Aided Drafting | 3 |
| CAD 111 | Advanced Computer Aided Design | 3 |
| CAD 112 | Advanced Computer Aided Design II | 3 |

| CAD 172 | Computer Aided Mechanical Design | 3 |
|---------|--------------------------------|---|

**Choose two of the following**

| CAD 211 | Computer Aided Manufacturing | 3 |
|---------|------------------------------|---|
| EGR 111 | Fundamentals of Manual Machining | 3 |
| EGR 112 | Automated Machining | 3 |

**Recommended Course Sequence - Fall Semester 1**

CAD 101 or CAD 111 or CAD 112 or CAD 172 and EGR 111 or EGR 112 or EGR 172

**Recommended Course Sequence - Spring Semester 2**

CAD 211 or EGR 111 or EGR 112 or EGR 172

Choose two

## COMPUTER FORENSICS

### Degree offered

Certificate of Achievement in Computer Forensics

### Credits required 28/29

### Dean

William Berardi

### Program contact

Priscilla Grocer, Department Chair and Professor of Computer Information Systems, ext. 2403

### Program Goals Statement

This certificate provides information technology and criminal justice professionals with the opportunity to obtain knowledge, training, and skills in computer forensics. Computer forensics examines legal evidence found in computers and digital storage media. This certificate offers two tracks. Those with a background in criminal justice should choose the Information Technology track. Those with an information technology background should choose the Criminal Justice track.

### Program Information

- Students without the required courses must submit documented proof of their acquired knowledge for evaluation by either the Computer Information Systems or Criminal Justice department chairs.

### Recommendations

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

### After BCC

- Graduates are prepared to work in law enforcement agencies, the private commercial sector, and law firms as computer forensics technicians.

### DEGREE REQUIREMENTS

**Core Courses**

| CIT 155 | Introduction of Computer Forensics | 3 |
|---------|-----------------------------------|---|
| CIT 255 | Advanced Computer Forensics | 4 |
| CIT 256 | File System Forensic Analysis | 3 |
| CIT 275 | Computer Forensics Seminar | 4 |
| ENG 101 | Composition I: College Writing | 3 |

**Concentration Courses - Criminal Justice Track**

| CRJ 101 | Introduction to Criminal Justice | 3 |
|---------|----------------------------------|---|
| CRJ 113 | Criminal Law | 3 |
| CRJ 256 | Criminal Investigation | 3 |
| CRJ 258 | Criminal Procedure | 3 |

**Concentration Courses - Information Technology Track**

| CIS 106 | Operating System Scripting | 1 |
|---------|----------------------------|---|
| CIS 120 | Programming: Logic, Design and Implementation | 3 |
| CIS 134 | Networking Technologies | 4 |
| CIT 150 | Network Security | 3 |

**Recommended Course Sequence - Pre-Admission**

Students should take CIS 121 prior to enrolling in this certificate.

**Recommended Course Sequence - Fall Semester 1**

ENG 101, CRJ 101, CRJ 113, CIS 120

**Recommended Course Sequence - Spring Semester 2**

CIT 155 and CRJ 256 or CIS 106 and CIS 134

**Recommended Course Sequence - Fall Semester 3**

CRJ 258 or CIT 150 and CIT 255

**Recommended Course Sequence - Spring Semester 4**

CIT 256, CIT 275

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## COMPUTER GAME DEVELOPMENT

### Degree offered

Certificate of Achievement in Computer Game Development

### Credits required 27

### Dean

William Berardi

### Program contact

Priscilla Grocer, Department Chair and Professor of Computer Information Systems, ext. 2403

### Program Goals Statement

Students gain an understanding of all aspects of electronic game production. Each student participates as a team member in the creation of an electronic game.

### Program Information

- Students can develop the skills necessary for employment by electronic game development companies in basic entry-level positions.

- Due to the fast-track nature of the course, students may need to follow up with additional sample work or study to gain employment.

### DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| CIT 140 | Electronic Game Development I | 3 |
| CIT 141 | Visual Concepts for Game Designers | 3 |
| CIT 142 | Computer Game Level Building | 3 |
| CIT 143 | Programming for Game Developers I | 3 |
| CIT 241 | Electronic Game Development II | 3 |
| CIT 242 | Programming for Game Developers II | 3 |
| CIT 243 | Game and Sound Protection | 3 |
| CIT 244 | Production for Game Developers | 3 |
| ENG 101 | Composition I: College Writing | 3 |

**Recommended Course Sequence - Fall Semester 1**

CIT 140, CIT 141, CIT 142, CIT 143, ENG 101

**Recommended Course Sequence - Spring Semester 2**

CIT 241, CIT 242, CIT 243, CIT 244

### Gainful Employment Program Disclosure

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## COMPUTER PROGRAMMING

### Degree offered

Certificate of Accomplishment in Computer Programming

### Credits required 15/19

### Dean

William Berardi

### Program contact

Priscilla Grocer, Department Chair and Professor of Computer Information Systems, ext. 2403

### Program Goals Statement

A certificate in Computer Programming gives students mastery of basic programming concepts. The student becomes literate in at least three programming languages and achieves advanced mastery of more sophisticated concepts in at least one programming language.

### Requirement

- Students without basic computer skills should enroll in CIS 111 (p. 261) prior to enrolling in this certificate. Students who need basic keyboarding skills should enroll in OFC 102 (p. 324) prior to enrolling in this program.

### Recommendations

- Plan to spend large blocks of time developing proficiency.

### DEGREE REQUIREMENTS

**Database Programming (choose one)**

| | | |
|---|---|---|
| CIS 150 | Oracle and SQL | 3 |
| CIS 152 | Database Programming and Management with Access | 3 |
| CIS 159 | MySQL and PHP | 3 |

**One 3-4 credit Elective – Programming**

| | | |
|---|---|---|
| CIS 122 | Internet Developer | 3 |
| CIS 150 | Oracle and SQL | 3 |
| CIS 154 | Introduction to Programming (COBOL) | 3 |
| CIS 155 | Introduction to C++ Programming | 3 |
| CIS 156 | Visual Basic | 3 |
| CIS 157 | Object-Oriented JAVA Programming I | 4 |
| CIS 250 | Interactive Websites | 3 |
| CIS 254 | Advanced COBOL | 3 |
| CIS 255 | C++ Object Oriented Programming | 3 |

| CIS 256 | Advanced Visual Basic | 3 |
| CIS 257 | Object-Oriented JAVA Programming II | 4 |
| CIT 143 | Programming for Game Developers I | 3 |
| CIT 242 | Programming for Game Developers II | 3 |

**One 3-4 credit Elective - Programming Language**

| CIS 154 | Introduction to Programming (COBOL) | 3 |
| CIS 155 | Introduction to C++ Programming | 3 |
| CIS 156 | Visual Basic | 3 |
| CIS 157 | Object-Oriented JAVA Programming I | 4 |
| CIS 250 | Interactive Websites | 3 |
| CIT 143 | Programming for Game Developers I | 3 |

**First-semester programming language (choose one)**

| CIS 154 | Introduction to Programming (COBOL) | 3 |
| CIS 155 | Introduction to C++ Programming | 3 |
| CIS 156 | Visual Basic | 3 |
| CIS 157 | Object-Oriented JAVA Programming I | 4 |
| CIS 159 | MySQL and PHP | 3 |
| CIS 250 | Interactive Websites | 3 |

**Second-semester of the programming language previously taken (choose one)**

| CIS 254 | Advanced COBOL | 3 |
| CIS 255 | C++ Object Oriented Programming | 3 |
| CIS 256 | Advanced Visual Basic | 3 |
| CIS 257 | Object-Oriented JAVA Programming II | 4 |
| CIS 258 | Advanced Interactive Programming | 3 |

**Recommended Course Sequence - Fall Semester 1**

Database programming course (semester 1 or 2); First-semester programming course; Programming Elective


**Recommended Course Sequence - Spring Semester 2**

Database programming course (semester 1 or 2); Programming elective; Second-semester of the programming language taken in first semester


**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information


# COMPUTER-AIDED DESIGN AND DRAFTING

**Degree offered**

Certificate of Recognition in Computer Aided Design and Drafting

## Credits required 12

## Dean

Sarmad Saman

## Program contact

Eileen Young, Department Chair and Professor of Engineering and Technology, ext. 2746

## Program Goals 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 base for advanced work in a degree program, with all courses transferring to BCC's Automation, Civil, Electro-Mechanical, Environmental, Mechanical, and Structural Technology programs.

- Students utilize high-tech computer equipment and the latest AutoDesk, SolidWorks, and/or CAM software.

After BCC

- Graduates are prepared for positions as architectural and civil CAD operators/drafters and mechanical designers.

## DEGREE REQUIREMENTS

**Core Courses**

| CAD 101 | Computer Aided Drafting | 3 |

Architectural/Civil (complete all three courses)

**Concentration Courses**

| CAD 122 | Architectural Drawing | 3 |
| CAD 125 | 3D Architecture, Building, and Landscape Design | 3 |
| CAD 128 | Civil Drafting and Design | 3 |

**Mechanical/Manufacturing (choose 3 courses)**

| CAD 111 | Advanced Computer Aided Design | 3 |

| CAD 112 | Advanced Computer Aided Design II | 3 |
| CAD 172 | Computer Aided Mechanical Design | 3 |
| CAD 211 | Computer Aided Manufacturing | 3 |

**Recommended Course Sequence - Fall Semester 1**

CAD 101

**Recommended Course Sequence - Spring Semester 2**

CAD 122 or CAD 125 or CAD 128 and CAD 172 or CAD 111

Architectural/Civil CAD 122 or CAD 125 or CAD 128

Mechanical/Manufacturing CAD 172 or CAD 111

**Recommended Course Sequence - Fall Semester 3**

CAD 122 or CAD 125 or CAD 128 and CAD 111 or CAD 112

Architectural/Civil CAD 122 or CAD 125 or CAD 128

 Mechanical/Manufacturing CAD 111 or CAD 112

**Recommended Course Sequence - Spring Semester 4**

CAD 122 or CAD 125 or CAD 128 and CAD 112 or CAD 211

Architectural/Civil CAD 122 or CAD 125 or CAD 128

Mechanical/Manufacturing CAD 112 or CAD 211

## COMPUTER-AIDED DESIGN AND MANUFACTURING (CAD/CAM)

### Degree offered

Certificate of Accomplishment in Computer Aided Design & Manufacturing (CAD/CAM)

### Credits required 22

### Dean

Sarmad Saman

### Program contact

Mary Cass, Coordinator and Associate Professor of Automation Technology, ext. 2248

### Program Goals 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 BCC's Automation, Electro-Mechanical, and Mechanical Technology programs.

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

- Students must have previously completed Algebra II and Geometry before enrolling in certificate courses.

## DEGREE REQUIREMENTS

**Program Courses**

| CAD 111 | Advanced Computer Aided Design | 3 |
| CAD 211 | Computer Aided Manufacturing | 3 |
| EGR 111 | Fundamentals of Manual Machining | 3 |
| EGR 112 | Automated Machining | 3 |
| EGR 172 | Material Science | 4 |

**Choose two from the following**

| CAD 101 | Computer Aided Drafting | 3 |
| CAD 112 | Advanced Computer Aided Design II | 3 |
| CAD 172 | Computer Aided Mechanical Design | 3 |

**Recommended Course Sequence - Fall Semester 1**

CAD 111, EGR 111, EGR 172, CAD 101 or CAD 172

**Recommended Course Sequence - Spring Semester 2**

CAD 211, EGR 112, CAD 101 or CAD 112 or CAD 172

## DEAF STUDIES PREP

### Degree offered

Certificate of Accomplishment in Deaf Studies Prep

### Credits required 17

### Dean

Joanne Preston

### Program contact

Sandra Lygren, Coordinator and Professor of Deaf Studies, ext. 2748

### Program Goals Statement

This certificate program is designed for students interested in American Sign Language and the lives of Deaf people. It is a great collection of gateway Deaf Studies courses for students in non-Deaf Studies degree programs that seek specialized skills and knowledge in a competitive job

market. It is also an effective way to decide if Deaf Studies is a major one wants to pursue. This certificate does not lead to employment.

## Program Information

- This certificate program is a good choice for Deaf Studies students wishing to explore their program of study and career options while they complete developmental work.

- Students are encouraged to be active in our ASL/Deaf Studies club and are required to be active in the Deaf community.

- Students will spend an additional hour per week engaged in language lab activities with each ASL course taken.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| ASL 101 | Elementary American Sign Language I | 3 |
| ASL 102 | Elementary American Sign Language II | 3 |
| ASL 181 | Visual/Gestural Communication | 2 |
| DST 101 | Introduction to Deaf Studies | 3 |
| DST 110 | Deaf Culture | 3 |
| ENG 101 | Composition I: College Writing | 3 |

**Recommended Course Sequence - Fall Semester 1**

ASL 101, DST 101, DST 110, ENG 101

**Recommended Course Sequence - Spring Semester 2**

ASL 102, ASL 181

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## DEAF STUDIES PROFESSIONAL

### Degree offered

Certificate of Achievement in Deaf Studies Professional

### Credits required 28

### Dean

Joanne Preston

### Program contact

Sandra Lygren, Coordinator and Professor of Deaf Studies, ext. 2748

## Program Goals Statement

The certificate provides professional development and/or specialization in Deaf Studies for professionals already working with Deaf people. Fundamental to this program are both American Sign Language competency and appreciation of the Deaf community as a cultural/linguistic minority.

Program Information

- Prerequisite for admission minimum of Associate in Arts or Science and demonstrated *ASL ability at the advanced beginner level.*

- Students with 30 or more college credits in liberal arts/general education including ENG 101 (p. 296) or equivalent, demonstrated ASL ability, and proof of related employment may meet with the program director to determine admission.

- Students without the required language skills should choose the Deaf Studies Prep Certificate program or one of the Deaf Studies degree options.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| ASL 201 | Intermediate American Sign Language I | 3 |
| ASL 202 | Intermediate American Sign Language II | 3 |
| ASL 284 | ASL/Deaf Studies Capstone Seminar | 1 |
| ASL 301 | Advanced American Sign Language I | 4 |
| ASL 302 | Advanced American Sign Language II and Structure | 4 |
| DST 101 | Introduction to Deaf Studies | 3 |
| DST 110 | Deaf Culture | 3 |
| DST 210 | The Deaf Community in Society | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| DST 151 | Deaf History | 3 |
| DST 251 | Deaf Literature and ASL Folklore | 3 |

**Recommended Course Sequence - Fall Semester 1**

DST 101, DST 110, ASL 201, ASL 283

**Recommended Course Sequence - Spring Semester 2**

ASL 202, DST 210

**Recommended Course Sequence - Fall Semester 3**

ASL 301

**Recommended Course Sequence - Spring Semester 4**

ASL 284, ASL 302 and DST 151 or DST 251

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## DESKTOP PUBLISHING

### Degree offered

Certificate of Recognition in Desktop Publishing Technology

### Credits required 12

### Dean

William Berardi

### Program contact

Priscilla Grocer, Department Chair and Professor of Computer Information Systems, ext. 2403

### Program Goals Statement

The certificate in Desktop Publishing Technology provides training in the computer skills needed to work in the pre-press environment. Courses focus on using industry-standard pagination and digital imaging software and deal with basic writing and editing.

### Requirements

- Students entering this certificate program must understand the basic concepts of an operating system, spreadsheet, and a database.

- Those without computer experience should take CIS 111 (p. 261) before starting the program. CIS 112 (p. 262) is also helpful.

### DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| CIT 131 | Business Creativity | 3 |
| CIT 132 | Desktop Publishing | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 215 | Technical Writing | 3 |

**Recommended Course Sequence - Fall Semester 1**

CIT 132, ENG 215

**Recommended Course Sequence - Spring Semester 2**

CIT 131, ENG 101

| | | |
|---|---|---|
| CIT 132 | Desktop Publishing | 3 |
| ENG 215 | Technical Writing | 3 |

## DEVELOPMENTAL DISABILITIES

### Degree offered

Certificate of Achievement in Developmental Disabilities

### Credits required 24

TBA

### Program contact

Paul F. Correia, Coordinator, ext. 3765

**Program Goals Statement**

This certificate prepares students to work within the broad range of developmental disabilities populations, including individuals with mental retardation, autism, Down and Fetal Alcohol Syndromes, various neurological and sensory impairments, and other emotional and behavioral disorders.

### Program Information

- Most courses in the Developmental Disabilities certificate apply to both the Human Services degree and certificate programs.

### DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| ENG 101 | Composition I: College Writing | 3 |
| PSY 101 | General Psychology | 3 |
| SER 101 | Introduction to Social Welfare | 3 |
| SER 212 | Special Topics in Mental Health | 3 |
| SER 260 | Supervision and Leadership in Human Services | 3 |
| SER 261 | Developmental Disabilities | 3 |
| SER 290 | Pre-Internship Planning Workshop | 1 |
| SER 291 | Field Experience and Seminar I | 5 |

**Recommended Course Sequence - Fall Semester 1**

ENG 101, SER 101

**Recommended Course Sequence - Spring Semester 2**

PSY 101, SER 261, SER 290

**Recommended Course Sequence - Fall Semester 3**

SER 212, SER 260

**Recommended Course Sequence - Spring Semester 4**

SER 291

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

# EARLY CHILDHOOD EDUCATION INFANT/TODDLER

## Degree offered

Certificate of Achievement in Early Childhood Education Infant/Toddler

## Credits required 25

## Dean

Joanne Preston

## Program contact

Melissa Cardelli, Program Coordinator, Assistant Professor of Early Childhood Education, ext. 2410

## Program Goals Statement

This certificate program introduces students to the application of principles of respectful care and education of infants and toddlers (birth through 2.9 years). Through placement in a supervised infant/toddler setting, students demonstrate their understanding of the principles and skills needed to provide quality education and respectful care.

## Program Information

- Required courses meet the requirements of group care staff as identified by the Department of Early Education and Child Care (DEEC).

- Course credits apply toward an associate degree in Early Childhood Education.

- C.O.R.I. (Criminal Offender Record Information) and S.O.R.I. (Sexual Offender Registry Information) background checks are required prior to clinical placement and are conducted in accordance with state regulations. C.O.R.I. and S.O.R.I. checks are processed through the Human Resources office.

## Academic Expectations

- All Early Childhood students must achieve grades of "C-" or better in all subject courses with an ECE designation.

## Special Requirements for the Program

### Health Requirements

Accepted applicants must have a physical examination, Hepatitis B immunization, other immunizations as required by the Massachusetts Department of Public Health, and must have a tuberculosis test each year.

### Fieldwork

During this program, which requires a practicum experience, Early Childhood students should be aware that young children are physically very active. Students must be able to move quickly and have sufficient visual and hearing acuity to accurately monitor children in their charge. Transportation to fieldwork sites is the responsibility of the student. Students should be prepared to travel up to an hour from campus for these assignments.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| ECE 111 | Introduction to Early Childhood Education | 3 |
| ECE 112 | Observing, Recording, and Analyzing Early Childhood Settings | 3 |
| ECE 113 | Safe and Healthy Early Childhood Learning Environments | 3 |
| ECE 223 | Infant-Toddler Development | 3 |
| ECE 236 | Infant-Toddler Curriculum Planning | 3 |
| ECE 244 | Parent-Teacher Communications and Partnerships | 3 |
| ECE 251 | Teaching Practicum I and Seminar I | 4 |
| ENG 101 | Composition I: College Writing | 3 |

**Recommended Course Sequence - Fall Semester 1**

ECE 111, ENG 101, GIS 101

**Recommended Course Sequence - Spring Semester 2**

ECE 112, ECE 113

**Recommended Course Sequence - Fall Semester 3**

ECE 223, ECE 244

**Recommended Course Sequence - Spring Semester 4**

ECE 236, ECE 251

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

# EARLY CHILDHOOD EDUCATION PRESCHOOL

## Degree offered

Certificate of Achievement in Early Childhood Education Preschool

## Credits required 28

## Dean

Joanne Preston

## Program contact

Melissa Cardelli, Program Coordinator, Assistant Professor of Early Childhood Education, ext. 2410

## Program Goals Statement

This certificate program prepares students to enter the field as a qualified entry-level professional ready to work with preschool children in settings such as daycare, learning centers, and family child care.

## Program Information

• Required courses meet the requirements of group care staff as identified by the Department of Early Education and Child Care (DEEC).

• Course credits apply toward an associate degree in Early Childhood Education.

• C.O.R.I. (Criminal Offender Record Information) and S.O.R.I. (Sexual Offender Registry Information) background checks are required prior to clinical placement and are conducted in accordance with state regulations. C.O.R.I. and S.O.R.I. checks are processed through the Human Resources office.

## Academic Expectations

• All Early Childhood students must achieve grades of "C-" or better in all subject courses with an ECE designation.

## Special Requirements for the Program

### Health Requirements

Accepted applicants must have a physical examination, Hepatitis B immunization, other immunizations as required by the Massachusetts Department of Public Health, and must have a tuberculosis test each year.

### Fieldwork

During this program, which requires a practicum experience, Early Childhood students should be aware that young children are physically very active. Students must be able to move quickly and have sufficient visual and hearing acuity to accurately monitor children in their charge.

Transportation to fieldwork sites is the responsibility of the student. Students should be prepared to travel up to an hour from campus for these assignments.

## DEGREE REQUIREMENTS

### Program Courses

| | | |
|---|---|---|
| ECE 111 | Introduction to Early Childhood Education | 3 |
| ECE 112 | Observing, Recording, and Analyzing Early Childhood Settings | 3 |
| ECE 113 | Safe and Healthy Early Childhood Learning Environments | 3 |
| ECE 222 | Special Needs in Early Childhood | 3 |
| ECE 234 | Preschool Curriculum Planning | 3 |
| ECE 251 | Teaching Practicum I and Seminar I | 4 |
| ENG 101 | Composition I: College Writing | 3 |
| PSY 101 | General Psychology | 3 |
| PSY 252 | Child Development | 3 |

### Recommended Course Sequence - Fall Semester 1

ECE 111, ENG 101, PSY 101

### Recommended Course Sequence - Spring Semester 2

ECE 112, PSY 252

### Recommended Course Sequence - Fall Semester 3

ECE 113, ECE 222

### Recommended Course Sequence - Spring Semester 4

ECE 234, ECE 251

### Gainful Employment Program Disclosure

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## E-COMMERCE

### Degree offered

Certificate of Accomplishment in e-commerce

### Credits required 20/22

### Dean

William Berardi

### Program contact

Cecil Leonard, Department Chair and Professor of Business Administration

### Program Goals Statement

This certificate provides students with the knowledge to use e-commerce technologies for small business operations. Most of the courses can be transferred to a Business Career associate degree program.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| BUS 152 | Honors E-Commerce | 3 |
| CIS 122 | Internet Developer | 3 |
| CIS 162 | Applications for Web Development | 3 |
| CIT 131 | Business Creativity | 3 |
| | Any CIS Course | 1-3 |
| ENG 101 | Composition I: College Writing | 3 |
| MAN 154 | Small Business Management | 3 |

Electives: Choose 1-3 credits from any CIS course

**Choose one of the following**

| | | |
|---|---|---|
| ACC 114 | Introduction to QuickBooks Pro | 1 |
| BUS 115 | Fundamentals of an Enterprise | 1 |
| RMN 117 | Fundamentals of On-Line Retailing | 1 |

**Recommended Course Sequence - Fall Semester 1**

ACC 114 or BUS 115 or RMN 117 and BUS 152, ENG 101, MAN 154

**Recommended Course Sequence - Spring Semester 2**

CIS/CIT Elective, CIS 122, CIS 162, CIT 131

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## ELECTROCARDIOGRAPHY EKG

### Degree Offered

Certificate of Accomplishment in Electrocardiography

Credits Required 17

Dean

Patricia Dent

Program Contact

Lisa Wright, Program Coordinator of Medical Assisting Program, ext. 2629

Program Goals Statement

The program goal is to prepare students for entry-level employment as professional and competent Electrocardiography (EKG) Technicians, and to meet the needs of the local health care community.

Program Information

- EKG Technicians operate noninvasive equipment which prints graphic tracings of electrical impulses transmitted by the heart. The technician is responsible for maintaining the equipment and supplies, preparing the patient for the test, and monitoring the patient during the procedure. The graphic tracing aides in the diagnosis of heart disease, monitors the effect of drug therapy, and analyzes changes in the condition of the patient's heart over a period of time.

- In addition to performing routine diagnostic electrocardiograms, EKG technicians may specialize in continuous ambulatory (Holter) monitoring or cardiac stress testing. Holter monitoring records a patient's cardiac rhythm for a 24- to 48-hour period, while patients' pursue their normal routines. Cardiac stress testing monitors and records a patient's cardiac rhythm during a period of prescribed exercise.

- Additional duties may include scheduling of appointments, data entry into computerized machines, typing of physicians' interpretations, and maintaining patient files.

- Graduates of the program are eligible to sit for a national EKG certification exam.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| BIO 115 | Survey of Human Anatomy and Physiology | 4 |
| ENG 101 | Composition I: College Writing | 3 |
| HLT 106 | Medical Language | 3 |
| HLT 116 | Introduction to Healthcare | 3 |
| HLT 118 | Fundamentals of Electrocardiography | 4 |

**Recommended Course Sequence - Fall Semester 1**

BIO 115, ENG 101, HLT 106

**Recommended Course Sequence - Semester 2**

HLT 116, HLT 118

## EMERGENCY MEDICAL TECHNICIAN

### Degree offered

Certificate of Recognition in Emergency Medical Technician

### Credits required 8

### Dean

Sarmad Saman

### Program contact

Stephen Rivard, Coordinator of Fire Science Technology

### Program Goals Statement

The Emergency Medical Technician Certificate Program is designed to provide students with the skills and knowledge to pursue a career as an EMT. Successful completion of the program coursework qualifies students to sit for the State of Massachusetts EMT license examination. This State license is mandatory for all personnel who wish to pursue a career working on an ambulance. EMT licensure is also the first step in training for a career as a paramedic or with the fire service. EMT training is a valuable skill for those pursuing careers in the healthcare. EMT students gain practical experience by taking part in both hands-on activities and simulations.

### Program Information

- Successful completion of the program coursework will qualify students to sit for the State of Massachusetts EMT certification examination.

- EMT students will gain practical experience by taking part in both hands on activities and simulations.

- EMT certification is the first step in training for a career as a Paramedic or with the fire service.

- Courses transfer to the Fire Science Associate's degree program.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| FIR 170 | Emergency Care I | 4 |
| FIR 171 | Emergency Care II | 4 |

**Recommended Course Sequence - Semester 1**

FIR 170, FIR 171

## FASHION MERCHANDISING

### Degree offered

Certificate of Achievement in Fashion Merchandising

### Credits required 28

### Dean

William Berardi

### Program contact

Cecil Leonard, Department Chair and Professor of Business Administration, ext. 2415

### Program Goals Statement

The certificate is designed to prepare students to enter a fashion career. Courses in retail management, art, human behavior, and psychology aim to enhance career opportunities and lay a foundation for further study if desired.

### Program Information

- Many courses transfer to BCC's degree program in Retail Management.

### After BCC

- Students can consider such career options as fashion coordinator, fashion consultant, designer, or presenter.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| ART 111 | Drawing I | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| MAR 101 | Principles of Marketing | 3 |
| RMN 111 | Retail Management - Principles of Buying | 3 |
| RMN 114 | Retail Management - Fundamentals of Fashion and Textiles | 3 |
| RMN 115 | Creative Fashion Presentation, Promotion, and Visual Merchandising | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| CIT 131 | Business Creativity | 3 |
| RMN 116 | Retail and Fashion Merchandising Field Study | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| COM 101 | Fundamentals of Public Speaking | 3 |
| COM 114 | Professional Speaking | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| MAR 114 | Sales Principles | 3 |
| PSY 101 | General Psychology | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| RMN 117 | Fundamentals of On-Line Retailing | 1 |
| RMN 118 | Workshop in Team Development and Managerial Communications | 1 |

**Recommended Course Sequence - Fall Semester 1**

ART 111, ENG 101, MAR 101, RMN 111 and CIT 131 or RMN 116

**Recommended Course Sequence - Spring Semester 2**

RMN 114, RMN 115 and MAR 114 or PSY 101 and RMN 117 or RMN 118 and COM 101 or COM 114

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## FINE ARTS

### Degree offered

Certificate of Achievement in Fine Arts

### Credits required 27

### Dean

Joanne Preston

### Program contact

Erik Durant, Coordinator of and Instructor in Art, ext. 2893

### Program Goals Statement

This program offers students an introduction to the fine arts. Students can explore art, music, theatre, dance, and English, and additional electives in literature, the humanities, and history. All courses transfer into a degree program.

### Program Information

- Students may transfer courses into a degree program at BCC or at another institution.

- Consult with the program coordinator to design a program that meets your needs, interest, and background.

### Recommendations

- If enrolled part time, take ENG 101 (p. 296), an ART elective, MUS elective, and THE elective first.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| | Art Elective | 3 |
| | Music Elective | 3 |
| | Theater Elective | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 283 | Creative Writing Seminar | 3 |

**Additional Electives**

| | | |
|---|---|---|
| | ELECTIVE | 3 |
| | ELECTIVE | 3 |
| | ELECTIVE | 3 |
| | ELECTIVE | 3 |

To complete required program credits, students select four electives appropriate to their interests and background with the approval of an advisor. Refer to Art, Dance, English, Music, and Theatre course descriptions for possibilities

**Recommended Course Sequence**

Contact your program director, Erik Durant, or your advisor for course sequencing recommendations.

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## FUNDAMENTAL COMPUTER SKILLS

### Degree offered

Certificate of Recognition in Fundamental Computer Skills

### Credits required 7/8

### Dean

William Berardi

### Program contact

Priscilla Grocer, Department Chair and Professor of Computer Information Systems, ext. 2403

## Program Goals Statement

- Students learn word processing, spreadsheets, and databases and how to use the Internet for research and exploration.

- This certificate is designed for people who need to learn to use computers effectively on the job or at home to make a career change.

- Program Information

- This program assumes no prior computer knowledge and is aimed at those nervous about acquiring those skills.

- This program could be used to develop a level of computer literacy that would be an asset in any college program.

## Recommendations

- Plan to spend large blocks of time developing proficiency.

## Program Courses

- May be waived by previous course or passing a keyboarding test administered by the Office Administration department.

## DEGREE REQUIREMENTS

### Program Courses

OFC 102 may be waived by previous course or passing a keyboarding test administered by the Office Administration department.

| | | |
|---|---|---|
| CIS 101 | Internet User | 1 |
| CIS 111 | Introduction to Business Information Systems | 3 |
| CIS 112 | Advanced Business Information Systems | 3 |
| OFC 102 | Computer Keyboarding | 1 |

**Recommended Course Sequence - Fall Semester 1**

CIS 111, OFC 102

**Recommended Course Sequence - Spring Semester 2**

CIS 101, CIS 112

## FUNERAL SERVICE PREPARATORY

### Degree offered

Certificate of Achievement in Funeral Service Preparatory

### Credits required 27

**Dean of Behavioral and Social Sciences**

Program contract

John Tormey, Coordinator of Thanatology and Professor of Psychology/Thanatology, ext. 2032

## Program Goals Statement

This certificate is unique to BCC and prepares the student interested in a career in funeral services for transfer to associate degree programs in funeral services. The courses also prepare the student for a national board examination required for licensure.

## Program Information

- Contact your program director John Tormey or your advisor for course sequencing recommendations.

- Students enrolled in other programs often can earn this certificate by taking the courses as electives.

- This certificate, along with Certificate in Thanatology, makes the student a strong candidate for funeral service apprenticeship programs.

- This program fulfills the general education requirements, which can be transferred to an Associate Degree in Funeral Service at mortuary colleges. BCC has an articulation agreement with Mt. Ida College.

## DEGREE REQUIREMENTS

### Program Courses

| | | |
|---|---|---|
| ACC 101 | Principles of Accounting I | 4 |
| BIO 233 | Human Anatomy and Physiology I | 4 |
| BIO 234 | Human Anatomy and Physiology II | 4 |
| BUS 251 | Business Law | 3 |
| CIS 110 | Basic Computing Skills | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| MAN 154 | Small Business Management | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| PSY 262 | Introduction to Thanatology | 3 |
| PSY 264 | Psychology of Grief | 3 |

### Gainful Employment Program Disclosure

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## GEOGRAPHIC INFORMATION SYSTEMS

### Degree offered

Certificate of Recognition in Geographic Information Systems

### Credits required 12

Dean

Sarmad Saman

Program contact

Robert Rak, Coordinator and Professor of Environmental Technology, ext. 2771

## Program Goals Statement

Geographic Informational Systems (GIS) provides a powerful tool in any academic discipline to analyze relationships among data. It is commonly used in business, environmental, geographical, political, law enforcement, and social science applications.

## Program Information

- This certificate introduces students to GIS and provides them with the skills necessary to layer various types of data in an electronic format and to study and identify relationships among the data.

- This program serves as a solid base for continuing toward a degree with courses transferring to BCC's Environmental Technology program.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| EGR 103 | Computer Skills for Engineers and Technicians | 3 |
| GIS 101 | Introduction to Geographic Information Systems | 3 |
| GIS 102 | Applications of Geographic Information Systems | 3 |
| SSC 101 | Introduction to Geography | 3 |

**Recommended Course Sequence - Fall Semester 1**

SSC 101, EGR 103, GIS 101

**Recommended Course Sequence - Spring Semester 2**

GIS 102

## GEOTOURISM DESTINATION MANAGEMENT

### Degree offered

Certificate of Achievement in Geotourism Destination Management

### Credits required 27

### Dean

William Berardi

### Program contact

John Caressimo, Coordinator and Professor of Culinary Arts, ext. 2111

## Program Goals Statement

The program provides skills needed for professional tourism planning that guides a community's growth and protects its resources. It focuses on development of sustainable tourism operations that honor a community's values and goals.

## 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 Tourism career field.

- Job opportunities include tour escort, convention and visitors bureau coordinator, tour destination guide, cruise ship employee and corporate travel agent.

- Students may earn credit in field placements at such sites as Colette Tours, Massachusetts Information Centers, Newport Historical Society, and any other local tourism destination site.

- All courses are taught by experienced hospitality and tourism industry professionals.

## After BCC

- The program is designed for tourism destination managers, marketers, developers, tour operators, business owners, planners, and others who want to accelerate their careers in tourism development.

- Graduates may work in local, regional, or national planning organizations.

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| CED 210 | Cooperative Work Experience | 3 |
| ENG 101 | Composition I: College Writing | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| COM 101 | Fundamentals of Public Speaking | 3 |
| COM 114 | Professional Speaking | 3 |

**Core Courses**

| | | |
|---|---|---|
| BUS 122 | Tour Destination Planning | 3 |
| BUS 130 | Introduction to Geotourism | 3 |
| BUS 132 | Geotourism Management | 3 |
| COM 241 | Public Relations | 3 |
| MAN 101 | Principles of Management | 3 |

**Recommended Course Sequence - Fall Semester 1**

ENG 101, COM 101 or COM 114, MAN 101, BUS 122, BUS 130

**Recommended Course Sequence - Spring Semester 2**

CED 210, BUS 131, BUS 132, COM 241

## GERONTOLOGY

## Degree offered

Certificate of Achievement in Gerontology

## Credits required 24

**Dean of Behavioral and Social Science**s

Program contact

John Tormey, Coordinator of Thanatology and Professor of Psychology/Thanatology

## Program Goals Statement

The Gerontology certificate program prepares students to understand and effectively respond to myriad issues, challenges, choices, and problems encountered in the aging process.

## Program Information

- Students, especially those pursuing a degree in General Studies, are invited to consider a two-for-one program, using their electives wisely to include Gerontology as a special expertise in the degree program. Students are invited, but are not required, to take PSY 267 (p. 334) as a foundation for other Gerontology courses. In the event that core courses fit better with a student's schedule, they have permission to register for those courses.

After BCC

- Students are prepared to seek employment in various senior agencies, retirement communities, health care facilities, home- and adult-care programs, hospice organizations, and the myriad entrepreneur possibilities that respond to senior needs and interests.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| ENG 101 | Composition I: College Writing | 3 |
| PSY 267 | Introduction to Gerontology: The Study of Aging | 3 |
| PSY 269 | Geropsychology | 3 |
| SOC 262 | Social Issues in Aging | 3 |
| SOC 263 | Senior Life - Choices and Challenges | 3 |

**Program Elective - Choose one from the following**

| | | |
|---|---|---|
| BIO 111 | General Biology I | 4 |
| BIO 117 | Physiology of Wellness | 3 |
| BIO 121 | Fundamentals of Biological Science I | 4 |
| BIO 220 | Introduction to Nutrition | 3 |
| BIO 233 | Human Anatomy and Physiology I | 4 |
| BIO 234 | Human Anatomy and Physiology II | 4 |
| FIR 170 | Emergency Care I | 4 |
| FIR 171 | Emergency Care II | 4 |
| HLT 115 | Personal and Community Health | 3 |
| SER 101 | Introduction to Social Welfare | 3 |

**Program Elective - Choose one from the following**

| | | |
|---|---|---|
| PSY 262 | Introduction to Thanatology | 3 |
| PSY 264 | Psychology of Grief | 3 |
| PSY 266 | Introduction to Grief Counseling | 3 |
| SOC 257 | Social Issues in Loss | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| PSY 101 | General Psychology | 3 |
| SOC 101 | Principles of Sociology | 3 |

**Recommended Course Sequence - Fall Semester 1**

ENG 101, PSY 267

**Recommended Course Sequence - Spring Semester 2**

PSY 101, PSY 267

**Recommended Course Sequence - Fall Semester 3**

Health/Human Service Elective

**Recommended Course Sequence - Spring Semester 4**

Thanatology Elective

## Gainful Employment Program Disclosure

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

# GLOBAL LEADERSHIP

## Degree offered

Certificate of Accomplishment in Global Leadership

## Credits required 15

**Dean of Behavioral and Social Sciences**

Program contact

Mary Zahm, Ph.D., Professor of Psychology and Director of Civic Engagement, ext. 2579

## Program Goals Statement

This program offers students the opportunity to develop the global perspective and interpersonal competencies needed for success in the emerging global workplace such as communication, team building, leadership, and project management skills and to practice them by engaging in service-learning. It also offers them the opportunity to learn strategies for applying their education to address social problems in their community.

## Program Information

- Students must take one of the two leadership courses that focus on development of interpersonal competencies and skills needed for success as a leader in the global and local communities. Students must complete a service-learning component in the leadership course; they will also have the opportunity to lead peers on this project.

- Students must take at least one course that meets the Global Awareness General Education competency and complete a service-learning component for it. This course may not be Global Leadership if it is taken as the leadership course for this certificate.

- Students must complete at least three other courses in their program of study or program electives.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| PSY 271 | Global Leadership | 3 |
| | Or | |
| PSY 295 | Honors Seminar in Community Leadership | 3 |
| | ELECTIVE | 3 |

The elective must be a BCC course with the Global Awareness General Education designation, as listed in the course catalog, and it must be taken as a service-learning component.

**Elective Courses**

| | | |
|---|---|---|
| | ELECTIVE | 3 |
| | ELECTIVE | 3 |
| | ELECTIVE | 3 |

The electives must be courses either required by the student's program or program electives.

**Recommended course sequence - Fall Semester 1**

Elective, Elective

One Global Awareness General Education course (with a service-learning component) and one program elective.

**Recommended course sequence - Spring Semester 2**

Elective, Elective, PSY 271 or PSY 295

One leadership course (either PSY 271 or PSY 295 with a service-learning component) and two program electives.

## GRAPHIC DESIGN

### Degree offered

Certificate of Achievement in Graphic Design

### Credits required 27

### Dean

Joanne Preston

### Program contact

Marisa Millard, Coordinator of Animation, Graphic Design, and Web Design, and Professor of Graphic Design, ext. 2691

### Program Goals Statement

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

### Program Information

- Students use the state-of-the-art Design Macintosh lab and industry-standard graphic software and peripherals.

- Students gain a firm foundation in the creative process and use of visual language for communication and develop a professional-quality portfolio.

### Related Programs

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

### After BCC

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

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| ART 111 | Drawing I | 3 |
| ART 260 | Computer Graphics | 3 |
| ART 261 | Graphic Design I | 3 |
| ART 262 | Graphic Design II | 3 |
| ART 266 | Typography Design | 3 |
| ART 267 | Publication Design | 3 |
| ENG 101 | Composition I: College Writing | 3 |

Note: Students with satisfactory drawing portfolio may take ART 216 instead of ART 111, with permission of director.

**Choose two electives from**

| | | |
|---|---|---|
| ART 271 | Web Design I | 3 |
| ART 276 | Multimedia Design | 3 |
| ART 280 | Electronic Imaging | 3 |
| ART 292 | Design Studio | 3 |

**Recommended Course Sequence - Summer**

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

**Recommended Course Sequence - Fall Semester 1**

ART 261, ART 266, ENG 101, Art Elective

**Recommended Course Sequence - Spring Semester 2**

ART Elective, ART 262, ART 267

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## GREEN BUILDING TECHNOLOGY

### Degree offered

Certificate of Accomplishment in Green Building Technology

### Credits required 22/23

### Dean

Sarmad Saman

### Program contact

Eileen Young, Department Chair and Professor of Engineering and Technology, ext. 2746

### Program Goals Statement

This certificate introduces students to the construction profession and provides them with the applied technical skills necessary for employment as construction technicians or to direct a construction project. Students learn the process of constructing a green building from the ground up, develop an in-depth working knowledge of energy efficiency, conservation and construction estimating techniques, and gain practical experience in preparing working drawings for building construction. Graduates of this program will be prepared to complete the LEED Green Associate certification, which denotes basic knowledge of green design, construction, and operations. Due to the great-er use of CAD equipment by architects and engineers, as well as drafters, students also develop drafting techniques using computer-aided design and drafting software, including AutoCAD.

### Program Information

- Certificate courses can apply to BCC's Civil, Architectural and Structural Technology degree programs.
- Students may earn this certificate and the degree simultaneously.
- Students interested in transferring to a Bachelor degree program in Engineering should select MTH 171 (p. 321).

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| CAD 101 | Computer Aided Drafting | 3 |
| CAD 122 | Architectural Drawing | 3 |
| EGR 123 | Green Building Practices | 4 |
| EGR 125 | Construction Estimating | 3 |
| EGR 183 | Energy Efficiency and Conservation Measures | 3 |
| ENG 101 | Composition I: College Writing | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| MTH 141 | Technical Mathematics I | 4 |
| MTH 151 | College Algebra | 3 |

**Recommended Course Sequence - Fall Semester**

MTH 141 or MTH 151 and CAD 101

**Recommended Course Sequence - Spring Semester**

CAD 122, EGR 183, ENG 101

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## HELP DESK SOFTWARE SUPPORT

### Degree offered

Certificate of Achievement in Help Desk Software Support

### Credits required 29

### Dean

William Berardi

### Program contact

Priscilla Grocer, Department Chair and Professor of Computer Information Systems, ext. 2403

### Program Goals Statement

Students learn problem-solving skills and acquire the ability to deal with general computer issues raised by the user. Students work at preparing support materials for use in areas such as Frequently Asked Questions (FAQs) support.

## Program Information

- Students who would like to continue their education are encouraged to earn the A+ certificate and one of the networking certificates to advance their knowledge in the more technical areas of support.

- Students learn skills to troubleshoot and resolve software problems using a variety of software.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| CIS 102 | Database Fundamentals | 1 |
| CIS 105 | Hardware Fundamentals | 1 |
| CIS 112 | Advanced Business Information Systems | 3 |
| CIS 114 | Advanced Microcomputer Applications | 3 |
| CIS 121 | Operating Systems | 3 |
| CIS 122 | Internet Developer | 3 |
| CIS 160 | The Microcomputer Environment | 3 |
| CIT 160 | Help Desk Methods | 3 |
| CIT 161 | Troubleshooting Applications | 3 |
| CIT 162 | Applied Help Desk Support | 3 |
| ENG 101 | Composition I: College Writing | 3 |

**Recommended Course Sequence - Fall Semester 1**

CIS 102, CIS 105, CIS 112, CIS 121, CIT 160, ENG 101

**Recommended Course Sequence - Spring Semester 2**

CIS 114, CIS 122, CIS 160, CIT 161, CIT 162

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## HOME HEALTH AIDE

### Degree offered

Certificate of Recognition in Home Health Aide (HHA)

### Dean

Patricia Dent

### Program contact

TBA

### Program Goal Statement

This course provides additional skills, knowledge and guidelines for the CNA.  There will be a review of competencies. There will be a pre-test on body systems along with a review of the role of the CNA in reporting and recording deviations from normal in skin or mental status during hygienic care.  Reporting and recording will be discussed along with the body systems. Topics will cover the role of the CNA, HHA, along with the use of assistive devices, employee-employer relationship, safety, infection control, communication, ADL's, privacy, dignity and autonomy.  There will be more work with safety related to adaptive equipment such as Hydraulic lifts and wheelchairs along with natural transfer devices and good boy mechanics.  Good nutrition will be stressed along with helping the patient who is on a special diet.  Meal preparation, special mouth care, dentition will be discussed.  Housekeeping, purchasing supplies will also be discussed.

### Program Information

- The Home Health Aide course is a 20-hour program.

- A Certificate of Recognition in Home Health Aide (HHA) upon satisfactory completion of all program requirements.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| HLT 108 | Home Health Aide (HHA) | 1 |

**Recommended Course Sequence - Fall Semester 1**

HLT 108

### Essential Functions

- The Home Health Aide program essential functions include certain cognitive, physical and behavioral abilities which are necessary to perform the duties of a home health aide.  In order to meet the course requirements, students must possess the following basic abilities.

- Cognitive ability sufficient to learn and use the body of knowledge necessary to meet the program curriculum requirements and attain career entry status in the profession.

- Physical ability, sufficient mobility, and motor coordination to safely perform all activities associated with the requirements of home health aide.

- Visual acuity sufficient to read all appropriate instructions related to patient care.

- Hearing ability sufficient to respond to messages and requests from patients and staff.

- Communication skills sufficient to allow for communication with instructors, staff, and patients.

- Emotional stability sufficient to interact professionally with instructors, staff and patients, respect patient confidentiality, use reasonable judgment and accept responsibility for their actions.

## Admission Requirements

# High school diploma or a state-approved high school equivalent credential required.

## Requirements Upon Admission

- Accepted applicants must have a physical examination, tetanus, measles, mumps, rubella, hepatitis B, and varicella (chicken pox) immunizations, or titre (blood tests to prove immunity). A TB test is required. Health insurance and professional liability insurance are required. Additional laboratory tests, including drug screening and CORI/SORI checks are required by clinical agencies.

- 

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 (508) 678-2811, ext. 2194.


- Students must have current CPR Certification from the American Heart Association (Basic Life Support for Health Care Providers).

Grade Requirements

A "C" or better is required in all science courses and HLT 108.

Additional Costs

Students accepted into the program are responsible for associated costs such as liability insurance and practicum costs including travel. Transportation to the practicum

sites is the students responsibility. Students should be prepared to travel an hour or more from campus.

After BCC

Graduates may continue to become a Personal Care Assististant or CNA.

## HUMAN SERVICES

### Degree offered

Certificate of Achievement in Human Services Certificate

### Credits required 24

#### Dean of Behavioral and Social Sciences

Program contact

Kevin J. Garganta, Coordinator and Professor of Human Services, ext. 2001

### Program Goals Statement

This program provides the theoretical and skills-based knowledge to obtain entry-level positions in social and human services or, for those in the field, an upgrade of existing professional knowledge.

### DEGREE REQUIREMENTS

#### Program Courses

| | | |
|---|---|---|
| ENG 101 | Composition I: College Writing | 3 |
| PSY 101 | General Psychology | 3 |
| SER 101 | Introduction to Social Welfare | 3 |
| SER 251 | Principles of Methods of Interviewing | 3 |
| SER 290 | Pre-Internship Planning Workshop | 1 |
| SER 291 | Field Experience and Seminar I | 5 |
| SOC 212 | The Sociology of Social Problems | 3 |

#### Program Courses – Choose one elective from the following

| | | |
|---|---|---|
| DST 110 | Deaf Culture | 3 |
| PSY 252 | Child Development | 3 |
| PSY 253 | Adolescent Psychology | 3 |
| PSY 254 | Psychology of Personality | 3 |
| PSY 255 | Abnormal Psychology | 3 |
| PSY 258 | Introduction to Behavior Modification | 3 |
| PSY 266 | Introduction to Grief Counseling | 3 |
| SER 212 | Special Topics in Mental Health | 3 |
| SOC 254 | Alcohol Use and Abuse | 3 |
| SOC 257 | Social Issues in Loss | 3 |

#### Recommended Electives

| | | |
|---|---|---|
| DST 110 | Deaf Culture | 3 |
| PSY 252 | Child Development | 3 |
| PSY 253 | Adolescent Psychology | 3 |

| PSY 254 | Psychology of Personality | 3 |
| PSY 255 | Abnormal Psychology | 3 |
| PSY 258 | Introduction to Behavior Modification | 3 |
| PSY 266 | Introduction to Grief Counseling | 3 |
| SER 212 | Special Topics in Mental Health | 3 |
| SOC 254 | Alcohol Use and Abuse | 3 |
| SOC 257 | Social Issues in Loss | 3 |

**Recommended Course Sequence - Fall Semester 1**

ENG 101, SER 101

**Recommended Course Sequence - Spring Semester 2**

PSY 101, SER 251, SER 290

**Recommended Course Sequence - Fall Semester 3**

SER 291

**Recommended Course Sequence - Spring Semester 4**

Elective, SOC 212

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## INFORMATION TECHNOLOGY FLUENCY

### Degree offered

Certificate of Recognition in Information Technology Fluency

### Credits required 9

### Dean

William Berardi

### Program contact

Priscilla Grocer, Department Chair and Professor of Computer Information Systems, ext. 2403

### Program Goals Statement

This certificate covers the concepts, skills, and understanding needed for students to apply their information technology knowledge to their professional life.

### Program Information

- Curriculum follows Computer Science and Telecommunications Board of the National Research

Council guidelines for ensuring basic technology literacy. The third course in this sequence involves a project applying knowledge to your field of interest.

- This program is available online.

- This program assumes the online ability to check a Web site and use email.

## DEGREE REQUIREMENTS

**Program Courses**

| CIT 121 | Information Technology Fluency I | 3 |
| CIT 122 | Information Technology Fluency II | 3 |
| CIT 123 | Information Technology Fluency III | 3 |

**Recommended Course Sequence - Fall Semester 1**

CIT 121

**Recommended Course Sequence - Spring Semester 2**

CIT 122

**Recommended Course Sequence - Fall Semester 3**

CIT 123

## INFORMATION TECHNOLOGY TEACHING

### Degree offered

Certificate of Accomplishment in Information Technology Teaching

### Credits required 15

### Dean

William Berardi

### Program contact

Priscilla Grocer, Department Chair and Professor of Computer Information Systems, ext. 2403

### Program Goals Statement

This certificate is designed to provide paraprofessionals, teachers, and students preparing to teach with the competencies needed as an Instructional Technology Specialist.

### Program Information

- Much of this certificate is available online.

- This program assumes the ability to work online to check a website and use email.

## DEGREE REQUIREMENTS

**Program Courses**

| CIT 111 | Information Technology Foundation Concepts | 3 |
| CIT 122 | Information Technology Fluency II | 3 |

| CIT 123 | Information Technology Fluency III | 3 |
| CIT 124 | Technology for Teachers Seminar I | 3 |
| CIT 125 | Technology for Teachers Seminar II | 3 |

**Recommended Course Sequence - Fall Semester 1**

CIT 121

**Recommended Course Sequence - Spring Semester 2**

CIT 122

**Recommended Course Sequence - Fall Semester 3**

CIT 123, CIT 124

**Recommended Course Sequence - Spring Semester 4**

CIT 125

## INTERNATIONAL BUSINESS

### Degree offered

Certificate of Achievement in International Business

### Credits required 27

### Dean

William Berardi

### Program contact

Cecil Leonard, Department Chair and Professor of Business Administration, ext. 2415

### Program Goals Statement

This certificate offers students an opportunity to combine business, language, and history knowledge to aid in their preparation for a career in international business.

### Program Information

About fifty percent of the required credits are available in E-learning. Most of the courses required for the certificate will transfer to the associate degree programs in Business Career or Business Transfer.

### DEGREE REQUIREMENTS

**Program Courses**

| BUS 253 | Corporation Finance | 3 |
| BUS 260 | International Business | 3 |
| ECN 111 | Principles of Economics-Macro | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| | Foreign Language Elective 6 credits | 6 |
| | History Elective | 3 |
| MAN 101 | Principles of Management | 3 |
| MAR 101 | Principles of Marketing | 3 |

History elective: Choose from HST 256 or HST 257

Foreign language: Choose two semesters of FRN, POR, or SPA

**Recommended Course Sequence - Fall Semester 1**

MAN 101, MAR 101, ECN 111, Foreign Language Elective

**Recommended Course Sequence - Spring Semester 2**

ENG 101, BUS 253, BUS 260, HST 256 or HST 257

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## JAVA PROGRAMMER

### Degree offered

Certificate of Recognition in JAVA Programmer

### Credits required 12

### Dean

William Berardi

### Program contact

Priscilla Grocer, Department Chair and Professor of Computer Information Systems, ext. 2403

### Program Goals Statement

JAVA is a very popular language used by many IT professionals. This certificate covers the material needed to sit for the JAVA2 Programmer Certificate exam offered by Sun. Course material matches UMD Computer Science courses.

### Program Information

Some programming background would be an asset.

### DEGREE REQUIREMENTS

**Program Courses**

| CIS 157 | Object-Oriented JAVA Programming I | 4 |
| CIS 257 | Object-Oriented JAVA Programming II | 4 |
| CIS 260 | Software Specification and Design | 4 |

**Recommended Course Sequence - Fall Semester 1**

CIS 157

**Recommended Course Sequence - Spring Semester 2**

CIS 257

**Recommended Course Sequence - Fall Semester 3**

CIS 260

## LAW ENFORCEMENT

### Degree offered

Certificate of Achievement in Law Enforcement

### Credits required 27

**Dean of Behavioral and Social Sciences**

Program contact

Alan Rolfe, Coordinator and Professor of Criminal Justice, ext. 3081

### Program Goals Statement

The Law Enforcement Certificate program combines specialized criminal justice and general education coursework to develop the knowledge and skills necessary to enter the field of law enforcement. It develops career specific knowledge in law and criminal procedure. All credits may be applied to an associate degree in criminal justice.

### Program Information

- The program was developed at the request of the Massachusetts Chiefs of Police Association and is intended to provide a basic recruit-training curriculum. Courses also apply to the Quinn Bill - eligible Criminal Justice degree program.

- No academic credit can be awarded for life experience, academy, military, or other training.

### Program Requirement

- Students earning a final course grade of D+ or lower in any Criminal Justice course will be withdrawn from the Criminal Justice Program. Any student withdrawn from a Criminal Justice course by an instructor for any reason, and has a grade of D+ or lower at the time of the withdrawal will be removed from the Criminal Justice Program. Any student withdrawn from the Criminal Justice Program may apply for readmission to the Program through enrollment services after retaking and earning a grade of C- or better in the course(s) which the unsatisfactory grade was earned.

## DEGREE REQUIREMENTS

**General Courses**

| | | |
|---|---|---|
| COM 101 | Fundamentals of Public Speaking | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| PSY 101 | General Psychology | 3 |
| SOC 101 | Principles of Sociology | 3 |

**Program Courses**

| | | |
|---|---|---|
| CRJ 101 | Introduction to Criminal Justice | 3 |
| CRJ 113 | Criminal Law | 3 |
| CRJ 219 | Police and Community Relations | 3 |
| CRJ 251 | Criminology | 3 |
| CRJ 258 | Criminal Procedure | 3 |

**Recommended Course Sequence - Fall Semester 1**

CRJ 113, ENG 101, SOC 101

**Recommended Course Sequence - Spring Semester 2**

CRJ 219, CRJ 251, CRJ 258, PSY 101, COM 101

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## LEGAL OFFICE ASSISTANT

### Degree offered

Certificate of Achievement in Legal Office Assistant

### Credits required 27

**Dean of Behavioral and Social Sciences**

Program contact

Diana Yohe, Program Coordinator - Paralegal Studies and Legal Studies - and Professor of Office Administration and Legal Studies, ext. 2404

### Program Goals Statement

This certificate offers a concentrated and short-term way to acquire office skills for employment in law offices and law-related offices. Students develop skills in law office procedures, legal document processing, use of software, proofreading, and editing.

### Program Information

- Gain work experience by participating in CED 210 (p. 259), which places students in office positions related to their academic program.

- Some courses are offered in the spring or fall semesters.
- All credits may be applied to an associate's degree in Office Administration – Legal Administrative Assistant. Twelve (12) credits may be applied to the Paralegal Studies degree or certificate.

## Related Programs

- Office Administration Degree - Legal Administrative Assistant option
- Paralegal Studies degree or certificate

## After BCC

- Continue studies at BCC for an associate's degree in Office Administration—Legal Administrative Assistant or expand skills by pursing the Paralegal Studies certificate. Employment in a variety of office settings, including law firms, corporate legal departments, financial institutions, government agencies, and courts. Some graduates continue studies in paralegal and/or law.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| ENG 101 | Composition I: College Writing | 3 |
| LGL 160 | Law Office Technology | 3 |
| LGL 180 | Introduction to Law | 3 |
| LGL 281 | Law Office Procedures | 3 |
| LGL 282 | Legal Document Processing | 3 |
| OFC 113 | Introduction to Microsoft Word | 3 |
| OFC 117 | Introduction to Microsoft Office | 3 |
| OFC 120 | Text Editing | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| CED 210 | Cooperative Work Experience | 3 |
| LGL 290 | Legal Studies Seminar | 3 |

**Recommended Course Sequence - Fall Semester 1**

LGL 180, OFC 113, OFC 117, OFC 120

**Recommended Course Sequence - Spring Semester 2**

CED 210 or LGL 290 and ENG 101, LGL 160, LGL 281, LGL 282

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

# MARKETING (A/NB)*

## Degree offered

Certificate of Achievement in Marketing

## Credits required 24

## Dean

William Berardi

## Program contact

Cecil Leonard, Department Chair and Professor of Business Administration, ext. 2415

## Program Goals Statement

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

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| CIS 111 | Introduction to Business Information Systems | 3 |
| | ELECTIVE | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| MAN 101 | Principles of Management | 3 |
| MAR 101 | Principles of Marketing | 3 |
| MAR 114 | Sales Principles | 3 |
| MAR 253 | Sales Management | 3 |

ELECTIVE: Choose one 3-credit elective from ACC, BUS, MAN, MAR, or RMN

**Choose one of the following**

| | | |
|---|---|---|
| COM 101 | Fundamentals of Public Speaking | 3 |
| COM 113 | Interpersonal Speech | 3 |

**Recommended Course Sequence - Fall Semester 1**

CIS 111, ENG 101, MAR 101 and COM 101 or COM 113

**Recommended Course Sequence - Spring Semester 2**

MAN 101, MAR 114, MAR 253, Business Elective

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

# MEDICAL ADMINISTRATIVE PRACTICES*

## Degree offered

Certificate of Achievement in Medical Administrative Practices

## Credits required 29

## Dean

Patricia Dent

### Program contact

Victoria Revier, Coordinator and Professor of Medical Administrative Programs, ext. 3206

Program Goal Statement

This certificate prepares students to work for doctors or dentists, in hospitals, health agencies, or related fields. They develop skills in medical software, medical terminology, beginner medical transcription, insurance forms preparation, medical office procedures, text editing and employment readiness skills.

## Program Information

- All credits transfer into the Office Administration Associate degree - Medical Administrative Assistant option.

- MAA courses are offered primarily during the day.

## Recommendations

- OFC 102 (p. 324) can be "waived" by a demonstrated keyboarding speed of 20 words per minute based on a two-minute timing administered by the Office Administration Department Chair. OFC 102 is a prerequisite for OFC 113 and OFC 117.

- Take MAA 101 (Medical Terminolgy) before BIO 115 (Survey of Human Anatomy & Physiology).

- Take OFC 120 (Text Editing) before MAA 102 (Medical Transcription).

- The prerequisite for OFC 214 (p. 325) is OFC 113 (p. 324). Students who have not achieved the skill level equivalent to OFC 113 should consult with the Program Coordinator.

- A student who is unable to fit MAA 209 (p. 315) into the last spring semester should consult with the Program Coordinator about substituting the 3-credit CED 210 (p. 259) (Cooperative Work Experience I).

## Related Programs

- Office Administration Associate degree - Medical Administrative Assistant option

- Medical Transcription Certificate Program

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| BIO 115 | Survey of Human Anatomy and Physiology | 4 |
| ENG 101 | Composition I: College Writing | 3 |
| MAA 101 | Medical Terminology | 3 |
| MAA 102 | Medical Transcription | 3 |
| MAA 204 | Medical Insurance Forms Preparation | 3 |
| MAA 205 | Medical Office Procedures | 3 |
| MAA 209 | Medical Office Portfolio Development | 1 |
| OFC 117 | Introduction to Microsoft Office | 3 |
| OFC 120 | Text Editing | 3 |
| OFC 214 | Advanced Microsoft Word | 3 |

**Recommended Course Sequence - Summer**

Consider taking Gen Ed courses to reduce semester load. If possible, take MAA 101 (Medical Terminology) the prerequisite to MAA 102 (Medical Transcription).

**Recommended Course Sequence - Fall Semester 1**

MAA 101, MAA 102, MAA 204, OFC 117, OFC 120

**Recommended Course Sequence - Spring Semester 2**

BIO 115, ENG 101, MAA 205, MAA 209, OFC 214

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## MEDICAL ASSISTING

## Degree offered

Certificate of Achievement in Medical Assisting

## Credits required 29

## Dean

Patricia Dent

## Program contact

Lisa Wright, Coordinator and Professor of Medical Assisting, ext. 2629

## Program Goal Statement

The goal of the Medical Assisting program is to prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains, as outlined by the American Association of Medical Assistants, 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 BCC are eligible to apply to sit for the American Association of Medical Assistants (AAMA) to be credentialed as a Certified Medical Assistant (CMA).

- Some courses in this program are only offered during the day.

The Bristol Community College Medical Assisting 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, 1361 Park Street, Clearwater, FL 33756; 727.210.2350.

Licensing exam is not required by law in Massachusetts. Of those at BCC who took the exam, 75% passed.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| BIO 115 | Survey of Human Anatomy and Physiology | 4 |
| ENG 101 | Composition I: College Writing | 3 |
| HCI 124 | Survey of Medical Coding and Billing | 1 |
| HLT 101 | Medical Language Module I | 1 |
| HLT 102 | Medical Language Module II | 1 |
| MAA 103 | Medical Assisting Administrative Procedures | 3 |
| MAS 101 | Medical Assisting Clinical Procedures I | 3 |
| MAS 102 | Medical Assisting Clinical Procedures II | 3 |
| MAS 121 | Medical Assisting Laboratory Procedures I | 3 |
| MAS 122 | Medical Assisting Laboratory Procedures II | 3 |
| MAS 200 | Medical Assisting Practicum and Theory | 4 |

**Recommended Course Sequence - Fall Semester 1**

ENG 101, BIO 115, HLT 101, MAA 103, MAS 101, MAS 121

**Recommended Course Sequence - Spring Semester 2**

HLT 102, HCI 124, MAS 102, MAS 122, MAS 200

**SPECIAL REQUIREMENTS FOR THE PROGRAM**

## Admission Requirements

Applicants must have a high school diploma or a state-approved high school equivalency credential, to demonstrate successful completion of high school biology with a laboratory component, and Algebra I or higher level math with a minimum grade of "C-". This is a competitive program. Successful candidates have excelled in science and/or math courses.

## Additional Requirements and Costs

Accepted applicants must have a physical examination, tetanus, measles, mumps, rubella, hepatitis B, and varicella (chicken pox) immunizations, or titre (blood tests to prove immunity). A TB test is required each year. Health insurance is required.

Additional laboratory tests, including drug screening, are required by clinical agencies. Students are responsible for associated costs such as uniforms, lab coats, textbooks, lab supplies, professional liability insurance, and must carry personal health insurance throughout enrollment in the program. Students must provide their own transportation to clinical assignments.

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

Upon admission to the program, all students must undergo a Criminal Offender Record Information (CORI) check and a Sex Offender Registry Information (SORI) check. These checks are required due to potential unsupervised contact with children, the disabled, or the elderly during a clinical experience. Students found to have certain criminal convictions or pending criminal actions will be presumed ineligible for clinical placement. The College is authorized by the Commonwealth's Department of Criminal Justice to access CORI records. Sex Offender checks shall be performed pursuant to Massachusetts General Laws, Chapter 6, Sections 178C-178P.

For more information regarding the College's CORI/SORI check process, please contact the Human Resource Department at (508) 678-2811, ext. 2194.

A positive CORI/SORI check may prevent individuals from working in contracted health facilities, which could prevent students from completing the program objectives.

## Program Essential Functions

The practice of medical assisting involves communication with patients and direct patient-care activities. Certain cognitive and psychomotor capabilities are required for the safe and skillful performance of these activities.  In order to make satisfactory progress through the medical assisting program, a student must meet the following criteria

- Visual acuity such as that needed for preparation and administration of medications, observation and measurement of laboratory values, physical assessment activities, and varied administrative tasks.

- Hearing ability such as that required to receive verbal messages from patients and staff members and to utilize varied medical equipment.

- Motor skills and coordination as needed to implement the skills required to meet the healthcare needs of patients and also to operate computers and technical equipment.

- Communication skills such as those of speech, reading, and writing as needed to interact with and interpret patient needs and communicate these as necessary to provide safe and effective care.

- Reading, writing, and cognitive skills such as those required for written examination, research papers, and the composition of business letters and other business/office related communications.

- Mathematical skills such as those required for calculating drug dosages and financial record-keeping for the physician's office or healthcare facility.

- Intellectual and emotional ability necessary to coordinate patient care and manage activities with an ambulatory care facility.

## After BCC

- 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.

### Gainful Employment Program Disclosure

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## MEDICAL CODING

### Degree offered

Certificate of Achievement in Medical Coding

### Credits required 29

### Dean

Patricia Dent

### Program contact

Ann-Marie Barone, Department Chair and Assistant Professor in Health Information Management, ext. 2369

### Program Goal Statement

This certificate provides students with knowledge of human anatomy and physiology, human diseases and their treatment, and medical language of major body systems. Students also learn how to provide disease and procedure codes in both of the medical coding systems used in the healthcare industry and how to communicate those codes to payers.

#### Program Information

- This certificate prepares students for CCA, CCS, and CCS-P certification examinations offered by the AHIMA (American Health Information Management Association), or AAPC (American Academy of Professional Coders) certification options.

- Two program options: Fall River or eHealth (online program) New Bedford.

### DEGREE REQUIREMENTS

#### General Courses

| | | |
|---|---|---|
| BIO 115 | Survey of Human Anatomy and Physiology | 4 |
| CIT 121 | Information Technology Fluency I | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| HLT 106 | Medical Language | 3 |
| MAA 204 | Medical Insurance Forms Preparation | 3 |
| MAA 209 | Medical Office Portfolio Development | 1 |

#### Program Courses

| | | |
|---|---|---|
| HCI 110 | Fundamentals of Health Information Technology & Management | 2 |

| HCI 145 | Medical Coding/Billing Externship and Seminar | 1 |
| HCI 237 | Human Disease Processes and Procedures | 3 |
| HCI 239 | International Classification of Disease Coding | 3 |
| HCI 242 | Coding of Procedures and Healthcare Reimbursement | 3 |

## Recommendations

To enroll in the Health Information Management degree program, substitute BIO 233 and BIO 234 for BIO 115.

A student who is unable to fit MAA 209 into the last spring semester should consult with the Program Coordinator about substituting the 3-credit CED 210 (Cooperative Work Experience I).

## Related Programs

Health Information Management degree (Medical Records), Office Administration degree – Medical Administrative Assistant option

## Special Requirements for the Program

## Admission Requirements

Applicants must possess a high school diploma or G.E.D. equivalent. A minimum high school grade point average "C" or a G.E.D. score of 2500, with a minimum score of 500 in math and a minimum score of 500 in science is required. Prerequisites for high school graduates include high school biology or chemistry and a high school mathematics course with a minimum grade of "C". It is recommended that students who have a G.E.D. equivalent take BIO 111 and MTH 011 prior to applying for admission.

Accepted applicants must have a physical exam, proof of immunizations or titres. A TB test is required each year. Health insurance is required. Students are responsible for associated costs. Students should plan on scheduling for a twenty hour professional practice experience (PPE). Students must provide their own transportation to professional practice sites.

Individual healthcare facilities may have additional requirements for professional PPE.

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

Upon admission to the program, all students must undergo a Criminal Offender Record Information (CORI) check and a Sex Offender Registry Information (SORI) check. These checks are required due to potential unsupervised contact with children, the disabled, or the elderly during a clinical experience. Students found to have certain criminal convictions or pending criminal actions will be presumed ineligible for clinical placement. The College is authorized by the Commonwealth's Department of Criminal Justice to access CORI records. Sex Offender checks shall be performed pursuant to Massachusetts General Laws, Chapter 6, Sections 178C-178P.

For more information regarding the College's CORI/SORI check process, please contact the Human Resource Department at (508) 678-2811, ext. 2194.

A positive CORI/SORI check may prevent individuals from working in contracted health facilities which could prevent students from completing the program objectives.

## Grade Requirements

Students must receive a minimum grade of "C" (73) in all required Medical Coding courses (HCI), HLT 106, and BIO 115. Failure to earn a "C" (73) or better in required courses requires a repeat of that course, which may affect the time to complete the certificate.

## Recommended Course Sequence

BIO 115, CIT 121, ENG 101, HLT 106, MAA 204

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

## Recommended Course Sequence

HCI 110, HCI 145, HCI 237, HCI 239, HCI 242

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

## Gainful Employment Program Disclosure

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

# MEDICAL TRANSCRIPTION

## Degree offered

Certificate of Achievement in Medical Transcription

## Credits required 29

## Dean

Patricia Dent

## Program Contact

Victoria Revier, Coordinator and Professor of Medical Administrative Programs, ext. 3206

## Program Goal Statement

Students completing this program are prepared to work for doctors, in offices, in hospitals, or as independent contractors, or in related fields. They develop skills in medical software, medical terminology, beginner and advanced medical transcription, medical office procedures, text editing and employment readiness skills.

## Program Information

- All credits transfer into the Associate in Science in Office Administration - Medical Administrative Assistant Option.

- MAA courses are offered primarily during the day.

## Recommendations

- OFC 102 can be "waived" by a demonstrated keyboarding speed of 20 words per minute based on a two-minute timing administered by the Office Administration Department Chair. OFC 102 is the prerequisite for OFC 113 and OFC 117.

- The prerequisite for OFC 214 is OFC 113. Students who have not achieved the skill level equivalent to to OFC 113 are required to take it.

- Take MAA 101 (Medical Terminology) before BIO 115 (Survey of Anatomy & Physiology).

- A student who is unable to fit MAA 209 into the last spring semester should consult with the Program Coordinator about substituting the 3-credit CED 210 (Cooperative Work Experience I).

## Related Programs

- Office Administration Associate degree – Medical Administrative Assistant option

- Medical Administrative Practices Certificate program

**After BCC**

- Students learn to become medical transcriptionists by sharpening keying techniques and learning how to use grammar at an advanced level.

- This certificate prepares students to become medical transcriptionists to work in a hospital, medical office, or related facility.

- Some graduates work as home-based transcriptionists.

## DEGREE REQUIREMENTS

**Medical Transcription**

| | | |
|---|---|---|
| BIO 115 | Survey of Human Anatomy and Physiology | 4 |
| ENG 101 | Composition I: College Writing | 3 |
| MAA 101 | Medical Terminology | 3 |
| MAA 102 | Medical Transcription | 3 |
| MAA 203 | Advanced Medical Transcription | 3 |
| MAA 205 | Medical Office Procedures | 3 |

| | | |
|---|---|---|
| MAA 209 | Medical Office Portfolio Development | 1 |
| OFC 117 | Introduction to Microsoft Office | 3 |
| OFC 120 | Text Editing | 3 |
| OFC 214 | Advanced Microsoft Word | 3 |

**Recommended Course Sequence - Summer**

Consider taking Gen Ed courses to reduce semester load. If possible, take MAA 101 (Medical Terminology) the prerequisite to MAA 102 (Medical Transcription).

**Recommended Course Sequence - Fall Semester 1**

ENG, 101, MAA 101, MAA 102, OFC 117, OFC 120

**Recommended Course Sequence - Spring Semester 2**

BIO 115, MAA 203, MAA 205, MAA 209, OFC 214

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

# MICROSOFT OFFICE CERTIFIED APPLICATION SPECIALIST (NB)

**Degree offered**

Certificate of Achievement in Microsoft Office Certified Application Specialist

**Credits required 24**

**Dean**

William Berardi

**Program Contact**

Carol Martin, Department Chair and Professor of Office Administration, ext. 2408

**Program Goals Statement**

This certificate prepares students to become a Microsoft Certified Application Specialist—an individual who has passed exams for certifying his or her skills in one or more of the Microsoft Office desktop applications. It provides an opportunity for students to achieve a portable, globally recognized credential that proves their abilities as

productive Microsoft Office users.  Office Specialist certification sets you apart in today's competitive job market.

## Program Information

- Certification exams in Word, Excel, Outlook, PowerPoint, and Access are available.

- The Microsoft Office Application Specialist certification program is the only Microsoft-approved program in the world for certifying proficiency in Microsoft Office applications.

- Students who need basic keyboarding skills should enroll in OFC 102 in Semester 1.

- This program is designed for students who plan to enter the workforce immediately.

- Graduates may go on to work in any type of office.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| CIS 121 | Operating Systems | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| OFC 130 | Microsoft Office Word Specialist | 3 |
| OFC 131 | Microsoft Office Excel Specialist | 3 |
| OFC 132 | Microsoft Office PowerPoint Specialist | 3 |
| OFC 133 | Microsoft Office Access Specialist | 3 |
| OFC 134 | Microsoft Office Outlook Specialist | 3 |

**Choose one 3-credit elective from the following**

| | | |
|---|---|---|
| BUS 113 | Introduction to Business Functions and Practices | 3 |
| BUS 155 | Business Ethics | 3 |
| CIS 122 | Internet Developer | 3 |
| CIT 131 | Business Creativity | 3 |
| OFC 120 | Text Editing | 3 |
| OFC 150 | Speech Recognition | 3 |
| OFC 262 | Desktop Publishing Projects and Web Design | 3 |
| OFC 266 | Administrative Office Management | 3 |
| MAN 101 | Principles of Management | 3 |
| MAR 101 | Principles of Marketing | 3 |

**Recommended Course Sequence - Fall Semester 1**

ENG 101, OFC 130, OFC 131, OFC 132

**Recommended Course Sequence - Spring Semester 2**

CIS 121, Elective, OFC 133, OFC 134

**Recommended Electives - Office Administration**

| | | |
|---|---|---|
| OFC 120 | Text Editing Or | 3 |
| OFC 150 | Speech Recognition | 3 |

Students may focus electives as above

**Recommended Electives - Business Administration**

| | | |
|---|---|---|
| BUS 113 | Introduction to Business Functions and Practices Or | 3 |
| BUS 155 | Business Ethics Or | 3 |
| MAN 101 | Principles of Management Or | 3 |
| MAR 101 | Principles of Marketing | 3 |

Students may focus electives as above

**Recommended Electives - Computer Information Systems**

| | | |
|---|---|---|
| CIT 131 | Business Creativity Or | 3 |
| CIS 122 | Internet Developer | 3 |

Students may focus electives as above

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## MULTIMEDIA DEVELOPMENT

### Degree offered

Certificate of Achievement in Multimedia Development

### Credits required 24

### Dean

William Berardi

### Program contact

Priscilla Grocer, Department Chair and Professor of Computer Information Systems, ext. 2403

### Program Goals Statement

This certificate emphasizes the technical expertise needed to create and develop professional documents, presentations, and Web pages as well as to work in business creativity and marketing.

### Program Information

- Basic ability to use computers as a business tool and ability to use the Internet and email is expected.

- Courses can transfer into a degree program in Computer Information Systems.

- A multimedia lab dedicated to this program enables students to work with state-of-the-art hardware and software to produce sophisticated projects.

## Recommendations

- Students without basic computer skills should enroll in CIS 111 (p. 261) prior to enrolling in this program. Students who need basic keyboarding skills should enroll in OFC 102 (p. 324) prior to enrolling in this program.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| CIS 122 | Internet Developer | 3 |
| CIT 131 | Business Creativity | 3 |
| CIT 132 | Desktop Publishing | 3 |
| CIT 231 | Introduction to Multimedia Development | 3 |
| | CIS Elective | 3 |
| ENG 101 | Composition I: College Writing | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| CIS 162 | Applications for Web Development | 3 |
| CIT 133 | Electronic Publishing | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| MAN 154 | Small Business Management | 3 |
| MAR 255 | Advertising Procedures | 3 |

**Recommended Course Sequence - Fall Semester 1**

CIT 132, CIT 231, MAN 154 or MAR 255, CIS/CIT Elective

**Recommended Course Sequence - Spring Semester 2**

CIS 122, CIT 131, CIS 162 or CIT 133, ENG 101

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## NATIVE AMERICAN STUDIES

### Degree offered

Certificate of Achievement in Native American Studies

**Credits required 24**

**Dean of Behavioral and Social Sciences**

**Program Goals Statement**

The Native American Studies certificate program will allow students to gain a structured understanding of the issues affecting contemporary Native American communities and acquire a broader knowledge of unique cultures rooted in this hemisphere (with an emphasis on the native nations of North America). Native American studies provides students with the opportunity to develop knowledge of the development, growth, and interactions of the indigenous peoples and nations of the Western Hemisphere. This certificate also places emphasis on the Native peoples of the Eastern Woodlands, particularly, the Northeast so that students can be better acquainted with the history, culture, and presence of the First Peoples of New England.

**Program Information**

- Students are required to complete a Service-Learning component.

- Allows students a structured understanding of issues affecting Native American communities.

- Furthers the college goal to emphasize cultural diversity

- Embraces sustainability concepts.

- PSY 261 and SOC 261 require prerequisites of PSY 101 and SOC 101 or a waiver of the requirement

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| ANT 101 | Social and Cultural Anthropology | 3 |
| ENG 259 | Native American Novels | 3 |
| HST 259 | History of North American Indian Peoples | 3 |
| HST 265 | Immigration and Ethnicity in American History | 3 |
| PSY 261 | Topics in Psychology - Diversity | 3 |
| SOC 261 | Topics in Sociology - Diversity | 3 |

**Recommended Course Sequence - Fall Semester 1**

ANT 101, ENG 101

**Recommended Course Sequence - Spring Semester 2**

ENG 102, HST 265

**Recommended Course Sequence - Fall Semester 3**

HST 259, ENG 259

**Recommended Course Sequence - Spring Semester 4**

PSY 261, SOC 261

## Gainful Employment Program Disclosure

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## NETWORKTECH

### Degree offered

Certificate of Achievement in NetworkTech

### Credits required 29

### Dean

William Berardi

### Program contact

Priscilla Grocer, Department Chair and Professor of Computer Information Systems, ext. 2403

### Program Goals Statement

This certificate allows students to learn the practical aspects of fixing hardware and software and also the basics of operating systems and networking computers.

### Program Information

- This program is designed to be completed in two semesters; starting in spring and continuing in the fall.

- Students are prepared for employment as A+ technicians and as Windows Server Administrators.

- The certificate includes all topics necessary to prepare students for CompTIA A+ Certification.

### Recommendations

Students are encouraged to sit for the A+ Certification exam.

### DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| CIS 121 | Operating Systems | 3 |
| CIS 131 | Windows Server Administration I | 3 |
| CIS 132 | Introduction to UNIX/Linux and Shell Programming | 3 |
| CIS 134 | Networking Technologies | 4 |
| CIS 160 | The Microcomputer Environment | 3 |
| CIS 231 | Windows Server Administration II | 3 |
| EGR 133 | Computer Configuration and Repair | 4 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 215 | Technical Writing | 3 |

**Recommended Course Sequence - Spring Semester 1**

CIS 160, CIS 121, CIS 131, ENG 101

**Recommended Course Sequence - Fall Semester 2**

ENG 215, CIS 132, CIS 134, CIS 231, EGR 133

### Gainful Employment Program Disclosure

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## NURSE AIDE TRAINING (EH) ONLY

### Degree offered

Certificate of Recognition in Nurse Aide Training

### Credits required 6

### Dean

Patricia Dent

### Program contact

TBA

### Program Goal Statement

This program prepares students for employment opportunities in nursing homes, home care and hospitals. Nurse Aide education teaches basic nursing skills through classroom lectures and practice of skills in a fully equipped nursing arts laboratory. Clinic placements are in a variety of health care settings.

### Program Information

- Clinical experiences are scheduled days, evenings, and weekends following successful completion of the lecture and laboratory components.

- This course prepares students for employment in nursing homes, home care agencies and hospitals.

- Students who successfully complete this program will be eligible to sit for the certification exam provided by

the Department of Public Health in the Commonwealth of Massachusetts.

## DEGREE REQUIREMENTS

**Program Courses**

HLT 112      Nurse Aide Training      6

**Recommended Course Sequence - Fall Semester 1**

HLT 112

Essential Functions

- The Nurse Aide Training Certificate program essential functions include certain cognitive, physical and behavioral abilities which are necessary to perform the duties of a nurse aide.  In order to meet the course requirements, students must possess the following basic abilities.

- Cognitive ability sufficient to learn and use the body of knowledge necessary to meet the program curriculum requirements and attain career entry status in the profession.

- Physical ability, sufficient mobility, and motor coordination to safely perform all activities associated with the requirements of a nurse aide.

- Visual acuity sufficient to read all appropriate instructions and varied tasks.

- Hearing ability sufficient to respond to messages and requests from supervisors and staff.

- Communication skills sufficient to allow for communication with instructors, patients, and staff.

- Emotional stability sufficient to interact professionally with instructors, patients and staff,
respect confidentiality, use reasonable judgment and accept responsibility for their actions.

## Admission Requirements

- High school diploma or a state-approved high school equivalency credential required.

## Requirements Upon Admission

- Accepted applicants must have a physical examination, tetanus, measles, mumps, rubella, hepatitis B, and varicella (chicken pox) immunizations, or titres (blood tests to prove immunity).  A TB test is required.  Health insurance and professional liability insurance are required.  Additional laboratory tests, including drug screening and CORI/SORI checks are required by clinical agencies.

- 

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 (508) 678-2811, ext. 2194.

- Students must have current CPR Certification from either the American Heart Association (Basic Life Support for Health Care Providers).

Grade Requirements

- A "C" or better is required in HLT 112.

**Additional Costs**

- Students accepted into the program are responsible for associated costs such as liability insurance and practicum costs including travel.  Transportation to the practicum sites is the students responsibility.  Students should be prepared to travel an hour or more from campus.

After BCC

- The graduate is qualified to apply for employment in hospitals, nursing homes, home care, and various other health care settings. This program will provide the student with experiences in health care to encourage upward mobility.

## OFFICE SKILLS TRAINING

### Degree offered

Certificate of Achievement in Office Skills Training

### Credits required 29

### Dean

William Berardi

### Program contact

Carol Martin, Department Chair and Professor of Office Administration, ext. 2408

### Program Goals Statement

The Office Skills Training program provides students with useful and relevant job training for entry-level office

positions. Such positions include office assistant, word processing typist, receptionist, and any position requiring Microsoft Office skills. The program focuses on computer applications and job readiness. Upon successful completion, students are prepared to take the Microsoft Certified Application Specialist exams (MCAS) offered by Microsoft.

## Program Information

• This program focuses on computer applications and job readiness.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| ACC 114 | Introduction to QuickBooks Pro | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| OFC 102 | Computer Keyboarding | 1 |
| OFC 113 | Introduction to Microsoft Word | 3 |
| OFC 120 | Text Editing | 3 |
| OFC 131 | Microsoft Office Excel Specialist | 3 |
| OFC 132 | Microsoft Office PowerPoint Specialist | 3 |
| OFC 134 | Microsoft Office Outlook Specialist | 3 |
| OFC 214 | Advanced Microsoft Word | 3 |
| OFC 255 | Executive Office Procedures | 3 |
| OFC 294 | Office Administration Colloquium | 3 |

**Recommended Course Sequence - Fall Semester 1**

ACC 114, OFC 102, OFC 113, OFC 120, OFC 131, OFC 132

**Recommended Course Sequence - Spring Semester 2**

ENG 101, OFC 214, OFC 134, OFC 255, OFC 294

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## OFFICE SUPPORT

### Degree offered

Certificate of Achievement in Office Support

### Credits required 29

### Dean

William Berardi

## Program contact

Carol Martin, Department Chair and Professor of Office Administration, ext. 2408

## Program Goals Statement

This certificate prepares students for entry-level positions in corporate offices, educational, medical, and legal facilities, and government agencies. Credits can be transferred into other related certificates and degree programs.

## Program Information

• This program is designed for those who need to enter the job market as soon as possible.

• Distance Learning courses are available for students who enjoy the convenience of working from home.

• Students wishing to receive credit for an OFC course must follow the Prior Experiential Learning (PEL) procedures. The student must initiate the process with the Office Administration Department Chair.

• OFC 102 (p. 324) may be waived through previous course work or a demonstrated keyboarding speed of 20 wpm based on a three-minute timing administered by the Office Administration Department Chair.

• Student may specialize in Legal or Medical.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| ACC 114 | Introduction to QuickBooks Pro | 1 |
| ENG 101 | Composition I: College Writing | 3 |
| OFC 102 | Computer Keyboarding | 1 |
| OFC 113 | Introduction to Microsoft Word | 3 |
| OFC 117 | Introduction to Microsoft Office | 3 |
| OFC 120 | Text Editing | 3 |
| OFC 214 | Advanced Microsoft Word | 3 |
| OFC 215 | Records Management | 3 |
| OFC 255 | Executive Office Procedures | 3 |
| OFC 294 | Office Administration Colloquium | 3 |

**Choose one 3-credit elective from the following**

| | | |
|---|---|---|
| BUS 111 | Business and Financial Mathematics | 3 |
| BUS 113 | Introduction to Business Functions and Practices | 3 |
| BUS 155 | Business Ethics | 3 |
| CED 210 | Cooperative Work Experience | 3 |
| CIT 131 | Business Creativity | 3 |
| CIT 163 | Open Source Applications | 3 |
| LGL 180 | Introduction to Law | 3 |
| MAR 101 | Principles of Marketing | 3 |
| MAN 101 | Principles of Management | 3 |
| OFC 150 | Speech Recognition | 3 |

| OFC 260 | Writing Skills for the Administrative Assistant | 3 |
| OFC 262 | Desktop Publishing Projects and Web Design | 3 |
| OFC 266 | Administrative Office Management | 3 |

**Recommended Course Sequence - Fall Semester 1**

ACC 114, ENG 101, OFC 102, OFC 113, OFC 117, OFC 120

**Recommended Course Sequence - Spring Semester 2**

Elective, OFC 214, OFC 215, OFC 255, OFC 294

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## OFFICE TECHNOLOGY MANAGEMENT

### Degree offered

Certificate of Achievement in Office Technology Management

### Credits required 29

### Dean

William Berardi

### Program contact

Carol Martin, Department Chair and Professor of Office Administration, ext. 2408

### Program Goals Statement

This certificate combines traditional office administration skills with the business and computer skills needed to manage an office. Students gain basic office skills and build upon that knowledge with additional computer and management courses.

### Program Information

All OFC courses transfer into the Office Administration degree program.

## DEGREE REQUIREMENTS

**Program Courses**

| ACC 114 | Introduction to QuickBooks Pro | 1 |
| BUS 111 | Business and Financial Mathematics | 3 |
| CIT 131 | Business Creativity | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| OFC 102 | Computer Keyboarding | 1 |

| OFC 113 | Introduction to Microsoft Word | 3 |
| OFC 117 | Introduction to Microsoft Office | 3 |
| OFC 262 | Desktop Publishing Projects and Web Design | 3 |

**Choose one of the following**

| MAN 101 | Principles of Management | 3 |
| OFC 266 | Administrative Office Management | 3 |

**Choose two 3-credit electives from the following**

| CED 210 | Cooperative Work Experience | 3 |
| CIS 112 | Advanced Business Information Systems | 3 |
| CIS 122 | Internet Developer | 3 |
| CIT 132 | Desktop Publishing | 3 |
| CIT 133 | Electronic Publishing | 3 |
| LGL 281 | Law Office Procedures | 3 |
| MAR 101 | Principles of Marketing | 3 |
| MAN 152 | Purchasing | 3 |
| OFC 120 | Text Editing | 3 |
| OFC 150 | Speech Recognition | 3 |
| OFC 215 | Records Management | 3 |
| OFC 255 | Executive Office Procedures | 3 |
| OFC 260 | Writing Skills for the Administrative Assistant | 3 |

**Recommended Course Sequence - Fall Semester 1**

ACC 114, ENG 101, OFC 102, OFC 113, OFC 117, CIT 131

**Recommended Course Sequence - Spring Semester 2**

Elective, Elective, BUS 111, OFC 262 and OFC 266 or MAN 101

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## OPEN SOURCE

### Degree offered

Certificate of Recognition in Open Source

### Credits required 12

### Dean

William Berardi

### Program contact

Priscilla Grocer, Department Chair and Professor of Computer Information Systems, ext. 2403

## Program Goals Statement

Open Source is software code available for others to look at, modify, and use. It provides an alternative-computing platform that is far more under the control of the user and developer. It also meets the need for training required by companies and government agencies beginning to use open source products.

## Program Information

- Basic knowledge of computers, operating systems, and application software is of value but is not required.

## DEGREE REQUIREMENTS

**Program Courses**

| CIS 122 | Internet Developer | 3 |
|---------|-------------------|---|
| CIS 159 | MySQL and PHP | 3 |
| CIT 163 | Open Source Applications | 3 |
| CIT 164 | Open Source Operating System | 3 |

**Recommended Course Sequence - Fall Semester 1**

CIS 122, CIT 163, CIT 164

CIS 122: recommended

**Recommended Course Sequence - Spring Semester 2**

CIS 122, CIS 159

CIS 122: if not taken in Semester 1

## PARALEGAL STUDIES

### Degree offered

Certificate of Achievement in Paralegal Studies

### Credits required 27

**Dean of Behavioral and Social Sciences**

**Program contact**

Diana Yohe, Program Coordinator - Paralegal Studies and Legal Studies - and Professor of Office Administration, ext. 2404

### Program Goals Statement

The Paralegal Studies certificate provides a career concentration in one of the fastest growing professions in America. Students have an opportunity to explore the field of law and gain marketable skills to perform a wide range of supportive legal functions.

### Program Information

- Acquire basic understanding of substantive and procedural areas of law for a variety of legal settings.

- Acquire basic skills in legal research.

- Gain work experience by selecting PLS 243 - Paralegal Internship, which places students in legal positions related to their academic program and career goal.

- Courses are offered day and evening.

- Some courses are offered online.

- PLS courses are taught by licensed attorneys with J.D.s from ABA - accredited Law Schools.

- All credits may be applied to an associate's degree in Paralegal Studies.

- Twenty-one (21) credits may be applied to an associate's degree in Legal Administrative Assistant degree program.

- Twelve (12) credits may be applied to the Legal Office Assistant certificate program.

**Related Programs**

- Paralegal Studies degree

- Legal Administrative Assistant degree

- Legal Office Assistant certificate

### After BCC

- 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.

## DEGREE REQUIREMENTS

**Program Courses**

| ENG 101 | Composition I: College Writing | 3 |
|---------|-------------------------------|---|
| LGL 160 | Law Office Technology | 3 |
| LGL 180 | Introduction to Law | 3 |
| PLS 101 | Civil Litigation & Procedure | 3 |
| PLS 120 | Basic Legal Research | 3 |
| PLS 121 | Family Law and Procedure | 3 |
| PLS 230 | Criminal Law and Procedure | 3 |
| PLS 242 | Business Organization for Paralegals | 3 |

**Choose one of the following**

| LGL 290 | Legal Studies Seminar | 3 |
| | Or | |
| PLS 243 | Paralegal Internship | 3 |

**Recommended Course Sequence - Semester 1**

ENG 101, LGL 160, LGL 180, PLS 101

**Recommended Course Sequence - Semester 2**

PLS 120, PLS 121, PLS 230, PLS 242, LGL 290 or PLS 243

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## PHARMACY TECHNICIAN

### Degree offered

Certificate of Recognition in Pharmacy Technician

### Credits required 12

### Dean

Patricia Dent

### Program Contact

TBA - for initial inquiry information, contact ext. 4444

#### Program Goal Statement

This credit program will prepare the graduate to be an entry level pharmacy technician and to take the national Pharmacy Technician Certification Board (PTCB) examination.  It provides an orientation to the role and working environment of the pharmacy technician in inpatient and outpatient settings and the legal responsibilities and technical activities of the pharmacy technician.  An introduction to pharmaceutical sciences and functions of a pharmacy technician in health care is included. The role of the pharmacy technician, areas of specialization in the field, technical standards, state registration requirements and employment opportunities are discussed.  The medical and legal aspects pharmacy technicians will encounter in their training and employment settings are addressed, as well as relevant topics such as government regulation, career pathways, membership organizations, ethics, and how medication therapy management is changing the practice of pharmacy are included.  This program will include onsite laboratory instruction and external clinical experiences to provide students learning opportunities to prepare them as community and hospital pharmacy technicians.  Assessment strategies for lecture and laboratory will be guided by the materials tested in the PCTB examination.

### Program Information

- Students who successfully complete the Pharmacy Technician program will receive a Certificate of  Recognition.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| HLT 106 | Medical Language | 3 |
| HLT 144 | Pharmacy Technician I | 8 |
| OFC 102 | Computer Keyboarding | 1 |

**Recommended Course Sequence - Fall 1**

HLT 106, HLT 144, OFC 102

### Essential Functions

- The Pharmacy Technician Certificate program essential functions include certain cognitive, physical and behavioral abilities which are necessary to perform the duties of a professional pharmacy technician.  In order to meet the course requirements, students must possess the following basic abilities.

- Cognitive ability sufficient to learn and use the body of knowledge necessary to meet the program curriculum requirements and attain career entry status in the profession.

- Physical ability, sufficient mobility, and motor coordination to safely process patient prescriptions while in the upright position.

- Visual acuity sufficient to read and interpret physician orders.

- Hearing ability sufficient to respond to messages and requests from patients, physicians, 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.

### Admission Requirements

High school diploma or a state-approved high school equivalency credential required.  High School Algebra I or higher, with a grade of "B-" is required.  This is a restricted program based on selective academic review.

### Requirements Upon Admission

- Accepted applicants must have a physical examination, tetanus, measles, mumps, rubella, hepatitis B, and varicella (chicken pox) immunizations, or titre (blood tests to prove immunity).  A TB test is required.  Health insurance and professional liability insurance are required.  Additional laboratory tests, including drug

screening and CORI/SORI checks are required by clinical agencies.

•

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 (508) 678-2811, ext. 2194.

- Students must have current CPR Certification either from the American Heart Association (Basic Life Support for Health Care Providers).

### Grade Requirements

- A "C" or better is required in HLT 106 and HLT 144.

## Additional Costs

- Students accepted into the program are responsible for associated costs such as lab coat, name tag, graduate pin, review course, national certification examination, liability insurance and practicum costs including travel. Transportation to the practicum sites is the students responsibility. Students should be prepared to travel an hour or more from campus.

## After BCC

- Upon completion of this program graduates are prepared for entry level practice as a pharmacy technician and are eligible to take national Pharmacy Technician Certification Board (PTCB) examination. Career pathways include related health care fields, continued education to be become a pharmacist, employment in inpatient hospital settings, independent pharmacies, geriatric and assisted living facilities, and involvement in third party, prior approvals and appeals.

## PHLEBOTOMY (EH)*

### Degree offered

Certificate of Recognition in Phlebotomy

### Credits required 7

### Dean

Patricia Dent, ext. 2141

### Program contact

Debra St. George, Department Chair and Associate Professor of Clinical Laboratory Science, ext. 2148

**Application review begins February 1.**

### Program Goals Statement

Students completing the two-semester Phlebotomy Program will be prepared to perform routine and special blood collection procedures as well as process specimens prior to testing in a modern clinical laboratory. A three-week, 120 hour clinical practicum is an essential and required component of this certificate program. Clinical practicum hours are scheduled Monday through Friday during day time hours.

## DEGREE REQUIREMENTS

**Program Courses**

| MED 101 | Introduction to Clinical Laboratory Science | 3 |
| PLB 102 | Principles and Methods of Phlebotomy | 4 |

### Program Information

- Two program options:

  - Traditional, offered in Fall River

  - eHealth hybrid, offered in New Bedford, 800 Purchase Street

- Students should be prepared to travel one hour or more to an assigned clinical site

- A phlebotomist must demonstrate interpersonal skills, enjoy science, and enjoy working with the public.

### Essential Functions

The Phlebotomy program essential functions include cognitive, physical and behavioral abilities which are necessary to perform the duties of a professional phlebotomist. In order to meet the course requirements, students must possess the following basic abilities:

- Cognitive ability sufficient to learn and use the body of knowledge necessary to meet the program curriculum requirements and attain career entry status in the profession.

- Physical ability, sufficient mobility and motor coordination to safely collect and process patient specimens, process specimens and use a computer.

- Visual acuity sufficient to read physician orders, obtain specimens, and differentiate colors.

- Hearing ability sufficient to respond to messages and requests from instructors, patients, physicians, and staff.

- Communication skills sufficient to allow for communication with instructors, staff, patients, and physicians.

- Emotional stability sufficient to interact professionally with instructors, staff, patients, and physicians, respect patient confidentiality, use reasonable judgment, and accept responsibility for their actions.

## SPECIAL REQUIREMENTS FOR THE PROGRAM

### Admission Requirements

- Applicants must possess a high school diploma or a state-approved high school equivalency credential.

- Students applying to the program with a high school diploma must demonstrate a minimum grade point average of 2.0. Prerequisite courses include high school chemistry or biology and a math course with a minimum grade "C".If a student has passed a state-approved high school equivalency credential, but does not meet the minimum score requirements, they may alternatively meet this qualification by earning the required high school GPA/minimum grade in the pre-admission requirement courses as follows:

- GPA of 2.0 in the following two courses or equivalents: high school chemistry or biology, high school math

- Or if a student applies to the program with a G.E.D. he/she must demonstrate an overall score of 2500, with a minimum score of 500 in math and a minimum score of 500 in science. G.E.D. Students must take the required prerequisite courses prior to being considered for admission to the program.

### Requirements Upon Admission

- Accepted applicants must have a *physical examination, tetanus, measles, mumps, rubella, hepatitis B, and varicella (chicken pox) immunization or titre (blood tests to prove immune status).* A TB test 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).

- 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 performed by a facility under contract with Bristol Community College. 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 (508) 678-2811, ext. 2194.

- 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, safety supplies, transportation to and from clinical assignments and certification examination application fees.

### Grade Requirements

- MED 101 includes 45 hours of lecture. A minimum grade of "C" is required in MED 101 to progress to PLB 102. PLB 102 includes 45 hours of lecture/lab, plus 120 hours of clinical training following completion of the didactic and laboratory components. Students must achieve a minimum of "C" in the on-campus lecture and lab component of PLB 102 in order to progress to the clinical practicum component. A minimum grade of a "C" in the clinical practicum is required to receive a passing grade in the course and consequently in the program.

- Students are eligible to reapply one time only through the Admissions Office.

### Clinical Affiliation

- Students will be assigned to an affiliate agency for a 120 hour clinical practicum. The practicum is a consecutive three week experience that is scheduled during the first shift (day), Monday through Friday. This is a full time commitment during those three weeks. Students enrolled in a concurrent program may not register for courses that will conflict with the clinical practicum. Students must plan their schedules accordingly. Transportation to clinical affiliation sites is the responsibility of the student. Students should be

prepared to travel an hour or more from campus. The availability of clinical affiliations depends on the area healthcare providers' ability to accept students.

- Successful completion of program objectives is required to receive the Certificate of Recognition in Phlebotomy from Bristol Community College. Students who accomplish this achievement are eligible to take the American Society for Clinical Pathology (ASCP-BOC) national certification examination.

- Certification exam is not required by law in Massachusetts. Of those at BCC taking the exam, 100% passed.

## PORTUGUESE/ENGLISH COMMUNITY INTERPRETING

### Degree offered

Certificate of Achievement in Portuguese/English Community Interpreting

### Credits required 27

### Dean

Joanne Preston

### Program contact

Jose Costa, LusoCentro Director and Professor of Portuguese, ext. 2925

### Program Goals Statement

This certificate prepares bilingual students to work as interpreters in a variety of community settings. Students develop specialized vocabulary and communication skills and learn the standards and practices of professional interpreters and translators.

### Program Requirements

- Interpreters are required to demonstrate written and oral fluency in both English and Portuguese.

- ENG 101 (p. 296) is a pre-requisite to HUM 156 (p. 311).

- Students with prior experience as interpreters should consult with the program director or PEL Coordinator to discuss Prior Experiential Learning (PEL) credits.

### Program Information

- 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.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| COM 160 | Intercultural Communication | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| HUM 156 | Fundamentals of Interpreting and Translating | 3 |
| POR 321 | Portuguese for Interpreters | 3 |
| POR 322 | The Portuguese Language in the World: An Introduction to the Lusofonia | 3 |
| POR 352 | Written and Sight Translation for English and Portuguese | 3 |
| POR 353 | Interpreting Portuguese/English | 3 |
| HUM 390 | Fieldwork in Interpreting Portuguese/Spanish | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| CRJ 101 | Introduction to Criminal Justice | 3 |
| CRJ 113 | Criminal Law | 3 |
| MAA 101 | Medical Terminology | 3 |

**Recommended Course Sequence - Fall Semester 1**

CRJ 101 or CRJ 113 or MAA 101 and ENG 101, HUM 156, POR 321

**Recommended Course Sequence - Spring Semester 2**

POR 322, POR 352, POR 353, COM 160

**Recommended Course Sequence - Fall Semester 3**

HUM 390

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## RETAIL MANAGEMENT

### Degree offered

Certificate of Achievement in Retail Management

### Credits required 29

### Dean

William Berardi

### Program contact

Cecil Leonard, Department Chair and Professor of Business Administration, ext. 2415

## Program Goals Statement

This certificate helps to prepare students to supervise and assist in retail operations, including management, buying, and retail support. Courses transfer into the Business Career degree programs.

## Program Information

- Courses focus on developing specialized knowledge in retail business, including basic management and buying, as well as new technologies, and economic and legal issues.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| BUS 111 | Business and Financial Mathematics | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| MAN 101 | Principles of Management | 3 |
| RMN 111 | Retail Management - Principles of Buying | 3 |
| RMN 112 | Retail Management - Merchandising Strategies | 3 |
| RMN 114 | Retail Management - Fundamentals of Fashion and Textiles | 3 |
| RMN 115 | Creative Fashion Presentation, Promotion, and Visual Merchandising | 3 |
| RMN 116 | Retail and Fashion Merchandising Field Study | 3 |
| RMN 117 | Fundamentals of On-Line Retailing | 1 |
| RMN 118 | Workshop in Team Development and Managerial Communications | 1 |

**Choose one of the following**

| | | |
|---|---|---|
| MAR 114 | Sales Principles | 3 |
| PSY 101 | General Psychology | 3 |

**Recommended Course Sequence - Fall Semester 1**

MAR 114 or PSY 101 and ENG 101, MAN 101, RMN 111, RMN 116

**Recommended Course Sequence - Spring Semester 2**

BUS 111, RMN 112, RMN 114, RMN 115, RMN 117, RMN 118

## Gainful Employment Program Disclosure

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## SECURITY

### Degree offered

Certificate of Recognition in Security

### Credits required 12

### Dean

William Berardi

### Program contact

Priscilla Grocer, Department Chair and Professor of Computer Information Systems, ext. 2403

### Program Goals Statement

Expertise in computer security is in high demand. This certificate prepares students entering the computing field and professionals to upgrade their skills. It offers additional skills as part of the Networking degree option or the Webmaster degree option.

### Program Information

- Much of this certificate is available online.

- This program assumes the ability to work online to check a website and use email.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| CIT 150 | Network Security | 3 |
| CIT 250 | Firewall Security | 3 |
| CIT 251 | Operating Systems Security | 3 |
| CIT 252 | Information Security and Disaster Recovery | 3 |

**Recommended Course Sequence - Fall Semester 1**

CIT 150

**Recommended Course Sequence - Spring Semester 2**

CIT 250, CIT 251, CIT 252

## SMALL BUSINESS AND ENTREPRENEURIAL MANAGEMENT

### Degree offered

Certificate of Achievement in Small Business and Entrepreneurial Management

### Credits required 28/29

### Dean

William Berardi

### Program contact

Cecil Leonard, Department Chair and Professor of Business Administration, ext. 2415

## Program Goals Statement

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

## Program Information

- Students work with program faculty and area resources to receive intensive, practical training in business plan preparation.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| ACC 101 | Principles of Accounting I | 4 |
| BUS 253 | Corporation Finance | 3 |
| CIS 111 | Introduction to Business Information Systems | 3 |
| COM 114 | Professional Speaking | 3 |
| | ELECTIVE | 3-4 |
| ENG 101 | Composition I: College Writing | 3 |
| MAN 101 | Principles of Management | 3 |
| MAN 154 | Small Business Management | 3 |
| MAR 101 | Principles of Marketing | 3 |

ELECTIVE: Choose 3-4 credits from ACC, BNK, BUS, CED, MAN, MAR, RES, RMN

**Recommended Course Sequence - Fall Semester 1**

ACC 101, ENG 101, MAN 101, COM 114

**Recommended Course Sequence - Spring Semester 2**

Business Elective, BUS 253, CIS 111, MAN 154, MAR 101

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## SOLAR ENERGY

Degree offered

Certificate of Recognition in Solar Energy

Credits required 14

Dean

Sarmad Saman

Program contact

Robert Rak, Coordinator and Professor of Environmental Technology, ext. 2771

Program Goals Statement

This certificate is designed to help individuals understand the fastest growing form of power generation in the world - solar power. Students will learn about design requirements, installation guidelines, materials, and resources of green energy systems. Key concepts include the basics of electrical circuits, sustainable practices, and conservation measures. Students will also be trained in energy assessment, auditing and efficiency. Upon completion of this certificate, graduates will be prepared to work in entry-level positions in energy-related fields.

Program Information

- Graduates will qualify to take the North American Board of Certified Energy Practitioners (NABCEP) PV Entry Level exam

- Enter or enhance your educational experience by going "green" in real estate, construction, management, architecture, or engineering

After BCC

- Be prepared to play an essential part in the planning, organizing, and managing of renewable energy projects nationwide.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| EGR 102 | Introduction to Sustainable and Green Energy Technologies | 3 |
| EGR 131 | Introduction to Electrical Circuits | 4 |
| EGR 183 | Energy Efficiency and Conservation Measures | 3 |
| EGR 284 | Solar Power | 4 |

**Recommended Course Sequence - Fall Semester 1**

EGR 102, EGR 131, EGR 183

**Recommended Course Sequence - Spring Semester 2**

EGR 284

## SPANISH ENGLISH COMMUNITY INTERPRETING

### Degree offered

Certificate of Achievement in Spanish/English Community Interpreting

### Credits required 27

### Dean

Joanne Preston

## Program contact

Eduardo Soren Triff, Coordinator of Spanish/English Community Interpreting and Associate Professor of Spanish, ext. 2212

## Program Goals Statement

This certificate prepares bilingual students (Spanish and English) to work as interpreters in a variety of community settings. Students develop specialized vocabulary and communication skills and learn the standards and practices of professional interpreters and translators.

## Program Requirements

- Interpreters are required to demonstrate written and oral fluency in both English and Spanish.

- A passing score on the written and oral Spanish exam and in ENG 101 (p. 296) are prerequisites to HUM 156.

- Students with prior experience as interpreters should consult with the program director to discuss Prior Experiential Learning (PEL) credits.

## Program Information

- Students with a bachelor's degree can prepare to take the Office of Court Interpreter Services (OCIS) certificate exam.

- The program follows the Massachusetts Medical Interpreters Association (MMIA) guidelines.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| COM 160 | Intercultural Communication | 3 |
| CRJ 101 | Introduction to Criminal Justice | 3 |
| CRJ 113 | Criminal Law | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| HUM 156 | Fundamentals of Interpreting and Translating | 3 |
| HUM 390 | Fieldwork in Interpreting Portuguese/Spanish | 3 |
| MAA 101 | Medical Terminology | 3 |
| SPA 321 | Spanish for Interpreters | 3 |
| SPA 322 | The Spanish Language in the World | 3 |
| SPA 353 | Spanish/English Interpreting | 3 |
| SPA 354 | Written and Sight Translation for English and Spanish | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| CRJ 101 | Introduction to Criminal Justice | 3 |
| CRJ 113 | Criminal Law | 3 |
| MAA 101 | Medical Terminology | 3 |

**Recommended Course Sequence - Fall Semester 1**

CRJ 101 or CRJ 113 or MAA 101 and ENG 101, HUM 156, SPA 321

**Recommended Course Sequence - Spring Semester 2**

SPA 322, SPA 353, SPA 354, COM 160

**Recommended Course Sequence - Fall Semester 3**

HUM 390

## Gainful Employment Program Disclosure

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## SPORT MANAGEMENT

### Degree offered

Certificate of Achievement in Sport Management

### Credits required 27/28

### Dean

William Berardi

### Program contact

Cecil Leonard, Department Chair and Professor of Business Administration, ext. 2415

### Program Goals Statement

The certificate introduces students to the basics of sport and leisure service management. Courses in the certificate may be transferred to the degree program in Leisure Services Management.

### DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| COM 241 | Public Relations | 3 |
| | ELECTIVE Free | 3-4 |
| ENG 101 | Composition I: College Writing | 3 |
| LSM 101 | Introduction to Sport Management | 3 |
| LSM 123 | Sport as Popular Culture | 3 |
| LSM 231 | Facility Design and Event Management | 3 |
| LSM 233 | Sport Marketing and Sales | 3 |
| LSM 241 | Legal and Ethical Aspects of Sport | 3 |
| LSM 243 | Budgeting and Financing Sport | 3 |

**Recommended Course Sequence - Fall Semester 1**

ENG 101, LSM 101, LSM 231, LSM 233

**Recommended Course Sequence - Spring Semester 2**

COM 241, Elective Free, LSM 123, LSM 241, LSM 243

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## SURVEYING

### Degree offered

Certificate of Achievement in Surveying

### Credits required 24/26

### Dean

Sarmad Saman

### Program contact

Eileen Young, Department Chair and Professor of Engineering and Technology, ext. 2746

### Program Goals Statement

Surveying is the art, science, and technology of determining or establishing the position of points through field measurements. This certificate program introduces students to the surveying profession and provides them with the basic skills necessary to obtain employment as surveying technicians.

### Program Information

- Certificate courses can apply to BCC's Architectural and Structural Technology and Civil Technology degree programs. Students may earn this certificate and the degree simultaneously.

- The program is suitable for individuals wishing to enter the surveying profession, as well as for practicing surveyors who may lack formal education. Most courses are transferable to many two- and four-year degree programs.

- MTH 141 (p. 321) or MTH 171 (p. 321) and MTH 173 (p. 321) are prerequisites for EGR 221 (p. 293).

### DEGREE REQUIREMENTS

#### Program Courses

| | | |
|---|---|---|
| CAD 101 | Computer Aided Drafting | 3 |
| CAD 128 | Civil Drafting and Design | 3 |
| EGR 125 | Construction Estimating | 3 |
| EGR 221 | Surveying I | 4 |
| EGR 222 | Surveying II | 4 |
| ENG 101 | Composition I: College Writing | 3 |

#### Choose from the following

| | | |
|---|---|---|
| MTH 141 | Technical Mathematics I | 4 |
| | Or | |
| MTH 171 | Precalculus - Functions | 3 |
| | And | |
| MTH 173 | Trigonometry | 3 |

**Recommended Course Sequence - Fall Semester 1**

CAD 101, EGR 125, EGR 221 and MTH 141 or MTH 171 and MTH 173

**Recommended Course Sequence - Spring Semester 2**

CAD 128, EGR 222, ENG 101

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## SUSTAINABLE AGRICULTURE

### Degree offered

Certificate of Accomplishment

### Credits required 29

### Dean

Sarmad Saman

### Program contact

James Corven, Program Coordinator and Professor of Biology, ext. 3047

### Program Goals Statement

Gain the academic knowledge and practical skills to enter the expanding world of sustainable organic agriculture and technology. The program is for those with an appreciation for the natural world, ecology, human health and welfare, and a spirit of entrepreneurship.

### Program Information

- The program addresses the growing need to make food and agriculture production more local, sustainable, and ecologically sound.

- Students learn business and technical skills to pursue an organic agricultural enterprise.

- Hands-on experience gives students practical skills and connections in the agriculture community.

### After BCC

- 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).

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| OFP 114 | Sustainable Agriculture I | 4 |
| OFP 115 | Sustainable Agriculture II | 4 |
| SCI 115 | Science and Care of Plants | 4 |
| SOC 216 | Food, Famine, and Farming in the Global Village | 3 |

**Choose two of the following**

| | | |
|---|---|---|
| OFP 116 | Water Acquisition and Conservation | 2 |
| OFP 122 | Natural Beekeeping Practices | 1 |
| OFP 123 | Pest and Disease Control | 1 |

**Recommended Course Sequence - Fall Semester 1**

ENG 101, OFP 114, SCI 115, SOC 216, OFP 123

**Recommended Course Sequence - Spring Semester 2**

OFP 120 or OFP 122, OFP 115, OFP 116, OFP 217

**Recommended Course Sequence - Summer**

OFP 218

**Recommended Course Sequence - Fall Semester 3**

OFP 219

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

# THANATOLOGY

## Degree offered

Certificate of Achievement in Thanatology

## Credits required 24/25

**Dean of Behavioral and Social Sciences**

**Program contact**

John Tormey, Coordinator of Thanatology and Professor of Psychology/Thanatology, ext. 2032

## Program Goals Statement

This certificate examines how loss affects physical, psychological, and social well-being. This program is unique to BCC and can be taken on its own or as a program to enrich such care giving and service professions as education, nursing, criminal justice, human services, pastoral ministry, and funeral service.

## Program Information

- This program has articulation agreements with FINE Mortuary College and Mt. Ida College.

- Students who complete the certificate in Thanatology can take the following courses to transfer to FINE Mortuary College for a career in funeral service ACC 101 (p. 240), MAN 154 (p. 315), BIO 233 (p. 253), BIO 234 (p. 253).

## Recommendations

- Students should complete PSY 101 (p. 333) and PSY 262 (p. 334) before registering for PSY 264 (p. 334) and PSY 266 (p. 334).

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| | ELECTIVE | 3 |
| | ELECTIVE Free | 3-4 |
| ENG 101 | Composition I: College Writing | 3 |
| PSY 101 | General Psychology | 3 |
| PSY 262 | Introduction to Thanatology | 3 |
| PSY 264 | Psychology of Grief | 3 |
| PSY 266 | Introduction to Grief Counseling | 3 |
| SOC 257 | Social Issues in Loss | 3 |

ELECTIVE: Choose from BIO, HLT, NUR

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

# THERAPEUTIC MASSAGE

## Degree offered

Certificate of Achievement in Therapeutic Massage

## Credits required 29

## Dean

Patricia Dent

## Program contact

Patricia Dent, Dean for Health Sciences, ext. 2141

## Program Goal Statement

The program prepares students to pursue a career as licensed massage therapists. Licensed massage therapists are employed by physicians, chiropractors, rehabilitation centers, and business and industry, and also own their practices.

This program is offered at 800 Purchase Street, New Bedford Campus.

## Program Information

- Licensure is required by law in the Commonwealth of Massachusetts.

- Although the national certification examination is not required in Massachusetts, graduates are strongly encouraged to take it.

- This program expands the skills of healthcare professionals in nursing, occupational therapy, and home healthcare.

- Students who have successfully completed BIO 233 must take BIO 234 in the first semester.

## Additional Costs

- Students are responsible for the cost of uniforms, drug testing, CPR certification, professional liability insurance, massage supplies and equipment, and licensure and certification examination.

- Students must carry health insurance throughout enrollment in the program.

**Infused General Education Competencies**

First-Year Experience

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| ENG 101 | Composition I: College Writing | 3 |
| HCI 237 | Human Disease Processes and Procedures | 3 |
| MAT 110 | Introduction to Massage Therapy | 2 |
| MAT 111 | Therapeutic Massage I | 5 |
| MAT 112 | Musculoskeletal Anatomy for the Massage Professional | 3 |
| MAT 120 | Therapeutic Massage II | 4 |
| MAT 124 | Massage Therapy Practice Management | 2 |
| MAT 126 | Therapeutic Massage Clinical Procedures | 3 |

**Choose one of the following**

| | | |
|---|---|---|
| BIO 115 | Survey of Human Anatomy and Physiology | 4 |
| BIO 234 | Human Anatomy and Physiology II | 4 |

**Recommended Course Sequence - Fall Semester 1**

BIO 115, ENG 101, MAT 110, MAT 111, MAT 112

**Recommended Course Sequence - Spring Semester 2**

HCI 237, MAT 120, MAT 124, MAT 126

## SPECIAL REQUIREMENTS FOR THE PROGRAM

- Applicants must have a high school diploma or a state-approved high school equivalency credential. They must also have completed high school biology, or chemistry and Algebra I (or a higher level math) with a minimum grade of "C-." Recommended deadline for filing is January 15th for fall admission.

- Accepted applicants are required to have a current physical examination and immunizations or titre (blood tests to prove immunity) for the following: tetanus, measles, mumps, rubella, hepatitis B, and varicella (chicken pox). A TB test is required annually.

- It is strongly recommended that students complete the science courses within 5 years of application to the program.

## REQUIREMENTS UPON ADMISSION TO THE PROGRAM

- 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 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 (508) 678-2811, ext. 2194.

- Students must have current CPR Certification from either the American Heart Association (Basic Life Support for Health Care Providers).

- Health insurance is required throughout completion of the program.

- A random drug test scheduled by the college is required upon admission to the program. The cost of the drug test is the student's responsibility.

**GRADE REQUIREMENTS**

- Students must receive a minimum grade of "C-"in all required courses. Failure to earn a "C-"or better in a required course will result in dismissal from the program. Clinical Practicum hours must be completed within 18 months of the academic coursework.

**ADDITIONAL REQUIREMENTS AND COSTS**

- Students are responsible for the cost of uniforms, professional liability insurance, drug screening, standardized testing, name tags, laboratory supplies, national certification exam, and transportation to community events. Students should be prepared to travel up to one hour from campus to community settings. Graduates must apply to the Board of Registration of Massage Therapy for licensure to practice as a massage therapist.

**ESSENTIAL FUNCTIONS**

- Students need to possess certain cognitive, physical, and physiological abilities in order to successfully complete the requirements of the program and ultimately practice in the profession. Please discuss particulars with the program director.

**OTHER**

- The Therapeutic Massage Certificate is accredited by the Commission on Massage Therapy Accreditation.

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuition, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## WATER QUALITY PROFESSIONAL

### Degree offered

Certificate of Recognition in Water Quality Professional

### Credits required 13

### Dean

Sarmad Saman

### Program contact

Robert Rak, Coordinator and Professor of Environmental Technology, ext. 2771

### Program Goals Statement

This certificate provides students with skills for entering careers in water and wastewater treatment. Coursework prepares students for the Massachusetts operator certification examinations or can be used as contact hours

by those already in the field. Courses can be transferred to the Engineering Technology degree program.

## Program Information

- Students choose the Drinking Water or Wastewater option 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 BCC, or credit may be transferred from another institution or granted through BCC's Prior Experiential Learning (PEL) program.

- This program serves as a solid base for continuing toward a degree with courses transferring to BCC's Environmental Technology program.

## DEGREE REQUIREMENTS

**Core Courses**

| EGR 103 | Computer Skills for Engineers and Technicians | 3 |
|---|---|---|
| EGR 141 | Introduction to Environment | 3 |
| EGR 241 | Wastewater Technology I | 3 |

**Concentration Course - Drinking Water Treatment Plant Operator**

| EGR 244 | Water Supply and Hydrology | 4 |
|---|---|---|

**Concentration Course - Wastewater Treatment Plant Operator**

| EGR 242 | Wastewater Technology II | 4 |
|---|---|---|

**Recommended Course Sequence - Fall Semester 1**

EGR 141, EGR 241

**Recommended Course Sequence - Spring Semester 2**

EGR 103 and EGR 242 or EGR 244

## WEB DESIGN

### Degree offered

Certificate of Achievement in Web Design

### Credits required 27

### Dean

Joanne Preston

### Program contact

Marisa Millard, Coordinator of Animation, Graphic Design, Web Design, and Professor of Graphic Design, ext. 2691

### Program Goals Statement

This certificate prepares students to respond to the needs of the new media design industries, specifically the Web design. Students receive a firm grounding in the basics of design and current design technology, with a strong emphasis on visual communications. This program is specifically suited for those with a technical or art/design background who want to expand their skill set.

## Program Information

- This program is intended to help students enter the job market directly into careers in multimedia design, Web design, and Web animation.

- Courses in this program transfer into the degree program in Web Design & Media Arts career and in Graphic Design.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| ART 260 | Computer Graphics | 3 |
| ART 261 | Graphic Design I | 3 |
| ART 262 | Graphic Design II | 3 |
| ART 267 | Publication Design | 3 |
| ART 271 | Web Design I | 3 |
| ENG 101 | Composition I: College Writing | 3 |

**Choose one art elective from**

| | | |
|---|---|---|
| ART 272 | Web Design II | 3 |
| ART 273 | Advanced Web Design Studio | 3 |
| ART 281 | Web Animation | 3 |

**Art or other approved elective, choose two from**

| | | |
|---|---|---|
| CED 210 | Cooperative Work Experience | 3 |
| ART 266 | Typography Design | 3 |
| ART 276 | Multimedia Design | 3 |

**Recommended Course Sequence - Summer**

ART 260, ART 271

**Recommended Course Sequence - Fall Semester 1**

Program Elective, ART 261, ENG 101

**Recommended Course Sequence - Spring Semester 2**

Program Elective, Program Elective, ART 261, ENG 101

**Gainful Employment Program Disclosure**

In accordance with Federal regulations published in the Federal Register on October 29, 2010, Bristol Community College discloses information about student costs, tuitions, fees and employment statistics to various governing bodies to ensure certification and oversight.

See: Gainful Employment Information

## WIND POWER

Degree offered

Certificate of Recognition in Wind Power

Credits required 14

Dean

Sarmad Saman

Program contact

Robert Rak, Coordinator and Professor of Environmental Technology, ext. 2771

Program Goals Statement

The certificate will allow students to learn the fundamentals of wind energy and to support the system installation, operation and maintenance needs of the wind energy industry. Students will understand all the various component parts and functions of wind turbines and will learn sizing formulas to meet your customers present and future energy demands.

Program Information

- This program is based on national standards and focuses on the development of industry-defined competencies and skills in: safety, electricity, hydraulics, pneumatics, mechanical systems, electrical power generation and wind power systems.

After BCC

- Be prepared to play an essential part in the planning, organizing, and managing of renewable energy projects nationwide.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| EGR 102 | Introduction to Sustainable and Green Energy Technologies | 3 |
| EGR 151 | Electrical Machinery | 3 |
| EGR 171 | Fluid Systems | 4 |
| EGR 282 | Wind Power | 4 |

**Recommended Course Sequence - Fall Semester 1**

EGR 102, EGR 151

**Recommended Course Sequence - Spring Semester 2**

EGR 171, EGR 282

## WINDOWS 2003 ADMINISTRATION

### Degree offered

Certificate of Recognition in Windows 2003 Administration

### Credits required 9

### Dean

William Berardi

## Program contact

Priscilla Grocer, Department Chair and Professor of Computer Information Systems, ext. 2403

## Program Goals Statement

Learn to use Windows administrative tools to set up, manage, and use basic network services, including file systems, network printing, and security. Students learn how to install and configure all software necessary for using a Windows 2003 network.

## Program Information

- Plan to spend large blocks of time developing proficiency.

## Recommendations

- Students without basic computer skills should enroll in CIS 111 (p. 261) prior to enrolling in this program.

- Students who need basic keyboarding skills should enroll in OFC 102 (p. 324) prior to enrolling in this program.

## DEGREE REQUIREMENTS

**Program Courses**

| | | |
|---|---|---|
| CIS 121 | Operating Systems | 3 |
| CIS 131 | Windows Server Administration I | 3 |
| CIS 231 | Windows Server Administration II | 3 |

**Recommended Course Sequence - Fall Semester 1**

CIS 121

**Recommended Course Sequence - Spring Semester 2**

CIS 131

**Recommended Course Sequence - Fall Semester 3**

CIS 231

# ADMISSIONS

## How can you connect? Start here.

No matter what your situation or your previous educational experience, if you are willing to work hard and take advantage of College resources, you can make it happen at Bristol Community College.

## I don't have time to enroll in a full-time program.

Then enroll part time! As much as possible, BCC allows you to fit school into your schedule, not ours. There is no rule that says you have to complete your associate degree in two years. Do it at your own pace. And with classes offered days, evenings, weekends, and online, your course schedule can be very flexible.

## Do you have any questions or concerns?

Contact the Admissions Office at admissions@BristolCC.edu or 508.678.2811, ext. 2947 and let us work with you to come up with solutions.

## Who can apply for admission to BCC?

Everyone! As your community college, we offer the educational services you need, whether you want to take just one course or a full course load.

## Who is admitted to BCC?

Bristol Community College has an open enrollment policy in keeping with the Massachusetts Board of Higher Education's "Open Door" philosophy. Applicants for an associate degree or certificate program must have a high school diploma or state-approved high school equivalency certificate or college degree. Some candidates are referred to the Center for Developmental Education to strengthen their background in specific areas before attempting work in their academic program.

Admission to some programs is competitive because of the limited number of openings and/or the prerequisites. The open enrollment policy does not apply to students seeking admission to the following programs:  Central Sterile Processing Technician, Clinical Laboratory Science, Complementary Healthcare, Culinary Arts, Dental Hygiene, Healthcare Information, Medical Assisting, Medical Coding, Nursing, Occupational Therapy Assistant, Pharmacy Technician, Pre-Radiology Technology, Surgical Technology, Therapeutic Massage, and Phlebotomy.

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

Admission requirements to specific programs may change in accordance with policies established by the Massachusetts Board of Higher Education and the BCC 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. All others are admitted as space is available. BCC is authorized under Federal law to enroll nonimmigrant alien students.

## When should I apply?

Applications are processed as they come in. There are no deadlines for application, but submitting your completed application well in advance of the semester in which you wish to enroll will give you the best selection of courses.

If you are applying for fall admission to Nursing, please submit your completed application by January 5 to receive priority consideration for admission the following fall semester beginning in September. Applicants to Central Sterile Processing Technician, Clinical Laboratory Science, Complementary Healthcare, Culinary Arts, Dental Hygiene, Healthcare Information, Medical Assisting, Medical Coding, Occupational Therapy Assistant, Pharmacy Technician, Pre-Radiology Technology, Surgical Technology, Therapeutic Massage, or Phlebotomy, should submit a completed application by February 1 to receive priority consideration. After that date, applications will continue to be 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 offer entry dates in the spring or summer semester.  Please attend a Health Science Information Session or contact the Admissions Office for more information.

For information on international student application deadlines, please refer to the International Student section on the following page.

## How do I apply?

1.  Fill out the online application at www.BristolCC.edu/apply. Hard copies are available by calling the Admissions Office at 508.678.2811, ext. 2947, or as a pdf on the web link above. If you apply online, you save the application fee.

2.  If applying with a paper application, mail the completed application form to the Admissions Office, Bristol Community College, 777 Elsbree Street, Fall River, MA, 02720. Include a check or money order payable to Bristol Community College for the appropriate application fee.

- $10 for Massachusetts residents and qualified New England Regional Student Program applicants or $35 for all others.

- This fee may be waived if it causes financial hardship. Contact the Admissions Office at admissions@BristolCC.edu or 508.678.2811, ext. 2947 for details.

- You may apply to up to three Massachusetts community colleges with one application fee. Send your check to Bristol Community College and ask us to notify the others of your payment.

3. **eHealthCareers**: If you are interested in enrolling in this integrated hybrid health education program located in New Bedford, apply through the admissons process and indicate eHealth on the application. You can apply at www.BristolCC.edu/apply. eHealthCareers offers regular information sessions at its facility at 800 Purchase Street, New Bedford. Visit the site, learn about the program, and find out how this integrated hybrid instruction is right for you. Call 508-678-2811, ext. 4444, or visit the website for details. Email eHealth@BristolCC.edu

4. **Transcripts**: Ask your high school and all post-secondary schools you attended to send an official transcript of your grades to the Admissions Office at BCC. In certain cases, no admission decision can be made without this transcript. Please note:

   a. If you are applying to Culinary Arts or any selective admission Health Science program (such as Central Sterile Processing Technician, Clinical Laboratory Science, Complementary Healthcare, Dental Hygiene, Healthcare Information, Medical Assisting, Medical Coding, Nursing, Occupational Therapy Assistant, Pharmacy Technician, Pre-Radiology Technology, Surgical Technology, Therapeutic Massage, or Phlebotomy), you must submit all official transcripts including high school/state-approved high school equivalency transcripts before an admission decision can be made.

   b. If you graduated from high school or a secondary school outside of the United States (or its territories), you must submit official transcripts to be considered for admission. The transcript (or school leaving certificate) needs to be translated into English and evaluated for US equivalency by an approved credential evaluation service. The Admissions Office has information on appoved services if you need assistance.

   c. If you provide an official college/university transcript showing proof of having completed an associate, bachelor, or graduate degree from a regionally accredited institution, you are not required to submit a high school transcript or state-approved high school equivalency certificate unless you apply to a selective program listed above.

   d. For all other applicants in the fall semester, a transcript is not required before an admission decision is made. However, the final official high school transcript must be sent as soon as possible to verify graduation. For summer and spring applicants, a final transcript with graduation date is required prior to being admitted.

5. If you have received a state-approved high school equivalency certificate, please have an official copy of your test scores sent to the BCC Admissions Office. If you have earned your state-approved high school equivalency at BCC, please indicate so on your application and we will internally request the score report.

6. If you would like to speak with an Admissions representative, please call the office at 508.678.2811, ext. 2947, for an appointment.

## Can I visit the college?

BCC offers a variety of visit options for interested students. Choose from an information session and campus tour or a specialized event. Visit the website at www.BristolCC.edu/Admissions and select the appropriate option from the lefthand menu to register for the event of your choice. For group tours, contact the Admissions Office at admissions@BristolCC.edu or call 508.678.2811, ext. 2947. For a tour of the New Bedford Campus, call ext. 4000, for Attleboro, call ext. 3527, for the Taunton Friedman satellite, call ext. 3767, and for the Taunton Cohannet satellite, call ext. 3147.

## International applicants

International students who wish to attend Bristol Community College on an F-1 student visa must have completed the equivalent of a U.S. secondary school education and must demonstrate their proficiency in English (if English is not their first or best language). Students attending BCC on an F-1 student visa must be enrolled in an associate degree program as a full-time student (*12 credits or more per semester*), and must complete thier degree requirements within the timeframe specified on thier I-20 unless extreme academic or medical hardship has been reviewed and approved by the Dean of Admission/PDSO. In most cases this means a student must successfully complete at least 15 credits or more per semester and/or consider taking courses during the summer and winter sessions. F-1 International students are allowed to take **only one online course per semester** as part of thier full-time enrollment requirement. Students must recieve prior approval from the Registrar for program changes. Off-campus employment is not permitted for students on an F-1 student visa. In certain rare cases, an application for hardship can be filed by the P/DSO at the College on a student's behalf and employment may be

granted. F-1 international students are not eligible to apply for financial aid. International applicants must complete the following steps in order to apply for admission to BCC:

1. Submit the completed paper application form and fee: International applicants currently outside of the U.S. or those inside the U.S. on a visa category *other than F-1 or J-1* must submit a **completed** admissions application, including $35.00 application fee, by **May 15** for the next fall semester (September-December), or by **October 15** for the next spring semester (January-May). International applicants currently within the U.S. on an F-1 or J-1 Visa must submit completed admission applications by **August 1** for the next fall semester, or by **January 1** for the next spring semester. **All supporting documents must be received by these dates in order to be considered complete.**

2. Submit the completed Permanent & U.S. Address Form: Submit the completed address verification form necessary to process an F1 visa. US Immigration and Customs Enforcement requires that the College be able to report an international student's full permanent address including province, country and postal code. **In addition, BCC does not use DHL or FedEx to mail documentation to students, we only mail via regular post. We request that you provide a mailing address in the US where these documents can be mailed so we can ensure you receive your admissions and visa documentation in a timely manner.**

3. Submit official academic records: An official (original) secondary school transcript or diploma and national examination results, if applicable, must accompany your application. Photocopies and faxed copies are not acceptable unless copied in our office from originals by Admissions Staff. Transfer applicants must also submit official transcripts from all universities or colleges attended.

4. Certified English translations (validated by an official certified public translator) must accompany all credentials in languages other than English. All transcripts (secondary school and college/university) must also be evaluated for equivalency to studies in the United States by an approved agency. Please contact the Admissions Office for suggestions of evaluation services that are approved.

5. International university or college course work must be evaluated to determine comparative course levels, course equivalents and grades to the US system. If you are seeking transfer credit for coursework completed outside of the U.S., a course-by-course evaluation must be completed. This evaluation must be conducted by an approved center and forwarded to the Admissions Office. If accepted to the College, a transfer credit evaluation will be conducted by the Admissions Office to determine transferability/equivalency of international course work.

6. Submit the Certification of Finances form: The Certification of Finances form, included in the International Student Application packet, must be filled out accurately and completely. If anyone is helping you pay for your education, such as a parent, relative, friend, government sponsor, etc., then that sponsor must also sign the completed Certification of Finances form. Return the completed form with the application to the Admissions Office.

7. Submit proof of financial support: In addition to the Certification of Finances form, international applicants seeking an I-20 form for an F-1 visa must submit verification of finances. An official letter/statement from the bank verifying that you and/or your sponsor(s) have the required US Dollar amount indicated in the International Student Application packet to finance your annual estimated expenses at Bristol Community College must be forwarded to the Admissions Office. This letter must be on official bank stationary and signed by a bank official. The letter/statement must be dated and include a US dollar amount. The letter/statement will expire after one year from the date it is issued. Photocopies or faxed copies are not acceptable.

8. Submit proof of English Language Proficiency: All international students applying to BCC requiring an F-1 Student Visa whose primary language is not English will be required to show proof of English Language Proficiency by submitting one of the following:

   a. English Composition I (ENG 101) or equivalent from an accredited US college or university with a C- or higher

   b. TOEFL Score (61 or higher on iBT version)

9. Additional Criteria: If you are currently in the United States, you must produce a valid passport, visa and I-94 card. Transfer students applying to BCC from another college or university in the U.S., need to submit a copy of the I-20 form from the school previously attended along with a verification of enrollment and last date attended. Also, the institution you are currently attending or last attended in the United States must complete the two-part **International Student Transfer Verification Form** included in the international student packet.

10. Proof of the following vaccinations is required upon admission: measles, mumps, rubella, tetanus within 10 years, hepatitis B series, and varicella.

When an eligible international applicant completes all of the application procedures by the appropriate deadline, the Admissions Committee will review the application for admission. An admission decision will be mailed to the student at the US mailing address listed on the application.

If accepted, the student is required to submit a non-refundable $50.00 registration deposit. Once that deposit is received, the College will issue the student the Certificate of Eligibility form (I-20 form). Admission is granted for a specific semester of entrance and the I-20 form is only valid for that particular semester. The student must present the I-20 to his/her country's embassy/consulate as part of the application for the F-1 visa.

If applying for a Change of Status (COS) to F-1 while in the US, you will be provided with a notated I-20 and application materials with instructions for you to complete your Change of Status Application with USCIS. Please note that most students applying for a COS to F-1 Student status will not be eligible to register for and begin courses until USCIS has approved the COS request. For this reason, you should apply for admission as early as possible to allow enough time for USCIS adjudication of your COS application.

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 guiding 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 BCC 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 30 BCC credits toward the associate degree or 50% of the credits toward a certificate program at the College;

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.

## Veterans

Veterans may use G.I. benefits at Bristol Community College. The College's Certifying Official, located in Advising and Counseling Services, 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 508.678.2811, ext. 2227 or visit them on the web at http://www.bristolcc.edu/students/veterans/index.cfm.

**Other information**

SACHEM Cross-registration: BCC is a member of the Southeastern Association for Cooperation in Higher Education (SACHEM), a consortium of nine institutions of higher education. Students of the participating institutions may cross-register for selected courses on a tuition-exchange, space available basis. For more information contact the Registrar in the Enrollment Center.

Career and vocational education 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.

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

## Massachusetts One-Stop Education and Career Liaison

The Education and Career Liaison is a BCC Admissions Counselor 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 Education and Career Liaison, in addition to conventional recruitment efforts, provides outreach services both at the BCC's Fall River Campus and in the following career centers: Fall River, New Bedford, Attleboro, and Taunton.

For more information, contact the Admissions Office at 508.678.2811, ext. 2947.

# ACADEMIC CALENDAR

Fall 2014

**Wed, August 27,** Orientation

**Thu, August 28**, Professional/Planning Day

**Tue, September 2**, First day of classes

**Mon, September 15**, Late-start classes begin

**Mon, October 13**, Columbus Day - no classes

**Wed, October 15**, Monday schedule will be followed

**Sun-Sat, October 19-25**, Mid-semester evaluations

**Tue & Mon, October 21 & 27,** First-half 7-wk Option Final Examinations

**Wed, October 29**, Second-half 7-wk Option classes begin

**Tue, November 11**, Veterans Day - no classes

**Wed, November 12**, Last day for student-generated withdrawal

**Wed, November 26**, No GNBRVTHS satellite classes

**Thu-Fri, November 27-28**, Thanksgiving - no classes

**Fri, December 12**, Last day of Day/Evening/Weekend classes

**Sat-Fri, December 13-19**, Evening/Weekend Final Examinations

**Mon-Fri, December 15-19**, Day Final Examinations

**Wed-Thu, December 17-18**, Second-half 7-wk Option Final Examinations

Intersession 2015

**Mon, December 29**, Classes begin

**Fri, January 16**, Final Examinations

Spring 2015

**Wed, January 14,** Orientation

**Mon, January 19,** Martin Luther King Jr. Day - no classes

**Tue, January 20,** Professional/Planning Day

**Wed, January 21,** First day of classes

**Mon, February 2,** Late-start classes begin

**Mon, February 16**, Presidents Day - no classes

**Mon-Fri, February 16-20,** No GNBRVTHS satellite classes

**Thu, February 19,** Monday schedule will be followed, GNBRVTHS excluded

**Sun-Sat, March 8-14,** Mid-semester evaluations

**Wed-Thu, March 11-12,** First-half 7-wk Option Final Examinations

**Mon-Sat, March 16-21,** Spring recess - no classes, GNBRVTHS excluded

**Mon, March 23,** Second-half 7-wk Option classes begin

**Sun, April 5,** Easter - no classes

**Wed, April 8,** Last day for student-generated withdrawal

**Fri, April 10,** Professional Day - no classes

**Mon, April 20,** Patriots Day - no classes

**Wed, April 22,** Monday schedule will be followed

**Mon-Fri, April 20-24,** No GNBRVTHS satellite classes

**Fri, May 8,** Last day of Day/Evening/Weekend classes

**Sat-Fri, May 9-15,** Evening/Weekend Final Examinations

**Mon-Fri, May 11-15,** Day Final Examinations

**Tue-Wed, May 12-13,** Second-half 7-wk Option Final Examinations

**Sat, May 30,** Commencement

# TRANSFERRING

**BCC has transfer agreements with the following colleges and universities:**
Adelphi University • Assumption College • Bentley University • Bridgewater State University • Bellevue University • Bryant University • Champlain College • Eastern Nazarene College • Fine Mortuary College • Fisher College • Fitchburg State University • Framingham State University • Johnson and Wales University • Laboure College • Lesley University • Massachusetts Maritime Academy • Massachusetts College of Liberal Arts • Northeastern University • Norwich University • New England Culinary Institute • Paul Smith College • Providence College • Regis College • Rhode Island College • Salem State University • Salve Regina University • University of Maine • UMass Amherst • UMass Boston • UMass Dartmouth • UMass Lowell • Unity College • Vermont Technical Institute • Wentworth Institute of Technology • Westfield State Universtiy • Worcester State University • Worcester Polytechnic Institute

## The Community College Advantage in action

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

Students planning to transfer, and those unsure of their plans, should contact the Transfer Affairs office as early in their BCC career as possible. Transfer counselors will help you plan a program of study for transfer.

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

### Where do Bristol students transfer?

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

### Special scholarships for BCC graduates

Scholarships are available for BCC graduates who transfer to some four-year colleges and universities. To qualify, students must apply and be accepted to the four-year institution. Most scholarships require at least a G.P.A. of 3.0. These colleges, universities, and organizations offer transfer scholarships.
All USA Community College Academic Team
The Art Institute of Boston
Boston University
Bridgewater State University
Bryant University
Clark University
Coca Cola Foundation
Eastern Nazarene College
Emerson College
Jack Kent Cooke Foundation
Johnson & Wales University
Massachusetts College of Liberal Arts
Merrimack College
New England Transfer Association
Northeastern University
Phi Theta Kappa
Rhode Island College
Roger Williams University
Salem University
UMass Amherst
UMass Boston
UMass Dartmouth
UMass Lowell
University of Rhode Island
Westfield State University

The Transfer office also coordinates some of these transfer scholarships. Check their Web site for details.

### Transfer agreements

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

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

### MassTransfer

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

## Bachelor's Degree Completion Programs

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

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

For a complete list of Bachelor's Degree Completion Programs go to Bristolcc.edu/transfer.

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

American International College • Amherst College • Atlantic Union College • Bentley College • Boston College • Bridgewater State University • Brigham Young University • Brown University • Bryant University • California State University • Central Connecticut State University • Curry College • Eastern Connecticut State University • Emerson College • Fairleigh Dickinson University • Fitchburg State University • Framingham State University • Georgia State University • Goddard College • Gordon College • Hofstra University • Johnson and Wales University • Johnson State College • LaBoure College • Lesley College • Manhattan College • Massachusetts College of Art • Massachusetts College of Pharmacy • Massachusetts College of Liberal Arts • Massachusetts Maritime Academy • Merrimack College • Montserrat School of Visual Art • Mount Ida College • New York University • Northeastern University • Providence College • Purdue University • Rhode Island College • Rochester Institute of Technology • Roger Williams University • Rutgers State University • Salem State University • Salve Regina University • Southeastern Technical Institute • Smith College • Springfield College • Stonehill College • Suffolk University • Syracuse University • Unity College • University of Colorado • University of Maine • UMass Amherst • UMass Boston • UMass Dartmouth • UMass Lowell • University of Nevada • University of Rhode Island • Ventura College • West Virginia State College • Western New England College • Westfield State University • Wheelock College • Worcester Polytechnic Institute

# TUITION AND FEES

## Tuition and College Fees

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

## Tuition and College Fees per credit hour

Massachusetts and nearby Rhode Island residents

| | |
|---|---|
| Tuition | $24/credit |
| College Fee | $147/credit |
| Total | $171 credit |

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

The New England Regional Student Program allows out-of-state students from New England to enroll in BCC programs at in-state tuition if the public colleges and universities in the student's home state do not offer the program. In addition, the College accepts students for day classes from nearby eastern Rhode Island (Adamsville, Barrington, Bristol, East Providence, Little Compton, Middletown, Newport, Portsmouth, Tiverton, and Warren, RI) at in-state tuition rates. The Admissions office and the NERSP website at www.nebhe.org have additional information. Students enrolling in evening and weekend classes have no residency requirement and are charged the same cost per credit as in-state students.

## All other students

| | |
|---|---|
| Tuition | $230/credit |
| College Fee | $147/credit |
| Total | $377/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 | $37/semester |
| (nonrefundable) | |
| | |
| Registration deposit | $50/year |

(nonrefundable and applied to the total semester charge)

| | |
|---|---|
| Registration deposit for students admitted to Nursing and Dental Hygiene Programs | $200/year |

(nonrefundable and applied to the total semester charge)

| | |
|---|---|
| Student Health Insurance | $1603 for fall; |

(nonrefundable; may be waived)

| | |
|---|---|
| Insurance cost for the Spring semester only is | $1067 (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 | $600 |
| Culinary Arts | $1,250 |
| Dental Hygiene | $2,500 |
| Healthcare Information | $500 |
| Medical Assisting | $400 |
| Nursing | $850 |

| Phlebotomy | $600 |
|---|---|
| Occupational Therapy Assistant | $800 |
| Therapeutic Massage | $500 |

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

## Estimated costs for a BCC education

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

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

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

# Policies

Once a student registers, he/she is responsible for payment in full of all tuition and fee charges. Students must fulfill all financial obligations to the College. Overdue student accounts will be sufficient cause for administrative withdrawal from the College, and/or other administrative penalties by the College. Unpaid accounts will be referred for collection, and the student will bear all costs and charges incurred in the collection and/or litigation. The Massachusetts Health Insurance Law requires that all students enrolled in nine or more credits are required to have basic health insurance. By law, Bristol Community College automatically charges all students who are registered for nine or more credits with this health insurance fee. The annual fee may be waived before school begins (usually when you register), by documenting comparable health insurance coverage. You must complete the waiver online at www.UniversityHealthPlans.com (click on Massachusetts Community Colleges, click on Bristol Community College, then click on Student Accident and Sickness Insurance Plan). The waiver form is listed on the left. 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. Students should estimate transportation and food costs in calculating their expenses for the year.

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

## Refund policy for students withdrawing from all credit courses

Students must follow College withdrawal procedures to receive a refund. See the "Withdrawal Policy" in the Academic Information section of this catalog.

Tuition refunds for all credit courses are as follows:

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

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

## Refund policy for students not completely withdrawing from all credit courses

If a student 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 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 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.

## Tuition exemptions

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

## National Guard

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

seal) Certificate of Eligibility issued by the Military Division of the Commonwealth of Massachusetts.

## State employee waiver

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

## Senior citizen waiver

Massachusetts residents 60 years and older may attend Bristol Community College on a space-available basis under the Department of Higher Education's tuition waiver policy. For specific details, please visit their website at www.mass.edu or contact the Enrollment Center for current eligibility requirements. Qualifying senior waivers are accepted one week before classes begin. All charges must be paid at time of registration.

## Veteran waiver

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

## Third-party payment

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

## Hope Scholarship (Education Tax Credit)

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

# FINANCIAL AID & FOUNDATION SCHOLARSHIPS

## Financial aid programs available at BCC

A comprehensive list of programs and guidelines is available here.

**Federal and State Grants**
Federal Pell Grant
Federal Supplemental Educational Opportunity Grant
Federal Teach Grant
Massachusetts Agnes Lindsay Scholarship
Massachusetts Christian Herter Scholarship
Massachusetts Early Childhood Education Grant
Massachusetts Educational Rewards Grant
Massachusetts Foster Child Grant
Massachusetts Furcolo Grant
Massachusetts Gear-Up Grant
MassGrant
Massachusetts High Demand Scholarship
Massachusetts John and Abigail Adams Scholarship
Massachusetts Need-Based Tuition Waiver
Massachusetts Part-time Grant
Massachusetts Paraprofessional Grant
Massachusetts Public Service Grant
Massachusetts Stanley Koplic Waiver
Rhode Island Challenge Grant
Rhode Island Promise Grant
Rhode Island State Scholarship
**Loans**
Federal Direct Student and Parent Loan
Alternative (Private) Loans
**Work**
Federal Work Study
Student Employment Program
**Other**
Institutional Grants
Foundation Grant
Presidential Scholarship

### For more information

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

### Financial Aid

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

## Paying your way

The mission of the Financial Aid office is to help remove financial barriers to assist students in meeting the cost of attendance to BCC. The office helps fill the gap that exists between the cost of attendance and funds available from family, savings, and other resources. The staff assists with completing applications for financial aid, determining level of need, and offering financial aid to meet educational expenses. The staff is available to answer any questions you may have regarding financial aid in order to address your eligibility concerns.

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

Financial aid awards may include grants, loans, and work. The Financial Aid office uses the standards and procedures developed by the U. S. Department of Education to estimate a fair student and family contribution and determine financial need.

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

The Financial Aid office provides students and their families with information and assistance in completing the forms and application process. The FAFSA is required from all applicants. Additional documentation may also be requested. You should never pay a fee to complete the FAFSA. Contact the Fall River, New Bedford, or Attleboro locations for information on walk-in counseling or appointments. For more information, visit our FAQ page. The financial aid process can take a while.

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

Completing the FAFSA on the Web is the best option. You will get your Student Aid Report sooner than with the paper version. A link to the FAFSA and more information is available here.

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

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

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

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

### Are there any special requirements?

Assistance is available to a student who demonstrates financial need, is a citizen, national, or permanent resident of the U.S., meets Selective Service requirements,

maintains satisfactory progress towards an eligible degree or certificate program, does not owe a refund to a federal or state grant program, is not in default on a federal or state education loan, and meets criteria in specific programs. Students in the U.S. on F1, F2, J1, or J2 student visas are not eligible for assistance.

Further information on eligibility criteria, deadlines, and applications is available here.

**Student rights and responsibilities**

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

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

**BCC Foundation Scholarship and Loan Programs**

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

## Endowed Fund Eligibility

### Edward Adaskin Family Scholarship

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

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

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

### Argy Scholarship

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

### Leonard and Ruth Baker Scholarship

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

### BFI Waste Systems Scholarship

BFI employee, spouse, child, or grandchild of employee enrolled full-time at BCC with a GPA of at least 3.0 demonstrating financial need; preference given to students enrolled in the Environmental Technology Program. If no qualified BFI applicant, open to greater Fall River, Somerset, Swansea or Westport resident, following the same documented criteria

### H. M. Booth Theatre Scholarship

A full-time student with a GPA of at least 3.0, enrolled in a theatre major, if no theatre major is qualified, then award may be given to a liberal studies student following the same documented criteira

### Borden-Remington Corp. Scholarship

Awarded to a spouse, child, or grandchild of an employee with two consecutive years of successful, continuous service as an employee of Borden & Remington Corp who demonstrates financial need. If no qualified applicant, students accepted for admission into an associate degree program or enrolled in an associate degree program taking a minimum of six credits per semester are eligible

### Michael K. Bosi Memorial Scholarship

Student matriculating in journalism or communications who demonstrates scholastic merit. Preference will be given to a BMC Durfee alumnus

### Zelma Braga Scholarship

General requirements, full or part-time student

### Gerald M. Brown Scholarship

Greater Fall River resident, financial need, GPA 3.0

### Ruth P. Brown Scholarship

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

### Kenneth M. Candeias Scholarship

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

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

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

### Chef John J. Caressimo Scholarship

Second year student matriculating in culinary arts

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

Nursing or elementary education student with financial need

**Donna Castro RN Nursing Scholarship**

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

**Judith B. Chace Memorial Scholarship**

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

**Bay Coast Bank Scholarship**

Student matriculating in a business-related major with a GPA of at least 3.0, enrolled in at least 6 credits, demonstrating finanical need, and is from the Greater Fall River area (Fall River, Somerset, Swansea, Westport, Tiverton, RI)

**Francis J. Colaneri Scholarship**

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

**Pamela Colaneri Dental Hygiene Scholarship**

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

**Christopher M. Cordeiro Memorial Scholarship**

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

**James D. Crosson Scholarship**

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

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

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

**Michael T. Davis Memorial Scholarship**

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

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

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

**Johanna Duponte Occupational Therapy Assistant Scholarship**

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

**Fall River Country Club Employee Scholarship**

Employee of Fall River Country Club enrolled in an associate or certificate program taking a minimum of 6 credits at BCC demonstrating financial need; if there are no qualified applicants, a BCC student enrolled in the Culinary Arts Program demonstrating financial need

**Fall River Opportunity Fund**

Fall River resident who demonstrates financial need

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

Portuguese-American student who demonstrates financial need

**Paul Fletcher Scholarship**

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

**John G. Fonseca Memorial Scholarship**

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

**Kathy Torpey Garganta Attleboro Scholarship**

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

**Kevin J. Garganta Human Services Scholarship**

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

**Officer Thomas J. Giunta Memorial Scholarship**

Student enrolled in the Criminal Justice Degree program at BCC and has a minimum GPA of 3.0

**Globe Manufacturing Scholarship**

Greater Fall River resident, financial need and scholastic merit

**Max and Edith Gold Scholarship**

Fall River resident, GPA 3.0, financial need

**Harry Gottlieb Scholarship**

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

**Nick Grossi Culinary Arts Memorial Scholarship**

Student entering the 2nd year of the culinary arts program

**HarborOne Credit Union Scholarship**

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

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

General Requirements

**Lincoln T. Hawes Scholarship**

General Requirements

**Hebrew Ladies Helping Hands Society Scholarship**

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

**Anne P. Hindle Scholarship**

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

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

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

**Jack P. Hudnall Memorial Scholarship**

Second year student, financial need and scholastic merit

**Ruth E. Hurley Nursing Scholarship**

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

**Ernest Israel Scholarship**

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

Edwin A Jaffe Women in Technology Memorial Scholarship

Student enrolled at BCC in the CVTE Program (Formerly known as the Tech Prep Program)who demonstrates financial need

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

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

**Joseph and Jeanette Koppelman Scholarship**

Financial need, top 30% of class

**Virginia Lash Memorial Scholarship**

Full-time student who demonstrates financial need.

**Virginia and Harold Lash Scholarship**

Full-time student, financial need, scholastic merit

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

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

**Hugh Lavery Memorial Scholarship**

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

John A. and Mary V. Lima Memorial Scholarship

Award given to a BCC student based on financial need that demonstrates academic merit with a GPA of at least 3.0 and is registered for at least one Portuguese course

**William List Scholarship**

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

**Marie B. Maalouf Scholarship**

Nursing student, financial need, scholastic merit

**Senator William and Marjorie MacLean Scholarship**

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

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

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

**George and Doris Magnan Memorial Scholarship**

Student enrolled in the Fire Science Technology Degree Program who has completed at least 18 credits and at least 9 of those credits in Fire Science program courses at BCC with a current GPA of at least 2.5

**Basil and Theresa Maravelas Memorial Scholarship**

Student will be selected on the basis of finanical need without consideration of scholastic merit or academic potential

### Marie Marshall Nursing Scholarship

Nursing student who demonstrates scholastic merit and financial need

### J. Robert Mello Scholarship

Student demonstrating outstanding ability and talent in the art program

### Loree Moglia Mullen Memorial Dental Hygiene Scholarship

A recent/eligible high school graduate who has been accepted into the BCC Dental Hygiene Program

### Mullins Family Nursing Scholarship

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

### Evelyn Pacheco Nursing Scholarship

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

### Luis Rodrigues Pavao Scholarship

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

### Pierce Foundation Scholarship

Nursing student with minimum GPA 3.0, with financial need

### Richard and Doris Quirk Nursing Scholarship

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

Mary Raposa Memorial Scholarship

The award shall be given to students enrolled at BCC with preference given to a members of the Espirito Santo Parish, located in Fall River, MA

### Jessica M. Raposa '05 Memorial Scholarship

The award shall be given to a Graphics Art student

### Rappaccini's Retort Scholarship

Student who demonstrates scholastic merit and/or potential, financial need, and has successfully completed (with a grade of B or higher), two courses in at least two of the following three areas - language, literature, or philosophy

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

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

### Jessie E. Richardson Art Scholarship

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

### Ella A. Rodgers Memorial Scholarship

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

### Lucy Rose Memorial Nursing Scholarship

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

### Al and Jeannine Roy Student Athlete Basketball Scholarship

A student who has been a member of the men's and women's basketball team for an entire season, has earned between 24 and 36 credits inclusively and has a grade point average of 3.0 or better

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

Second year nursing student who demonstrates academic promise and financial need

### Mary Lou Hallal Sabra Memorial Scholarship

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

### Philip and Evelyn Sacknoff Scholarship

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

### Angela Rose Sbardella Memorial Scholarship

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

### Jenifer E. Serpa Memorial Scholarship

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

### Robert M. Sherman Scholarship

To a deserving chemistry student who demonstrates scholastic excellence in chemistry

## Edward Terral Smith Memorial Scholarship

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

## Rev. Dr. Lex King Souter Memorial Scholarship

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

## Robert F. Stoico/FIRSTFED Foundation Scholarship

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

## Sally Sweeney Memorial Scholarship

Full or part-time student demonstrating financial need

## Truesdale Hospital Nurses Alumnae Association Scholarship

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

## Union Hospital School of Nursing Alumnae Scholarship

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

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

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

## Watuppa Masonic Foundation Scholarship

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

## Betty M. Welch Scholarship

Business administration/accounting major, with minimum GPA 3.0

# STUDENT SERVICES

## Helping you make your way

That's the idea behind Bristol Community College. To reap the maximum benefit from your college education, you need opportunities to exercise your abilities in ways not always found in the classroom. And, you need some personalized attention to fulfill your educational and career goals.

We offer a whole range of extracurricular activities that can enhance your college experience, and the services that will support your educational progress and develop your potential for growth. The Enrollment Services staff and related support services are committed to helping you map out your educational road, make the transition into college, complete your goals successfully, and find employment or the right place to complete your education.

The key word here is personal – we want to work with you to make sure that your education is everything you want and need.

There is more to college than just lectures, papers, and classes. The best education is one where you are challenged to grow in all areas – physically, socially, and intellectually. And sometimes you just need support in that process – someone who cares about you and wants to help you become successful.

## Who goes to Bristol Community College?

Students at BCC come from every circumstance, representing every segment of the community at large. Our students tend to be older than the traditional college age, because many interrupted their education and are returning to start again. But there are many recent high school graduates, too, who take advantage of the affordable costs they find at Bristol Community College. More than 80 percent of our students are in the first generation of their family to attend college.

Approximately 13 percent of our students represent racial minority groups. Nearly 80 percent of our students work while attending school, and almost 60 percent receive financial aid. Because of the many responsibilities our students have in addition to school, BCC specializes in helping you fit educational goals into your busy life.

Don't think you need to have your life planned before you come to BCC. Enrollment Services and Advisement staff can help you to determine your interests and strengths, either before or after you begin your education.

## Starting your journey

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

### Admissions

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

### Financial Aid

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

### Testing Center

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

### Student Health Insurance

By Massachusetts law, all residents are required to have health insurance. Only students enrolled in nine or more credits purchase the student health insurance through the College. The coverage may be waived only if comparable health insurance coverage can be demonstrated and a student health insurance waiver form is on file in the

Student Accounts office before school begins. All students enrolled in any health science or early childhood education must carry health insurance. Brochures and ID cards may be obtained in the Student Accounts office, Health Services (G200), or by accessing www.universityhealthplans.com/intro/BCC.html

**The Commonwealth of Massachusetts requires**

- All full-time (12 credits), some part-time and all students on a visa or exchange program to present proof of vaccinations.

- All students with 9 or more credits to show proof of health insurance or participate in the student health insurance program.

- Parental consent for medical treatment if under 18 years of age. For information, call ext. 2232 or visit Health Services in G200.

**Tobacco Free**

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

**Orientation**

Orientation, offered before the semester begins, gives new students an opportunity to learn about their rights and responsibilities, as well as the services offered to them by BCC. New students also come to campus prior to the start of classes to select courses and register with the help of an academic advisor.

**Academic Advising**

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

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

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

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

**Counseling Services**

The Counseling Center at BCC provides a range of services to support student success, health, and wellness. Counselors are available to help students to engage in their academic studies purposefully and to help them address challenges, which may include choosing a career, finding a job, deciding on a major, and planning to transfer to a four-year college or university. A variety of counseling services are tailored specifically to the needs of Student Veterans, including career planning, VA benefits certifying, and transitional academic counseling. The Center also offers counseling to help students with personal problems, including stress, anxiety, depression, substance use, and relationship issues. Interactions with the Counseling Staff are considered to be confidential, within the guidelines of applicable laws. To make an appointment in Fall River or New Bedford, or to speak with someone to learn more about Counseling, please call ext. 2234 or stop by G-211 on the Fall River campus. For appointments at the Attleboro Campus, please contact the Enrollment Center at ext. 3527.

## Veterans Educational Services

Veterans Educational Services at BCC provides eligible veterans and eligible dependents connections to a range of services. The College is approved to provide services under the Veterans Affairs Vocational Rehabilitation and Employment Program (VR&E), the Veterans Affairs Dependents' Educational Assistance Program (DEA), the Veterans Educational Assistance Program (VEAP), the Reserve Educational Assistance Program (REAP), Reserve GI Bill, Montgomery GI Bill, and the Post 9/11 GI Bill.

The College's certifying official can assist you with processing your application for benefits through the United States Department of Veterans Affairs. For more information, please contact Advising and Counseling Services at ext. 2227 in G-200.

Once you are on your way

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

## Services for students with disabilities

Disability Services

Dean Susan Boissoneault, 508-678-2811, 508-678-2811 FREE, ext. 2955, L109.

The Office of Disability Services provides support services at all College campuses and centers.  These services enable students with disabilities to fully participate in the life of the academic community.

Services for students with documented disabilities include the following: accommodations, assistive technology and training, self-advocacy and leadership training; and coordination of services with local agencies such as the Massachusetts Rehabilitation Commission, Massachusetts Commission for the Blind, and Massachusetts Commission for the Deaf and Hard of Hearing.  The Office of Disability Services also provides screening for learning disabilities based upon faculty referral and/or self-report.

Students with disabilities are encouraged to contact Disability Services early to allow adequate time to arrange accommodations prior to the beginning of classes. A minimum of 3 - 6 weeks may be needed to arrange for certain accommodations. Learn more about Disability Services at www.BristolCC.edu . Go to the Students quick link and then click directly on Disability Services.

To make an appointment in Fall River, call ext. 2955 or visit Room L109; in New Bedford, ext. 4011, room 151 at 188 Union St.; and in Attleboro, ext. 2996, room 115.

D/deaf and hard-of-hearing individuals are also welcome to contact D/deaf Services through videophone at (508) 689-7616  or email at julie.jodoin@bristolcc.edu .

## Multicultural Student Center

The Multicultural Student Center (MSC) provides opportunities for students and other college community members to come together and promote greater awareness, appreciation, and understanding of BCC's diverse community – and to serve as a catalyst to build a more welcoming and inclusive environment. The Multicultural Student Center is here to support and assist students from diverse cultural, ethnic, and racial backgrounds with their transition to college. The MSC is a place for all students, particularly members of historically underrepresented groups, to gather and share their diverse cultural

perspectives and provide mutual aid and support. Through co-curricular programming and collaboration with other college entities, the MSC provides a broad range of activities and services to support student success and engage the College community.

The Multicultural Student Center is located on the upper level first floor of the Commonwealth College Center (G building) in room G117.

## Tutoring and Academic Support Center

Ronald Weisberger, Coordinator, ext. 2244

Fall River Scheduling Desk, ext. 2295, Room B110

The Tutoring and Academic Support Center (TASC) offers services for students at Fall River, Attleboro, New Bedford, and Taunton locations.

The TASC is a nationally recognized, comprehensive learning center that provides individual and group tutoring and encourages collaborative learning. Students also have access to self-paced, computer-supported instruction in reading, writing, and math, multimedia software, audiovisual and print materials, the Internet, and a community of other learners.

Tutoring is offered for most BCC courses. The peer tutors are trained and certified by the College Reading and Learning Association (CRLA).

Supplemental Instruction (SI) offers designated group study sessions led by a SI Leader who attends class, leads a content review session, and demonstrates effective learning and study methods.

Learn more about tutoring at BristolCC.edu/students/tasc

For tutoring services in New Bedford, call ext. 4013.

For tutoring services in Attleboro, call ext. 3543.

BCC students may take advantage of tutoring services at any site, free of charge.

## Connections Services

Connections Services supports students experiencing challenges affecting their academic progress. Referrals are made by faculty and staff; or students may make an advising appointment. Connections advisors work with each student to help him or her get the services needed to become more academically successful. Connections literally "connects" the student to a variety of services on campus including tutoring, career services, counseling, and other services to help get the student back on track. Call ext. 2761 for more information or stop by room G200 to learn more.

## Student Engagement

At Bristol Community College, education extends beyond the classroom. You can develop new skills by participating in extracurricular activities. No matter what your interests, you can find a group of like-minded students who get together at BCC. Many of the degree programs sponsor clubs where you can gather with your fellow future professionals to learn more about the field. If you are a writer or photographer, you can utilize your talents on the student newspaper, The BCC Observer. If acting or production interests you, join the College drama association, BCC Club Theatre. We also have clubs that focus on the celebration of the many cultures represented on Campus.

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

If you like helping others or if you would like the opportunity to talk about your experiences at BCC, consider joining the Ambassador Program. This program utilizes the best voice of the campus -- its students -- in "getting the word out" about the campus and its numerous opportunities. Student Ambassadors will have the opportunity to participate in various campus activities, campus tours, prospective student recruitment efforts, new student orientations, speaking engagements, and other leadership events.

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

Contact the Student Engagement Office at the Fall River Campus Commonwealth College Center, G101, ext. 2222; the New Bedford Campus at ext. 4000; or Attleboro Campus at ext. 3527.

## Fitness Center and recreation

**Fitness Center**

**Fall River Campus**

**Commonwealth College Center**

**Lower Level, ext. 2296**

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

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

**Outdoor Recreational Facilities**

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

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

## Athletics

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

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

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

## Advising Services

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

the Writing Center, Co-op experiences, career planning, Veterans Services, Counseling, and transfer advising.

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

## Health Services

The Health Center is located on the second floor of the Commonwealth College Center (G200) and is accessible by elevator. The Center is staffed during the day by a registered nurse. A physician sees students on campus one day a week. The Health Center provides immunization record keeping, first aid, a private area to rest, free HIV/STD and pregnancy testing.  All services provided by the Health Center are free and confidential.

The staff also offers special programs, including health fairs, lectures, and workshops on healthy lifestyle topics such as nutrition, quitting smoking, avoiding colds and flu, and more.

## Dental Hygiene Clinic

The BCC Dental Hygiene Clinic provides dental hygiene services under the supervision of faculty members. Services provided include blood pressure screening, oral cancer examinations, dental and periodontal (gum) evaluation, dental x-rays, oral health education, periodontal debridement (professional scaling and polishing), fluoride treatments, and sealants. The clinic is located in the Siegel Health Technologies building.

## Campus safety and traffic control

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

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

Parking is free and available on a first-come, first-served basis. The College has 12 parking lots with more than 1,800 spaces on the Elsbree Street Campus. All traffic and parking laws are strictly enforced and infractions are subject to monetary fines, especially those involving handicapped spaces, fire lanes, parking on the grass, and parking outside white lines. At the New Bedford Campus, students are offered discounted parking at downtown garages.

Charting your next step after BCC

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

### Career services

Career Services can help you explore careers, define your career interests, research your major, and plan your career path. Career counselors can also help you with every aspect of your job search including résumé writing, interviewing, and job search strategies. Call ext. 2231, or in New Bedford, ext. 4000.

### Job Placement Services

Counselors are available to discuss résumés, cover letters, job search strategies, and information on specific organizations. Once a student has registered with the Job Placement office, we are able to make referrals for appropriate positions. Call ext. 2231.

### Transfer counseling

Should you decide to transfer, our transfer counselors can help you meet the requirements of the four-year institution of your choice. Refer to the catalog section called Transferring or check the transfer Web site for information about services and articulation agreements with other colleges.

# ACADEMIC INFORMATION

## Degrees and Certificates

### Associate in Arts 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. The BCC Transfer office works with students by appointment to design programs for transfer. Refer to the catalog section "Transferring" for more information.

### Associate in Science degrees

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.

### Associate in Applied Science degree

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.

### Certificate programs

The College also offers a number of certificate programs that can be completed in one year if the prerequisites are met. Three levels of certificates are offered:
*Certificate of Achievement 24-29 credits*
*Certificate of Accomplishment 15-23 credits*
*Certificate of Recognition less than 15 credits*

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

### General education requirements

Entering a degree or certificate program at Bristol Community College means that you are committed both to expanding your general education and pursuing a career.

At BCC, 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.

| 1.0 | Critical Analysis | 0 credits |
| 2.1 | Written Communication | 6 credits |
| 2.2 | Oral Communication | 0-3 credits |
| 3.0 | Scientific Reasoning and Discovery | 3-4 credits |
| 4.0 | Quantitative/Symbolic Reasoning | 3-4 credits |
| 5.1 | Historical Awareness | 3 credits |
| 5.2 | Global Awareness AS 0-3; AA | 3 credits |
| 5.3 | Multicultural Perspective | 0-3 credits |
| 5.4 | Social Phenomenon | 3 credits |
| 6.0 | Humanities | 3 credits |
| 7.0 | Ethical Dimensions | 0-3 credits |
| 8.0 | Technical Literacy | 0-3 credits |
| 9.0 | First Year Experience | 0-3 credits |

**The core courses for degree programs include:**

**Foreign language requirement**

In those programs that require foreign language, students may elect to enroll in any foreign 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 foreign language study and course credit. Students may also receive transfer credit for foreign languages not offered at BCC.

## Grading Policies

### Grades

Letter grades (A, B, C, D, F, L, N, S, W) are typically assigned. Pluses (+) and minuses (-) may be given at the discretion of the instructor.

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

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

The grades shown below are assigned point values for the purpose of calculating the Grade Point Average (G.P.A.).

| Grade (+) | Plus | | Minus (-) |
|---|---|---|---|
| A | 4 | 4 | 3.7 |
| B | 3.3 | 3 | 2.7 |
| C | 2.3 | 2 | 1.7 |
| D | 1.3 | 1 | 0.7 |
| F | -- | 0 | -- |

Prior to the 1999-00, academic year differential point values (as shown above) were not assigned to plus (+) or minus (-) grades.

## Point values assigned to grades prior to Fall 1999 were:

**Grade**

| | | | | |
|---|---|---|---|---|
| A+ | A | A- | Superior | 4.0 |
| B+ | B | B- | Above Average | 3.0 |
| C+ | C | C- | Average | 2.0 |
| D+ | D | D- | Below Average | 1.0 |
| F | | | Failure | 0.0 |

N Course Continuing --

The grade L (given for auditing a course) and S (given by the Division of TRiO/SSS/QUEST Program Courses) carry no points and are not figured into the grade point average. Refer to the section on the following page, "TRiO/SSS/QUEST Program grading policy," for more details on the S.

Refer to "Withdrawal Policy & Procedure" for the W grade, and to "Auditing a course" for the L grade.

**Mid-semester progress reports**

Faculty report mid-semester grades for students in day courses doing "C-" or less work at that time. Those students may view their warning grades online and are advised to see an advisor.

## Incomplete course work

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 Instructor must submit a "Report of Incomplete Grade" Form for each "I" grade assigned. The student must arrange with the Instructor or Academic Divisional Dean in the Instructor's absence to make up the deficiency. The arrangements should be made no later than the end of the third week of the semester following the receipt of the Incomplete.

To receive credit for the course, the student must complete and turn in the missing work by the last day of class of the semester which follows the semester in which the "I" was received, unless other arrangements have been agreed upon by the student and Instructor. This policy will be applied regardless of whether the student is then enrolled at BCC.

If the work is not completed, the "I" grade will convert to the grade specified by the Instructor on the "Report of Incomplete Grade Form." If no form has been submitted, the grade will be converted to an "F."

## Grade Point Average

Letter grades are assigned the point values discussed in the section above, "Grades." The Grade Point Average (G.P.A.) is calculated as follows:

The grade points earned for each course are calculated by multiplying the point value of the grade (from "grades," previous column) by the number of credits for the course. For example, a "B+" (point value = 3.3) earned in a 4-credit course in Fall '99 or later earns 13.2 grade points (3.3 points x 4 credits).

The semester's Grade Point Average (G.P.A.) is calculated by adding the grade points earned in all courses that semester and then dividing by the total credits involved in those course. See example below.

The cumulative G.P.A. is found by adding grade points so far earned in all courses and dividing by the total credits. Courses with grades of "I," "L," "S," "U," and "W" are not considered.

## Calculating your G.P.A.

A student who receives these grades in 3 courses would calculate G.P.A. as follows:

| | Credits | Grade | Point Value | Grade Points |
|---|---|---|---|---|
| 1st Course | 4 | B | 3 | 12 |
| 2nd Course | 3 | C | 2 | 6 |
| 3rd Course | 3 | W | 0 | 0 |

To calculate the G.P.A. for the example given, add Grade Points earned (12 + 6) and divide by credits for the courses in which they were earned (4 + 3).

G.P.A. = Grade Points earned in all courses = 18

Total credits in those courses 7=2.57

## Dean's List

The Dean's List recognizes students who achieve a semester G.P.A. of 3.2 or better with a load of 12 credits or more and no grade below "C."

## Special grade requirements

Students in Occupational Therapy Assistant, Nursing, Medical Assisting, Dental Hygiene, Early Childhood Education, Phlebotomy, Healthcare Information, Clinical Laboratory Science, Complementary Healthcare, Therapeutic Massage, and Office Administration career programs must meet the special grade requirements of their programs as described in the respective program description.

Students failing to meet these requirements in subject area courses are reviewed at the end of the semester by the program director and faculty teaching the courses. The program director will make recommendations to those students regarding their future course of study and give those recommendations to the vice president of Academic Affairs, the chair of the Academic Standing Committee, and the vice president of Enrollment Services.

## Division VI Access and Transition; QUEST Course Grading Policy

To successfully complete a course in the TRiO/SSS/QUEST Program in CSS, English, ESL, Math and Reading sections, students must earn a grade of "C-" or better for the three-credit course.

Those who do not complete the QUEST or course in one semester and who maintain satisfactory progress can receive an "S" grade for the QUEST developmental course. The "S" grade does not apply toward a degree. Work must be completed by the end of the following semester.

Students who do not complete a QUEST course within one academic year (two semesters) receive a "F" for the course and do not receive credit refer to the Quest Program listing.

Developmental coursework will not be computed into the student's cumulative G.P.A. The credits are also not included in the Student Completion Rate (S.C.R.). A student should meet with an advisor each semester, but especially before attempting to take the same developmental course more than twice.

A two letter grade designation will be used for developmental courses based on the following scale:

| | | | |
|---|---|---|---|
| AA=A+ | A= 4.0 | AB=A- | =3.7 |
| BA=B+ | =3.3 | BB=B | =3.0 |
| BC=B- | = 2.7 | CB=C+ | =2.3 |
| CC=C | =2.0 | CD=C- | =1.7 |
| DC=D+ | =1.3 | DD=D | =1.0 |
| DF=D- | =0.7 | FF=F | =0.0 |

## Official grades

Official grades are kept by the Registrar. No grade can be changed without the written approval of the course instructor.

## College Success Seminar 101 Waiver

All incoming, freshman, degree students are required to complete a First Year Experience to earn an Associate's degree. 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 for one of the following conditions:

- the student already holds an Associate's degree or higher;
- the student has earned 30 or more transfer credits;
- the studend has earned 30 or more BCC credits with a GPA of 2.5 or better; or
- the student has a combination of 30 or more transfer and BCC 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.

# Academic Standing

## Satisfactory Academic Progress

The Satisfactory Academic Progress Policy (SAP) includes both a qualitative component or Grade Point Average (GPA) and a quantitative component or Student Completion Rate (SCR).

All matriculated students attending the College are expected to make satisfactory progress toward a degree or certificate. Students who do not maintain Satisfactory Academic Progress will be given one SAP Warning per degree program. There is no warning semester for certificate programs.

A student who does not maintain Satisfactory Academic Progress will be dismissed from that program or certificate. A student who does not maintain SAP cannot hold elected or appointed.

Grade Point Average

The Satisfactory Academic Progress policy requires that a student maintain a minimum GPA based on the total number of attempted credits.

| Total No. of Credits *Attempted: | **Dismissal if GPA Below: |
|---|---|
| 15 or less | --- |
| 16 - 30 | 1.40 |
| 31 - 45 | 1.70 |
| 46 + | 1.80 |

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

**No student will be dismissed as a result of poor first-semester academic progress except certificates.

Student Completion Rate

If a student changes their program, then the Student Completion Rate will be recalculated with the change of program.

Students must complete their academic program within 150% of normal time frame as measured by credit hours. This sets a credit attempt limit on each student. (NOT A TIME LIMIT). Students therefore have to maintain a "pace" or "completion rate" of about 67% success of attempted credits. Transfer credits are included in the student's 150% credit frame.

Students in certificate programs must maintain the same standard for Student Completion Rate (successfully completing greater than 66% of the attempted credits). There is no warning for certificate programs. Certificate students who do not maintain an adequate S.C.R. will be dismissed from that program.

All students will have their Satisfactory Academic Progress (both G.P.A. and S.C.R.) reviewed *all 3 semesters* (fall, spring and summer).

## Calculating your S.C.R.

For example, if a program requires 60 credits, students must complete the program within 90 attempted credits. Students who reach a point where it is mathematically

impossible for them to complete their program in 90 credits will also lose their financial aid eligibility. For example, it becomes mathematically impossible for a student to complete a 60 credit program when they have NOT successfully completed 30 credits after 60 attempted credits.

## Warning

Students in degree programs get one and Warning if they fall below Satisfactory Academic Progress in a program. Students do not have to appeal a Warning; however, if in the next semester the student is still falling below the minimum S.A.P., they are recommended for dismissal.

Full-time students will have a maximum of four years to complete their degree requirements. The time frame for part-time students will be prorated.

Students will be required to attain a minimum G.P.A. of 2.0 for graduation.

## Dismissal appeals process

Dismissed students may appeal to the Academic Standing Committee within one (1) week of the date of their dismissal letter for a hearing to request reinstatement.

Dismissed students may appeal ONE TIME.

Their appeal must demonstrate:

1. What went wrong.

2. What they are doing differently for the next time, and why it won't happen again.

3. A written education plan – Signed off on by the College and the Student.

## Reinstatement

If the student completes the three items above, they may be reinstated ONE TIME. Failure beyond the one reinstatement means that they are no longer eligible for financial aid for that program of study.

Students who appeal must provide the Academic Standing Committee with a written statement explaining the reasons why they should be reinstated. Appeals are heard in September, January, and June. The Committee will review each student's entire academic record and any documented special circumstances the student provides.

If a hearing is not requested within one week of the date of dismissal, it is concluded that the student has accepted the dismissal standing.

## Dismissed students

Students who do not attend an appeal hearing or whose appeal is denied by the Academic Standing Committee may take classes only as nondegree students. Nondegree students are not eligible for financial aid. These students may apply for admission to a different College program.

Students wishing to apply for readmission to the College must do so through the Admissions office.

## Withdrawal Policy & Procedure

A student may withdraw from a course or the college at any time before the end of the tenth week of the traditional semester. Withdrawing from a credit course before or during the second week of the traditional semester will result in the course being drop/deleted from the academic record. After the second week a "W" grade will be assigned. Failure to withdraw by the tenth week of the traditional semester may result in an "F" grade, at the discretion of the instructor. Withdrawals may affect Satisfactory Academic Progress; see the Academic Standing policy for more information. For summer semester withdrawal dates please refer to the Academic Calendar.

Students withdrawing from one or all classes should notify the Enrollment Center. A student withdrawing from a class needs to submit a written request to the Enrollment Center. The request can be either the Course Change Form or a signed statement that includes the student name, ID number, and the course number. A student may also withdraw from classes online during the online registration period. A student withdrawing from all classes must complete a College Withdrawal Form and are encouraged to meet with an academic advisor. Those who wish to withdraw from Culinary Arts, General Studies Prep/Quest and selective health programs should speak with the program director. Withdrawal requests are not processed retroactively and only those withdrawals during a limited time period may result in a refund. See the college Refund Policy for more information.

### Readmittance to the College

A student who has withdrawn and desires to reenter the College must reapply to the Admissions office. Readmittance to a program is not guaranteed.

## Academic Forgiveness

Academic Forgiveness provides a second chance to students who had an unsuccessful start in an academic degree, certificate, or program. It provides an opportunity for students who have demonstrated academic success in at least 12 credits during one semester or more to have grades removed from their Grade Point Average while retaining credit for grades of C- or better.

A student may request Academic Forgiveness one time under the academic performance option or one time under the change of program option.

In order to be eligible for Academic Forgiveness, the student must be matriculated into a program, have completed at least one semester, and earned at least 12 credits with a G.P.A. of 2.5 or better, met the requirements for either of the following options, and must be seeking

his/her first certificate or degree from Bristol Community College.

## Past Academic Performance:

- A student must have been absent with no recorded grades at Bristol for a minimum of three years. A student must be seeking his/her first degree from Bristol Community College.

- Courses taken before the three-year absence will count toward the degree or certificate if applicable in the student's program and if the grade earned was C- or better. These credits are subject to the maximum number allowed for transfer credits.

- Courses taken before the three-year absence for which a student received a grade lower than C- will not count toward the degree or certificate.

- Grades for courses taken before the three-year absence are still listed on the transcript but are excluded from the calculation of the student's cumulative grade point average (G.P.A.) but not student completion rate (S.C.R.).

## Change of Program

- Courses taken before the change of program will count toward the degree or certificate if applicable in the student's program and if the grade earned was C- or better. These credits are subject to the maximum number allowed for transfer credits.

- Courses taken before change of program for which a student received a grade lower than C- will not count toward the degree or certificate.

- Grades for courses taken before change of program are still listed on the transcript but are excluded from the calculation of the student's cumulative grade point average (G.P.A.) but not student completion rate (S.C.R.).

## Graduation

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

- Complete at least 60 credits (excluding developmental courses) of passing work.

- Fulfill course requirements established in the selected program of study.

- Earn a G.P.A. of at least 2.0 in work taken at the College applicable to their program.

- Complete at least 30 semester hours at the College.

- File an application for graduation. Intent to graduate forms are available in the Enrollment Center and at the administrative offices in New Bedford and Attleboro.

- Students may transfer back up to 34 credits with approval of the pertinent academic program/department in order to complete a degree, the Continuous Enrollment Policy notwithstanding.

Valedictorian

Each year, the College confers the honor of Valedictorian for one graduating student who demonstrates    academic and service excellence.  S/he gives the Valedictory address at the Commencement ceremony and is a member of the Commencement Platform Party.  Students who will graduate with the highest grade point averages among all graduating students will be notified and invited to apply for the honor during the spring semester. Those who are interested in applying will be asked to submit an essay and a list of College activities and services.  These submissions and the candidate's academic record at Bristol Community College are used to select finalists for consideration.

## Graduation honors

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

## Graduation as a Commonwealth Honors Scholar

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

## Community Service Leaders

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

## Academic Achievement Awards

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

## Phi Theta Kappa Honor Society

Phi Theta Kappa is the national honor society of American community and junior colleges. BCC's chapter is known as Beta Eta Phi. The purpose of this society is to recognize and encourage scholarship among community college students. Candidates are selected in the fall and spring of each academic year. They must be currently enrolled in a degree program at the College and have accumulated 24 or more BCC credits with a 3.5 or better cumulative average. Membership qualifies students to apply for special scholarships at many four-year institutions.

These area colleges and universities offer PTK scholarships to transfer students:

| | |
|---|---|
| Boston University | Mount Holyoke College |
| Bryant University | Mount Ida College |
| Clark University | Northeastern University |
| Endicott College | Regis College |
| Harvard University Extension School | Roger Williams University |
| Johnson & Wales University | Smith College |
| Lasell College | Suffolk University |
| Lesley College | Wellesley College |
| Massachusetts College of Liberal Arts | Western New England College |

## Planning an academic program
## Length of program

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

## Changes of program

Students may change their program or areas of concentration by completing a change of program through the Enrollment Center or at the administrative offices at the other campuses.  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 their original catalog year.  International students attending BCC on an F-1 visa

must receive approval for program changes from the Registrar's office.

Grades already received in courses not applicable to the new program remain when computing the student's G.P.A. on the permanent record. Students may request Academic Forgiveness (see page 140).

Transferring into certain programs, such as Culinary Arts, Clinical Laboratory Science, Complementary Healthcare, Dental Hygiene, Medical Assisting, Healthcare Information, Nursing, Occupational Therapy Assistant, Phlebotomy, Pre-Radiology Technology, and Therapeutic Massage may be limited by space available 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. All programs will be filled on a space-available basis.

### Transferring from a certificate program

Students who complete a certificate program and who wish to enroll in a degree program must complete a change of program form available in the Enrollment Center and administrative offices at the New Bedford Campus and Attleboro Campus.

Transferring credits into BCC programs

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

To qualify for a BCC degree, a transfer student must complete at least 30 credits required at the College and fulfill graduation requirements in the selected curriculum. Exceptions may be granted by petition. For certificate programs, half the required credits must be earned at BCC.

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

## VALOR Act Academic Credit Evaluation Policy

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

### 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 Students; 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.

### Earning a second degree from BCC

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.

### Service-Learning

The Service-Learning program at BCC offers students a unique opportunity to combine classroom theory in any discipline with community practice in a non-profit agency and, at the same time, to develop a sense of social responsibility. While some community colleges require a minimum of 20 hours per service-learning experience over a semester, BCC requires a minimum of 10 hours.

Along with performing the service itself, students complete one or more reflective exercises chosen by their instructor to enhance understanding of course content, appreciation of the discipline, and sense of civic engagement. Some BCC faculty incorporate service-learning into their syllabi as a requirement; others offer it as an option.

If a student has a particular service-learning experience in mind but cannot find a course for it, s/he may be able to do it via Contract Learning. Many four-year colleges and universities require or strongly encourage service-learning, and prospective employers also look favorably on service-learning and other experiential learning activities.

Students who successfully complete service-learning will receive recognition of the activity on their academic transcripts by the notation "Service-Learning Component Course" following the course title and grade.

## Commonwealth Honors Program

The Commonwealth Honors Program at BCC offers intellectually challenging experiences to highly motivated and gifted students in every discipline. It allows students to customize their experience in the Honors Program to their own individual needs and desires. The honors student works one-on-one with dedicated faculty members crafting intellectually stimulating experiences appropriate for the individual student. This independent work and the experience of one-on-one work with a faculty member will better prepare the honors student to continue his or her education at a four-year institution. The Honors Program also engages students in activities that will encourage them to become independent thinkers and lifelong learners.

## Graduation requirements for Commonwealth Honors Scholars

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

- Meet all requirements for an associate degree in major/program.

- Earn a minimum 3.5 cumulative G.P.A. while at BCC.

- Earn a minimum of 30 credits completed at BCC.

- Participate in a minimum of four honors experiences (10 honors credits), with a grade of at least "B." These honors experiences could either be honors courses or honors component courses. At least two of these honors experiences (6 honors credits) must be taken at BCC.

*In the honors credits, a student must:*

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

- Take a minimum of one writing-intensive honors experience (3 credits).

- Complete an honors project (or possibly a thesis), directed by a faculty member, involving independent research.

- This one-credit culminating experience could grow from one of the three honors experiences, but it does not have to follow that path. Students may be required to present their projects as part of an honors day seminar.

- Earning credit outside the classroom

## Cooperative Education

Cooperative Education combines classroom learning and work-based learning related to the student's field of study. Students enroll in classes, work at their co-op jobs at least 15 hours per week, and earn 3 credits for their work. Students may also participate in co-op in the summer. To enroll in co-op, students must be at the sophomore level and participate in a weekly co-op seminar.

The Cooperative Education office will help students find appropriate positions. Those currently working in a job related to their program of study may apply to convert that job to a co-op work experience. Each co-op student and his/her faculty advisor and employer will develop a learning agreement with specific objectives to assess the student's performance on co-op. This agreement will relate classroom theory and personal career goals to the co-op experience.

## 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 associate vice president of Academic Affairs. Credit will be awarded only if approval is granted before the student starts the project.

## Directed study

A directed study is an independent study or group study course, under the sponsorship of a faculty member, that meets the objectives of a regular course offering. If a required course or its equivalent is not available, directed study permits a matriculated student to enroll in a course needed to graduate or to complete a prerequisite for another required course. The Academic Affairs office may also approve other requests based on special student and/or programmatic needs.

A directed study course requires the approval of the instructor, the appropriate divisional dean, and the associate vice president of Academic Affairs. Credit for a directed study course is equivalent to credit for a regular course offering. Approval forms are available in the Enrollment Center. Students with approved directed study forms must register through the Enrollment Center. Tuition based on the number of credits approved will be charged at that time.

# Planning and Managing a Course Load

## Planning and managing course load

## Placement tests

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

### *Writing*

Satisfactory performance on the English placement test or in ENG 090, Basic Writing Skills, is necessary to enroll in ENG 101, College Writing. Those students whose scores indicate that they need additional work in writing will be placed in ENG 090.

### *Reading*

Students who perform below the required level on the reading skills test must successfully complete RDG 080, Fundamentals of Reading Development; and/or RDG 090, College Reading and Learning Strategies; before the end of their second semester.

### *Mathematics*

Students who perform below the required level on the arithmetic test must successfully complete the Arithmetic Competency, MTH 011, Foundations of Mathematics. Students who score below the required level on the elementary algebra test must successfully complete the Introductory Algebra Competency, MTH 021 and/or the Intermediate Algebra Competency, MTH 031, depending on their math background and academic program.

## English as a Second Language

Students who enter the College through the English as a Second Language program must complete appropriate placement tests administered by the director of placement testing upon completion of the ESL program. Those who perform below the required level on the assessment tests will be required to complete ENG 090 and/or RDG 090 as appropriate.

## Course load

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

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

## Final examinations

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

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

## Registering for courses

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

## Dropping a course

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 grade of "W" (see "Withdrawal Policy & Procedure").

To receive a "W," students must submit a course withdrawal form by or before the tenth week of classes. Students should consult with the instructor or an advisor before withdrawing from a course.

A grade of either "W" or "F" may be assigned at the discretion of the instructor to any student who withdraws from a course or from the College after the tenth week of classes. Course withdrawal forms are available in the Enrollment Center, the Advisement Center or the Attleboro and New Bedford campuses. Withdrawal forms must be forwarded to the Enrollment Center.

## Auditing a course

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

A student may repeat a course for credit the next semester after auditing a course. An audited class is not eligible for

financial aid. Students may change from audit status to a credit status with approval of the instructor/department chair/divisional dean. Students would be responsible for the difference in cost from the audit status to the credit status.

**Repeating a course**

Students receiving a passing grade for a course may repeat the course once with permission of the Department Chair, Program Coordinator or Dean of the department or division in which the course resides. The grade received on the second attempt becomes official. Students may repeat a failed course (F, W, U) as many times as it takes to pass, provided they can complete their program in 150% of the credits required to graduate. *(For example, a program with 60 credits must be completed within 90 credit attempts.)* Students who wish to repeat clinical courses must apply for readmission to the program. Students may retake the developmental courses that they have failed or failed to meet a prerequisite in as often as necessary, but the total number of developmental credits may not exceed 30. A student with extraordinary circumstances may use the appeals process to request allowing the first attempt grade to be used and/or the grade received following an additional attempt to repeat a course.

## 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. Instructors provide students with that attendance policy in writing by the end of the first week of classes, including how excused and unexcused absences will affect grades. In the absence of an individual attendance policy stated on the syllabus, the following will be enforced:

Any absences in excess of six hours from a face-to-face course may result in withdrawal from the course, unless otherwise specified in the current course syllabus. In an eLearning course, the lack of any email contact, postings, or assignments for a one-week period may also be considered a three-hour absence, and will usually be handled the same way as the face-to-face class.

Please note that individual faculty, departments, and/or programs may enact more strenuous policies as specified in the course syllabus. Faculty members take attendance for each class session. It is the student's responsibility to know the attendance policy in each class and laboratory.

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 Enrollment Services.

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.

## Prior Learning Assessment

Students may meet up to 30 credits of degree program requirements with credits earned through Prior Learning Assessment and/or credits transferred from another accredited college or university. For more information on the Prior Learning Assessment (PLA) process, contact the Prior Learning Assessment (PLA) Coordinator at x2445. There are three PLA Options:

**Credit by Examination**

*College Level Examination Program and Advanced Placement Program*

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

Credit by department/program examination

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

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

Students must meet department criteria in the taking of these exams. They are responsible to discuss these criteria and make arrangements for credit by examination with the PLA Coordinator. Additional information concerning the complete credit by examination policy and fees can be

obtained by contacting the Enrollment Services office or the PLA Coordinator at x2445.

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

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

### Credit by Credential

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

### *National Guides*

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

BCC students may earn course credit for Credit by Credential programs listed in the PLA Manual, available in the Enrollment Center, all division offices, and in the main office at the New Bedford Campus and the Attleboro Campus. Equivalent course credit(s) may be granted for Credit by Credential programs in fields such as computer technology and programming, manufacturing methods and processes, electronics, public speaking, income tax preparation, healthcare, management, fire fighting, and environmental technology. Contact the PLA Coordinator at x2445 for information.

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

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

- Academic credit to be granted for life experience or military, police academy, or other training

- Academic credit for knowledge-based testing (CLEP, DANTES, etc.) to exceed 6 credit hours

Or

- CVTE

### Credit by Portfolio

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

The PLA Coordinator initially evaluates the portfolio to determine comparability to required or elective courses in the student's program of study. All credit is evaluated on a course-by-course basis and must be approved by the department chair/program director in consultation with the dean of the appropriate division and the associate vice president of Academic Affairs. Contact the PLA Coordinator at x2445 for information.

## Student Academic Rights and Responsibilities

All BCC 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.

### Appealing academic regulations

Matriculated students (those enrolled in a degree or certificate program) have the right to petition for exceptions to the academic regulations of the College. This right, however, does not mean automatic approval of the exception. When appropriate, faculty members may petition on behalf of the student. To appeal a regulation, a petition with appropriate documentation, including a student's transcript, signed by the student's advisor, the appropriate department chairperson, and the program director, should be submitted to the vice president of

Academic Affairs. Replies can be expected within approximately 45 days. Petitions should be submitted by April 1 to guarantee action by the end of the academic year. Petition forms may be obtained from the Advisement/Counseling Center.

## Academic integrity

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

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

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

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

## Academic dishonesty

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

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

Cheating shall also include the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term

papers or other academic materials, taking credit for work done by another person or doing work for which another person will receive credit, and copying or purchasing other's work or arranging for others to do work under a false name. (Student Handbook)

## Plagiarism

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

## Facilitating academic dishonesty

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

## Evaluation and reporting

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

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

## Academic penalties

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

- Warning

- Failing grade in the exam, paper, or other assessment. A grade of zero is 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 Discipline in the Classroom section 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 "W" or "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 Enrollment Services. Any faculty member may, at any time, refer a student to the vice president of Enrollment Services if the student is in violation of the Code of Conduct. The vice president of Enrollment Services may impose disciplinary sanctions against the offending student consistent with the rules and regulations of the Code of Conduct. Please refer to the Code of Conduct section in the Student Handbook for additional information.

## Disciplinary action

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

## Underage Student Policy

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

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

## Requirements

*An underage prospective student must:*

- Complete the Underage Request to Enroll Application, available through the Enrollment Center, attach all necessary documentation, and obtain the signature of a parent/guardian.
- Submit the completed application to the Academic Vice president 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 BCC, students should:

- Be 12 years of age or older.
- Complete placement testing to ensure appropriate placement in courses.
- Contact the Tutoring and Academic Support Center 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.

# Accreditation, Student Information, and Legal Statements

## Notice of College regulations

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

## College accreditation

Bristol Community College is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction. Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association:

*Commission of Higher Education; New England Association of Schools and Colleges; 209 Burlington Road, Bedford, MA 01730, (781) 271-0022.*

## 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, after the fourth semester, the students will be moved to non-degree status unless they make academic progress by registering and completing at least one course with a grade of D- or higher. Students in competitive admissions programs Complementary Healthcare, Dental Hygiene, Clinical Laboratory Science, Culinary Arts, Healthcare Information, Histology, Medical Assisting, Nursing, Occupational Therapy Assistant, Phlebotomy, Pre-Radiology Technology, and Therapeutic Massage 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.

### Release of student information

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

### Category I

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

### Category II

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

### Category III

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

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

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

The Department of Defense identifies the following information as student recruiting information: student names, addresses, and telephone listings; and if known, students' ages, levels of education, and majors. If a student chooses not to exercise his/her right to refuse to permit the College to disclose the student's record information, the College will release upon request to the Department of Defense, or an agency thereof, that student information which the Department of Defense has designated as student recruiting information. When student information is released pursuant to a Department of Defense request, notice of the request and the release of student information will be posted in a conspicuous location in the Registrar's office for the period of one academic year.

### Student Record Disclosure

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

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

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

## Student rights

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

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

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

# ELEARNING

BristolCC.edu/elearning/

April Bellafiore, Dean
508.678.2811, ext. 2387

**eLearning** courses offer students the opportunity to customize their learning experience to match their educational goals, learning style, and scheduling constraints. In general, the successful eLearning student is self-motivated and self-disciplined, is able to communicate effectively through writing, and understands that eLearning courses are just as academically rigorous as traditional courses.

Bristol Community College offers three types of eLearning courses:

**Web** courses do not physically meet on campus at any time during the semester. All course work is completed 100% online. Instruction and interaction occur through the online course environment and may include communication via email, chat, discussion board posts or blogging.

**Hybrid** (or Blended) courses are a combination of online and face-to-face instruction. Students should expect to spend 50% or more of their time completing their coursework in the online environment. Students have regular face-to-face interaction with an instructor and their classmates throughout the semester. They also interact virtually in the online classroom through the use of email, discussion board postings, assignments, and online quizzes and tests.

**Student Option Enrollment** courses allow students to take the course as a traditional lecture course, 100% online or as a hybrid course (student creates combination of lecture and Web based instruction in consultation with the instructor). Attendance at the first class meeting is highly encouraged for those students unfamiliar with student option or eLearning.

Online Certificates and Degree Programs

82% of all degree programs and 59% of all certificate programs are available 50% or more online.

The following degrees are offered 100% online:

- Computer Information Systems Information Systems Transfer Program
- General Studies Career or Transfer Program
- General Studies Mass Transfer
- General Studies Technical Studies Transfer Program
- General Studies Vocational Technical Education Transfer Program
- Liberal Arts Humanities Option Transfer Program
- Liberal Arts Professional Option Transfer Program

The following certificates are offered 100% online:

- Basic Web Page Development
- Computer Programming
- Desktop Publishing
- Global Leadership
- Home Health Aide (HHA)
- Multimedia Development
- Nurse Aide Training
- Personal Care Assistant (PCA)

See the Degrees and Certificates page at the front of the catalog for a full listing of our online offerings.

For questions regarding concentration and course selection as well as availability, please contact eLearning.

Students interested in enrolling in an online degree or certificate program follow the same admissions process students who wish to complete their degree in a face-to-face format.

It is highly recommended that students speak with an academic advisor about their education and career goals prior to matriculating into a program.

Financial Aid is available to students regardless of whether they pursue a degree online or on-ground.

Student Services, including access to library resources, tutoring, disability services and technical support are available to students enrolled in eLearning courses and programs.

# PRECOLLEGE

**MCAS Academy**
Christine Lapointe, Coordinator
508.678.2811, ext. 2558

**Bristol Career/Vocational Technical Education (CVTE) Consortium (Formerly known as Tech Prep)**
BristolCC.edu/Academics/techprep
Amanda Donovan, Director
508.678.2811, ext. 2339

**College Access Challenge Grant (CACG)**
Sarah Morrell, Director
508.678.2811, ext. 2324

**Pre-College TRiO Programs:**

**TRiO/Educational Talent Search**
Sarah Morrell, Director 508.678.2811 ext. 2324

**TRiO/Upward Bound**
Sarah Morrell, Director 508.678.2811 ext. 2324
BristolCC.edu/Community_Education/upward_bound/

**Dual Enrollment**
Maggie O'Brien 508.678.2811, ext. 2405 or Sarah Morrell ext. 2324
BristolCC.edu/Academics/dualenrollment/

**Gateway to College**

Erik Baumann, Director 508.678.2811 ext. 2557

BristolCC.edu/Community_Education/gateway/

**MCAS Academy**

At BCC, MCAS means My Choice for Academic Success. The MCAS Academy provides intensive one-to-one and small group instruction in Mathematics, English Language Arts and Biology for individuals who haven't yet passed the MCAS exams. In addition, the MCAS Academy offers assistance with the college transition process and a free credit course in career exploration and development. Instruction is offered at the Fall River Campus in a convenient evening schedule year-round. Many MCAS Academy graduates are now attending BCC.

## Bristol Career/Vocational Technical Education (CVTE) Consortium (Formerly known as Tech Prep)

The Bristol CVTE Consortium is a partnership between Bristol Community College and 11 local school districts who work together to ensure students are college and career ready. The goal of the Consortium is to help students align high school studies with the career and technical programs at BCC. Eligible high school students in CVTE programs can take advantage of free college courses, early college placement testing, various Career Days, and other program activities. Contact the Bristol CVTE Consortium office for more information.

## College Access Challenge Grant (CACG)

The College Access Challenge Grant (CACG) Program is a Federally funded formula grant designed to foster partnerships among federal, state and local entities, to significantly increase the number of under represented students who enter and remain in postsecondary education.

CACG focuses its efforts on three broad areas:

* Increase the academic preparation so students can enter the college of their choice with a specific focus      on serving disadvantaged and under represented students.

* Increase college access by enhancing students' and families' knowledge of college options and financial aid, especially need based federal and state aid.

* Increasing the persistence of students in college by providing them with education and support at key transition points, particularly prior to college entry and between first and second year of college.

## TRiO Educational Talent Search Program

The Educational Talent Search Program serves more than 500 students in Fall River middle and high schools, including Durfee High School, and Kuss, Morton and Talbot Middle Schools. Students are prepared for successful college careers with academic year services in the schools, and at the College. Workshops and presentations on college awareness, financial aid and scholarship availability, career exploration, and college entrance test preparation are provided at least monthly to all students, as well as regular field trips to area colleges and cultural events. Qualified students who are the first generation in their families to plan to go on to higher education or are from low-income households and attending one of the target schools can apply by contacting their school guidance offices or the program directly.

## TRiO Upward Bound Program

The Upward Bound Program serves 77 public high school students from Fall River. Year-round intensive academic services are provided to help eligible first-generation, low-income youth prepare for successful college entrance and

persistence. The program includes a six-week summer intensive academic residential academy, monthly Saturday classes at BCC, and weekly meetings that include academic instruction, one-on-one tutoring, study skills, MCAS, SAT, and other college entrance test preparation workshops. Students also participate in field trips to museums, theatre and cultural events, college tours, leadership training, and volunteer service activities. More than 90 percent of Upward Bound participants have gone on to earn higher education degrees.

## Dual Enrollment

Bristol Community College's Commonwealth Dual Enrollment Program provides an opportunity for eligible high school students to enroll at Bristol Community College as nondegree students and have the courses be recognized toward degree completion at both the College and the student's high school.

Students may enroll at BCC for as little as one course on a part-time basis or for as much as a full-time course load of 12 to 15 credits. Some students have been granted release time from their high schools in order to attend their BCC classes during their regular high school hours, while other students take all of their classes at the College. Students may also enroll in afternoon, evening, weekend, and online classes.

A minimum high school GPA of 3.0 on a 4.0 scale and an official high school transcript are required. BCC also requires that the students and parent or guardian complete a Dual Enrollment application form which must be signed by the high school guidance counselor. Students who are under the age of 16 need BCC permission to take college classes and must comply with the College's underage policies and procedures.

## Gateway to College

The Gateway to College program offers students a second chance to earn their high school diploma and experience success at Bristol Community College. Gateway to College students take all of their courses at BCC and receive dual credit (high school and college credits). Students first participate in a Foundation Semester and then transition into a traditional college schedule. Upon completion of the program, students receive a high school diploma and significant college credits. Foundation Semester courses may include: ENG 090, MTH 001, RDG 090, PSY 101 and CSS 101.

To be eligible for the program, students must: be between 16-21 years of age, have left high school or be on the verge of leaving without a diploma, be significantly behind on high school credits, read at an 8th grade level or higher (as determined by placement test), live in a qualifying school district and be committed to educational success.

To maintain enrollment in the Gateway to College Program, students are required to adhere to all BCC and Gateway to College policies and maintain a grade of "C" or better in all courses. Daily attendance is mandatory. There are Gateway to College Programs based on both the BCC Fall River and New Bedford campuses.

# NEW BEDFORD CAMPUS

Wes Lundburg, Dean

508.678.2811, ext. 4444

Located in the heart of downtown, BCC New Bedford offers a wide range of programs and state-of-the-art facilities in a unique, vibrant, waterfront setting.

BCC New Bedford Campus is housed in two buildings downtown: 800 Purchase Street and 188 Union Street. Just a block apart from each other, these two locations provide students will full access to tutoring labs, support services, a library, bookstore, cyber café, modern labs, and state-of-the-art educational tools.

**Student-centered supports on Campus**

- Costa Academic Support Center
- Health Science labs
- Therapeutic Massage center
- Virtual support center
- Tutoring
- Library services
- Technical support
- Financial Aid and Enrollment Center

For a full list of programs offered at the BCC New Bedford Campus, please visit BristolCC.edu/NewBedford/nb_programs.cfm

###

**eHealthCareers**

Karen Varieur, Director

eHealthCareers@BristolCC.edu

508.678.2811, ext. 4444

eHealthCareers at Bristol Community College's New Bedford Campus is a flexible healthcare education option designed to prepare graduates for entry into the growing healthcare field. It combines face-to-face and online instruction with traditional laboratory and clinical instruction. Students have access to first-rate support and services, such as online tutorial and mentoring programs, and access to facilities and technology representative of current practice.

Many BCC students constantly juggle the demands of work, home, and family obligations while taking college courses. BCC eHealthCareers provides students the opportunity to earn an associate's degree or certificate in healthcare programs through hybrid curriculum models. These options provide flexibility in balancing life's other demands.

BCC eHealthCareers is located at 800 Purchase Street in historic downtown New Bedford. BCC's highly dedicated staff and faculty members provide students with direct and online support to ensure success, while delivering cutting-edge curricula that prepares graduates for the healthcare industry of today and the future.

eHealthCareers offers support and resources to help you succeed. An enrollment advisor will guide you from start to finish, helping you choose the right program, and in applying for financial aid. Whether you're currently employed, underemployed or seeking employment, the program provides workforce readiness and skill building to help you develop your career.

## How to Apply

All information on how to apply can be found at BristolCC.edu/eHealthCareers or in the Admissions section of this catalog. If you mail or fax a paper application, be sure to indicate "eHealth" on the application and envelope.

The Occupational Therapy Assistant Program (eHealth Program Option) is accredited by the American Council for Occupational Therapy Education (ACOTE).

The Therapeutic Massage Program is accredited by the Commission on Massage Therapy Accreditation (COMTA).

Massachusetts Board of Registration in Nursing approved program.

The Nursing program is fully accredited by the National League for Nursing Accrediting Commission, 3343 Peachtree Road NE, Suite 850, Atlanta, GA, 30326; 404-975-5000.

# ATTLEBORO CAMPUS

Kate O'Hara, Dean
774-357-3426

Reclaimed from an empty, old industry space and turned into a bright, modern, state-of-the-art facility, the Bristol Attleboro Campus offers full-service access to area students.

When not attending courses, students can unwind in the reading lounge and cafeteria. The reading lounge offers a calm, quiet, studying atmosphere while the multicultural cafeteria space allows ample room for projects, relaxing, or dining.

Bristol Attleboro offers day and evening day classes with transportation available to and from the Center by GATRA.

**Student-centered supports on Campus**

- Academic Support Services

- Computer labs

- Advising

- Admissions and Financial Aid assistance

- Placement testing

- Student lounge

- Multicultural cafeteria

For a full list of programs offered at the Attleboro Campus, please visit:

www.bristolcc.edu/attleboro/ab_programs.cfm

# WORKFORCE DEVELOPMENT

**The Center for Workforce and Community Education**

Call 508.678.2811, ext. 2154/2527

Workforce Development Programs

Corporate Services-Customized Training

Green Center Programs

Kid's College

Personal Enrichment Courses

BristolCC.edu/thecenter

**Center for Adult Basic Education & Workplace Literacy**

Call 508.678.2811, ext. 2270

Adult Basic Education

English for Speakers of Other Languages

Volunteer Support

Workplace Literacy

Dislocated Workers Program

**Professional Development**

*SABES Regional Support Center*

Call 508.678.2811, ext. 2278

**Workforce Development**

BCC's Center for Workforce and Community Education is a comprehensive corporate service and community education resource.

**Education Resources**

The staff specializes in designing customized programs to meet specific training needs of area employers and provides expert consultant and technical assistance. The Center also offers courses in leadership skills, small business management, entrepreneurship, supervision, personal development, and communication skills. Training can be delivered at the employer's location or at any Bristol Community College location at The Center.

**Corporate Services**

Offers customized needs assessment and training for individual companies. We also provide consulting services, grant writing assistance, partnership development, professional development workshops, and customized seminars.

**Noncredit Courses**

Professional Development courses consist of noncredit courses and workshops which carry continuing education units (CEUs) and are offered online or face-to-face. Certificate programs are continuously updated.

The Center offers personal enrichment courses: topics in a variety of online or face-to-face.

Online courses allow you to learn at home or in the office 24 hours a day, seven days a week. You can take courses according to your own schedule and receive input instantly. Online classes eliminate extra cost and allow you to work at your own pace.

**Kids College**

This summer program for children from Kindergarten through grade 12 allows children to explore new interests and to reinforce existing skills in an atmosphere that fosters creativity and fun. Classes are offered in week-long tracks for six weeks. For more information, visit BristolCC.edu/kidscollege

**Center for Adult Basic Education & Workplace Literacy**

For more than 35 years, BCC has offered Adult Basic Education instruction. Specialized services include remediation in reading, writing, mathematics, language instruction in English for Speakers of Other Languages, and High School Equivalency Test preparation.

**Adult Basic Education Programs**

The English for Speakers of Other Languages (ESOL) Program assists individuals whose first language is not English. Three levels of instruction are available both in the morning and evening. Contact 508.678.2811, ext. 2270 in Fall River, ext. 3533 in Attleboro, ext. 4000 in New Bedford, or 508-977-9565 in Taunton.

Adult Basic Education provides instruction for adults interested in upgrading their reading, writing, and/or mathematical skills. High School Equivalency Test preparation classes are also available. Adult secondary education classes are available day and evening. Students receive academic advisement and assessment services to determine the curriculum that will best meet their needs. BCC operates satellite locations in Attleboro, Fall River, New Bedford and Taunton. Contact 508.678.2811, ext. 2270 for more information.

**Workplace Literacy**

The Center provides a Workplace Literacy program which offers multi-level courses in reading, writing, mathematics, English for Speakers of Other Languages, and High School Equivalency Test preparation at company sites. Contact 508.678.2811, ext. 2368 for more information.

**Professional Development**

SABES Regional Support Center is a part of a statewide system serving Adult Basic Education practitioners in southeastern Massachusetts. The Center coordinates staff and program development activities and makes innovative materials available for use in programs. Directors, counselors, and instructors can use the Center's networking opportunities and technical assistance. Call 508.678.2811, ext 2278 for more information.

**Volunteer Support Programs**

BCC coordinates tutor training and support groups for volunteers who wish to work with adult learners enrolled in ABE programs at the College. To learn about our training schedules, contact 508.678.2811, ext. 2270.

**Dislocated Workers Program**

The College provides intensive instructional programming for dislocated workers who seek a structured schedule that aligns with state requirements for individuals receiving unemployment assistance. For more information, contact 508.678.2811, ext. 2368.

# TRIO QUEST FOR SUCCESS AND OTHER SERVICES

## TRiO QUEST for Success program

QUEST is a comprehensive support program that addresses students' academic, career, and personal development needs. Designed to help students who may be the first in their families to attend college, who come from low-income backgrounds, or who may have a disability, QUEST is funded in part through a TRiO Student Support Services grant from the U.S. Department of Education. QUEST program offices are located at the Fall River Campus.

### Specific academic services include:
**The QUEST Math Lab**
Engineering Building, B109, ext. 2986
**The QUEST Writing Lab**
Engineering Building, B204, ext. 2193
**The QUEST Reading Lab**
Engineering Building, B100, ext. 3106
**The QUEST ESL Lab**
Engineering Building, B200b, ext. 2476

QUEST students may take advantage of open lab hours as needed. Contact each lab for more information.

## QUEST Services

QUEST for Success provides exclusive services for eligible students that support the transition to college:

- Course selection with trained advisors
- Special orientation program
- Free College Success Seminars
- Self-paced learning labs for developmental courses (see descriptions)
- Scholarship opportunities
- Supplemental Instruction
- Financial literacy workshops
- Academic and personal counseling
- Transfer and career advising
- Field trips and cultural enrichment activities

## Program information

QUEST is a federal TRiO Student Support Services (SSS) grant program.  QUEST labs and learning resources are led by learning specialists and QUEST tutors. Students participate in small group study, computer-assisted learning, and mini-lectures. Courses are self-paced, and can be completed in less than a semester or in up to two consecutive semesters, and students may receive extra help during Open Lab hours. All QUEST labs are equipped with academic software.

The QUEST Math Lab offers Foundations of Mathematics (Math 011), Foundations of Algebra I (Math 021), and Foundations of Intermediate Algebra (Math 031).  Students in the Math Lab progress at their own pace to master each topic, with extra support provided if needed.  Some computer-aided courses are also taught in the QUEST Math Labs, such as CAI Math 001 - 003.

The QUEST Writing Lab specializes in assisting students enrolled in Basic Writing Skills (English 090) and College Writing (English 101) and Intro to Literature (English 102). QUEST Writing Lab courses provide a classroom writing experience with additional support services, such as tutorial support, individualized or supplemental instruction, and instruction in the rules of grammar and mechanics.

The QUEST Reading Lab offers College Reading and Learning Strategies (Reading 090) and Advanced English Reading and Vocabulary (ESL 123) in a supported, modified self-paced format. Students work in large groups, small groups, and individually to develop reading skills that they need to succeed in college. Lab support includes one-to-one instruction, computerized curriculum, and Internet research skills. Open Lab hours provide individual assistance for all QUEST students.

The QUEST ESL Lab provides individual support, tutorials, and language practice for students in English-as-a-Second-Language courses. The ESL Lab is located in B200b and is directed by the ESL skills specialist. Work in the Lab may include the use of audiotapes, computer software, one-to-one or group tutoring sessions, conversation practice, and assistance with writing. All students in ESL are assigned at least one lab hour each week, but most students spend many hours improving their language skills in the ESL Lab and/or the TASC. In fact, many ESL students go on to become peer tutors in the TASC and/or the ESL lab.

### QUEST Services Eligibility

QUEST is open to eligible students in any program. Students may request information about the QUEST program through the admission process. At the time of placement testing, or anytime during the first year or any of the Learning Specialists, interested students may apply for participation in the program. Contact Dean Sarah Morrell, QUEST Project Director, at any time about this TRIO Program and eligibility requirements.

### Participation Requirements

As with all BCC students, those in the QUEST Program must complete CSS 101, College Success Seminar. QUEST students enroll in a designated course section at no charge. Students are also required to attend selected QUEST events and must work with staff on their academic progress. QUEST students are enrolled in a degree program, are usually attending full-time, and take the majority of their classes during the day.

## About the Division of Access and Transition

Dean Sarah Morrell, ext. 2282

### Academic Policies and Grading in Division VI Programs

The Division of Access and Transition includes numerous federal and state grant programs with student populations ranging from transfer candidates to middle and high school students. All programs align in their shared mission to support methods of providing access to college preparation and success.

The Division also hosts the General Studies Program, English as a Second Language, academic support services, dual enrollment and more.

Grading in QUEST courses: Students who successfully complete a QUEST course earn grades of A, B, or C including plus and minus grades. Students who make satisfactory progress and complete at least 50 percent of the required coursework will receive a grade of "S" (Satisfactory) and must register for the same lab course the following semester. The "S" grade is not final and does not apply to the degree or the grade point average (G.P.A.).

Students who do not make satisfactory progress and complete less than 50 percent of the course requirements will receive a grade of "F" and must register for the same course in a traditional lecture section in the following semester.

Academic Standing and Dismissal: Full-time students in the General Studies Prep program, including ESL students, are placed on probation if they fail to complete a minimum of 9 credits of coursework with a minimum grade of "C- " after one semester.

Students may be dismissed from the college if they fail to complete the 9-credit minimum after two semesters. Dismissed students may re-enroll only as non-degree students and are not eligible for financial aid.

See Academic Information for grading policy for developmental courses (i.e., course numbers beginning with 0).

## Step Up to College

Emmanuel Daphnis, Coordinator, ext. 2360

The Step Up to College program at the Fall River and Taunton campuses is designed to provide support and college coursework to students making the transition from alternative high school diploma equivalency programs and Adult Learning Center programs to college-level work at BCC. Students become part of a learning community and take their courses as a group. The program provides students with an orientation to the College, supplemental instruction, small classes, and individual advisement.

This is a part-time evening program; tuition and books are offered at no cost to eligible participants. Step Up to College is supported in part by the Massachusetts Department of Elementary and Secondary Education as an ABE Transitions program. Courses usually include: CSS 101 (p. 277) and CSS 105 (p. 277), ENG 090 (p. 296), MTH 021 (p. 320), and RDG 090.

# THE EDUCATED PERSON

The educated person is aware of the important concepts in the arts and humanities, the natural and social sciences, as well as has knowledge of practical and technical skills. He or she never stops learning. The educated person has the ability not only to seek out information, but also to apply concepts to both eternal problems and to everyday life. He or she seeks out knowledge and uses it to improve his or her life as well as the lives of others.

The educated person has the necessary communication, computation, and technical skills to exchange ideas, to analyze concepts, and to solve problems. He or she can creatively explore the academic and the natural world with the self-confidence to question and to lead – while maintaining the self-discipline and responsibility required to serve and to share.

The educated person has achieved a sense of balance and strives to sustain body, mind, and spirit. He or she has an appreciation for the world around him or her, and the skills to make a positive contribution to it. He or she can evaluate his or her own thinking and change it, is open to diversity and embraces it, and can manage or cope with change and conflict. The educated person creates a life that is not only personally and professionally rewarding, but also enriches and enhances his or her community.

# LEARNING OUTCOMES

Student Learning Outcomes are program-specific statements created by program faculty that detail what students should know and be able to do upon completion of the program. If outcomes are not listed, contact the program coordinator. For each program, students will:

## Division 1 {I} Humanities and Education

### Animation and Motion Graphics

1. Build on a strong foundation in drawing and design to develop narrative experiences that demonstrate their understanding of pacing, timing, typography, aesthetics and composition.

2. Create effective visual communication by researching, analyzing, generating ideas, developing story and character, storyboarding, prototyping, sound-editing, scripting, user testing and evaluating outcomes.

3. Explore narrative and other information structures for organizing content in interactive media in order to be responsive to technological and social requirements of their audience.

4. Synthesize their abilities in drawing, design, analysis, art history, and technology and apply this skill-set to creating and evaluating time-based design.

5. Demonstrate experimentation, self-reliance and cooperative learning in mastering tools and technologies central to professional practice, as needed to create their visual design.

6. Develop competencies in communication and presentation necessary to engage in professional practice and to advance their careers.

### Art/Fine Arts

1. Demonstrate foundational skills in drawing, two-dimensional, and three-dimensional studies appropriate for advanced study in the fine arts.

2. Demonstrate a broad knowledge of the History of Art.

3. Use the skills and vocabulary necessary to successfully evaluate and critique works of art.

4. Compile a portfolio of individual works of art sufficient for transfer to a four-year institution.

### Graphic Design

1. Construct visual responses to a wide range of design problems, demonstrating their understanding of hierarchy, typography, aesthetics and composition.

2. Synthesize their abilities in drawing, design, analysis, art history, and technology and apply this skill-set to creating and evaluating visual design.

3. Solve communication problems by identifying the problem, researching, analyzing, generating solutions, prototyping, user testing and evaluating outcomes.

4. Demonstrate their ability to engage in collaboration, and to work through process-intensive interdisciplinary projects focusing on current events and social issues.

5. Demonstrate experimentation, self-reliance and cooperative learning in mastering tools and technologies central to professional practice, as needed to solve their design problems.

6. Develop competencies in communication and presentation necessary to engage in professional practice and to advance their careers.

### Art, Web Design & Media Arts

1. Construct visual responses to a wide range of design problems, demonstrating their understanding of hierarchy, typography, aesthetics and composition.

2. Demonstrate their knowledge of the processes involved in creating user-centered communication and environments, including researching, using scenarios and personas, analyzing, generating solutions, storyboarding, user testing and evaluating outcomes.

3. Explore narrative and other information structures for organizing content in interactive media in order to be responsive to technological and social requirements of their audience.

4. Synthesize their abilities in drawing, design, analysis, art history, and technology and apply this skill-set to creating and evaluating visual design.

5. Demonstrate experimentation, self-reliance and cooperative learning in mastering tools and technologies central to professional practice, as needed to solve their design problems.

6. Develop competencies in communication and presentation necessary to engage in professional practice and to advance their careers.

### Communication

1. Explain fundamental theoretical concepts related to human communication.

2. Apply fundamental theoretical concepts to specific contexts to help achieve 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 and 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.

## Deaf Studies, Speech to Text Support Services

1. Engage in ASL conversations with native and non-native users.

2. Demonstrate cultural competency in the Deaf-World.

3. Promote Deaf ways of being, thinking and knowing.

4. Apply knowledge of American Sign Language, Deaf culture, Deaf people, Deaf history and contemporary issues to new learning situations, social or workplace settings and/or activism.

5. Demonstrate beginning C-PrintTM knowledge and skills necessary for immediate entry into the C-PrintTM workforce.

## Deaf Studies, Deaf Studies - Education Option

1. Engage in ASL conversations with native and non-native users.

2. Demonstrate cultural competency in the Deaf-World.

3. Promote Deaf ways of being, thinking and knowing.

4. Apply knowledge of American Sign Language, Deaf culture, Deaf people, Deaf history and contemporary issues to new learning situations, social or workplace settings and/or activism.

5. Demonstrate beginning Education knowledge and skills necessary for transfer or entry level position in workforce.

## Deaf Studies, Deaf Studies - Human Services

1. Engage in ASL conversations with native and non-native users.

2. Demonstrate cultural competency in the Deaf-World.

3. Promote Deaf ways of being, thinking and knowing.

4. Apply knowledge of American Sign Language, Deaf culture, Deaf people, Deaf history and contemporary

issues to new learning situations, social or workplace settings and/or activism.

5. Demonstrate beginning Human Services knowledge and skills necessary for transfer or entry level position in the workforce.

## Deaf Studies, Interpreter

1. Engage in ASL conversations with native and non-native users.

2. Demonstrate cultural competency in the Deaf-World.

3. Promote Deaf ways of being, thinking and knowing.

4. Apply knowledge of American Sign Language, Deaf culture, Deaf people, Deaf history and contemporary issues to new learning situations, social or workplace settings and/or activism.

5. Demonstrate beginning Interpreter knowledge and skills necessary for transfer.

## Deaf Studies Transfer

1. Engage in ASL conversations with native and non-native users.

2. Demonstrate cultural competency in the Deaf-World.

3. Promote Deaf ways of being, thinking and knowing.

4. Apply knowledge of American Sign Language, Deaf culture, Deaf people, Deaf history and contemporary issues to new learning situations, social or workplace settings and/or activism.

## Early Childhood Education

1. Demonstrate ability to work professionally and ethically as a teacher of young children (including school age) of families of diverse backgrounds.

2. Plan and implement developmentally appropriate learning activities for all children.

3. Implement effective written, oral, verbal and non-verbal communication with children, peer, and other colleagues.

## Early Childhood Education, Early Childhood Education - Direct Transfer

1. Apply basic principles of child development and learning in children (Preschool through Grade 2) in the role of intern at a participating elementary school.

2. Implement effective communication skills with young children, teachers, faculty supervisors, peer, and other personnel.

3. Utilize and integrate documentation skills as applied to environment and observation of children.

4. Demonstrate self-reflective skills in becoming an educator of young children.

### Elementary Education

1. Demonstrate core competencies in reading and writing.

2. Apply child development and learning theory to actual classroom practice.

3. Identify, use, and appropriately document professional resources.

4. Practice self-reflection as a future teacher.

### General Studies

1. Create accurate written communications applying correct sentence structure, grammar, word usage, spelling, and punctuation.

2. Communicate clearly and effectively utilizing written and verbal communication techniques.

3. Identify, understand, and engage in mathematics as well as make well-founded mathematical judgments as a constructive, concerned, reflective citizen.

4. Use historical factual information to understand the current world, and develop an ability to consider issues from a global perspective.

5. Understand how individuals interact among groups; and develop an understanding of the beliefs, values, traditions, and practices of people from other cultures.

6. Analyze critically science-based issues in contemporary society.

### General Studies, MassTransfer

1. Create accurate written communications applying correct sentence structure, grammar, word usage, spelling, and punctuation.

2. Communicate clearly and effectively utilizing written and verbal communication techniques.

3. Identify, understand, and engage in mathematics as well as make well-founded mathematical judgments as a constructive, concerned, reflective citizen.

4. Use historical factual information to understand the current world, and develop an ability to consider issues from a global perspective.

5. Understand how individuals interact among groups; and develop an understanding of the beliefs, values, traditions, and practices of people from other cultures.

6. Analyze critically science-based issues in contemporary society.

### Liberal Arts & Sciences, Humanities

1. Transfer to a wide variety of public and private baccalaureate programs with junior status.

2. Identify and pursue their interests in literature, foreign language or other humanities majors .

3. Understand the basic content and methodology of science, social sciences, mathematics, humanities and the arts.

4. Acquire skills to be productive and lifelong learners, including abilities in oral and written communication, information literacy, critical and creative thinking, and technical competency.

5. Develop qualities of an ethical individual and responsible citizen, including a sensitivity to and respect for cultural diversity.

### Liberal Arts & Sciences, Professional Option

1. Transfer to a wide variety of public and private baccalaureate programs with junior status.

2. Identify and pursue their interests in a specific liberal arts and science major.

3. Understand the basic content and methodology of science, social sciences, mathematics, humanities and the arts.

4. Acquire skills to be productive and lifelong learners, including abilities in oral and written communication, information literacy, critical and creative thinking, and technical competency.

5. Develop qualities of an ethical individual and responsible citizen, including a sensitivity to and respect for cultural diversity.

### Liberal Arts & Sciences, Theatre

1. Explain all aspects of theater production

2. Analyze and interpret plays from the director's perspective

3. Describe the contribution of performers, director, writer, and audience to the historical development of theater and drama

4. Practice the collaborative teamwork required for successful theatrical productions

5. Perform as actors in theatrical stage productions

6. Create both individual and group performances

7. Practice acting, vocal, and movement techniques

8. Analyze and interpret plays from a performer's perspective

## Division 2 {II }Behavioral and Social Sciences

### Criminal Justice

1. Explain the principles, theories, and practices of the Criminal Justice System.

2. Explain the importance of ethics and ethical behavior as they pertain to the administration of justice.

3. Apply important state, federal, and United States Supreme Court decisions to the administration of justice.

4. Practice effective oral and written communication as they pertain to the administration of justice.

5. Locate and critically analyze information from both academic and professional sources.

## Criminal Justice Transfer

1. Explain the principles, theories, and practices of the Criminal Justice system.

2. Explain the importance of ethics and ethical behavior as they pertain to the administration of justice.

3. Apply important state, federal, and United States Supreme Court decisions to the administration of justice.

4. Practice effective oral and written communication as it pertain to the administration of justice.

5. Locate and critically analyze information from both academic and professional sources.

## Culinary Arts, Baking and Pastry

1. Research and develop a complete bakery products menu to accompany a multi-course meal, both individually and cooperatively.

2. Pass the ServSafe national certification exam and maintain current certification thru graduation.

3. Create a Personal Portfolio that documents recipes, menus, and photos of their work.

4. Prepare, to acceptable industry standards, a variety bread, pastry and decorative items, in a safe and sanitary manner, in a variety of bakeshop settings.

## Culinary Arts

1. Research and develop a complete menu for a multi-course meal, both individually and cooperatively.

2. Pass the TIPS and the ServSafe national certification exams and maintain current certification thru graduation.

3. Create a Personal Portfolio that documents recipes, menus, and photos of their work.

4. Prepare foods in a safe and sanitary manner, to acceptable industry standards, in a variety of kitchen settings.

5. Demonstrate, to acceptable industry standards, the ability to work in a variety of positions in the "front of the house."

6. Apply principles of nutrition in achieving food service and dietary goals.

## Human Services

1. Describe the current state of the American social welfare system and its significant historical antecedents.

2. Critically examine and explain their personal values and perceptions of various disadvantaged and/or underserved populations.

3. Practice and critique effective helping skills that form the foundation of a successful helping relationship.

4. Integrate classroom-based academic knowledge with practical, real-world applications in a supervised agency internship.

5. Continually build and improve students' oral and written communication skills as they relate to developing successful helping relationships.

## Office Administration, Legal Administrative Assistant

1. Keyboard at an average minimum rate of 40 words per minute based on the average of five 5-minute timings with no more than five errors while using correct keyboarding technique.

2. Demonstrate proofreading and text editing skills to include formatting, spelling, confusing words, punctuation, grammar, numbers, capitalization, possessives, and clear/concise writing.

3. Explain the use of the Microsoft Office suite of programs and other legal specialty software in law office management and in the production of legal materials.

4. Prepare a variety of court and non-court legal documents from hard copy or voice recording using the most appropriate software.

5. Explain the role and importance of ethical standards for attorneys and legal office professionals and sanctions for violations.

6. Demonstrate the ability to perform the basic duties of a legal administrative assistant/legal secretary.

Paralegal Studies

1. Conduct legal research and prepare memoranda of law.

2. Use technology to assist with all areas of law office management.

3. Draft legal documents, correspondence, and pleadings.

4. Conduct interviews of clients and witnesses while adhering to ethical guidelines.

5. Attend execution of wills, real estate closings, depositions, court or administrative hearings, and/or trials with the attorney to facilitate document control and management.

6. Summarize depositions and interrogatories, prepare exhibits, and manage trial notebooks.

7. Maintain and organize files and calendars.

# Division 3 {III }Business and Information Management

## Business Administration, Accounting

1. Analyze, calculate, interpret, and report financial information accurately and in a timely manner.

2. Demonstrate proficiency in both manual and automated accounting systems.

3. 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.

4. Demonstrate the skills needed to develop ideas and make decisions based on ethics, proper research, analysis, and critical thinking.

5. Describe the key actions to be taken to effectively and efficiently utilize organizational resources to achieve stated purpose and goals.

6. Describe the actions taken to acquire and retain customers; produce goods and services; and measure/track financial performance.

7. Explain how the United States banking system and financial markets are structured and operate to facilitate organizational and personal financial management.

8. Demonstrate the interpersonal skills to communicate effectively, both orally and in writing.

9. Operate in teams and/or matrix organizational settings.

10. Utilize business and financial software.

11. Demonstrate leadership in a wide variety of organizations.

12. Develop a professional growth plan for lifelong learning.

## Business Administration

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. Describe the key actions to be taken to effectively and efficiently utilize organizational resources to achieve stated purpose and goals.

4. Describe the actions taken to acquire and retain customers; produce goods and services; and measure/track financial performance.

5. Explain how the United States banking system and financial markets are structured and operate to facilitate organizational and personal financial management.

6. Demonstrate the interpersonal skills to communicate effectively, both orally and in writing.

7. Operate in teams and/or matrix organizational settings.

8. Utilize business and financial software.

9. Demonstrate leadership in a wide variety of organizations.

10. Develop a professional growth plan for lifelong learning.

## Business Administration, Casino Operations and Gaming Services

1. Describe how table games are played and the importance they have on revenue and profits.

2. Describe the social implications of gaming for individuals and communities.

3. Explain the factors involved in loss prevention.

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. Demonstrate the skills needed to develop ideas and make decisions based on ethics, proper research, analysis, and critical thinking.

6. Describe the key actions to be taken to effectively and efficiently utilize organizational resources to achieve stated purpose and goals.

7. Describe the actions taken to acquire and retain customers; produce goods and services; and measure/track financial performance.

8. Explain how the United States banking system and financial markets are structured and operate to facilitate organizational and personal financial management.

9. Demonstrate the interpersonal skills to communicate effectively, both orally and in writing.

10. Operate in teams and/or matrix organizational settings.

11. Utilize business and financial software.

12. Demonstrate leadership in a wide variety of organizations.

13. Develop a professional growth plan for lifelong learning.

## Business Administration, Entrepreneurship

1. Describe the components of a resource management program.

2. Explain the policy considerations necessary for effective personnel practices.

3. Describe procurement functions and the responsibilities of purchasing personnel.

4. Explain the characteristics of a successful new business enterprise.

5. 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.

6. Demonstrate the skills needed to develop ideas and make decisions based on ethics, proper research, analysis, and critical thinking.

7. Describe the key actions to be taken to effectively and efficiently utilize organizational resources to achieve stated purpose and goals.

8. Describe the actions taken to acquire and retain customers; produce goods and services; and measure/track financial performance.

9. Explain how the United States banking system and financial markets are structured and operate to facilitate organizational and personal financial management.

10. Demonstrate the interpersonal skills to communicate effectively, both orally and in writing.

11. Operate in teams and/or matrix organizational settings.

12. Utilize business and financial software.

13. Demonstrate leadership in a wide variety of organizations.

14. Develop a professional growth plan for lifelong learning.

## Business Administration, Financial Services - Banking

1. Describe the components of banking operations.

2. Explain the fundamental legal issues of real estate lending.

3. Describe the fundamental operations of commercial banking.

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. Demonstrate the skills needed to develop ideas and make decisions based on ethics, proper research, analysis, and critical thinking.

6. Describe the key actions to be taken to effectively and efficiently utilize organizational resources to achieve stated purpose and goals.

7. Describe the actions taken to acquire and retain customers; produce goods and services; and measure/track financial performance.

8. Explain how the United States banking system and financial markets are structured and operate to facilitate organizational and personal financial management.

9. Demonstrate the interpersonal skills to communicate effectively, both orally and in writing.

10. Operate in teams and/or matrix organizational settings.

11. Utilize business and financial software.

12. Demonstrate leadership in a wide variety of organizations.

13. Develop a professional growth plan for lifelong learning.

## Business Administration, Financial Services - Financial Management

1. Describe federal taxation formats, policies, and procedures for individuals and corporations.

2. 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.

3. Demonstrate the skills needed to develop ideas and make decisions based on ethics, proper research, analysis, and critical thinking.

4. Describe the key actions to be taken to effectively and efficiently utilize organizational resources to achieve stated purpose and goals.

5. Describe the actions taken to acquire and retain customers; produce goods and services; and measure/track financial performance.

6. Explain how the United States banking system and financial markets are structured and operate to facilitate organizational and personal financial management.

7. Demonstrate the interpersonal skills to communicate effectively, both orally and in writing.

8. Operate in teams and/or matrix organizational settings.

9. Utilize business and financial software.

10. Demonstrate leadership in a wide variety of organizations.

11. Develop a professional growth plan for lifelong learning.

## Business Administration, Financial Services - Real Estate and Insurance

1. Describe types and organizations of insurance companies, claims adjustment, and risk management.

2. Explain the fundamentals of real estate ownership, development, and transactions.

3. Describe the legal and financial aspects of real estate brokerage operations, licensing laws, and contractual issues.

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. Demonstrate the skills needed to develop ideas and make decisions based on ethics, proper research, analysis, and critical thinking.

6. Describe the key actions to be taken to effectively and efficiently utilize organizational resources to achieve stated purpose and goals.

7. Describe the actions taken to acquire and retain customers; produce goods and services; and measure/track financial performance.

8. Explain how the United States banking system and financial markets are structured and operate to facilitate organizational and personal financial management.

9. Demonstrate the interpersonal skills to communicate effectively, both orally and in writing.

10. Operate in teams and/or matrix organizational settings.

11. Utilize business and financial software.

12. Demonstrate leadership in a wide variety of organizations.

13. Develop a professional growth plan for lifelong learning.

## Business Administration, General Management

1. Explain the management of a successful new business enterprise.

2. 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.

3. Demonstrate the skills needed to develop ideas and make decisions based on ethics, proper research, analysis, and critical thinking.

4. Describe the key actions to be taken to effectively and efficiently utilize organizational resources to achieve stated purpose and goals.

5. Describe the actions taken to acquire and retain customers; produce goods and services; and measure/track financial performance.

6. Explain how the United States banking system and financial markets are structured and operate to facilitate organizational and personal financial management.

7. Demonstrate the interpersonal skills to communicate effectively, both orally and in writing.

8. Operate in teams and/or matrix organizational settings.

9. Utilize business and financial software.

10. Demonstrate leadership in a wide variety of organizations.

11. Develop a professional growth plan for lifelong learning.

## Business Administration, Leisure Services Management - Geotourism Destination Management

1. Explain the relationship between geotourism and sustainable community development.

2. Describe environmentally and socially responsible tourism strategies and innovations.

3. Assess the potential, costs, and benefits of a geotourism program.

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. Demonstrate the skills needed to develop ideas and make decisions based on ethics, proper research, analysis, and critical thinking.

6. Describe the key actions to be taken to effectively and efficiently utilize organizational resources to achieve stated purpose and goals.

7. Describe the actions taken to acquire and retain customers; produce goods and services; and measure/track financial performance.

8. Explain how the United States banking system and financial markets are structured and operate to facilitate organizational and personal financial management.

9. Demonstrate the interpersonal skills to communicate effectively, both orally and in writing.

10. Operate in teams and/or matrix organizational settings.

11. Utilize business and financial software.

12. Demonstrate leadership in a wide variety of organizations.

13. Develop a professional growth plan for lifelong learning.

## Business Administration, Leisure Services Management - Sport

1. Describe sports as a cultural phenomenon and the relationship between sports and the economy.

2. Explain the process of sport facility design and issues associated with sport facility management.

3. 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.

4. Demonstrate the skills needed to develop ideas and make decisions based on ethics, proper research, analysis, and critical thinking.

5. Describe the key actions to be taken to effectively and efficiently utilize organizational resources to achieve stated purpose and goals.

6. Describe the actions taken to acquire and retain customers; produce goods and services; and measure/track financial performance.

7. Explain how the United States banking system and financial markets are structured and operate to facilitate organizational and personal financial management.

8. Demonstrate the interpersonal skills to communicate effectively, both orally and in writing.

9. Operate in teams and/or matrix organizational settings.

10. Utilize business and financial software.

11. Demonstrate leadership in a wide variety of organizations.

12. Develop a professional growth plan for lifelong learning.

## Business Administration, Leisure Services Management - Tourism

1. Assess the potential, costs, and benefits of tourism operations.

2. Describe the operation and evaluation of tour planning, destination, planning, and meeting/convention planning.

3. 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.

4. Demonstrate the skills needed to develop ideas and make decisions based on ethics, proper research, analysis, and critical thinking.

5. Describe the key actions to be taken to effectively and efficiently utilize organizational resources to achieve stated purpose and goals.

6. Describe the actions taken to acquire and retain customers; produce goods and services; and measure/track financial performance.

7. Explain how the United States banking system and financial markets are structured and operate to facilitate organizational and personal financial management.

8. Demonstrate the interpersonal skills to communicate effectively, both orally and in writing.

9. Operate in teams and/or matrix organizational settings.

10. Utilize business and financial software.

11. Demonstrate leadership in a wide variety of organizations.

12. Develop a professional growth plan for lifelong learning.

## Business Administration, Marketing Management

1. Explain sales principles, sales analysis and planning, and sales force management.

2. Describe the fundamental principles of advertising, as well as planning, preparation, and evaluation of advertising.

3. 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.

4. Demonstrate the skills needed to develop ideas and make decisions based on ethics, proper research, analysis, and critical thinking.

5. Describe the key actions to be taken to effectively and efficiently utilize organizational resources to achieve stated purpose and goals.

6. Describe the actions taken to acquire and retain customers; produce goods and services; and measure/track financial performance.

7. Explain how the United States banking system and financial markets are structured and operate to facilitate organizational and personal financial management.

8. Demonstrate the interpersonal skills to communicate effectively, both orally and in writing.

9. Operate in teams and/or matrix organizational settings.

10. Utilize business and financial software.

11. Demonstrate leadership in a wide variety of organizations.

12. Develop a professional growth plan for lifelong learning.

## Business Administration, Retail Management

1. Explain the design, implementation, and assessment of retailing strategies based on consumer needs and market changes.

2. Describe the process of conceiving, producing, and selling fashion products for in-store and on-line retailing.

3. 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.

4. Demonstrate the skills needed to develop ideas and make decisions based on ethics, proper research, analysis, and critical thinking.

5. Describe the key actions to be taken to effectively and efficiently utilize organizational resources to achieve stated purpose and goals.

6. Describe the actions taken to acquire and retain customers; produce goods and services; and measure/track financial performance.

7. Explain how the United States banking system and financial markets are structured and operate to facilitate organizational and personal financial management.

8. Demonstrate the interpersonal skills to communicate effectively, both orally and in writing.

9. Operate in teams and/or matrix organizational settings.

10. Utilize business and financial software.

11. Demonstrate leadership in a wide variety of organizations.

12. Develop a professional growth plan for lifelong learning.

## Computer Information Systems, Business Information

1. Apply the general rules of critical analysis and deductive reasoning to logically solve specific problems and to evaluate the results to determine if they are logically sound.

2. Determine information needs, evaluate reliability of sources, access the information, decide its relevance and assemble it to meet specified needs.

3. Assemble a broad based knowledge that will allow them to work effectively in the computing field both with a variety of applications.

4. Develop the ability to develop web sites, databases and scripts and/or programs for use in a business environment.

5. Demonstrate an understanding of today's computer environment, be able to appraise changes and will be able to acquire the knowledge and skills to adapt.

6. Communicate effectively to convey technical information to the groups they support and to understand their needs.

## Computer Information Systems, Computer Forensics

1. Apply the general rules of critical analysis and deductive reasoning to logically solve specific problems and to evaluate the results to determine if they are logically sound.

2. Determine information needs, evaluate reliability of sources, access the information, decide its relevance and assemble it to meet their needs.

3. Conduct effective data collection and analysis that can be used as evidence in court.

4. Assemble a broad based knowledge that will allow them to work effectively in the computing field.

5. Demonstrate an understanding of today's computer environment, be able to appraise changes and will be able to acquire the knowledge and skills to adapt.

6. Communicate effectively to convey technical information to the groups they support and to understand their needs.

7. Explore and develop an ethical value structure and will be able to apply that structure to problem solving and actions.

## Computer Information Systems, Computer Networking

1. Apply the general rules of critical analysis and deductive reasoning to logically solve specific problems and to evaluate the results to determine if they are logically sound.

2. Determine information needs, evaluate reliability of sources, access the information, decide its relevance and assemble it to meet their needs.

3. Install, configure, secure, troubleshoot and administer server and client systems in a mixed network environment.

4. Assemble a broad based knowledge that will allow them to work effectively in the computing field.

5. Demonstrate an understanding of today's computer environment, be able to appraise changes and will be able to acquire the knowledge and skills to adapt.

6. Communicate effectively to convey technical information to the groups they support and to understand their needs.

## Computer Information Systems, Computer Programming

1. Apply the general rules of critical analysis and deductive reasoning to logically solve specific problems and to evaluate the results to determine if they are logically sound.

2. Determine information needs, evaluate reliability of sources, access the information, decide its relevance and assemble it to meet their needs.

3. Design, develop, test and debug computer programs written in a variety of languages to effectively solve problems.

4. Analyze, evaluate and revise computer programs written by someone else.

5. Construct effective data storage that can be accessed, manipulated and updated correctly.

6. Assemble a broad based knowledge that will allow them to work effectively in the computing field and to write, edit and modify computer programs.

7. Demonstrate an understanding of today's computer environment, be able to appraise changes and will be able to acquire the knowledge and skills to adapt.

8. Communicate effectively to convey technical information to the groups they support and to understand their needs.

## Computer Information Systems, Computer Science

1. Apply the general rules of critical analysis and deductive reasoning to logically solve specific problems and to evaluate the results to determine if they are logically sound.

2. Understand design trade-offs between different computing machines.

3. Understand user interface design and software prototyping.

4. Gain experience using state of the art tools and development environments supporting the development cycle of a working software system.

5. Design, develop, test and document computer programs to effectively solve problems.

6. Analyze, evaluate, and revise computer programs written by someone else.

7. Assemble a broad based knowledge that will allow them to work effectively in a computing field.

8. Communicate effectively as a team of developers and exchange ideas while working together on a semester-long project.

9. Explore and develop an ethical value structure and apply this experience in problem solving and actions.

## Computer Information Systems, Computer Security

1. Apply the general rules of critical analysis and deductive reasoning to logically solve specific problems and to evaluate the results to determine if they are logically sound.

2. Install, configure, troubleshoot and administer security software on servers, routers and client devices.

3. Designing security infrastructure for computer networks and systems.

4. Determine information needs, evaluate reliability of sources, access the information, decide its relevance and assemble it to meet their needs.

5. Install, configure, secure, troubleshoot and administer server and client systems in a mixed network environment.

6. Assemble a broad based knowledge that will allow them to work effectively in the computing field.

7. Demonstrate an understanding of today's computer environment, be able to appraise changes and will be able to acquire the knowledge and skills to adapt.

8. Communicate effectively to convey technical information to the groups they support and to understand their needs.

## Computer Information Systems, Game Development - Game Creation

1. Apply the general rules of critical analysis and deductive reasoning to logically solve specific problems and to evaluate the results to determine if they are logically sound

2. Determine information needs, evaluate reliability of sources, access the information, decide its relevance and assemble it to meet their needs

3. Define and develop a game from concept and implement the game during the capstone course.

4. Acquire the skills needed to implement all of the necessary assets for a game ie music, sound, levels, programming, design.

5. Assemble a broad based knowledge that will allow them to work effectively in the computing field.

6. Demonstrate an understanding of today's computer environment, be able to appraise changes and will be able to acquire the knowledge and skills to adapt.

7. Communicate effectively to convey technical information to the groups they support and to understand their needs.

## Computer Information Systems, Game Development - Game Programming

1. Apply the general rules of critical analysis and deductive reasoning to logically solve specific problems and to evaluate the results to determine if they are logically sound

2. Determine information needs, evaluate reliability of sources, access the information, decide its relevance and assemble it to meet their needs

3. Define and develop a game from concept and implement the game during the capstone course.

4. Acquire the skills needed to implement all of the necessary assets for a game ie music, sound, levels, programming, design.

5. Assemble a broad based knowledge that will allow them to work effectively in the computing field.

6. Demonstrate an understanding of today's computer environment, be able to appraise changes and will be able to acquire the knowledge and skills to adapt.

7. Communicate effectively to convey technical information to the groups they support and to understand their needs.

## Computer Information Systems, Information Systems

1. Apply the general rules of critical analysis and deductive reasoning to logically solve specific problems and to evaluate the results to determine if they are logically sound.

2. Determine information needs, evaluate reliability of sources, access the information, decide its relevance and assemble it to meet their needs.

3. Design, develop, test and debug computer programs to effectively solve problems.

4. Construct effective data storage that can be accessed, manipulated and updated correctly.

5. Assemble a broad based knowledge that will allow them to work effectively in the computing field and to write, edit and modify computer programs.

6. Demonstrate an understanding of today's computer environment, be able to appraise changes and will be able to acquire the knowledge and skills to adapt.

7. Communicate effectively to convey technical information to the groups they support and to understand their needs.

## Computer Information Systems, Multimedia and Internet

1. Apply the general rules of critical analysis and deductive reasoning to logically solve specific problems and to evaluate the results to determine if they are logically sound.

2. Determine information needs, evaluate reliability of sources, access the information, decide its relevance and assemble it to meet their needs.

3. Understand and apply basic design concepts at a level appropriate to application in the business setting.

4. Master a variety of multimedia production software.

5. Assemble a broad based knowledge that will allow them to work effectively in the computing field.

6. Demonstrate an understanding of today's computer environment, be able to appraise changes and will be able to acquire the knowledge and skills to adapt.

7. Communicate effectively to convey technical information to the groups they support and to understand their needs.

## Computer Information Systems, Webmaster

1. Apply the general rules of critical analysis and deductive reasoning to logically solve specific problems and to evaluate the results to determine if they are logically sound.

2. Determine information needs, evaluate reliability of sources, access the information, decide its relevance and assemble it to meet their needs.

3. Design, develop, test and debug web sites written in a variety of languages to effectively present on line information.

4. Construct effective data storage that can be accessed, manipulated and updated correctly to back up a web site.

5. Assemble a broad based knowledge that will allow them to work effectively in the computing field.

6. Demonstrate an understanding of today's computer environment, be able to appraise changes and will be able to acquire the knowledge and skills to adapt.

7. Communicate effectively to convey technical information to the groups they support and to understand their needs.

## Office Administration, Executive Administrative

1. Create commonly used business documents using the Microsoft Office suite programs.

2. Organize and manage the operations of an office in a diverse, stressful, and ever-changing environment.

3. Communicate clearly and effectively utilizing verbal and written communication techniques appropriate for office professionals.

4. Create accurate written communications applying correct sentence structure, grammar, word usage, spelling, and punctuation.

# Division 4 {IV }Health Sciences

## Clinical Laboratory Science

1. Collect, process, and generate accession numbers for laboratory specimens.

2. Develop academic and technical competence in the major areas of clinical laboratory practice - urinalysis, hematology, clinical chemistry, medical microbiology and immunohematology.

3. Perform clinical laboratory tests ranging from waived and point-of-care to complex testing in all major areas of the clinical laboratory.

4. Make specimen-oriented decisions based on predetermined criteria and critical values.

5. Retrieve results and follow laboratory reporting protocol.

6. Demonstrate professional values, attitudes and behavior.

## Complementary Healthcare

1. Students will apply advanced skill in assessment and technique in therapeutic massage practice.

2. Students will discern and manage the ethical issues of Therapeutic Massage practice in a rapidly changing environment.

3. Students will contribute to improving the knowledge, skills, and values of the profession of massage therapy and assume the responsibility for lifelong learning.

4. Students will demonstrate entry-level knowledge of anatomy/physiology, kinesiology and pathology and communicate effectively with other health care professionals.

## Dental Hygiene

1. Discern and manage ethical issues of dental hygiene practice in a rapidly changing environment.

2. Acquire and synthesize information in a critical, scientific, and effective manner.

3. Contribute to improving the knowledge, skills, and values of the profession.

4. Provide planned educational services using appropriate interpersonal communication skills and educational strategies to promote optimal health.

5. Initiate and assume responsibility for health promotion and disease prevention activities for diverse populations.

6. 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. Discuss the condition of the oral cavity, identify actual and potential problems, etiological and contributing factors, and available treatments.

8. 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. Evaluate the effectiveness of planned clinical and educational services and modify as necessary.

## General Studies, Health Sciences

1. Create accurate written communications applying correct sentence structure, grammar, word usage, spelling, and punctuation.

2. Communicate clearly and effectively utilizing written and verbal communication techniques.

3. Identify, understand, and engage in mathematics as well as make well-founded mathematical judgments as a constructive, concerned, reflective citizen.

4. Use historical factual information to understand the current world, and develop an ability to consider issues from a global perspective.

5. Understand how individuals interact among groups; and develop an understanding of the beliefs, values, traditions, and practices of people from other cultures.

6. Describe the major body systems and explain their functions; use medical language to communicate effectively within the healthcare delivery system.

## Healthcare Information

1. Students will collect and maintain health data, conduct analysis to ensure health record supports patient continuity of care, and apply policies and procedures to ensure the accuracy of health data.

2. Students will apply policies and procedures to ensure organizational compliance with regulations and standards and report compliance by maintaining the accuracy and completeness of the patient record as defined by organizational policy as well as external regulations and standards

## Nursing

1. Applies concepts and principles from nursing, from the physical and behavioral/social sciences, and from general education (humanities, math and history) in

analyzing data and making judgments in the practice of nursing.

2. Provides care to patients throughout the life span by applying the nursing process in assisting the patient to maintain or regain homeostasis when threatened by common health problems.

3. Utilizes verbal and nonverbal modalities to communicate with patients, families, significant others, and health team members.

4. Provides patient teaching by assessing the need for information, implementing short-range teaching plans, and evaluating the patient's response.

5. Manages care for a group of patients in a structured setting by prioritizing care and by utilizing the skills of other health team members.

6. Functions as a member within the discipline of nursing by practicing legally and ethically and by selecting resources and activities for continued development in the nurse role.

## Occupational Therapy Assistant

1. Demonstrate entry-level competence as a generalist occupational therapy assistant in settings where occupational therapy is currently practiced and where it is emerging as a service.

2. Articulate and apply occupational therapy principles and interventions to achieve expected outcomes as related to occupation.

3. Articulate and apply therapeutic use of occupations with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community, and other settings.

4. Apply occupational therapy interventions to address the physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well-being, and quality of life.

5. Be prepared to effectively communicate and work interprofessionally with those who provide care for individuals and/or populations in order to clarify each member's responsibility in executing components of an intervention plan.

6. Apply the ethical standards, values, and attitudes of the occupational therapy profession.

7. Demonstrate professional values, attitudes and behavior.

8. Demonstrate sensitivity to factors of culture and diversity in the delivery of OT services.

9. Demonstrate commitment to lifelong learning and continuing professional development.

10. Demonstrate commitment to currency in best practice.

11. Distinguish the distinct roles and responsibilities of the occupational therapist and occupational therapy assistant in the supervisory process.

12. Advocate as a professional for the occupational therapy services offered and for the recipients of those services.

## Office Administration, Medical Administrative Assistant

1. Apply organizational skills in managing the operations of any office in a diverse, stressful and ever-changing environment.

2. Communicate clearly and effectively utilizing written and verbal communication techniques appropriate for office professionals.

3. Work effectively as a team player in a diverse work group.

4. Apply computer skills to office tasks using a variety of business-related software and hardware.

5. Create accurate written communications applying correct sentence structure, grammar, word usage, spelling and punctuation.

6. Practice effective listening skills, follow oral/written instructions, learn how to take the initiative, work independently, and offer alternative solutions where applicable.

7. Display professional traits such as dependability, flexibility and adaptability, a positive attitude, professional appearance, punctuality/attendance, responsibility/accountability, and sound judgment.

# Division 5 {V }Mathematics, Science, and Engineering

## Engineering Technology, Architectural and Structural Technology

1. Identify, critically analyze, and ethically evaluate problems from a variety of perspectives, interpret data, and research and develop solutions.

2. Utilize the English language to communicate and interact effectively, in both written and oral formats, to a variety of individuals and diverse groups of human beings.

3. Exhibit an understanding of mathematics-based logical arguments and quantitative reasoning and utilize this understanding to validate relationships and processes.

4. Interpret scientific principles and apply the methodology of scientific inquiry to analyze problems.

5. Demonstrate knowledge of computer hardware, software and operating systems and effectively utilize the Internet and discipline related software packages.

6. Apply computer-aided design, structural, surveying and geotechnical principles to analyze and design simple structures.

## Engineering Technology, Automation Technology

1. Utilize common professional office software programs to effectively present, analyze and communicate Engineering projects and ideas.

2. Effectively create and read professional engineering drawings & sketches in both 2-D and 3-D of simple & complex models and assemblies per ASME & ANSI Standards.

3. Safely and accurately operate several manual and automated machine tools. Create and perform setup procedures.

4. Select tooling based on material requirements and drawing specifications.

5. Perform systematic trouble shooting and diagnostic skills in defining and solving automation problems.

6. Implement programming principles to create machining codes using standard G&M codes and create automation programming ladders utilizing Allen Bradley Formats.

## Engineering Technology, Biomanufacturing Technology

1. Utilize common professional office software programs to effectively present, analyze and communicate Engineering projects and ideas.

2. Students will employ computers and automated equipment while working in a laboratory environment in biomanufacturing, bioprocessing or pharmaceutical manufacturing

3. Students will analyze technical problems and assess possible solutions based on theories and applications in the fields of biology, chemistry and engineering.

4. Students will demonstrate lab skills for entry-level biotech positions, including setting up sample analysis, maintaining automated instruments, and preparing materials for research scientists.

5. Graduates will apply skills as biotechnician in gene manipulation, biotechnological applications in medicine, forensics, and industry, bioethics, and biological risk assessment.

6. Students will use methods of identification, sources and modes of infection, inhibition and control of growth and principles of sanitation.

7. Students will prepare measurements and dimensional analysis of chemical substances per formulas, chemical equations and apply stoichiometry, thermochemistry principles.

## Engineering Technology, Civil Technology

1. Identify, critically analyze, and ethically evaluate problems from a variety of perspectives, interpret data, and research and develop solutions.

2. Utilize the English language to communicate and interact effectively, in both written and oral formats, to a variety of individuals and diverse groups of human beings.

3. Exhibit an understanding of mathematics-based logical arguments and quantitative reasoning and utilize this understanding to validate relationships and processes.

4. Interpret scientific principles and apply the methodology of scientific inquiry to analyze problems.

5. Demonstrate knowledge of computer hardware, software and operating systems and effectively utilize the Internet and discipline related software packages.

6. Apply computer-aided design, construction, structural, surveying and geotechnical principles to analyze and design civil engineering projects.

## Engineering Technology, Electro-Mechanical Technology

1. Identify, critically analyze, and ethically evaluate problems from a variety of perspectives, interpret data, and research and develop solutions.

2. Utilize the English language to communicate and interact effectively, in both written and oral formats, to a variety of individuals and diverse groups of human beings.

3. Exhibit an understanding of mathematics-based logical arguments and quantitative reasoning and utilize this understanding to validate relationships and processes.

4. Interpret scientific principles and apply the methodology of scientific inquiry to analyze problems.

5. Demonstrate knowledge of computer hardware, software and operating systems and effectively utilize the Internet and discipline related software packages.

## Engineering Technology, Electronics Technology

1. Identify, critically analyze, and ethically evaluate problems from a variety of perspectives, interpret data, and research and develop solutions.

2. Utilize the English language to communicate and interact effectively, in both written and oral formats, to a variety of individuals and diverse groups of human beings.

3. Exhibit an understanding of mathematics-based logical arguments and quantitative reasoning and utilize this understanding to validate relationships and processes.

4. Interpret scientific principles and apply the methodology of scientific inquiry to analyze problems.

5. Demonstrate knowledge of computer hardware, software and operating systems and effectively utilize the Internet and discipline related software packages.

6. Apply circuit principles, simulation software such as Multisim, and test equipments to measure, trouble shoot, analyze and design simple electrical circuits.

## Engineering Technology, Environmental Technology

1. Apply principles of mathematics, biology, chemistry, sampling, Geographic Information Systems, and hazardous materials to the operation of environmental facilities and the analysis of environmental problems.

2. Demonstrate knowledge of computer hardware, software and operating systems and effectively utilize the Internet and discipline related software packages.

3. Interpret scientific principles and apply the methodology of scientific inquiry to analyze problems.

4. Exhibit an understanding of mathematics-based logical arguments and quantitative reasoning and utilize this understanding to validate relationships and processes.

5. Utilize the English language to communicate and interact effectively, in both written and oral formats, to a variety of individuals and diverse groups of human beings.

6. Identify, critically analyze, and ethically evaluate problems from a variety of perspectives, interpret data, and research and develop solutions.

## Engineering Technology, Marine Technology

1. Identify, critically analyze, and ethically evaluate problems from a variety of perspectives, interpret data, and research and develop solutions.

2. Utilize the English language to communicate and interact effectively, in both written and oral formats, to a variety of individuals and diverse groups of human beings.

3. Exhibit and understanding of mathematics-based logical arguments and quantitative reasoning and utilize this understanding to validate relationships and processes.

4. Interpret scientific principles and apply the methodology of scientific inquiry to analyze problems.

5. Demonstrate knowledge of computer hardware, software, and operating systems and effectively utilize the Internet and discipline related software packages.

6. Apply the principles of marine electronics, engine repair, materials science, marine systems, marine safety, and /or statistics, marine biology, fisheries technologies to the maintenance and management of pleasure and commercial vessels and facilities and/or to the monitoring of Atlantic fish stock.

## Engineering Technology, Mechanical Technology

1. Identify, critically analyze, and ethically evaluate problems from a variety of perspectives, interpret data, and research and develop solutions.

2. Utilize the English language to communicate and interact effectively, in both written and oral formats, to a variety of individuals and diverse groups of human beings.

3. Exhibit an understanding of mathematics-based logical arguments and quantitative reasoning and utilize this understanding to validate relationships and processes.

4. Interpret scientific principles and apply the methodology of scientific inquiry to analyze problems.

5. Demonstrate knowledge of computer hardware, software and operating systems and effectively utilize the Internet and discipline related software packages.

6. Apply computer-aided design, materials science, electrical, fluidic and mechanics principles to analyze, design, build and troubleshoot mechanisms and machines.

## Engineering Transfer, Engineering Science

1. Identify, critically analyze, and ethically evaluate problems from a variety of perspectives, interpret data, and research and develop solutions.

2. Utilize the English language to communicate and interact effectively, in both written and oral formats, to a variety of individuals and diverse groups of human beings.

3. Exhibit an understanding of calculus-based logical arguments and quantitative applications to verify the validity of a variety of relationships and processes.

4. Interpret scientific principles, particularly in chemistry and physics, and apply the methodology of scientific inquiry to analyze problems.

5. Demonstrate knowledge of computer hardware, software and operating systems and effectively utilize the Internet and discipline related software packages.

6. The following goals are specific to the main areas of concentration within the Transfer Program:

7. Civil Engineering Transfer students should demonstrate a thorough understanding of civil drafting and design principles and basic electrical theories, and should be

able to apply surveying principles and effectively utilize surveying equipment in a variety of applications.

8. Electrical and Computer Engineering Transfer students should demonstrate a thorough understanding of electrical circuits and computer programming fundamentals, and should be able to utilize electrical engineering principles to design, build, and troubleshoot electrical equipment.

9. Mechanical Engineering Transfer students should demonstrate a thorough understanding of advanced computer-aided design principles, and engineering material science fundamentals, and should be able to utilize electrical engineering principles to design, build, and troubleshoot electrical/electronic equipment.

## Fire Science Technology

1. Describe the history and principles of the fire service.

2. Provide an in-depth analysis of the principles of firefighting through the utilization of personnel, equipment, and extinguishing agents on the fire ground.

3. Demonstrate a knowledge and understanding of building construction practices, fire prevention codes and ordinances, fire ground water supply, and the incident command system.

4. Apply the principles of supervision and management necessary for leadership and administration in the fire service.

5. Demonstrate the ability to formulate pre-fire plans.

6. Identify and describe the different automatic fire alarm and extinguishing systems.

## General Studies, Sustainable Agriculture

1. Students will gain an understanding of the current social, economic and technical challenges and opportunities in sustainable food production.

2. Develop an appreciation for the impacts of agricultural on natural resources, energy, environment, and climate change and some solutions for these issues.

3. Understand and apply scientific concepts and practices based on the scientific method and laboratory methods.

4. Become familiar with diverse field, nursery, and processing equipment, sampling techniques, and related data compilation and analysis.

5. Understand the scientific principles regarding soil physics, chemistry, and biology as it relates to fertility management, plant health, and food quality.

6. Develop a sound understanding of fundamental plant science, including taxonomy, physiology, plant propagation and horticultural practices as it applies to sustainable production.

7. Become familiar with crop protection using cultural, biological, and organic practices to prevent and manage weeds, diseases, and pests.

8. Learn how to effectively plan agricultural production and rotation systems, maintain and use records, crop enterprise budgets for decision making in agricultural production and marketing.

## General Studies, Technical Studies

1. Create accurate written communications applying correct sentence structure, grammar, word usage, spelling, and punctuation.

2. Communicate clearly and effectively utilizing written and verbal communication techniques.

3. Identify, understand, and engage in mathematics as well as make well-founded mathematical judgments as a constructive, concerned, reflective citizen.

4. Use historical factual information to understand the current world, and develop an ability to consider issues from a global perspective.

5. Understand how individuals interact among groups; and develop an understanding of the beliefs, values, traditions, and practices of people from other cultures.

6. Analyze critically science-based issues in contemporary society.

## Liberal Arts & Sciences, Biotechnology/Biomedical

(see page 85 for program coordinator)

## Liberal Arts & Sciences, Environmental Science

1. Demonstrate an understanding of the levels of evidence behind scientific hypotheses, theories and principles.

2. Demonstrate proper usage of scientific methods for analyzing and interpreting data obtained from satellite images, archived data sets and/or in class lab experiments.

3. Analyze topics of interest in Environmental Science by designing and carrying out literature searches using tools introduced in BCC Science Courses.

4. Utilize appropriate mathematical skills to analyze data sets in the Sciences and in related areas of study.

5. Demonstrate an appropriate understanding of physical science phenomena and as they are applied to the field of Environmental Science.

6. Display proper usage of English composition and grammar as applied to writing assignments appropriate to the field.

7. Demonstrate the use of technical, computer-based and laboratory skills to describe and analyze scientific data.

8. Demonstrate an understanding of the multicultural nature of the study of scientific phenomena in a global community in which scientists of many nationalities and backgrounds must interact in meaningful ways in order to interpret and analyze scientific data and reports.

9. Properly interpret the role of science in a historical perspective, as well as a tool for improving the technological future of mankind.

10. Demonstrate the ability to present and defend scientific data and theories orally or in written form to peers in the scientific community.

## Liberal Arts & Sciences, Math and Science Option

1. Transfer to a wide variety of public and private baccalaureate programs with junior status.

2. Identify and pursue their interests in mathematics or a natural or physical science major.

3. Understand the basic content and methodology of science, social sciences, mathematics, humanities and the arts.

4. Acquire skills to be productive and lifelong learners, including abilities in oral and written communication, information literacy, critical and creative thinking, and technical competency.

5. Develop qualities of an ethical individual and responsible citizen, including a sensitivity to and respect for cultural diversity.

# Division of Access and Transition

## General Studies Prep, Career Prep

1. Develop a foundation on which to build college success.

2. Complete developmental coursework.

3. Prepare for successful transfer to selected BCC career program.

## General Studies Prep, English as a Second Language

1. Improve English skills in conversation, grammar, reading and writing.

2. Build a strong foundation in the academic use of the English Language.

3. Prepare students to continue their college studies in the program of their choice.

4. Enjoy the campus community by participating in the International Club.

## General Studies Prep

1. Develop a foundation on which to build college success.

2. Complete developmental coursework.

3. Prepare for successful transfer to desired BCC program.

# GENERAL EDUCATION COMPETENCY COURSES

The following is a list of categories and courses which fulfill the College's General Education requirements. In some cases, competencies may also be infused in program areas. Refer to Academic Information for a description of General Education. See Course Descriptions. A general education competency that is "infused" means that it is addressed in many courses throughout the program requirements. The courses listed for each competency are examples of ways to meet general education. Speak with an advisor for more information.

## 1.0 CRITICAL ANALYSIS

Students will develop the ability to:

1. Identify and summarize the problem/question at issue (and/or the source's position)

2. State their own perspectives and positions as they relate to analyses of the problem/question at issue

3. Identify and explain others' salient perspectives and positions important to the problem/question at issue

4. Identify and assess the key assumptions that underlie the issue or position

5. Identify and assess the quality of supporting data/evidence and provide additional relevant data

6. Identify and describe the influence of context on the problem/question at issue

7. Identify and assess conclusions, implications, and consequences

### THESE COURSES FULFILL THE GENERAL COMPETENCY REQUIREMENTS

**Courses**

| | | |
|---|---|---|
| ART 101 | Visual Art Colloquium | 1 |
| CIS 105 | Hardware Fundamentals | 1 |
| CIS 112 | Advanced Business Information Systems | 3 |
| CIS 120 | Programming: Logic, Design and Implementation | 3 |
| CIS 121 | Operating Systems | 3 |
| CIS 122 | Internet Developer | 3 |
| CIS 123 | Object-Oriented Concepts | 3 |
| CIS 131 | Windows Server Administration I | 3 |
| CIS 132 | Introduction to UNIX/Linux and Shell Programming | 3 |
| CIS 150 | Oracle and SQL | 3 |
| CIS 152 | Database Programming and Management with Access | 3 |
| CIS 154 | Introduction to Programming (COBOL) | 3 |
| CIS 155 | Introduction to C++ Programming | 3 |
| CIS 156 | Visual Basic | 3 |
| CIS 157 | Object-Oriented JAVA Programming I | 4 |
| CIS 159 | MySQL and PHP | 3 |
| CIS 160 | The Microcomputer Environment | 3 |
| CIS 161 | Database Design | 3 |
| CIS 166 | Oracle with Forms and Reports | 3 |
| CIS 182 | Advanced Topics in CIS | 3 |
| CIS 250 | Interactive Websites | 3 |
| CIS 254 | Advanced COBOL | 3 |
| CIS 255 | C++ Object Oriented Programming | 3 |
| CIS 256 | Advanced Visual Basic | 3 |
| CIS 257 | Object-Oriented JAVA Programming II | 4 |
| CIS 258 | Advanced Interactive Programming | 3 |
| CIS 271 | Network Installation and Configuration Seminar | 4 |
| CIS 272 | Program Development Seminar | 3 |
| CIT 143 | Programming for Game Developers I | 3 |
| CIT 242 | Programming for Game Developers II | 3 |
| CIT 274 | Security Seminar | 4 |
| CIT 275 | Computer Forensics Seminar | 4 |
| COM 120 | Argumentation and Debate | 3 |
| CSS 101 | College Success Seminar | 1 |
| DST 101 | Introduction to Deaf Studies | 3 |
| ECE 112 | Observing, Recording, and Analyzing Early Childhood Settings | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |
| PSY 165 | Psychology of Learning, Motivation, and Achievement | 3 |

## 2.1 WRITTEN COMMUNICATION

Students will develop the ability to:

1. Use language that is precise, clear, and reflective of standard, academic English

2. Use written English in contextually appropriate ways, according to audience, purpose, and setting

3. Organize information and critical thought into coherent and unified documents, using appropriate formats

4. Select, evaluate, incorporate and document research effectively and ethically

## THESE COURSES FULFILL GENERAL COMPETENCY REQUIREMENTS

| Courses | | |
|---|---|---|
| ECE 112 | Observing, Recording, and Analyzing Early Childhood Settings | 3 |
| ENG 101 | Composition I: College Writing | 3 |
| ENG 102 | Composition II: Writing about Literature | 3 |

## 2.2 ORAL COMMUNICATION

As speakers, students will develop the ability to:

1. Articulate and promote ideas in a clear, organized manner that demonstrates critical analysis skills

2. Use language that is appropriate within and across cultures to address diverse audiences

3. Demonstrate nonverbal behavior that supports the verbal message

4. Employ media and technology if appropriate to the communication context

5. As active listeners, students will develop the ability to:

6. Maintain focus on the speaker's verbal and nonverbal messages

7. Listen respectfully and critically

8. Provide feedback based on interpretation and evaluation of the message

## THESE COURSES FULFILL GENERAL COMPETENCY REQUIREMENTS

| Courses | | |
|---|---|---|
| COM 101 | Fundamentals of Public Speaking | 3 |
| COM 102 | Advanced Public Speaking | 3 |
| COM 114 | Professional Speaking | 3 |
| COM 120 | Argumentation and Debate | 3 |

COM 113, COM 118, and COM 160 (Early Childhood, Elementary Ed., Human Services only)

## 3.0 SCIENTIFIC REASONING AND DISCOVERY

Students will develop the ability to:

1. Apply the scientific method as used in the traditional sciences

2. Use basic scientific information as the foundation for the analysis of evidence and the methodology of scientific inquiry

3. Analyze critically science-based issues in contemporary society (scientific literacy)

## THESE COURSES FULFILL GENERAL COMPETENCY REQUIREMENTS

| Courses | | |
|---|---|---|
| AST 111 | Introduction to Astronomy: The Solar System | 4 |
| AST 112 | Introduction to Astronomy: Stars, Galaxies, and the Universe | 4 |
| BIO 110 | Biology of Human Reproduction | 3 |
| BIO 111 | General Biology I | 4 |
| BIO 115 | Survey of Human Anatomy and Physiology | 4 |
| BIO 116 | Physical Anthropology | 3 |
| BIO 117 | Physiology of Wellness | 3 |
| BIO 121 | Fundamentals of Biological Science I | 4 |
| BIO 122 | Fundamentals of Biological Science II | 4 |
| BIO 126 | Introduction to Biotechnology | 3 |
| BIO 129 | Field Biology | 4 |
| BIO 130 | The Biology and Behavior of Birds | 4 |
| BIO 154 | Human Physiology | 4 |
| BIO 220 | Introduction to Nutrition | 3 |
| BIO 232 | Marine Biology | 4 |
| BIO 233 | Human Anatomy and Physiology I | 4 |
| BIO 234 | Human Anatomy and Physiology II | 4 |
| BIO 239 | Elements of Microbiology | 4 |
| BIO 240 | Cell Biology | 4 |
| BIO 241 | Pathophysiology | 3 |
| BIO 250 | Introduction to Immunology | 4 |
| CHM 111 | General College Chemistry I | 4 |
| CHM 112 | General College Chemistry II | 4 |
| CHM 113 | Fundamentals of Chemistry I | 4 |
| CHM 114 | Fundamentals of Chemistry II | 4 |
| CHM 115 | Health Science Chemistry I | 4 |
| CHM 116 | Health Science Chemistry II | 4 |
| CHM 120 | Environmental Chemistry | 4 |
| CHM 225 | Biochemistry | 4 |
| CHM 226 | Chemistry of Nucleic Acids | 4 |
| EGR 113 | Introduction to Robotics | 4 |
| EGR 141 | Introduction to Environment | 3 |
| EGR 172 | Material Science | 4 |
| GLG 101 | Introduction to Physical Geology | 4 |
| OFP 114 | Sustainable Agriculture I | 4 |
| PHY 101 | Technical Physics I | 4 |
| PHY 102 | Technical Physics II | 4 |
| PHY 211 | General Physics I | 4 |
| PHY 212 | General Physics II | 4 |
| SCI 112 | Principles of Ecology | 4 |
| SCI 113 | Physical Science | 4 |
| SCI 115 | Science and Care of Plants | 4 |
| SCI 116 | The Chemistry of Fire Behavior & Combustion | 4 |
| SCI 117 | History and Philosophy of Science | 3 |

| SCI 118 | Science, Technology, and Society: A Chemical Perspective | 4 |
|---|---|---|
| SCI 119 | Coastal Science | 4 |
| SCI 132 | Aquaculture: Introduction to Principles and Practices | 4 |
| SCI 240 | Introduction to Oceanography | 4 |

## 4.0 QUANTITATIVE AND SYMBOLIC REASONING

Students will develop the ability to:

1. Use deductive thinking to solve mathematical problems and to determine the reasonableness of their results

2. Use a variety of problem-solving strategies that exhibit logical thinking

3. Communicate findings both in writing and orally using supportive mathematical language and symbolism with supporting data or graphs

4. Identify, understand and engage in mathematics as well as make well-founded mathematical judgments as a constructive, concerned, reflective citizen (quantitative literacy)

### THESE COURSES FULFILL GENERAL COMPETENCY REQUIREMENTS

**Courses**

| MTH 119 | Fundamental Statistics | 3 |
|---|---|---|
| MTH 125 | Modern College Mathematics | 3 |
| MTH 127 | Mathematics for Elementary School Teachers I | 3 |
| MTH 128 | Mathematics for Elementary School Teachers II | 3 |
| MTH 131 | Elements of College Mathematics | 3 |
| MTH 132 | Calculus with Applications | 3 |
| MTH 141 | Technical Mathematics I | 4 |
| MTH 142 | Technical Mathematics II | 4 |
| MTH 171 | Precalculus - Functions | 3 |
| MTH 173 | Trigonometry | 3 |
| MTH 214 | Calculus I | 4 |
| MTH 215 | Calculus II | 4 |
| MTH 243 | Discrete Structures | 3 |
| MTH 244 | Discrete Structures | 3 |
| MTH 251 | Fundamental Business Statistics | 3 |
| MTH 252 | Statistics for Decision Making | 3 |
| MTH 253 | Calculus III | 4 |
| MTH 254 | Ordinary Differential Equations | 3 |

BUS 111 (Business Career, Culinary Arts, Office Admin only)

MTH 111 (FIR only)

## 5.1 HISTORIC AWARENESS

Students will develop the ability to:

1. Use historical factual information to understand the current world

2. Explain how values, belief systems, and institutions have evolved over time, and their significance and relationship to each other

3. Explain connections between human behaviors an d consequences

### THESE COURSES FULFILL GENERAL COMPETENCY REQUIREMENTS

**Courses**

| DST 151 | Deaf History | 3 |
|---|---|---|
| GVT 111 | U.S. Government | 3 |
| GVT 112 | Comparative Government | 3 |
| HST 111 | The West and the World I | 3 |
| HST 112 | The West and the World II | 3 |
| HST 113 | United States History to 1877 | 3 |
| HST 114 | United States History from 1877 | 3 |
| HST 115 | Twentieth Century Social History-1919 to the Present | 3 |
| HST 116 | American Foreign Policy-1898 to the Present | 3 |

Art and Elementary Ed. excluded

## 5.2 GLOBAL AWARENESS

Students will develop the ability to:

1. Describe varied perspectives concerning current global issues.

2. Discuss issues from a global perspective rather than from a particular cultural perspective

3. Explain the connections between historical and recent events and current global situations

4. Explain the complex forces, divergent views and dynamics that contribute to modern world conditions

### THESE COURSES FULFILL GENERAL COMPETENCY REQUIREMENTS

**Courses**

| ART 106 | Survey of Art History II: Modern Art | 3 |
|---|---|---|
| BUS 260 | International Business | 3 |
| COM 111 | Mass Communication | 3 |
| ENG 251 | World Literature I | 3 |
| ENG 252 | World Literature II | 3 |
| GVT 112 | Comparative Government | 3 |
| HST 111 | The West and the World I | 3 |
| HST 112 | The West and the World II | 3 |
| HST 113 | United States History to 1877 | 3 |
| HST 114 | United States History from 1877 | 3 |

| HST 226 | Food in History | 3 |
| HST 257 | History of Modern East Asia (China and Japan) | 3 |
| MAN 290 | Managing an Enterprise | 3 |
| MED 216 | Medical Microbiology II | 4 |
| PSY 263 | Honors Seminar in Empowering Women | 3 |
| PSY 271 | Global Leadership | 3 |
| SCI 117 | History and Philosophy of Science | 3 |
| SOC 101 | Principles of Sociology | 3 |
| SOC 212 | The Sociology of Social Problems | 3 |
| SOC 216 | Food, Famine, and Farming in the Global Village | 3 |
| SOC 226 | Sustainability and Humankind's Future: Life on a Tough New Planet | 3 |
| SOC 252 | The Sociology of Human Relations | 3 |
| SSC 217 | Technology and Society | 3 |

Art and Elementary Ed. excluded

## 5.3 MULTICULTURAL PERSPECTIVE

Students will develop the ability to:

1. Interact across cultures by exhibiting understanding of and respect for the beliefs, values, traditions, and practices of people from other cultures

2. Recognize and articulate the different assumptions, beliefs and perspectives of people from different cultural backgrounds

3. Appraise the impact of other cultures on the development of one's own ideas and beliefs

4. Explain the social and historical circumstances that form the basis of the beliefs, experiences and actions of culturally diverse groups

5. 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

### THESE COURSES FULFILL GENERAL COMPETENCY REQUIREMENTS

**Courses**

| COM 160 | Intercultural Communication | 3 |
| CRJ 219 | Police and Community Relations | 3 |
| DST 110 | Deaf Culture | 3 |
| ECE 111 | Introduction to Early Childhood Education | 3 |
| ENG 217 | Writings from the Margins of Contemporary American Literature | 3 |
| ENG 255 | American Literature Precolonial to 1865 | 3 |
| ENG 256 | American Literature Post Civil War to Present | 3 |
| ENG 257 | Contemporary African-American Women's Writing | 3 |
| ENG 259 | Native American Novels | 3 |
| ENG 261 | Topics in English-Diversity | 3 |
| ENG 276 | Science Fiction Literature | 3 |
| HST 113 | United States History to 1877 | 3 |
| HST 114 | United States History from 1877 | 3 |
| HST 252 | African-American History | 3 |
| HST 259 | History of North American Indian Peoples | 3 |
| HST 265 | Immigration and Ethnicity in American History | 3 |
| HUM 159 | Azorean Literature in Translation | 3 |
| HUM 291 | Honors Seminar in Postmodern Studies | 3 |
| PSY 261 | Topics in Psychology - Diversity | 3 |
| PSY 270 | Sports Psychology: A Multicultural Approach | 3 |
| SER 101 | Introduction to Social Welfare | 3 |
| SOC 256 | Race Relations | 3 |
| SOC 257 | Social Issues in Loss | 3 |
| SOC 261 | Topics in Sociology - Diversity | 3 |

## 5.4 SOCIAL PHENOMENON

Students will develop the ability to:

1. Describe forms of human interaction (social, political, economic, professional, personal and environmental)

2. Describe how individuals interact among groups

3. Explain principles of group behavior and social organizations and how power is wielded in society

4. Identify the responsibilities and rights of the individual in human society

### THESE COURSES FULFILL GENERAL COMPETENCY REQUIREMENTS

**Courses**

| ANT 101 | Social and Cultural Anthropology | 3 |
| ART 105 | Survey of Art History I: Ancient through Renaissance Art | 3 |
| ART 106 | Survey of Art History II: Modern Art | 3 |
| BIO 116 | Physical Anthropology | 3 |
| CRJ 219 | Police and Community Relations | 3 |
| CRJ 251 | Criminology | 3 |
| DST 110 | Deaf Culture | 3 |
| ECN 111 | Principles of Economics-Macro | 3 |
| ECN 112 | Principles of Economics-Micro | 3 |
| GVT 111 | U.S. Government | 3 |
| GVT 112 | Comparative Government | 3 |
| GVT 251 | Urban Government and Politics | 3 |

| | | |
|---|---|---|
| HST 111 | The West and the World I | 3 |
| HST 112 | The West and the World II | 3 |
| HST 113 | United States History to 1877 | 3 |
| HST 114 | United States History from 1877 | 3 |
| HST 115 | Twentieth Century Social History-1919 to the Present | 3 |
| HST 116 | American Foreign Policy-1898 to the Present | 3 |
| HST 220 | Roots of Human Societies | 3 |
| HST 221 | The People of the Middle Ages | 3 |
| HST 222 | The Age of the Revolutions | 3 |
| HST 226 | Food in History | 3 |
| HST 251 | The Social History of American Women | 3 |
| HST 252 | African-American History | 3 |
| HST 257 | History of Modern East Asia (China and Japan) | 3 |
| HST 259 | History of North American Indian Peoples | 3 |
| HST 265 | Immigration and Ethnicity in American History | 3 |
| PHL 101 | Introduction to Philosophy | 3 |
| PHL 152 | Ethics: Making Ethical Decisions in a Modern World | 3 |
| PSY 101 | General Psychology | 3 |
| PSY 168 | Psychology of Work | 3 |
| PSY 254 | Psychology of Personality | 3 |
| PSY 259 | Psychology of Personal Adjustment | 3 |
| PSY 271 | Global Leadership | 3 |
| PSY 295 | Honors Seminar in Community Leadership | 3 |
| SER 101 | Introduction to Social Welfare | 3 |
| SOC 101 | Principles of Sociology | 3 |
| SOC 212 | The Sociology of Social Problems | 3 |
| SOC 252 | The Sociology of Human Relations | 3 |
| SOC 256 | Race Relations | 3 |
| SOC 258 | Topics in Sociology | 3 |

# 6.0 HUMANITIES

Students will develop the ability to:

1. Appraise the philosophical, literary, aesthetic, and/or cultural contributions and expressions of human beings

2. Think critically and imaginatively about the human experience as it applies to their own experiences

3. Create, interpret and/or evaluate visual, verbal, and artistic communication

4. Utilize a rigorous, systematic approach to the exploration of the value, purpose, and meaning of the human condition

## THESE COURSES FULFILL GENERAL COMPETENCY REQUIREMENTS

**Courses**

| | | |
|---|---|---|
| ARC 201 | Introduction to American Architecture | 3 |
| ART 105 | Survey of Art History I: Ancient through Renaissance Art | 3 |
| ART 106 | Survey of Art History II: Modern Art | 3 |
| ART 111 | Drawing I | 3 |
| ART 112 | Drawing II | 3 |
| ART 121 | Two-Dimensional Design | 3 |
| ART 122 | Two-Dimensional Design II | 3 |
| ART 131 | Three-Dimensional Design | 3 |
| ART 132 | Three-Dimensional Design II | 3 |
| ART 140 | Art Exploration | 3 |
| ART 151 | Digital Photography | 1 |
| ART 205 | Topics in Contemporary Art | 3 |
| ART 211 | Drawing III | 3 |
| ART 216 | Introduction to Illustration | 3 |
| ART 221 | Painting I | 3 |
| ART 222 | Painting II | 3 |
| ART 225 | Working from the Landscape | 3 |
| ART 226 | Printmaking: Relief | 3 |
| ART 227 | Printmaking: Intaglio | 3 |
| ART 231 | Sculpture | 3 |
| ART 240 | Introduction to Visual Communication | 3 |
| ART 251 | Photography II: Digital | 3 |
| ART 256 | Photography I | 3 |
| ART 260 | Computer Graphics | 3 |
| ART 261 | Graphic Design I | 3 |
| ART 262 | Graphic Design II | 3 |
| ART 266 | Typography Design | 3 |
| ART 267 | Publication Design | 3 |
| ART 271 | Web Design I | 3 |
| ART 272 | Web Design II | 3 |
| ART 273 | Advanced Web Design Studio | 3 |
| ART 276 | Multimedia Design | 3 |
| ART 280 | Electronic Imaging | 3 |
| ART 281 | Web Animation | 3 |
| ART 282 | Character Animation | 3 |
| ART 285 | Motion Graphics | 3 |
| ART 292 | Design Studio | 3 |
| ASL 101 | Elementary American Sign Language I | 3 |
| ASL 102 | Elementary American Sign Language II | 3 |
| ASL 201 | Intermediate American Sign Language I | 3 |
| ASL 202 | Intermediate American Sign Language II | 3 |
| ASL 301 | Advanced American Sign Language I | 4 |

| | | | | | | |
|---|---|---|---|---|---|---|
| ASL 302 | Advanced American Sign Language II and Structure | 4 | | HST 254 | Twentieth Century Russian and Soviet History | 3 |
| COM 101 | Fundamentals of Public Speaking | 3 | | HST 256 | History of World War II | 3 |
| COM 102 | Advanced Public Speaking | 3 | | HST 257 | History of Modern East Asia (China and Japan) | 3 |
| COM 105 | Introduction to Communications | 3 | | HST 259 | History of North American Indian Peoples | 3 |
| COM 113 | Interpersonal Speech | 3 | | | | |
| COM 114 | Professional Speaking | 3 | | HST 260 | Topics in History | 3 |
| COM 118 | Communication Skills | 3 | | HST 265 | Immigration and Ethnicity in American History | 3 |
| COM 120 | Argumentation and Debate | 3 | | | | |
| COM 160 | Intercultural Communication | 3 | | HUM 157 | Old Testament | 3 |
| DAN 101 | Modern Dance Technique I | 3 | | HUM 158 | New Testament | 3 |
| DAN 102 | Modern Dance Technique II | 3 | | HUM 160 | The Criminal in Literature and the Arts | 3 |
| DST 110 | Deaf Culture | 3 | | | | |
| DST 151 | Deaf History | 3 | | HUM 172 | Coping with Life and Death | 3 |
| DST 251 | Deaf Literature and ASL Folklore | 3 | | HUM 251 | Topics in Humanities and the Arts | 3 |
| ENG 217 | Writings from the Margins of Contemporary American Literature | 3 | | HUM 275 | Myth in the Human Experience | 3 |
| | | | | HUM 264 | An Honors Interdisciplinary Seminar on the Holocaust | 3 |
| ENG 230 | Film | 3 | | | | |
| ENG 233 | Beginning Poetry Writing | 3 | | MUS 111 | History of Music I | 3 |
| ENG 251 | World Literature I | 3 | | MUS 112 | History of Music II | 3 |
| ENG 252 | World Literature II | 3 | | MUS 113 | Introduction to Music Theory | 3 |
| ENG 253 | English Literature I | 3 | | MUS 114 | Music Theory II | 3 |
| ENG 254 | English Literature II | 3 | | MUS 117 | Sound Design for Multimedia | 3 |
| ENG 255 | American Literature Precolonial to 1865 | 3 | | PHL 101 | Introduction to Philosophy | 3 |
| | | | | PHL 111 | Introduction to Logic | 3 |
| ENG 256 | American Literature Post Civil War to Present | 3 | | PHL 152 | Ethics: Making Ethical Decisions in a Modern World | 3 |
| ENG 257 | Contemporary African-American Women's Writing | 3 | | PHL 153 | Philosophy of Education | 3 |
| | | | | POR 101 | Elementary Portuguese I | 3 |
| ENG 258 | Shakespeare: His Plays | 3 | | POR 102 | Elementary Portuguese II | 3 |
| ENG 259 | Native American Novels | 3 | | POR 201 | Intermediate Portuguese I | 3 |
| ENG 260 | Topics in English | 3 | | POR 202 | Intermediate Portuguese II | 3 |
| ENG 261 | Topics in English-Diversity | 3 | | POR 321 | Portuguese for Interpreters | 3 |
| ENG 262 | Tutoring in a Writing Center: A Practicum and Honors Course | 3 | | POR 322 | The Portuguese Language in the World: An Introduction to the Lusofonia | 3 |
| ENG 283 | Creative Writing Seminar | 3 | | | | |
| ESL 123 | Advanced English Vocabulary and Reading Skills | 3 | | SPA 101 | Elementary Spanish I | 3 |
| | | | | SPA 102 | Elementary Spanish II | 3 |
| ESL 124 | Advanced English Written Expression | 3 | | SPA 201 | Intermediate Spanish I | 3 |
| | | | | SPA 202 | Intermediate Spanish II | 3 |
| FRN 101 | Elementary French I | 3 | | SPA 213 | Spanish for Spanish Speakers | 3 |
| FRN 102 | Elementary French II | 3 | | SPA 351 | Advanced Spanish Literature | 3 |
| FRN 201 | Intermediate French I | 3 | | SPA 352 | Advanced Spanish Literature II | 3 |
| FRN 202 | Intermediate French II | 3 | | THE 101 | Introduction to the Theatre | 3 |
| HST 162 | Reading in History | 1 | | THE 112 | Actor's Workshop | 3 |
| HST 164 | The History of Southern New England | 1 | | THE 113 | Scene Study | 3 |
| | | | | THE 114 | Playwriting | 3 |
| HST 220 | Roots of Human Societies | 3 | | THE 115 | Director's Workshop | 3 |
| HST 221 | The People of the Middle Ages | 3 | | THE 116 | Acting for the Camera | 3 |
| HST 222 | The Age of the Revolutions | 3 | | THE 117 | Theatre History - The Early Years | 3 |
| HST 226 | Food in History | 3 | | THE 118 | Theatre History - The Modern Years | 3 |
| HST 251 | The Social History of American Women | 3 | | | | |
| | | | | THE 119 | Attending the Play | 3 |
| HST 252 | African-American History | 3 | | THE 120 | Costume Design for the Stage | 3 |

| | | |
|---|---|---|
| THE 121 | Voice Production | 3 |
| THE 122 | Theatre Rehearsal and Performance (Fall) | 4 |
| THE 123 | Theatre Rehearsal and Performance (Spring) | 3 |
| THE 125 | Sound Design and Production | 3 |
| THE 127 | Scenic Design | 3 |
| THE 128 | Lighting Design | 3 |
| THE 132 | Theatre Production (Fall) | 4 |
| THE 133 | Theatre Production (Spring) | 4 |

## 7.0 ETHICAL DIMENSIONS

Students will develop the ability to:

1.  Evaluate differing points of view on the same issue

2.  Explain the evolution of the concepts of right and wrong

3.  Apply concepts of justice and fairness

4.  Explain the value of good citizenship

5.  Apply the standards for judging human behavior

6.  Explain the importance of considering the ramifications of decisions

### THESE COURSES FULFILL GENERAL COMPETENCY REQUIREMENTS

**Courses**

| | | |
|---|---|---|
| ARC 201 | Introduction to American Architecture | 3 |
| BIO 154 | Human Physiology | 4 |
| BUS 155 | Business Ethics | 3 |
| CRJ 113 | Criminal Law | 3 |
| CRJ 258 | Criminal Procedure | 3 |
| ECE 111 | Introduction to Early Childhood Education | 3 |
| EGR 113 | Introduction to Robotics | 4 |
| FIR 157 | Leadership & Command | 3 |
| GVT 111 | U.S. Government | 3 |
| GVT 112 | Comparative Government | 3 |
| GVT 251 | Urban Government and Politics | 3 |
| HCI 122 | Medical Ethics and Jurisprudence | 3 |
| HST 113 | United States History to 1877 | 3 |
| HST 114 | United States History from 1877 | 3 |
| HST 115 | Twentieth Century Social History- 1919 to the Present | 3 |
| HST 116 | American Foreign Policy-1898 to the Present | 3 |
| HUM 160 | The Criminal in Literature and the Arts | 3 |
| HUM 264 | An Honors Interdisciplinary Seminar on the Holocaust | 3 |
| HUM 291 | Honors Seminar in Postmodern Studies | 3 |

| | | |
|---|---|---|
| LSM 241 | Legal and Ethical Aspects of Sport | 3 |
| MAN 154 | Small Business Management | 3 |
| PHL 101 | Introduction to Philosophy | 3 |
| PHL 152 | Ethics: Making Ethical Decisions in a Modern World | 3 |
| PSY 168 | Psychology of Work | 3 |
| PSY 259 | Psychology of Personal Adjustment | 3 |
| PSY 271 | Global Leadership | 3 |
| SOC 101 | Principles of Sociology | 3 |
| SOC 212 | The Sociology of Social Problems | 3 |
| SOC 216 | Food, Famine, and Farming in the Global Village | 3 |
| SOC 226 | Sustainability and Humankind's Future: Life on a Tough New Planet | 3 |
| SOC 252 | The Sociology of Human Relations | 3 |
| SOC 256 | Race Relations | 3 |
| SOC 257 | Social Issues in Loss | 3 |
| SSC 217 | Technology and Society | 3 |
| THE 101 | Introduction to the Theatre | 3 |

## 8.0 TECHNICAL LITERACY

Students will develop the ability to:

1.  Demonstrate basic familiarity with hardware and software

2.  Use the Internet for research and communication

3.  Navigate an operating system

4.  Identify and apply appropriate software packages to solve real-world problems.

### THESE COURSES FULFILL GENERAL COMPETENCY REQUIREMENTS

**Courses**

| | | |
|---|---|---|
| ART 151 | Digital Photography | 1 |
| ART 240 | Introduction to Visual Communication | 3 |
| ART 251 | Photography II: Digital | 3 |
| ART 260 | Computer Graphics | 3 |
| ART 271 | Web Design I | 3 |
| ART 276 | Multimedia Design | 3 |
| ART 281 | Web Animation | 3 |
| CAD 101 | Computer Aided Drafting | 3 |
| CIS 110 | Basic Computing Skills | 3 |
| CIS 111 | Introduction to Business Information Systems | 3 |
| CIS 112 | Advanced Business Information Systems | 3 |
| CIS 113 | Hospitality Management Information Systems | 3 |
| CIS 114 | Advanced Microcomputer Applications | 3 |

| | | |
|---|---|---|
| CIS 120 | Programming: Logic, Design and Implementation | 3 |
| CIS 121 | Operating Systems | 3 |
| CIS 122 | Internet Developer | 3 |
| CIS 123 | Object-Oriented Concepts | 3 |
| CIS 128 | Introduction to Digital Audio Recording | 3 |
| CIS 130 | Introduction to Local Area Networks | 3 |
| CIS 131 | Windows Server Administration I | 3 |
| CIS 132 | Introduction to UNIX/Linux and Shell Programming | 3 |
| CIS 133 | UNIX/Linux System Administration I | 3 |
| CIS 134 | Networking Technologies | 4 |
| CIS 150 | Oracle and SQL | 3 |
| CIS 152 | Database Programming and Management with Access | 3 |
| CIS 154 | Introduction to Programming (COBOL) | 3 |
| CIS 155 | Introduction to C++ Programming | 3 |
| CIS 156 | Visual Basic | 3 |
| CIS 157 | Object-Oriented JAVA Programming I | 4 |
| CIS 158 | Introduction to Procedural Programming | 4 |
| CIS 159 | MySQL and PHP | 3 |
| CIS 160 | The Microcomputer Environment | 3 |
| CIS 161 | Database Design | 3 |
| CIS 162 | Applications for Web Development | 3 |
| CIS 166 | Oracle with Forms and Reports | 3 |
| CIS 182 | Advanced Topics in CIS | 3 |
| CIS 184 | Selected Four-Credit Topics in CIS | 4 |
| CIS 231 | Windows Server Administration II | 3 |
| CIS 232 | Unix/Linux System Administration II | 3 |
| CIS 233 | Routing and Router Configuration | 3 |
| CIS 234 | Internet Server Administration | 3 |
| CIS 245 | eXtensible Markup Language (XML) | 3 |
| CIS 250 | Interactive Websites | 3 |
| CIS 254 | Advanced COBOL | 3 |
| CIS 255 | C++ Object Oriented Programming | 3 |
| CIS 256 | Advanced Visual Basic | 3 |
| CIS 257 | Object-Oriented JAVA Programming II | 4 |
| CIS 258 | Advanced Interactive Programming | 3 |
| CIS 260 | Software Specification and Design | 4 |
| CIS 261 | Introduction to Computer Systems | 4 |
| CIS 262 | Computer Organization and Design | 4 |
| CIS 270 | Systems Analysis and Design Seminar | 3 |

| | | |
|---|---|---|
| CIS 271 | Network Installation and Configuration Seminar | 4 |
| CIS 272 | Program Development Seminar | 3 |
| CIS 273 | Internet Seminar | 3 |
| CIS 283 | Selected Topics in CIS | 3 |
| CIT 110 | Laptop/PC Operations | 3 |
| CIT 111 | Information Technology Foundation Concepts | 3 |
| CIT 121 | Information Technology Fluency I | 3 |
| CIT 122 | Information Technology Fluency II | 3 |
| CIT 123 | Information Technology Fluency III | 3 |
| CIT 124 | Technology for Teachers Seminar I | 3 |
| CIT 125 | Technology for Teachers Seminar II | 3 |
| CIT 131 | Business Creativity | 3 |
| CIT 132 | Desktop Publishing | 3 |
| CIT 133 | Electronic Publishing | 3 |
| CIT 140 | Electronic Game Development I | 3 |
| CIT 141 | Visual Concepts for Game Designers | 3 |
| CIT 142 | Computer Game Level Building | 3 |
| CIT 143 | Programming for Game Developers I | 3 |
| CIT 150 | Network Security | 3 |
| CIT 155 | Introduction of Computer Forensics | 3 |
| CIT 160 | Help Desk Methods | 3 |
| CIT 161 | Troubleshooting Applications | 3 |
| CIT 162 | Applied Help Desk Support | 3 |
| CIT 163 | Open Source Applications | 3 |
| CIT 164 | Open Source Operating System | 3 |
| CIT 231 | Introduction to Multimedia Development | 3 |
| CIT 235 | Advanced FlashMX | 3 |
| CIT 240 | Modding I | 3 |
| CIT 241 | Electronic Game Development II | 3 |
| CIT 242 | Programming for Game Developers II | 3 |
| CIT 243 | Game and Sound Protection | 3 |
| CIT 244 | Production for Game Developers | 3 |
| CIT 245 | Game Design on Paper | 3 |
| CIT 246 | Modding II | 3 |
| CIT 247 | Pre-Production Game Development | 3 |
| CIT 248 | Data Structures in the Game Environment | 3 |
| CIT 250 | Firewall Security | 3 |
| CIT 251 | Operating Systems Security | 3 |
| | CIT Elective | 3 |
| CIT 252 | Information Security and Disaster Recovery | 3 |
| CIT 255 | Advanced Computer Forensics | 4 |
| CIT 256 | File System Forensic Analysis | 3 |
| CIT 260 | Topics in Game Programming | 3 |

| | | |
|---|---|---|
| CIT 261 | Fundamentals of Game Engine Design | 3 |
| CIT 262 | Advanced Game Analysis | 3 |
| CIT 270 | Seminar in Desktop Publishing, Imaging and Multimedia Design | 3 |
| CIT 274 | Security Seminar | 4 |
| CIT 275 | Computer Forensics Seminar | 4 |
| CIT 276 | Game Production | 4 |
| COM 157 | Television Production | 3 |
| COM 159 | Video Field Production and Editing | 3 |
| CSS 105 | Technology Tools for College Success | 3 |
| EGR 103 | Computer Skills for Engineers and Technicians | 3 |
| EGR 133 | Computer Configuration and Repair | 4 |
| LGL 160 | Law Office Technology | 3 |
| OFC 117 | Introduction to Microsoft Office | 3 |
| THE 135 | Stagecraft (Fall) | 2 |
| THE 136 | Stagecraft (Spring) | 2 |

DST 101 and DST 110 (Deaf Studies only)

# 9.0 FIRST YEAR EXPERIENCE

Students will develop the ability to:

1. Identify and locate college resources

2. Demonstrate skills and competencies of what it means to be a college student

3. Utilize available college-based technology resources

4. Identify and apply their learning style preference to their college success

5. Formulate academic and career goals.

## THIS COURSE FULFILLS GENERAL COMPETENCY REQUIREMENTS

**Courses**

| | | |
|---|---|---|
| ART 101 | Visual Art Colloquium | 1 |
| CIS 120 | Programming: Logic, Design and Implementation | 3 |
| CIS 123 | Object-Oriented Concepts | 3 |
| COM 106 | Introduction to Communication and College Success | 3 |
| CSS 101 | College Success Seminar | 1 |
| ECE 101 | College Success Seminar for Early Childhood Education | 1 |
| OTA 111 | Introduction to Occupational Therapy | 3 |
| PSY 165 | Psychology of Learning, Motivation, and Achievement | 3 |

# COURSES

## ACC - Accounting

### ACC 101 - Principles of Accounting I (4 credits)

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. Pre- or co-requisite: Arithmetic Competency. Three lecture hours and one computer laboratory hour per week. Instructional Support Fee applies. 4 credits. Fall, Spring, Summer.

### ACC 102 - Principles of Accounting II (4 credits)

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. 4 credits Fall, Spring, Summer

### ACC 114 - Introduction to QuickBooks Pro (1 credit)

This is an introductory course to familiarize the student with the most widely used financial software in small business. It is recommended for any individual who would like to learn, hands-on, how to record accounting data in a computerized environment. Topics presented include the basic procedural steps to create a QB company, process sales and receipts, record purchases and payments, reconcile banking transactions and create and customize forms. Prior knowledge of accounting procedures is not necessary. ACC 114 will be waived for students who have taken ACC 150. Three hours of lecture per week over 5 weeks. Instructional Support Fee applies.  1 credit Fall, Spring

### ACC 150 - Small Business Financial Software (3 credits)

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. 3 credits Fall, Spring

### ACC 201 - Intermediate Accounting I (3 credits)

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. 3 credits Fall

### ACC 202 - Intermediate Accounting II (3 credits)

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 lecture hours per week.  3 credits Spring

### ACC 253 - Cost Accounting (3 credits)

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 (formerly ACC 12) with C or better or permission of department chair. Three lecture hours per week.  3 credits  Fall

### ACC 255 - Federal Taxation I (3 credits)

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.  3 credits  Fall

### ACC 256 - Federal Taxation II (3 credits)

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.  3 credits  Spring

### ACC 257 - Managerial Accounting (3 credits)

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.  3 credits  Fall

### ACC 258 - Auditing (3 credits)

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.  3 credits  Spring

### ACC 259 - Analysis of Financial Statements (3 credits)

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.  3 credits  Fall, Spring

# ANS - Animal Science

### ANS 101 - Introduction to Animal Care & Management (3 credits)

This course introduces general concepts for the daily care of most companion animals. Topics include a basic understanding of the role of animals in society, safety, animal welfare issues, and species-specific requirements for good health and husbandry practices. Emphasis is placed on feeding, breeding, health maintenance, and housing of various species (dogs, cats, ferrets, birds, reptiles, amphibians, rodents, small exotic pets, etc.). Upon completion, students will be able to demonstrate a basic understanding of the issues related to the animal care industry. A training certificate by Animal Care Technology Programs is available with successful completion and testing in this course. 3 credits Fall, Spring, Summer

### ANS 103 - Applied Animal Behavior (3 credits)

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. 3 credits Fall, Spring, Summer

### ANS 107 - Medical Terminology for Animal Science I (1 credit)

This section of the two-part course is designed to give the animal care worker a vocabulary which will facilitate and enhance their communication with veterinary medical professionals. The focus will be on learning the major components (prefixes, suffixes, combining root terms, abbreviations, units of measure, animal body structure, position, and disease terminology) of veterinary medical terms, synthesizing useful medical terms from the components, and interpreting the meaning of technical information containing common veterinary medical terms. One lecture hour per week.  1 Credit Spring

### ANS 108 - Medical Terminology for Animal Science II (1 credit)

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. One lecture hour per week. 1 Credit Fall

### ANS 115 - Community Health & Zoonosis (3 credits)

This course introduces the basics of disease transmission with particular emphasis on disease transferred from animals to humans. Topics include zoonotic diseases, modes of transmission, symptoms, and personal protection of animal care technicians through immunization. Upon completion, students should be able to discuss zoonotic diseases and the animal care technician's role and responsibility related to the control of such diseases. A training certificate by Animal Care Technology programs is available upon successful completion and testing in this course. Pre-requisite: ANS 107. Two lecture and two laboratory hours per week. 3 Credits Spring

### ANS 121 - Animal Handling & Restraint (3 credits)

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. Pre-requisite: ANS 103. Two lecture and two laboratory hours per week. 3 Credits Spring

### ANS 147 - Veterinary Office Procedures (2 credits)

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 systems (experience provided in the corequisite class component OFC 160). Co-requisite: OFC 160. Two lecture hours per week.  2 credits Fall

### ANS 153 - Animal Health and Diseases (3 credits)

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. Prerequisites: ANS 107, ANS 115. Co-requisites: ANS 108, ANS 205 and OFC 161. Three lecture hours per week. 3 Credits Fall

### ANS 201 - Anatomy & Physiology of Domestic Animals (4 credits)

An introductory course in the comparative anatomy and physiology of vertebrate animals to include bird and mammal dissections. Emphasis is placed on distinguishing gross anatomical structures, critical organ systems, and functional relationships with a comparative focus on gastrointestinal tracts, respiratory systems, and reproductive systems. Notation of the normal anatomy and physiology with references made to deviation from the norm, which might constitute a diseased state, and extrapolating learned material to additional species is also covered. Prerequisite: BIO 111 with a grade of C or better. Three lecture and two laboratory hours per week. 4 credits Fall

### ANS 205 - Clinical Methods (3 credits)

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. Pre-requisites: ANS 121, ANS 107. Co-requisites: OFC 161, ANS 153, ANS 108 3 Credits Fall

### ANS 216 - Veterinary Pharmacology (2 credits)

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 is 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: ANS 107, MTH 119 or MTH 131. Two lecture hours per week. 2 credits Spring

### ANS 221 - Veterinary Assistant Field Experience & Seminar (3 credits)

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 115, ANS 121, ANS 153, and ANS 205 with a grade of C or better. One lecture hour per week and twenty laboratory hours. 3 credits Spring

### ANS 222 - Humane Euthanasia Seminar (2 credits)

This course covers the principles and practices of humane euthanasia as outlined by the American Veterinary Medical

Association. Topics include effective and humane euthanasia concepts, the necessity for euthanasia, the related personal and professional stress, understanding the grief process, and facilitation of compassionate client and staff communications and interactions. Two lecture hours per week.              2 credits Spring

### ANS 240 - Animal Nutrition and Feeding (3 credits)

This course covers the fundamentals of animal feeding and nutrition. Topics include nutrient requirements and their functions, digestive tracts, diet formulation, and classification. Upon completion, students will be able to demonstrate a knowledge of appropriate feeding guidelines for a variety of animals contingent upon stage of development and disease condition. Pre-requisite: MTH 119 or MTH 131 with a grade of C or better. Two lecture and two laboratory hours per week.  3 credits Spring

## ANT - Anthropology

### ANT 101 - Social and Cultural Anthropology (3 credits)

This course is a study of basic anthropological thought with emphasis on the characteristics and development of early cultures, contemporary primitive societies, comparative studies of institutions, culture change, and the influence of culture on individual behavior.  Three lecture hours per week. Competency met: Social Phenomenon (5.4)  3 credits  Evening/Weekend only

## ARC - Architecture

### ARC 201 - Introduction to American Architecture (3 credits)

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. Competency met: Humanities (6.0), Ethical Dimensions (7.0).  3 credits  Spring

## ART - Art

### ART 101 - Visual Art Colloquium (1 credit)

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. Competency met: Critical Analysis (1.0) 1 credit Fall

### ART 105 - Survey of Art History I: Ancient through Renaissance Art (3 credits)

This course examines art and architecture from its earliest origins through the Renaissance. The course explores the relationship between art and its social, political, cultural, and economic contexts. The development of world civilization is chronicled in a fashion that emphasizes the interconnectedness between different world cultures. Students think and write critically on how art both reflected and influenced political, social, religious, and economic states of affair. Through lectures, readings, slides, web resources, and films, students learn about the history and art of the Prehistoric periods, the Ancient world, the Medieval period and the Renaissance. Students also learn how visual art traditions help define our understanding of world culture.  Three lecture hours per week.  Competency met: Global Awareness (5.2), Social Phenomenon (5.4), Humanities (6.0)  3 credits Fall, Spring, Summer

### ART 106 - Survey of Art History II: Modern Art (3 credits)

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. Competency met: Global Awareness (5.2), Social Phenomenon (5.4), Humanities (6.0)  Three lecture hours per week.  3 credits  Fall, Spring, Summer

### ART 111 - Drawing I (3 credits)

Through studio experiences, students will learn the basic elements of drawing, including observational skills and building eye/hand coordination. This course will also introduce the psychological and emotional elements of

drawing. Individual and inventive expression is encouraged. A variety of media such as pencil, charcoal, pastel, and brush and gouache will be explored. Two hours critique and four hours studio a week. Instructional Support Fee applies. Competency met: Humanities (6.0) 3 credits Fall

### ART 112 - Drawing II (3 credits)

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 higher or permission of the instructor. Two hours critique and four hours studio a week. Instructional Support Fee Competency met: Humanities (6.0) 3 credits Spring

### ART 121 - Two-Dimensional Design (3 credits)

This is a design course introducing the fundamental principles of organizing visual elements on a two-dimensional surface. Problems explore the dynamics of line, form and color on the spatial life of the picture plane. Students work in black and white and color. Materials include ink, gouache and cut paper. Three hours critique/lecture and three hours studio a week. Instructional Support Fee applies. Competency met: Humanities (6.0) 3 credits Fall

### ART 122 - Two-Dimensional Design II (3 credits)

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. Competency met: Humanities (6.0) 3 credits Spring

### ART 131 - Three-Dimensional Design (3 credits)

This course investigates the construction of three dimensional forms using a wide variety of materials including cardboard, clay, plaster, wood and found objects. Emphasis is on the translation of an idea into tangible form. Inventive and personal solutions to problems are encouraged. Three hours critique and three hours studio a week. Instructional Support Fee applies. Competency met: Humanities (6.0)  3 credits Fall

### ART 132 - Three-Dimensional Design II (3 credits)

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. Competency met: Humanities (6.0). 3 credits Spring

### ART 140 - Art Exploration (3 credits)

This course, developed for non-art majors, allows students to explore the basic elements of drawing, painting and design, through a series of studio projects. Class projects include a study of line, value, texture, composition, perspective, and color, through which hand skills, eye coordination, and new visual perceptions help students develop their own unique expressive skills. Media used in the course include pencil, charcoal, brush and ink, and water-based paints. Three class hours a week. Competency met: Humanities (6.0) 3 credits Fall, Spring, Summer

### ART 151 - Digital Photography (1 credit)

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. Competency met: Humanities (6.0), Technical Literacy (8.0)  1 credit Fall, Spring, Summer

### ART 201 - Careers in the Visual Arts (2 credits)

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 a week or a total of sixty-four hours during the semester. Instructional Support Fee applies. 2 credits Fall

### ART 205 - Topics in Contemporary Art (3 credits)

This seminar-style course presents an in-depth examination of contemporary art. The course is designed to strengthen writing skills of the art major while exploring relevant themes such as: formalism, iconography, identity, gender,

the body, traditional craft, and new media. Students are introduced to critical theory and methods of interpretation through an examination of contemporary art within the broader context of political, social, intellectual, and cultural issues. Prerequisite: ART 106 and ENG 101. Three class hours a week. Competency met: Humanities (6.0) 3 credits Fall, Spring, Summer

### ART 211 - Drawing III (3 credits)

Through further studies of the human form, students explore form, structure, mass, and proportion. The figure in relation to its immediate environment is emphasized. In addition, students explore the expressive range the human figure brings to art. Live models are used the majority of the time. This course strengthens students' ability to draw the human form in expressive positions as required for many forms of art, including fine art, illustration, graphic design, and animation. Prerequisite: ART 112 with a grade of C- or higher, or permission of the instructor. Two hours critique/lecture and four hours studio per week. Instructional Support Fee applies. Competency met: Humanities (6.0) 3 credits Fall

### ART 216 - Introduction to Illustration (3 credits)

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. Two hours of critique and four studio hours a week. Instructional Support Fee applies. Competency met: Humanities (6.0). 3 credits Not offered every year

### ART 221 - Painting I (3 credits)

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. Two hours critique/lecture and four hours studio a week. Instructional Support Fee applies. Competency met: Humanities (6.0) 3 credits Fall

### ART 222 - Painting II (3 credits)

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. Two critique/lecture hours and four hours studio per week. Instructional Support Fee applies. Competency met: Humanities (6.0) 3 credits Spring

### ART 225 - Working from the Landscape (3 credits)

Taking impressionism and romanticism as precedents, this course is for those who want to explore their own responses to the landscape. Working outdoors with a variety of media (watercolor, oil, pastel, charcoal, etc.), the course explores issues that have challenged the great landscape painters of all time. Issues such as space, color, light, and composition will be addressed in depth. Subjective responses to the landscape will also be explored such as content, metaphor, personal iconography, and mood. Ultimately, the deeper ramifications of the role of humankind to nature will be addressed through readings and discussions. One 3 hour class meeting per week. Competency met: Humanities (6.0) 3 credits Summer only

### ART 226 - Printmaking: Relief (3 credits)

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. Two hours of critique and four studio hours per week. Instructional Support Fee applies. Competency met: Humanities (6.0). 3 credits Spring

### ART 227 - Printmaking: Intaglio (3 credits)

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. Two hours critique and four studio hours a week. Instructional Support Fee applies. Competency met: Humanities (6.0). 3 credits Summer

### ART 231 - Sculpture (3 credits)

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. Two critique and four studio hours a week. Instructional Support Fee applies. Competency met: Humanities (6.0). 3 credits Fall

### ART 236 - Figure Sculpture I (3 credits)

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 higher, or permission of the instructor. Two lecture/critique hours and four studio hours a week. Instructional support fee applies. 3 credits Spring

### ART 240 - Introduction to Visual Communication (3 credits)

This hands-on course provides an overview of graphic design for those considering a career in a related field. Through lectures, readings, demonstrations, class discussions, critiques, exercises, and creative projects, students learn the basics of visual-language and creative-thinking techniques in order to create effective visual communication. They work through the design process and learn how to incorporate communication and basic marketing principles into their problem-solving activities. Students explore color, layout, typography, and imagery as they create graphics, brochures, and newsletters. In this project-based course, the students incorporate the concepts taught and demonstrated into their own work. Students sketch possible design solutions by hand and finalize their work on the computer using Photoshop and a page-layout program. Three class hours plus one studio/lab hour per week. 3 credits Fall, Spring

### ART 245 - Art for the Child (3 credits)

This course is intended primarily for those planning to work with children. Emphasis is on the nature of artistic expression and how to provide an atmosphere that encourages growth, creativity and imagination. Practical studio experiences using art materials to make crayon resists, collages, puppets, papier mache, print making techniques and other projects will be taught. Students will examine the developmental patterns of children at various age levels through short readings and films. Three class hours a week. Instructional Support Fee applies. 3 credits Fall, Spring

### ART 251 - Photography II: Digital (3 credits)

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. Competency met: Humanities (6.0), Technical Literacy (8.0) 3 credits Fall, Spring

### ART 256 - Photography I (3 credits)

This is a basic introductory course in black and white photography as an art form. It emphasizes developing darkroom skills as well as learning how to operate a 35mm camera. In addition to darkroom printing procedures, including developing negatives and using the enlarger, it covers the use of different films and filters for various effects, printing papers, lighting issues, and the presentation of prints for portfolio. Lectures and demonstrations cover various technical issues as well as the basics of photo history and aesthetic guidelines for photographing, developing, and critiquing work. Students are required to supply their own 35mm camera with adjustable controls. Two lecture/critique hours and four laboratory hours per week. Instructional Support Fee applies. Competency met: Humanities (6.0) 3 credits. Fall, Spring, Summer.

### ART 257 - Photography II: Darkroom (3 credits)

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. 3 credits Spring

### ART 260 - Computer Graphics (3 credits)

This course provides an overview of page layout, scanning, illustration, and image manipulation on the computer. Industry-standard graphics programs on the Mac are used such as Adobe Illustrator, InDesign, and Photoshop. Through lectures, software demonstrations, and hands-on exercises and projects, students acquire the basic skills and knowledge to use the computer as a design tool. Class meets for two lecture hours and four lab hours a week. Instructional Support Fee applies. Competency met: Humanities (6.0), Technical Literacy (8.0).  3 credits Fall, Spring, Summer

### ART 261 - Graphic Design I (3 credits)

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. Two critique and four studio hours a week. Instructional Support Fee applies. Competency met: Humanities (6.0).  3 credits Fall

### ART 262 - Graphic Design II (3 credits)

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 ART 266 are recommended. Six class hours per week. Instructional Competency met: Humanities (6.0). 3 credits Fall

### ART 265 - Artists' Books (1 credit)

The creation of artists' books is approached through a number of fine art media. The book format as a structure for communication and art making is the primary focus. Various methods such as collage, montage, drawing, photocopy imaging, computer imaging, and printmaking are implemented. Personal anecdotes, sociopolitical perspectives, and other sources for image making are explored. Artists' books are original works of art that can be held, and therefore provide a different experience for the viewer. Two class hours a week. 1 credit Fall, Spring

### ART 266 - Typography Design (3 credits)

This course introduces typography, the art of organizing letters in space and time. The course covers all aspects of typography through lectures, demonstration, and studio work. It explores the history of the alphabet, written and drawn from primitive times, through the invention of printing from moveable type to the present. Students immerse themselves in the culture of typography and begin to understand the social and aesthetic importance of the visual word. The course further sensitizes students to the continuing evolution of letterforms, to problem-solving, and to the aesthetic use of display and text type through a series of exercises and projects. Two lecture/critique hours and four studio hours a week. Pre- or co-requisite: ART 111 or permission of instructor or program coordinator; ART 260 recommended. Two lecture/critique hours and four studio hours a week. Instructional Support Fee applies. Competency met: Humanities (6.0). 3 credits Fall, Spring

### ART 267 - Publication Design (3 credits)

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. Pre- or co-requisite: ART 260 and ART 266, or permission of the instructor or program coordinator. Two hours critique/lecture and four hours studio per week. Instructional Support Fee applies. Competency met: Humanities (6.0). 3 credits Fall, Spring

### ART 271 - Web Design I (3 credits)

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. Two hours critique/lecture and four hours studio per week. Instructional Support Fee applies. Competency met: Humanities (6.0), Technical Literacy (8.0). 3 credits Spring

### ART 272 - Web Design II (3 credits)

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. Two lecture and four studio class hours per week. Instructional Support Fee applies. Competency met: Humanities (6.0).  3 credits Fall

### ART 273 - Advanced Web Design Studio (3 credits)

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. Two lecture and four studio class hours per week. Instructional Support Fee Competency met: Humanities (6.0). 3 credits Spring

### ART 276 - Multimedia Design (3 credits)

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. Two hours critique/lecture and four hours studio per week. Instructional Support Fee applies. Competency met: Humanities (6.0), Technical Literacy (8.0). 3 credits Spring

### ART 280 - Electronic Imaging (3 credits)

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. Two hours critique/lecture and four hours studio per week. Instructional Support Fee applies. Competency met: Humanities (6.0). 3 credits Spring

### ART 281 - Web Animation (3 credits)

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. Two lecture and four studio class hours per week. Instructional Support Competency met: Humanities (6.0), Technical Literacy (8.0). 3 credits Spring

### ART 282 - Character Animation (3 credits)

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. Two lecture/critique hours and four studio hours a week. Instructional Support Fee applies. Competency met: Humanities (6.0).  3 credits Spring

### ART 285 - Motion Graphics (3 credits)

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 or permission of the instructor or program coordinator. Recommended: ART 276 or ART 281. Three lecture hours and three laboratory hours per week. Instructional Support Fee applies. Competency met: Humanities (6.0). 3 credits Spring

### ART 292 - Design Studio (3 credits)

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. Two lecture/critique and four studio class hours per week. Instructional Support Fee applies. Competency met: Humanities (6.0). 3 credits Spring

# ASL - American Sign Language

Massachusetts Law Regarding American Sign Language, *(MGL Chapter 15A § 9A):*

*"American Sign Language is hereby recognized as a full and legitimate language, as the language of a unique culture in the United States, and as the equivalent of a spoken language for the purpose of foreign language study and course credit." (MGL Chapter 15A § 9A)*

### ASL 101 - Elementary American Sign Language I (3 credits)

This beginning course introduces students to American Sign Language (ASL), the language used by the American Deaf community and parts of Anglophone Canada. Students focus on developing visual-spatial orientation, using their face and body expressively, and learning basic vocabulary and grammar necessary to converse in ASL. Lessons are presented in a meaningful/functional context. Receptive (what you understand) skills are emphasized; however, expressive (what/how you sign) skills are practiced as well. Cultural aspects of the Deaf community are explored through literature and community events. Three class hours and one language lab hour per week. Instructional Support Fee applies. Competency met: Humanities (6.0). 3 credits Fall

### ASL 102 - Elementary American Sign Language II (3 credits)

A continuation of ASL 101, this course continues student development of visual-spatial orientation, face and body expression, vocabulary and grammar. Lessons are presented in a meaningful/functional context. Analysis of expressive (what/ how you sign) skills is explored, however, receptive (what you understand) skills are emphasized. Cultural aspects of the Deaf community are explored through literature and community events. Prerequisite: ASL 101. Three class hours and one lab hour per week. Instructional Support Fee applies. Competency met: Humanities (6.0). 3 credits Spring

### ASL 181 - Visual/Gestural Communication (2 credits)

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. Two class hour and one lab hour per week. Instructional Support Fee applies. 2 credits Spring

### ASL 201 - Intermediate American Sign Language I (3 credits)

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. Competency met: Humanities (6.0). 3 credits Fall

### ASL 202 - Intermediate American Sign Language II (3 credits)

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. Competency met: Humanities (6.0) 3 credits Spring

### ASL 283 - American Sign Language Seminar I (1 credit)

This course functions as an ASL student discourse community. Students analyze and discuss, collectively and independently, their (second) language development, communication skills, cultural awareness, and common ASL student experiences. In addition, students develop and implement an independent learning project. Prerequisite: ASL 102. Co-requisite: ASL 201. One class hour. Some additional hours for community-based learning and independent study may be required. 1 credit Fall

### ASL 284 - ASL/Deaf Studies Capstone Seminar (1 credit)

This is the capstone course for all Deaf Studies degree options. By course's end, students will demonstrate they have met program outcomes by completing the Deaf

Studies/ASL portfolio. Students are also expected to develop and reflect on their individual culminating project (based on their chosen career path and plans). Prerequisites: ASL 201, ASL 181, DST 110, and DST 211. Pre or co-requisites: ASL 202, DST 151 and/or DST 252. One class hour and one lab hour per week. 1 credit Spring

### ASL 285 - Community-based Learning in Deaf Studies (1 credit)

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. 1 credit Spring

### ASL 301 - Advanced American Sign Language I (4 credits)

This course further develops and refines the American Sign Language receptive and expressive skills and visual-gestural skills acquired in ASL 101 - ASL 202 to ensure discourse competency. This course builds the student's lexical base to include sign variations found across regions, ethnicities and generations. The course introduces formal and informal narrative styles. Students engage in a more intense study of the non-manual, linguistic features found in ASL as well as more sophisticated communication and narration, in general. This course is conducted entirely in ASL. Students are required to engage in ASL or Deaf cultural events as part of this course. Prerequisite: ASL 202 with a C or better. Three class hours and two lab hours per week. Competency met: Humanities (6.0) 4 credits Fall

### ASL 302 - Advanced American Sign Language II and Structure (4 credits)

This course is a continuation of ASL 301. The course builds on the skills examined and practiced in AMS 21 and provides an intense study and application of advanced American Sign Language competencies. This course also provides a survey of the linguistic structure of ASL particularly its phonology, morphology, syntax and semantics. This course is conducted entirely in ASL. Expressive and receptive abilities are enhanced and practiced in native/immersion environments. Prerequisite: ASL 301 with a C or better. Three class hours and two lab hours per week. Competency met: Humanities (6.0) 4 credits Spring

## AST - Astronomy

### AST 103 - Introduction to Astronomical Observing (2 credits)

This course is an introduction to astronomical observing, focusing on the study of the night sky with telescopes and other astronomical equipment. Topics covered include the use and application of small aperture telescopes and binoculars, star charts, constellation identification, celestial coordinate systems, solar and sidereal time systems, astronomical software, naked-eye observing, and deep-sky observational techniques. The college planetarium, computer labs, and observing decks are used extensively. Several evening meetings are scheduled for observational work. Two lecture hours per week. 2 credits Fall, Spring, Summer

### AST 111 - Introduction to Astronomy: The Solar System (4 credits)

This course is a descriptive, conceptual introduction to astronomy as a scientific discipline, focusing on the solar system and its contents. Topics include the history of astronomy, the motions of the sky, gravity and orbits, light, telescopes, planetary interiors, surfaces, atmospheres, the origin of the solar system, the sun, and life beyond the earth. The planetarium, computer labs and other visual aids are used extensively. This course complements the material covered in AST 112, but may be taken independently. High school sciences and basic algebra are highly recommended. Three class hours and two laboratory hours per week. A few meetings will be scheduled at night for observing with the College's telescope. Instructional Support Fee applies. Competency met: Scientific Reasoning and Discovery (3.0) 4 credits Fall, Spring, Summer

### AST 112 - Introduction to Astronomy: Stars, Galaxies, and the Universe (4 credits)

This course is a descriptive, conceptual introduction to astronomy as a scientific discipline that focuses on the sun, stars, galaxies, and the universe as a whole. Topics include the properties of light and spectra, telescopes, gravity and orbits, the sun, the nature of stars and their evolution, galaxies and large-scale cosmic structure, and the origin of the universe and its evolution over time. Other important aspects of the course include scheduled observing sessions, discussion of recent discoveries in astronomy and cosmology, and laboratory exercises that reinforce concepts covered. Computer-based labs and other visual aids are used extensively. This course complements the material covered in AST 111 but may be taken independently. High school sciences and basic algebra are recommended. Three class hours and two laboratory hours weekly in a combined lecture/laboratory setting. A few meetings will be scheduled at night for observing with the College's telescope. Instructional Support Fee applies

Competency met: Scientific Reasoning and Discovery (3.0) 4 credits Fall, Spring, Summer

### AST 160 - Special Topics in Astronomy (3 credits)

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. 1-3 credits. Fall, Spring.

## BIO - Biology

### BIO 110 - Biology of Human Reproduction (3 credits)

This is a one semester, combined lecture/discussion course on various aspects of human reproduction. Topics include: human anatomy and physiology, childbirth, fertility, fertility control, fertility impairment, birth control, V.D., sexually transmissible diseases, and pregnancy termination. Extensive use will be made of films and other A.V. materials as they relate to the above topic. Three class hours a week. Competency met: Scientific Reasoning and Discovery (3.0) 3 credits Spring

### BIO 111 - General Biology I (4 credits)

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. Prerequisite: One year of laboratory science in high school or one semester of college laboratory science. Three class hours and two laboratory hours a week. Instructional Support Fee applies. Competency met: Scientific Reasoning and Discovery (3.0) 4 credits Fall, Spring, Summer

### BIO 115 - Survey of Human Anatomy and Physiology (4 credits)

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 permission of instructor. Three class hours and two laboratory hours a week. This course does not substitute for BIO 102, BIO 122, or BIO 233 and 234. Instructional Support Fee applies. Competency met: Scientific Reasoning and Discovery (3.0) 4 credits Fall, Spring

### BIO 116 - Physical Anthropology (3 credits)

An introduction to human evolution and human ecology. Emphasis is on the factors affecting human physical structure, both in the past and at present. Attempts are made to explain human behavior and social structure as functions of humans' primate heritage and evolution. Three class hours a week. Competency met: Scientific Reasoning and Discovery (3.0), Social Phenomenon (5.4) 3 credits Spring

### BIO 117 - Physiology of Wellness (3 credits)

An introduction to the concept of wellness, nutrition basics, exercise habits, weight control, and cardiovascular disease prevention. Topics include wellness concepts, exercise, diet and nutrition, set point theories, and environmental influences. Three class hours a week. Competency met: Scientific Reasoning and Discovery (3.0) 3 credits Fall

### BIO 121 - Fundamentals of Biological Science I (4 credits)

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. Three class hours and two laboratory hours a week. Instructional Support Fee applies. Competency met: Scientific Reasoning and Discovery (3.0) 4 credits Fall, Spring, Summer

### BIO 122 - Fundamentals of Biological Science II (4 credits)

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 or BIO 111. Three class hours and two laboratory hours a week. Instructional Support Fee applies. Competency met: Scientific Reasoning and Discovery (3.0) 4 credits Spring

### BIO 126 - Introduction to Biotechnology (3 credits)

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 class hours per week. Instructional Support Competency met: Scientific Reasoning and Discovery (3.0) 3 credits Spring

### BIO 127 - Introduction to Biotechniques (4 credits)

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. Prerequisite: BIO 126. Two class hours and three laboratory hours per week. Instructional Support Fee applies. 4 credits Fall, Spring

## BIO 129 - Field Biology (4 credits)

This is an introduction to natural history with special emphasis on identification of Massachusetts terrestrial plants and animals in the outdoors. A wide range of topics will be presented including animal behavior, map reading, geology, basic principles of natural history, biogeography, taxonomy, and collecting. Combined lecture/laboratory two meetings a week. Three class hours and two laboratory hours a week. Instructional Support Fee applies. Competency met: Scientific Reasoning and Discovery (3.0) 4 credits Fall

## BIO 130 - The Biology and Behavior of Birds (4 credits)

This is an introduction to the biology of birds and their behavior. Special emphasis will be given to species of the United States and Massachusetts. A wide range of topics will be presented including: field identification; bird diversity and taxonomy; courtship and nesting; feather structure, flight, and migration; physiology, including respiration, circulation and feeding strategies; and visual and vocal communication. Students will be required to attend two field trips on either Saturday or Sunday (weather permitting); one in February and one in May. Classes meet twice weekly in a combined lecture/laboratory setting. Three class hours and two laboratory hours weekly. Instructional Competency met: Scientific Reasoning and Discovery (3.0) 4 credits Spring

## BIO 140 - Nutrition for Culinarians (3 credits)

This course emphasizes the principles of nutrition and the health-related roles of carbohydrates, fats, proteins, vitamins, and minerals. The course also covers energy metabolism, food-product labeling, and nutritional requirements throughout the lifespan. Various eating behaviors, recommended dietary intakes, and tools for diet and menu planning are explored. Class projects will include: students keeping a record of their food intake then analyzing it for nutritional adequacy and using nutrition analysis software to adjust recipes to make them more healthful. This course is intended for students enrolled in the Culinary Arts degree program. Prerequisites: Culinary: CUL 112 or Baking CUL 152 or Permission of the

Program Director. Instructional Support Fee applies. 3 Credits Spring

## BIO 154 - Human Physiology (4 credits)

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 and permission of the instructor. Not available for credit to students with a C or better in BIO 233 or 234. Three class hours and two laboratory hours a week. Instructional Support Fee applies. Competency met: Scientific Reasoning and Discovery (3.0) 4 credits Fall

## BIO 155 - Topics in Biology (3 credits)

A one-semester course on a specific topic in biology. Topic to be announced each semester. Prerequisite: B or better in one college lab science. One to three class hours per week. 1 - 3 credits Fall, Spring

## BIO 205 - Animal Behavior (4 credits)

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. 4 credits Spring

## BIO 220 - Introduction to Nutrition (3 credits)

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 111 or higher with a grade of C or better. Three class hours per week. Competency met: Scientific Reasoning and Discovery (3.0) 3 credits Spring

## BIO 230 - Seminar in Scientific Literature and Research Design (3 credits)

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.
3 credits Fall, Spring

**BIO 232 - Marine Biology (4 credits)**

This is a one-semester course designed to provide an introduction to the biology of the marine environment. It incorporates the study of the physical and biological components of the oceans, including the formations of the seas and land masses, physical nature of the oceans, and chemistry of seawater with emphasis on types of marine organisms, the ecology of the marine environment, and man's impact on the ocean and its inhabitants. Field trips may be required as part of the lab component of the course, including one all-day trip on a whale watch boat. 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. Competency met: Scientific Reasoning and Discovery (3.0) 4 credits Spring, Summer

**BIO 233 - Human Anatomy and Physiology I (4 credits)**

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 or CHM 090 within the last five years with a grade of C or better; completion of BIO 111 or BIO 121 with a grade of C or better. Three class hours and two laboratory hours per week. Instructional Support Fee applies. Competency met: Scientific Reasoning and Discovery (3.0)  4 credits Fall, Spring, Summer

**BIO 234 - Human Anatomy and Physiology II (4 credits)**

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: a grade of C or better in BIO 233 or equivalent biology laboratory science. Three class hours and two laboratory hours per week. Instructional Support Fee applies. Competency met: Scientific Reasoning and Discovery (3.0) 4 credits Fall, Spring, Summer

**BIO 235 - Fundamentals of Ecology (4 credits)**

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.  Some labs are field trips.  Prerequisite:  MTH 119 or MTH 171 or MTH 173; Pre or co-requisite: BIO 122.  Three lecture hours and three laboratory hours per week.  Instructional Support Fee applies.
4 credits Fall

**BIO 239 - Elements of Microbiology (4 credits)**

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 234, or BIO 154, or BIO 121. Three class hours and three laboratory hours a week. Instructional Support Fee applies. Competency met: Scientific Reasoning and Discovery (3.0) 4 credits Fall, Spring, Summer

**BIO 240 - Cell Biology (4 credits)**

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. Prerequisites: BIO 121 or BIO 122. Pre- or co-requisite: CHM 116. Three lecture hours, two laboratory hours, and one recitation hour per week. Instructional Support Fee applies. Competency met: Scientific Reasoning and Discovery (3.0) 4 credits Spring

**BIO 241 - Pathophysiology (3 credits)**

An introduction to the processes of infection, injury, and other pathogenic influences, their effects on the body, and the basic responses of cells, tissues, and organ systems to these disorders. General phenomena such as inflammation, immune response, carcinogenesis, heart disease and diabetes will be considered. Prerequisite: BIO 234. Three class hours per week. Competency met: Scientific Reasoning and Discovery (3.0) 3 credits Fall, Spring

**BIO 250 - Introduction to Immunology (4 credits)**

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 higher. Three lecture hours and two laboratory hours per week. 4 Credits Spring

# BNK - Banking

### BNK 101 - Principles of Banking (3 credits)

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. 3 credits Fall, Spring

### BNK 111 - Installment Credit (3 credits)

This course provides an understanding of the consumer credit function by examining the role of installment credit in overall banking operations. Recommend BUS 111 first. 3 credits Fall, Spring

### BNK 112 - Real Estate Lending (3 credits)

This course introduces legal issues in real estate lending, property appraisal, sources of mortgage credit, federal role in the mortgage market, financing of single family condominiums, cooperative apartments, rental units, business-use properties, and real estate investment analysis. Recommend BUS 111 and BUS 251 first. 3 credits Fall, Spring

### BNK 113 - Commercial Credit Analysis (3 credits)

This course examines the tools and techniques necessary for the financial evaluation of a business enterprise. Recommend ACC 102 first. 3 credits Fall, Spring

### BNK 114 - Introduction to Commercial Banking (3 credits)

This course reviews the social and monetary aspects of commercial bank operations by investigating the principles and techniques utilized in their functional performance. Recommend MAN 101 first. 3 credits Evenings/Weekends

### BNK 116 - Bank Investments (3 credits)

This course examines the fundamentals of bank investments, the types of investment instruments available to commercial banks, the nature and scope of securities markets, and investment account management. Recommend ACC 102 first. 3 credits Fall, Spring

# BUS - Business

### BUS 111 - Business and Financial Mathematics (3 credits)

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. Prerequisite: Arithmetic Competency. Three class hours a week. Competency met: Quantitative and Symbolic Reasoning (4.0) 3 credits. Fall, Spring, Summer.

### BUS 112 - Personal Financial Planning (3 credits)

This course will provide students with the basic knowledge to manage their personal finances including the basics of saving, debt management, and investing for retirement via 401k, IRAs, and annuities. Three class hours per week. 3 credits Fall, Spring

### BUS 113 - Introduction to Business Functions and Practices (3 credits)

This course provides a general survey of the functions and practices of a business and the external institutions and organizations that facilitate the operation of business units. The course introduces students to the various functional activities of business organizations. It provides an overview of careers in accounting, marketing, general management, human resource management, finance, purchasing, and production and operations management. College study skills, critical thinking, and time management techniques are integrated into the course presentation. Students will learn how to develop a job search strategy, including how to prepare a resume and a cover letter and to prepare for job interviews. Three class hours a week. 3 credits Fall, Spring

### BUS 114 - Small Business Planning (1 credit)

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. 1 credit Fall, Spring, Summer

### BUS 115 - Fundamentals of an Enterprise (1 credit)

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.  1 credit Fall, Spring

### BUS 120 - Group Tour Planning (3 credits)

This course is designed to introduce students to the process and methodologies of planning, operating and evaluating a group tour package. It will discuss the various methods of selling, packaging, operating and promoting a group tour

to select markets and also to the general public. This course is intended to provide students with skills needed to operate a group tour movement, negotiate with suppliers, understand contractual responsibilities, handle reservations and documentation, and provide them with a working knowledge of the legal responsibilities and ramifications of group tour management. Also covered will be the role and responsibility of the tour escort before, during, and after the tour. Three lecture hours per week.  3 credits Fall

### BUS 121 - Introduction to Travel, Tourism and Hospitality (3 credits)

This course will be taught in three different modules to expose students to the concentration areas of travel, tourism and hospitality. The focus of this course will be introductory in nature. It will provide students with an understanding of how people use their free time, what reasons prompt them to travel and the value they expect from their travel dollar. Each module will provide students with an overview of the specific area of study with an emphasis on industry trends and future developments, terminology and an understanding of interrelationships of the three. Three lecture hours per week.  3 credits Fall

### BUS 122 - Tour Destination Planning (3 credits)

This course acquaints the student with a framework to do detailed planning for visits to important tourist destinations in the United States and other nations. The course discusses the cultural, recreational, social, and economic significance of travel. Three class hours per week. 3 credits Fall

### BUS 123 - Meeting, Planning, and Convention Sales and Service (3 credits)

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. 3 credits Spring

### BUS 124 - Sales and Customer Service for Tourism and Hospitality (3 credits)

This course will deal with the broad scope of marketing and sales activities that take place within the tourism, convention, hospitality, and casino industries. Emphasis will be placed on analysis, structure, and strategy of the marketing department within the tourism, convention, hospitality, and casino businesses. Students will learn about departmental budgets, allocation of resources, market research, media selection, and the effectiveness of a marketing plan. There will be case studies and assigned readings of current marketing trends. 3 credits Spring

### BUS 126 - Hotel and Motel Management and Operations (3 credits)

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. 3 credits Fall

### BUS 128 - Hospitality Property Management Systems and Revenue Management (3 credits)

This course deals with managing the revenue in a hospitality operation, which is the key to profitability.  Yield is money, and Yield Management is a technique to maximize your revenue by managing your room rates day to day.  This course teaches the student how to effectively manage a hotel's room rates while analyzing its RevPAR (revenue per available room).  Property Management Systems are used to assist a hotel manager to maximize revenue.  Interfaces allow all hotel departments to also maximize revenue. Prerequisite(s): BUS 121, with a grade of C+ or better.  Three lecture hours per week.

3 credits  Fall, Spring

### BUS 129 - Hospitality Managerial Accounting (3 credits)

This course demonstrates how to use numbers and fundamental accounting to operate a successful hospitality department or business.  Focus will be placed on the basics; accounting and financial analysis, financial statements, management reports, budgeting, and forecasting.  There will be case study analysis and assigned readings of current financial management topics.  Prerequisite(s): ACC 101 and BUS 121 with a grade of C+ or better.  Three lecture hours per week. 3 credits Fall, Spring

### BUS 130 - Introduction to Geotourism (3 credits)

This course introduces the Geotourism approach to tourism development as all-inclusive, focusing not only on the environment, but also on the diversity of the cultural, historic, and scenic assets of a place. Geotourism is defined as tourism that sustains or enhances the geographical character of a place, its environment, culture, aesthetics, heritage, and the well being of its residents. Three hours of lecture per week. 3 credits Fall

### BUS 131 - Principles of Community-Based Tourism (3 credits)

This course examines the range of cultural and heritage assets that can become viable tourism attractions. It looks at ways of linking quality cultural heritage tourism to

community development, from effective planning and marketing to community involvement and partnership approaches. Three hours of lecture per week. 3 credits Fall

### BUS 132 - Geotourism Management (3 credits)

This course provides the tools needed by tourism planners, conservationists, businesses, and communities to work together to develop Geotourism plans and products that attract and accommodate the ecotourist, while conserving natural resources and benefiting local people. The course also focuses on environmentally and socially responsible tourism strategies and innovations. It also examines how destinations have improved competitiveness by creating environmentally and socially friendly tourism products and services. Three hours of lecture per week. 3 credits Spring

### BUS 137 - Events Management and Marketing (3 credits)

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. Prerequisite(s): BUS 121 with a grade of C+ or better. Three lecture hours per week.
3 credits Fall, Spring

### BUS 140 - Introduction to Casino Operations (3 credits)

This is an introductory course designed to provide students with a history of the gaming industry and the basics of casino management. The course emphasizes discussions involving gaming psychology and ethics and includes an overview of popular betting games. Three hours of lecture per week. 3 credits Fall

### BUS 141 - Casino Loss Prevention (3 credits)

This course is designed to provide students with a working knowledge of how multiple disciplines, casino departments, and government agencies insure the protection of the casino customer and the casino's assets. The course explores and analyzes types of gamblers, investigative processes, regulatory and enforcement issues, gaming devices, taxes and casino crimes, detecting cheating, and internal controls. Prerequisite: BUS 140 with a grade of C or better. Three hours of lecture per week. 3 credits Spring

### BUS 142 - Gaming and Social Policy (3 credits)

This course provides students with knowledge of the effects of gaming on a community. Students study personal and business ethics, state, federal, and local government rules and policies, the reasons why we gamble, Indian casino operations vs. regular casino operations, and the social and cultural issues of gaming. Three hours of lecture per week. 3 credits Fall

### BUS 150 - Introduction to Casino Games (2 credits)

This course will introduce students to the common skills necessary to effectively and efficiently deal the most popular casino table games (Black Jack, Poker, Roulette, or Craps). Topics covered include cutting checques (a.k.a. chips), value of cheques and verbalizing the game. Also covered are color up and color in procedures, inspecting and spreading decks of cards, shuffle procedures, and currency change. Additionally we will discuss rack maintenance, game security and protection, pacing the game, and dealer relief procedures. Other topics will include conversions, fills and credits, table opening and closing procedures, paying markers, dealer code of ethics, toke (a.k.a. tips) acceptance procedures, and customer service. Prerequisite(s): BUS 140 with a grade of C+ or higher. Two lecture hours per week.

2 credits Fall, Spring

### BUS 151 - Introduction to Dealing: Poker (3 credits)

This course will provide the student with all the necessary skills to efficiently deal poker in a casino. Topics covered include the rules of the game and dealing all variations of poker found in a typical casino. Special attention is given to the managerial aspects of Poker, providing good customer service and maintaining security during a game. Prerequisite(s): BUS 150 with a grade of C+ or higher. One lecture hour and five and one half laboratory hours per week. Instructional Support Fee applies.

3 credits Fall, Spring, Summer

### BUS 152 - Honors E-Commerce (3 credits)

This is an interdisciplinary course that presents the rudiments of e-commerce from a business and technological perspective. Students will learn the principles of marketing and selling on the Internet as well as a conceptual and practical knowledge of the necessary technology. Recommend: MAR 101 first. Three lecture hours per week. Instructional Support Fee applies. 3 credits Fall

### BUS 153 - Introduction to Dealing: Roulette (3 credits)

This course will provide the student with all the necessary skills to effectively deal Roulette in a casino. Topics covered include the rules of the game, spinning the ball and rotation of the wheel, proper wagering procedures, and customer service. Special attention is given to the managerial aspects of Roulette. Prerequisite(s): BUS 150 with a grade of C+ or higher. One lecture hour and five and one half laboratory hours per week. Instructional Support Fee applies.

3 credits Fall, Spring, Summer

### BUS 154 - Introduction to Dealing: Craps (5 credits)

This course will provide the student with all the necessary skills to efficiently and effectively deal Craps in a

casino. Topics covered include the rules of the game, dice and wagering procedures. Also covered are proper use of the stick, game pace, shooter procedures and duties of the base dealer. Emphasis is placed on accurate and quick mental multiplication, procedures and game speed. Special attention is given to the managerial aspects of Craps. Prerequisite(s): BUS 150 with a grade of C+ or higher. One and one half lecture hour and eight and one half laboratory hours per week. Instructional Support Fee applies.

5 credits Fall, Spring, Summer

### BUS 155 - Business Ethics (3 credits)

This course is an examination of the moral, legal, and social dimensions of decision making in business-related situations. Actual business cases are analyzed in terms of morality, legality and social considerations. The course will provide students with multifaceted views, allowing them in their analysis to come to business decisions that incorporate ethical standards. Three lecture hours per week. Competency met: Ethical Dimensions (7.0) 3 credits Fall, Spring, Summer

### BUS 156 - Introduction to Dealing Black Jack (3 credits)

This course will provide the student with all the necessary skills to efficiently and effectively deal Black Jack in a casino. Topics covered include rules of the game, card placement, shuffles procedures, customer service, and maintaining security. Special attention is given to the managerial aspects of Black Jack. Prerequisite(s): BUS 150 with a grade of C+ or higher. One lecture hour and five and one half laboratory hours per week. Instructional Support Fee applies.

3 credits Fall, Spring, Summer

### BUS 171 - Principles of Insurance I (3 credits)

An introductory course covering the history and development of insurance, types and organizations of companies, insurance contracts, underwriting, sales, claim adjustment, risk management, and rate making. Recommend MAN 101 or MAR 101 first. Three class hours a week. 3 credits Fall; Evening/Weekends only.

### BUS 172 - Principles of Insurance II (3 credits)

A continuation of the introductory course covering life, property, and casualty insurance. Topical coverage includes life, fire, workman's compensation, and general business lines. Prerequisite: BUS 171 with C or better or permission of department chair. Three class hours a week. 3 credits Spring; Evening/Weekends only.

### BUS 175 - Introduction to Real Estate (3 credits)

A study of the principles of real estate designed to provide a clear understanding of the factors involved in real property ownership. This study involves discussion of the history of real estate development, current cyclical trends and various instruments which may be encountered when transferring real estate. Emphasis is placed upon the concepts and terminology involved in real estate transactions as well as a basic understanding of the math generated by these transactions. Recommend BUS 111 and MAR 101 (formerly BUS 11 and MAR 11) first. Three class hours a week. 3 credits. Fall.

### BUS 176 - Real Estate Practice (3 credits)

An in-depth study of the legal and financial aspects of real estate. Topics of study include brokerage operations, licensing laws, contractual aspects of listing, legal framework, closings, relevant real estate math problems, and real estate licensing examination preparation. A working knowledge of the concepts and terminology covered in BUS 175 is presumed. Prerequisite: C or better in BUS 175 or permission of department chair. Recommend MAN 101. Three lecture hours per week. 3 credits Spring

### BUS 251 - Business Law (3 credits)

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 class hours a week. 3 credits Fall, Spring, Summer

### BUS 253 - Corporation Finance (3 credits)

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 and permission of instructor. Recommend MAN 101 first. Three lecture hours per week. 3 credits Spring

### BUS 260 - International Business (3 credits)

This course develops initial concepts in international business principles. It presents the inter-relationships of the economics and politics of international trade and investment. The course examines the strategies and structures of international business. Prerequisites: MAN 101 and MAR 101. Three lecture hours per week. Competency met: Global Awareness (5.2) 3 credits Fall, Spring

## CAD - Computer Aided Drafting

### CAD 101 - Computer Aided Drafting (3 credits)

This course develops fundamental skills in forming, presenting, and interpreting ideas and concepts using a graphic language. The course provides practice in the use

of freehand sketching and Computer Aided Drafting (AutoCAD) topics, including engineering geometry, orthographic projection, auxiliary and section views, fasteners and isometric pictorials. The course also covers the use of Standards, Specification and Geometric Tolerancing. Students in this course are expected to be computer literate. Two class hours and three laboratory hours per week. Instructional Support Fee applies. Note: Utilizes Windows based software Mac versions available. Competency met: Technical Literacy (8.0) 3 credits. Fall, Spring, Summer.

### CAD 111 - Advanced Computer Aided Design (3 credits)

This course utilizes the latest PC-based associative, parametric solid modeling software (SolidWorks) to produce three-dimensional models of mechanical objects and assemblies. Topics include sketching a part feature, providing dimensions and constraints to tie the features together, converting a sketch into a solid object, and creating and editing full assemblies. Working drawings are created from the part design, including a variety of views and dimension styles. The course continually emphasizes mechanical design principles using the CAD system. In addition, students learn the integration of Computer-Aided Manufacturing (CAM) with CAD to enhance the understanding of the design to manufacturing process. Prerequisite: CAD 101 is recommended. Two class hours and three laboratory hours per week. Instructional Support Fee applies. NOTE: Utilizes Windows based software only. 3 credits Fall, Spring

### CAD 112 - Advanced Computer Aided Design II (3 credits)

This course is a continuation of CAD 111. It uses the latest PC-based associative, parametric solid modeling software to produce advanced 3-D models of mechanical objects and assemblies. Topics include advanced sketching, assemblies, and dimensioning. Several Solid Works modules are used to analyze and demonstrate part and assembly design. This course continually emphasizes mechanical design principles using the CAD system. Prerequisite: CAD 111 or permission of instructor. Two class hours and three laboratory hours per week. Instructional Support Fee. NOTE: Utilizes Windows based software only. 3 credits Spring

### CAD 122 - Architectural Drawing (3 credits)

This CAD-based course presents the fundamentals of current building practices. The course introduces students to floor plans, elevations, sections and architectural standards. Reinforced concrete, wood, steel and masonry, as well as frame trusses, methods of joints and connecting fabrication will be emphasized. Prerequisite: CAD 101. Two class hours and three laboratory hours per week. Instructional Support Fee applies. NOTE: Utilizes

Windows based software Mac versions available. 3 credits Spring

### CAD 125 - 3D Architecture, Building, and Landscape Design (3 credits)

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. Prerequisite: CAD 101 with a grade of C or better. Two lecture and three laboratory hours per week. Instructional Support Fee applies. NOTE: Utilizes Windows based software only. 3 credits Fall, Spring, Summer

### CAD 128 - Civil Drafting and Design (3 credits)

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. Prerequisite: CAD 101. Two class hours and three laboratory hours per week. Instructional Support Fee applies. NOTE: Utilizes Windows based software only. 3 credits Fall, Spring

### CAD 172 - Computer Aided Mechanical Design (3 credits)

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 class hours and three laboratory hours per week. Instructional Support Fee applies. NOTE: Utilizes Windows based software only. 3 credits Fall, Spring, Summer

### CAD 211 - Computer Aided Manufacturing (3 credits)

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 122 and CAD 111 or CAD 172. Two class hours and three laboratory hours per week. Instructional Support Fee applies. NOTE: Utilizes Windows based software only.  3 credits  Fall

## CED - Cooperative Education

### CED 101 - Work-Based Experience (1 credit)

This course is a one-semester, introductory, work-based experience course. Students observe, participate in, and develop a mentoring relationship in an environment related to their chosen program of study for the purpose of career exploration using project-based learning. A total of 45 hours in the field during the semester and a one hour weekly seminar is required. Students complete career assessments and develop learning goals. Self-assessment is integrated using reflection assignments. All community placements must be approved by the Cooperative Education office. One lecture hour per week and 45 hour in the field during the semester. Instructional Support Fee applies. 1 credit Fall, Spring, Summer

### CED 210 - Cooperative Work Experience (3 credits)

This course offers students an opportunity to apply classroom learning and academic skills in a supervised work experience related to their chosen field of study. It assists students in exploring and wisely choosing a career, while promoting personal growth and development. The work-based learning component helps students develop the skills of problem solving, decision making, and reflective thinking that increases their overall success in the workforce. Students work 15-20 hours a week in their Co-op position and must participate in a one-hour weekly seminar. The Co-op seminar helps students develop an interdisciplinary perspective of the world of work by discussing related topics and sharing on-the-job concerns with peers. Faculty and employers provide professional guidance to students in setting and achieving career goals. Prerequisite: Permission of Co-op office. Instructional Support Fee applies. 3 credits. Fall, Spring, Summer.

### CED 220 - Cooperative Work Experience II (3 credits)

This course offers students an additional opportunity to gain valuable work experience in a different or advanced position. It allows for further enhancement of personal and professional development and improvement in critical thinking skills, communication skills, and self-management skills. CED 220 builds directly upon the work-based learning experience acquired through CED 210, and better prepares students for a satisfying career in the complex and challenging workplaces of the future. The seminar encourages students to seek information related to labor market trends, educational requirements needed for

advancement in their careers, and professional organizations and networks in their field. Faculty and employers provide professional guidance, supervision, and assessment of established learning objectives and career goals. Prerequisite: CED 210. Instructional Support Fee applies. 3 credits Fall, Spring, Summer

## CHM - Chemistry

### CHM 090 - Introduction to Chemistry (4 credits)

A course for students who have not studied chemistry. Topics included under the description of CHM 111 are considered, but in somewhat less depth to permit introduction of necessary background material in greater detail. Prerequisite: Arithmetic competency and Introductory Algebra competency, or a C or better in Algebra I. Three lecture hours and three laboratory hours per week. Instructional Support Fee applies. 4 credits Fall, Spring, Summer. CHM 090 may not 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 permanently in the cumulative GPA. Grade points earned in this course WILL be included permanently in the cumulative SPI.

### CHM 111 - General College Chemistry I (4 credits)

This course in fundamentals of modern chemistry is for students not planning to major in science. Topics include the metric system, exponential notation, atomic structure, and the periodic table, the writing and use of chemical equations, stoichiometry of compounds and chemical reactions, the mole, chemical reactivity, properties of chemical bonds, solutions, and acids and bases. The laboratory component provides applications of concepts covered in lecture. Prerequisites: C or better in high school science or CHM 090 and a C or better in high school algebra both within the last five years. Students who have not completed Algebra II in high school should complete the Intermediate Algebra Competency. Three class hours and three laboratory hours a week. Instructional Support Fee applies. Competency Met: Scientific Reasoning and Discovery (3.0) 4 credits Fall

### CHM 112 - General College Chemistry II (4 credits)

Topics include chemical equilibrium, use of equilibrium constants and LeChatelier's Principle, reaction kinetics, thermodynamics (enthalpy, entropy and free energy, bond energies), radioactivity and nuclear reactions, oxidation-reduction reactions, kinetic molecular theory of gases and gas laws. Prerequisite: CHM 111 or equivalent. Three class hours and three laboratory hours a week. Instructional Support Fee applies. Competency met: Scientific Reasoning and Discovery (3.0) 4 credits Spring (even year)

### CHM 113 - Fundamentals of Chemistry I (4 credits)

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; C or better in high school Algebra II, both within the last five years. Students who have not completed Algebra II in high school should complete the Intermediate Algebra Competency. Three class hours, one recitation hour and three laboratory hours a week. Instructional Support Fee applies. Competency Met: Scientific Reasoning and Discovery (3.0) 4 credits. Fall, Spring.

### CHM 114 - Fundamentals of Chemistry II (4 credits)

Topics include theories of chemical bonding, intermolecular forces in solids and liquids, solutions and colligative properties, kinetics, equilibria, acids and bases, thermodynamics, and electrochemistry. The laboratory includes semimicroqualitative analysis along with traditional experimental procedures. Prerequisite: C or better in CHM 113. Three class hours, one recitation hour, and three laboratory hours a week. Instructional Support Fee applies. Competency met: Scientific Reasoning and Discovery (3.0) 4 credits Fall, Spring

### CHM 115 - Health Science Chemistry I (4 credits)

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 class hours and three laboratory hours a week. Instructional Support Fee applies. Competency met: Scientific Reasoning and Discovery (3.0) 4 credits. Fall, Spring

### CHM 116 - Health Science Chemistry II (4 credits)

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 asids; 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 class hours and three laboratory hours a week. Instructional

Support Fee applies. Competency met: Scientific Reasoning and Discovery (3.0) 4 credits. Spring.

### CHM 120 - Environmental Chemistry (4 credits)

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. Competency met: Scientific Reasoning and Discovery (3.0) 4 credits Spring

### CHM 155 - Directed Studies in Chemistry (4 credits)

Literature or laboratory research in chemistry in which the student undertakes a semester-long project under the guidance of a member of the faculty. Exchange of ideas is emphasized and principles and methods of research are developed. Research need not be original. Prerequisite: Approval of department chair. Two one-hour meetings a week with the instructor and appropriate laboratory and research time. Competency met: Scientific Reasoning and Discovery (3.0) 1 credit Fall, Spring, Summer

### CHM 215 - Survey of Biochemistry (4 credits)

This course provides a survey of basic biochemistry, especially geared towards students interested in biotechnology. It will cover structures and functions of amino acids, proteins, carbohydrates, lipids, and nucleic acids. Other topics include acid-base properties, buffers, enzyme function, bioenergetics, metabolism, and the regulation of gene and protein expression. Prerequisite: BIO 121 and CHM 116. Three lecture hours and three laboratory hours per week. Instructional Support Fee applies. 4 credits Fall, Spring

### CHM 225 - Biochemistry (4 credits)

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, CHM 115, and CHM 116. Three lecture hours and one laboratory hour per week. Instructional Support Fee applies. Competency met: Scientific Reasoning and Discovery (3.0) 4 credits Spring

### CHM 226 - Chemistry of Nucleic Acids (4 credits)

This course covers the nature of genes and cell division, the chemical and physical characteristics of DNA and

RNA, the synthesis of DNA/RNA and proteins, and replication strategies for viruses. In the lab, students isolate, analyze, and manipulate DNA/RNA. Prerequisites: BIO 121 or BIO 239, CHM 115, and CHM 116. Three lecture hours and one laboratory hour per week. Instructional Support Fee applies. Competency met: Scientific Reasoning and Discovery (3.0) 4 credits Spring

# CIS - Computer Information Systems

### CIS 100 - Introduction to Applications (1 credit)

This course will teach the application packages and introduce the operating systems currently being taught in CIS 111. This course is designed for students who have mastered the material covered in CIS 111 but have learned different application packages. Upon completion of this course, the student may petition for credit for CIS 111 or in the case of Tech Prep students where an agreement has been articulated with their high school, credit for CIS 111 will be given upon the successful completion of this course. One class hour per week. Instructional Support Fee applies. 1 credit Fall, Summer

### CIS 101 - Internet User (1 credit)

This course introduces students to the use of the World Wide Web. Some basic browser features are covered and students are introduced to a few of the numerous search engines available on the Internet. Advanced search features are covered in detail. Students also learn the basics of using email, including the use of file attachments. One class hour per week. Instructional Support Fee applies. 1 credit Fall, Spring

### CIS 102 - Database Fundamentals (1 credit)

This course will introduce students to databases and their use. The students will learn some of the design concepts needed to develop a multiple table database. Many of the objectives of the Microsoft Office User Specialist will be covered and the student will learn to use a database as a problem-solving tool. This course is not available to students who have taken CIS 110 or CIS 111. Instructional Support Fee applies. 1 credit Fall

### CIS 103 - Presentation and Desktop Management Fundamentals (1 credit)

This course will introduce students to presentation and desktop management software using PowerPoint and Outlook. Many of the objectives of the Microsoft Office User Specialist will be covered and the student will learn to use these applications as problem solving tools. Instructional Support Fee applies. 1 credit Fall

### CIS 104 - Spreadsheets Fundamentals (1 credit)

This course will introduce students to spreadsheets and their use. Many of the objectives of the Microsoft Office User Specialist will be covered and the student will learn to use a spreadsheet as a problem-solving tool. This course is not available to students who have taken a 3-credit introductory computer course such as CIS 110, CIS 111, OFC 117 or ETK 103. Instructional Support Fee applies. 1 credit Fall

### CIS 105 - Hardware Fundamentals (1 credit)

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. Competency met: Critical Analysis (1.0) 1 credit Fall, Spring

### CIS 106 - Operating System Scripting (1 credit)

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 or permission of the instructor. One hour of lecture per week. Instructional Support Fee applies. 1 credit Fall, Spring

### CIS 110 - Basic Computing Skills (3 credits)

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. 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. Competency met: Technical Literacy (8.0) 3 credits Fall, Spring, Summer

### CIS 111 - Introduction to Business Information Systems (3 credits)

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 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. Competency met: Technical Literacy (8.0) 3 credits Fall, Spring, Summer

### CIS 112 - Advanced Business Information Systems (3 credits)

This course includes an in-depth study of a spreadsheet package, including its database and graphic capabilities, and its logical functions and macro capabilities. A study of a leading word processing package, including its graphic/desktop-publishing features is included. Students work with an integrated office package and learn how to convert, link, and embed data between the word processor and spreadsheet programs. Other business applications are included. Basic familiarity with Word and Excel is recommended; students without this knowledge should consider taking CIS 111. Instructional Support Fee applies. Competency met: Critical Analysis (1.0), Technical Literacy (8.0) 3 credits Fall

### CIS 113 - Hospitality Management Information Systems (3 credits)

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. Competency met: Technical Literacy (8.0) 3 credits Spring

### CIS 114 - Advanced Microcomputer Applications (3 credits)

This course covers the microcomputer as a business tool. The student works with typical business and application software packages and learns to evaluate the type of packages appropriate for a given business situation. The course emphasizes developing applications and using software tools to solve business problems. Prerequisite: CIS 112 or permission of the instructor. Instructional Support Fee applies. 3 credits Fall

### CIS 120 - Programming: Logic, Design and Implementation (3 credits)

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. Competency met: Critical Analysis (1.0), Technical Literacy (8.0) 3 credits. Fall; Spring; Summer.

### CIS 121 - Operating Systems (3 credits)

This course gives students an understanding of popular computer operating systems. The operating systems covered include Windows and Linux. The course leads students through basic and advanced file management tasks from a command line interface as well as from a graphical interface. Topics are covered from both an end-user and an administrative standpoint. Topics covered include hard disk management, desktop security awareness, and system configuration. Three class hours a week. Instructional Support Fee applies. Competency met: Critical Analysis (1.0), Technical Literacy (8.0) 3 credits. Fall, Spring, Summer.

### CIS 122 - Internet Developer (3 credits)

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 Competency met: Critical Analysis (1.0), Technical Literacy (8.0) 3 credits. Fall; Spring.

### CIS 123 - Object-Oriented Concepts (3 credits)

This course is an introduction to the use of object-oriented concepts for software development. It prepares students for the CIS 157 Object-Oriented Java Programming course. The course concentrates on objects and discusses very little Java syntax. It discusses the object-oriented paradigm in detail with particular emphasis on classes, objects, and the use of objects in user applications and applets. The course introduces encapsulation, inheritance, arrays of objects, and polymorphism. Students learn how to design classes and display the interaction of objects in visual form using the Unified Modeling Language. The course introduces several concepts from procedural programming such as primitive data types, assignment, conditionals, and repetitive loops. Three class hours per week. Instructional Support Fee applies. Competency met: Critical Analysis (1.0), Technical Literacy (8.0) 3 credits Fall

### CIS 128 - Introduction to Digital Audio Recording (3 credits)

This course introduces students to the fundamentals of computer technologies to create audio productions for business, multimedia, and other applications. Students explore popular software applications, hardware and software compatibility, and understand their uses for MIDI

programming and digital recording. By creating soundtracks, optimized voice-over recordings, and other projects, students develop an understanding of sound recording technology. Three class hours per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Spring

### CIS 130 - Introduction to Local Area Networks (3 credits)

This course will provide the student with a knowledge of generic local area networks, as well as the Novell NetWare environment. Basic networking terms and concepts will be defined. The fundamental differences between the stand-alone/DOS and NetWare environments will be discussed. Three class hours a week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Spring

### CIS 131 - Windows Server Administration I (3 credits)

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. Competency met: Critical Analysis (1.0), Technical Literacy (8.0) 3 credits Spring

### CIS 132 - Introduction to UNIX/Linux and Shell Programming (3 credits)

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. Prerequisite or co-requisite: CIS 121 or permission of the instructor. Instructional Support Fee applies. Competency met: Critical Analysis (1.0), Technical Literacy (8.0) 3 credits Fall, Spring

### CIS 133 - UNIX/Linux System Administration I (3 credits)

This course covers the installation, administration and maintenance of a UNIX/Linux file server. The required hardware, system and network configurations will be discussed. Both LAN and WAN connections to the server will be covered before the installation procedure is presented in detail. Starting, controlling and shutting down the server will be covered, and each student will have hands on experience with their own server. User

administration, as well as the UNIX/Linux file system organization and security features, are introduced after the student servers are functioning on the network. Process, mail management and performance tuning issues are also discussed near the end of the course. The course will use a computer lab where each student will have individual access to a UNIX/Linux server. Prerequisite: CIS 132 with a C or better or permission of the instructor. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Fall

### CIS 134 - Networking Technologies (4 credits)

This course introduces students to data communications and networking concepts as they relate to both local and wide area networks. The framework for the lectures is the OSI reference model. It presents data translation, transmission media, and data transmission as well as network structures, topologies, physical layouts, and communication protocols. The course discusses the popular protocol stacks, firewalls, name resolution, and proxy servers. It discusses in detail the Internet and IP addressing. It also covers the material in the current CompTIA Network+ Exam. Prerequisites: CIS 121 or permission of the instructor. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 4 credits Spring

### CIS 148 - Programming in C# (3 credits)

This course introduces the object-oriented programming language C#. Students learn to write programs to solve practical problems and work in the Visual Studio environment. Three lecture hours and three laboratory hours per week. Prerequisite: CIS 120 recommended. Instructional Support Fee applies. 3 credits Fall

### CIS 150 - Oracle and SQL (3 credits)

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. Competency met: Critical Analysis (1.0), Technical Literacy (8.0) 3 credits Fall

### CIS 152 - Database Programming and Management with Access (3 credits)

This course teaches students the concepts of a relational database system. Students learn to work with a variety of Access components including Structured Query Language and Data Access Objects. Students analyze, design, develop, manage, and execute projects in this powerful database environment. Instructional Support Fee applies. Competency met: Critical Analysis (1.0), Technical Literacy (8.0) 3 credits Fall

### CIS 154 - Introduction to Programming (COBOL) (3 credits)

This course introduces students to programming concepts and to the widely used business language, COBOL. The student will learn to analyze a simple problem, develop a programming solution, write structured COBOL programs and execute them on a computer. Three class hours a week. Instructional Support Fee applies. Competency met: Critical Analysis (1.0), Technical Literacy (8.0) 3 credits Fall

### CIS 155 - Introduction to C++ Programming (3 credits)

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. Competency met: Critical Analysis (1.0), Technical Literacy (8.0) 3 credits Spring

### CIS 156 - Visual Basic (3 credits)

This course will cover object-oriented Visual Basic. The student is taught to analyze a programming problem, design a logical solution, and write and execute the program using Visual Basic. The course will emphasize the strengths of Visual Basic and its wide variety of uses as well as covering a wide range of programming applications. Three class hours a week. Instructional Support Fee applies. Competency met: Critical Analysis (1.0), Technical Literacy (8.0) 3 credits Spring

### CIS 157 - Object-Oriented JAVA Programming I (4 credits)

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 class hours and two lab hours per week. Instructional Support Fee applies. Competency Met: Critical Analysis (1.0), Technical Literacy (8.0) 4 credits Fall

### CIS 158 - Introduction to Procedural Programming (4 credits)

Procedural Programming (C/C++) under Unix. Data types, variable declarations, arithmetic expressions, conditional statements, macros, function prototypes, standard libraries, file processing, pointers, structures, unions and dynamic memory management are discussed. Unix file system, shell scripts, input/output redirection, piping, programming with standard I/O and Unix system calls will be covered. Three class hours and two lab hours per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 4 credits Fall, Spring

### CIS 159 - MySQL and PHP (3 credits)

Students in this course learn to work with the open source database MySQL. They learn the concepts of creating a relational open source database using standard query techniques, including SQL and PHP and maintaining the database using SQL and PHP. Three class hours per week. Instructional Support Fee applies. Competency met: Critical Analysis (1.0), Technical Literacy (8.0) 3 credits Spring

### CIS 160 - The Microcomputer Environment (3 credits)

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. Competency met: Critical Analysis (1.0), Technical Literacy (8.0) 3 credits Fall, Spring

### CIS 161 - Database Design (3 credits)

This course covers database design theory and practice. Students learn to analyze a situation and use solid database design principles to develop a database solution. The course covers concepts of the relational database model, entity-relationship diagrams, data structure, and data integrity. It also introduces students to current topics in database design and development. Three class hours per week. Instructional Support Fee applies. Competency met: Critical Analysis (1.0), Technical Literacy (8.0) 3 credits Fall

### CIS 162 - Applications for Web Development (3 credits)

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 and CIT 131, or permission of instructor. Three lecture hours per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Spring

### CIS 166 - Oracle with Forms and Reports (3 credits)

This course builds on students' knowledge of SQL and PL/SQL as they learn to develop and customize forms and

reports. Students work with Oracle Forms Developer and Report Developer to construct database forms and reports. They work extensively with PL/SQL to increase their knowledge of the language in support of their development activities. Prerequisite: CIS 150. Three class hours per week. Instructional Support Fee applies. Competency met: Critical Analysis (1.0), Technical Literacy (8.0) 3 credits. Spring.

## CIS 181 - Advanced CIS Applications (1 credit)

This course covers an advanced topic in Computer Information Systems. The topic will be announced prior to the semester in which the course is offered. This course is intended for students who are interested in pursuing a sophisticated topic in the Computer Information Systems area with an instructor. Prerequisite: Permission of the instructor. Instructional Support Fee applies. 1 credit Fall, Spring; not offered every semester

## CIS 182 - Advanced Topics in CIS (3 credits)

This is a course on a specific topic in computer information systems. Topics will be announced each semester. Instructional Support Fee applies. Competency met: Critical Analysis (1.0), Technical Literacy (8.0) 3 credits Not offered every year.

## CIS 184 - Selected Four-Credit Topics in CIS (4 credits)

This Distance Learning course offers students the opportunity to take selected four-credit courses via the Web. The list of courses available for a particular semester is published prior to each semester in which the course is being offered. Students select the curriculum they will complete from the published list of options. Students follow the Web-based learning criteria for the selected course and receive credit for that course. There is one optional orientation meeting at the beginning of the semester. An optional two-hour lab each week provides additional instructional support. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 4 credits. Fall, Spring, Summer.

## CIS 231 - Windows Server Administration II (3 credits)

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. Competency met: Technical Literacy (8.0) 3 credits Spring

## CIS 232 - Unix/Linux System Administration II (3 credits)

This courses 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, CIS 231 or permission of the instructor. Three hours of lecture per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Spring

## CIS 233 - Routing and Router Configuration (3 credits)

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. Three hours of lecture per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Spring

## CIS 234 - Internet Server Administration (3 credits)

In this course, students learn to establish, maintain and troubleshoot a Web server. This includes providing support for the web site and e-mail, monitoring usage and managing traffic, handling FTP and CGI parameters, establishing and maintaining security, handling backup as well as troubleshooting problems, and handling disaster recovery. Prerequisites: CIS 121, CIS 250, and CIS 132, or permission of the instructor. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Spring

## CIS 245 - eXtensible Markup Language (XML) (3 credits)

This course introduces the eXtensible Markup Language (XML) and teaches the use of XML within documents and data files. In addition to learning XML, students work with DTD, CSS, XSLT, Schemas, and the document object model. Prerequisite: CIS 122 or permission of the instructor. Three class hours per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Spring

**CIS 250 - Interactive Websites (3 credits)**

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. Competency met: Critical Analysis (1.0), Technical Literacy (8.0)   3 credits Fall

**CIS 254 - Advanced COBOL (3 credits)**

This course will give the student an in-depth understanding of the COBOL language. The student will work with tables, various problems in file processing, and on-line processing. By the end of the semester, the student will have learned to apply advanced programming concepts and to use the COBOL language effectively to accomplish programming goals. Prerequisite: CIS 154 or permission of the instructor. Three lecture hours per week. Instructional Support Fee applies. Competency met: Critical Analysis (1.0), Technical Literacy (8.0) 3 credits Spring

**CIS 255 - C++ Object Oriented Programming (3 credits)**

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. Competency met: Critical Analysis (1.0), Technical Literacy (8.0) 3 credits Fall

**CIS 256 - Advanced Visual Basic (3 credits)**

In the second semester of Visual Basic, the student will learn to program with the advanced features available in Visual Basic and will focus on the logic involved in developing professional programs. The features covered will include user interfaces, controls including ActiveX controls, databases, object-oriented programming, VBScript and the Internet. Prerequisite: CIS 156 or permission of the instructor. Instructional Support Fee applies. Competency met: Critical Analysis (1.0), Technical Literacy (8.0) 3 credits Fall

**CIS 257 - Object-Oriented JAVA Programming II (4 credits)**

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. Competency met: Critical Analysis (1.0), Technical Literacy (8.0) 4 credits Spring

**CIS 258 - Advanced Interactive Programming (3 credits)**

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 159 and CIS 250 or permission of the instructor. Three lecture hours per week. Instructional Support Fee applies. Competency met: Critical Analysis (1.0), Technical Literacy (8.0) 3 credits Spring

**CIS 260 - Software Specification and Design (4 credits)**

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 257 or permission of the instructor. Three lecture hours and two lab hours per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 4 credits Spring

**CIS 261 - Introduction to Computer Systems (4 credits)**

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. Competency met: Technical Literacy (8.0) 4 credits Fall

### CIS 262 - Computer Organization and Design (4 credits)

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. Competency met: Technical Literacy (8.0) 4 credits Spring

### CIS 263 - Information Systems Seminar (1 credit)

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. One lecture hour per week.  1 credit Spring

### CIS 270 - Systems Analysis and Design Seminar (3 credits)

Analyzing and designing effective business systems are the focus of this course. Emphasis is placed on today's tools for analyzing business problems, designing solutions and documenting the results. The student will learn the effective use of systems tools, the use and integration of microcomputer applications, the development of an effective database, and they will develop an understanding of the analysis and design processes. Pre or co-requisite: CIS 150 or CIS 152 or CIS 159 or permission of the instructor. Three lecture hours per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Spring

### CIS 271 - Network Installation and Configuration Seminar (4 credits)

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 134, CIS 133, CIS 231 or permission of the instructor. Pre or co-requisite: CIT 150 and CIS 232 and CIS 233. Four hours of lecture per week. Instructional Support Fee applies. Competency met: Critical Analysis (1.0), Technical Literacy (8.0) 4 credits Spring

### CIS 272 - Program Development Seminar (3 credits)

Student learn to analyze difficult programming problems and develop solutions for them. The course deals with sophisticated concepts of logic, program development, and data structures. It also covers the systems life-cycle and the concepts applicable to development of systems programs. Students develop and implement an individual programming project in their language of choice. Pre or co-requisite: Two of the following - CIS 254 or CIS 256 or CIS 258 or one of the following - CIS 255 or CIS 257 or permission of the instructor. Three class hours a week. Instructional Support Fee applies. Competency met: Critical Analysis (1.0), Technical Literacy (8.0) 3 credits Spring

### CIS 273 - Internet Seminar (3 credits)

This is the capstone course in the Web Developer option. Students combine and integrate all they have learned about creating, maintaining, and managing interactive sites. They design a professional web site including databases, graphics and interactive components for mobile and desktop/laptop devices. They install it on a web server host and maintain the web site. Prerequisite: CIS 159 and CIS 250, Pre or co-requisite: CIS 258 or permission of the instructor. Three lecture hours per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Spring

### CIS 283 - Selected Topics in CIS (3 credits)

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. Competency met: Technical Literacy (8.0) 3 credits Not offered every year.

### CIS 284 - Selected One-Credit Topics in CIS (1 credit)

This distance learning course offers students the opportunity to take selected one-credit courses via the Web. The list of courses available for a particular semester is published prior to each semester in which the course is being offered. Students select the curriculum they will complete from the published list of options. Students follow the Web-based learning criteria for the selected course and receive credit for that course. There is one

orientation meeting at the beginning of the semester. Instructional Support Fee applies. 1 credit Fall, Spring, Summer

## CIT - Computer Information Technology

### CIT 100 - Working with Laptops (1 credit)

This one-credit course is for the non-technical laptop computer user. Features of the laptop computer are presented and students learn basic terminology and trouble-shooting techniques for typical software/hardware problems. Students learn to solve minor problems that arise and to discuss more complicated problems with technical support personnel. Students learn to deal with specified features of the operating system software as a means of optimizing the computer and preventing problems. Methods of connecting laptops to other devices are covered. One class hour per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 1 credit Fall, Spring

### CIT 102 - Security Awareness (1 credit)

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. 1 credit Spring

### CIT 103 - AdobePhotoshop (1 credit)

This course will provide in-depth, hands-on training in Adobe Photoshop, the industry-standard imaging software. Topics covered include the work environment, tools and palettes, working with selections, layers, masks, channels, retouching, effects, color management, and creating images for print or the Web. One hour per week. Instructional Support Fee applies. 1 credit Fall

### CIT 104 - Adobe Illustrator (1 credit)

This course will provide in-depth, hands-on training in Adobe Illustrator, the vector-based drawing software. Topics covered include creating basic shapes, transforming objects, working with type, creating airbrush effects, combining Illustrator graphics and Photoshop images, and preparing graphics for Web publication. One hour per week. Instructional Support Fee applies. 1 credit Fall

### CIT 105 - Adobe PageMaker (1 credit)

This course will provide in-depth, hands-on training in Adobe PageMaker, a popular page-layout software program. Topics include importing text and images, producing publications, managing color, integrating with Adobe Photoshop and Illustrator, merging text and images from database and spreadsheet programs, creating PDFs, and exporting to web pages and other electronic media.

One hour per week. Instructional Support Fee applies. 1 credit Fall

### CIT 106 - Macromedia Flash (1 credit)

This course provides an in-depth, hands-on training in Macromedia Flash, a powerful animation tool. Topics include: the Flash interface, basic drawing in Flash; using text, working with layers and importing artwork, symbols, the Flash library, the movie explorer, animation, using sound, adding interactivity, publishing and exporting Flash movies, printing Flash, introduction to object-oriented programming, Flash structure, mapping, movie clips with sound, and publishing, evaluating, and assessing Flash animations. One class hour per week. Instructional Support Fee applies. 1 credit Spring

### CIT 107 - Macromedia Director (1 credit)

This course provides an in-depth, hands-on training in Macromedia Director, a popular software package used to create interactive CDs and other multimedia presentations. Topics include: assembling casts, building a score, animating sprites, playing and refining movies, drawing vector shapes, adding digital video, text and sound, creating a projector, making movies for the web, using Xtras and behaviors, and scripting Lingo. One class hour per week. Instructional Support Fee applies. 1 credit Spring

### CIT 108 - Macromedia Dreamweaver (1 credit)

This course provides an in-depth, hands-on training in Macromedia Dreamweaver. Topics include: tools, palettes, site management properties as well as automating and customizing Dreamweaver. One class hour per week. Instructional Support Fee applies. 1 credit Spring

### CIT 109 - Adobe InDesign (1 credit)

This course provides in-depth, hands-on training in Adobe InDesign, a popular page-layout software program. Topics include importing and creating text and images, producing publications, managing color, integrating with other products, working with tables and frames, publishing with SML, and color management. One class hour per week. Instructional Support Fee applies. 1 credit Fall, Spring, Summer

### CIT 110 - Laptop/PC Operations (3 credits)

This course will explore PC and laptop computer technology. Students will compare and contrast features, learn to maintain a laptop/PC computer, and learn to troubleshoot common hardware and software problems. DOS, Windows 9x, and Windows NT will be introduced. The installation and upgrade of hardware components, operating system software, and application software will also be introduced. Methods for connecting I/O devices (printers and monitors) to a laptop/PC will be covered. This course will not prepare the student for the A+ Certification exam, but it will cover the subjects on the

exam at the introductory level. Students that have taken CIS 160 or CIS 121 will not be allowed credit for this course. Three class hours per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0)  3 credits Spring

### CIT 111 - Information Technology Foundation Concepts (3 credits)

This project-based survey course covers some of the major aspects of the Information Technology (IT) industry. Students are introduced to the core aspects of Information Technology, including network and infrastructure systems, information support and services, interactive media, and programming and software development. The focus of this course is a basic understanding of technology and how each IT area relates to and interacts with others. The course gives students a basic understanding of the impact of technology on society and organizations of all types and the knowledge to make informed choices about IT, including how IT will impact a variety of careers. Three class hours per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Fall

### CIT 121 - Information Technology Fluency I (3 credits)

This course introduces students to the technical and application concepts of information technology. The students develop a basic understanding of computing, operating systems, application packages in word processing and Excel and the basics of developing a web site. Students continue to acquire the intellectual knowledge as well as the concepts, skills, and the capabilities essential to a deep understanding of information technology. This course is the first of three courses needed to fulfill this objective. Three class hours per week. Instructional Competency met: Technical Literacy (8.0) 3 credits Fall, Spring; may not be offered every semester.

### CIT 122 - Information Technology Fluency II (3 credits)

This course introduces students to logic and problem solving in the computing environment. Students develop a basic idea of programming, communicating with data, debugging, and solving computing problems. Students continue to acquire the intellectual knowledge as well as the concepts, skills, and capabilities essential to a deep understanding of information technology. This course is the second of three courses needed to fulfill this objective. Prerequisite: CIT 121 or permission of the instructor. Three lecture hours per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Fall, Spring; may not be offered every semester.

### CIT 124 - Technology for Teachers Seminar I (3 credits)

This course provides an overview of the certificate program, introduces students to both PC and Mac platforms, ensures that all students have basic computer skills, and enables students to evaluate and select educational software. Students assess their knowledge and use of instructional technology and develop a plan to integrate technology into their classrooms. Three class hours per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Fall, Summer

### CIT 123 - Information Technology Fluency III (3 credits)

This course introduces students to the basic concepts of systems analysis and design as applicable to developing computer systems. Students also work to develop the concepts and skills to use application packages for web page and presentation development. Students then apply their skills to the development of a major project involving their field of study. Students continue to acquire the intellectual knowledge as well as the concepts, skills, and capabilities essential to a deep understanding of information technology. This course is the capstone of three courses needed to fulfill this objective. Prerequisite: CIT 122 or permission of the instructor. Three lecture hours per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Fall, Spring; may not be offered every semester.

### CIT 125 - Technology for Teachers Seminar II (3 credits)

This course integrates the technology training obtained in CIT 124 with the material covered in fluency courses. In addition to gaining the skills to use technology to meet a variety of learning styles, the students gain knowledge of equity, ethical, legal and human issues of technology as they relate to education and society. Prerequisite: CIT 124. Pre or co-requisite: CIT 123, or permission of the instructor. Three lecture hours per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Spring, Summer

### CIT 131 - Business Creativity (3 credits)

Business Creativity introduces students to basic graphic design and typographic principles in a computerized business environment. The course will give students the background necessary to identify and later apply these principles to create effective and aesthetically pleasing forms of computerized visual business communications. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits. Fall, Spring.

### CIT 132 - Desktop Publishing (3 credits)

The course covers the most common application packages used in business communications and commercial publishing. The student learns to combine text and graphics to create effective advertisements, brochures, newsletters, newspaper pages, and other printed material. An understanding of the printing process is developed so

the student knows what is needed for professionally printed documents. Pre- or co-requisite CIT 131 (formerly CIS 13) or permission of the instructor. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits. Fall.

### CIT 133 - Electronic Publishing (3 credits)

This course provides an introduction to electronic imaging, manipulating graphics, and presentation software. The class includes a module devoted to applications on the World Wide Web and covers how to combine graphics and text imported from a variety of files and applications. Emphasis is placed on designing and developing professionally finished products. Pre-or co-requisite: CIS 162 (formerly CIS 46) or permission of instructor. Three class hours per week. Instructional Support Fee. Competency met: Technical Literacy (8.0) 3 credits. Fall, Spring.

### CIT 134 - Social Media and the Web (3 credits)

Students will learn how to use social media as an effective promotional outlet. They will also increase their social media knowledge base via a variety of strategies and techniques. Topics covered will include YouTube, Linkedin, Twitter, Facebook, etc. Pre or co-requisite BUS 115. Three lecture hours per week. 3 credits Spring

### CIT 136 - Web Development for Mobile Devices (3 credits)

Students use HTML5, JavaScript, and a JavaScript framework to develop web applications for implementation on mobile devices. Students use server-side scripting to connect to and access database information. Three lecture hours per week. 3 credits Fall

### CIT 140 - Electronic Game Development I (3 credits)

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. Competency met: Technical Literacy (8.0) 3 credits Fall

### CIT 141 - Visual Concepts for Game Designers (3 credits)

This course is an introduction to visual concepts and the software that supports their development. Students will learn what game developers need to create the realistic visuals seen in many popular games titles. Emphasis is placed on concepts needed to create actual assets for use in actual games. Pre- or co-requisite: CIT 140. Three lecture hours per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Fall

### CIT 142 - Computer Game Level Building (3 credits)

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. Competency met: Technical Literacy (8.0) 3 credits Fall, Spring

### CIT 143 - Programming for Game Developers I (3 credits)

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: CIT 140 and CIS 120 or permission of the instructor. Three lecture hours per week. Instructional Support Fee applies. Competency met: Critical Analysis (1.0), Technical Literacy (8.0) 3 credits Fall, Spring

### CIT 150 - Network Security (3 credits)

This course introduces the principles and practices of security in computer networks. It covers the foundations of securing computer networks, including cryptography models, authentication, communications security, infrastructure security, operational and organizational security. Students learn the risks, threats, hazards, and concerns of computer networks and enhance their abilities to perform security research. Prerequisite: CIS 134 and CIS 132 or CIS 106 or permission of the instructor. Three lecture hours per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Fall

### CIT 155 - Introduction of Computer Forensics (3 credits)

This is an introductory course in computer and digital forensics. The course covers the principles, procedures, and techniques used in computer forensic crime investigations. Topics include understanding computer investigations, current computer forensics tools, processing crime and incident scenes, and digital evidence controls. Students are introduced to file systems, data acquisition, and computer forensics analysis. Three hours of lecture per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits. Spring.

### CIT 160 - Help Desk Methods (3 credits)

This course covers the basic knowledge and skills needed to effectively work in the software service support field, including the integrated concepts of a successful help desk and the use of the help desk to support internal operations

and external operations via phone or email. Troubleshooting concepts are also introduced. Three lecture hours per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Fall

### CIT 161 - Troubleshooting Applications (3 credits)

This course focuses on the technology, techniques, and software tools involved in troubleshooting. Specific popular applications help to building students skills for future use in a broader range of applications. Effective troubleshooting procedures for software applications are taught. Online resources for support are explored. Prerequisite: CIS 102, CIT 160, CIS 121 or permission of the instructor. Three lecture hours per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Spring

### CIT 162 - Applied Help Desk Support (3 credits)

This course allows students to apply the skills learned in computer information systems courses by working as a volunteer lab assistant. Students gain experience in troubleshooting software and hardware problems, dealing with people in a help desk/lab setting, and sharing knowledge gained in computer courses. Prerequisite: CIS 102, CIT 160, CIS 121 (formerly CIS 15, CIT 21, CIS 53), or permission of the instructor. Pre- or co-requisite: CIS 160, CIT 161 (formerly CIS 24, CIT 22), or permission of the instructor. One class meeting per week and six hours a week assisting in a computer lab. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits. Spring.

### CIT 163 - Open Source Applications (3 credits)

This course covers the use of open source software to handle basic application needs including word processing, spreadsheets, and presentations. Students learn to use all of these applications effectively and understand the ideas and implications of using open source application software. Pre- or co-requisite: CIT 164 or permission of the instructor. Three lecture hours per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Fall

### CIT 164 - Open Source Operating System (3 credits)

This course covers the use of open source operating system to handle basic OS needs, including command line and GUI desktop environments. Students learn about the major commands and features of the operating system including navigation and manipulation of the file system. Students also learn about the X Windows environment, GNOME, KDE and the use of text. Three class hours per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Fall

### CIT 231 - Introduction to Multimedia Development (3 credits)

Multimedia allows the development of dynamic presentations involving sound, motion, and interactivity. In this course, students learn to prepare business presentations using specialized programs. Emphasis is placed on learning the technical skills to utilize the multimedia software effectively to create business presentations and demonstrations. Prerequisite: CIS 162 (formerly CIS 46) or permission of the instructor. Three hours of lecture per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits. Fall.

### CIT 235 - Advanced FlashMX (3 credits)

This course focuses on the use of FlashMX to create Rich Internet Applications (RIA) and covers Object Oriented Programming and ActionScript as well as other advanced multimedia techniques. Students learn to use the advanced features in Flash to develop applications and web sites as well as programs for other devices. The course includes coverage of the built-in objects, including arrays, data objects, movie clips, interaction objects, and color objects. Prerequisite: CIT 231, CIT 106, or permission of the instructor. Three lecture hours per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Fall, Spring

### CIT 240 - Modding I (3 credits)

A mod can be anything from a simple game modification to new levels or even to a new game. This course examines the mod community online. The goal is to understand what it takes to make a top-notch mod. Aspiring game developers can choose from hundreds of semiformal mod groups to study. Students seek out existing mods and reviews them with a critical eye. Prerequisites: CIT 140, CIT 141, and CIT 142 or permission of the instructor. Three lecture hours per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Spring

### CIT 241 - Electronic Game Development II (3 credits)

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 140, CIT 141, and CIT 142 or permission of the instructor. Three class hours per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Spring

### CIT 242 - Programming for Game Developers II (3 credits)

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 (formerly CIT 43) or permission of the instructor. Three class hours per week. Instructional Support Fee applies. Competency met: Critical Analysis (1.0), Technical Literacy (8.0) 3 credits. Fall, Spring.

### CIT 243 - Game and Sound Protection (3 credits)

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. At the end of the course, students will develop and disseminate a simple game. Prerequisite: CIT 241 or permission of the instructor. Three lecture hours per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Spring

### CIT 244 - Production for Game Developers (3 credits)

This course covers the commercial development life cycle involved in game production. Student examine case studies of the release of successful games, ethical issues, strategies and trends, and team building in game production. Students examine related concepts such as developing a full complement of toys, hint books, magazines, and movies. Students develop a production plan for their games. Pre or co-requisite: CIT 241, CIT 242, CIT 243, or permission of the instructor. Three lecture hours per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Spring

### CIT 245 - Game Design on Paper (3 credits)

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. Competency met: Technical Literacy (8.0) 3 credits Fall

### CIT 246 - Modding II (3 credits)

Students collaborate on a complete game level mod in this course, developing it from start to finish. The course emphasizes using an existing mod and adding and modifying elements with a focus on gameplay. Students also develop supporting materials that can be used to promote their mod. Prerequisites: CIT 240 and CIT 245 or permission of the instructor. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Spring

### CIT 247 - Pre-Production Game Development (3 credits)

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. Competency met: Technical Literacy (8.0) 3 credits Fall

### CIT 248 - Data Structures in the Game Environment (3 credits)

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. Competency met: Technical Literacy (8.0) 3 credits Spring

### CIT 250 - Firewall Security (3 credits)

This course explores the role of firewalls in building a secure Local Area Network. Students learn how firewalls fit into network security, the role they play, and how they can be effectively combined with other security components to enhance network security. Topics include planning, installation, building, and maintenance of a firewall as well as decision making and trouble-shooting firewall issues. Prerequisite: CIT 150 (formerly CIT 25) or permission of the instructor. Three class hours per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits. Fall.

### CIT 251 - Operating Systems Security (3 credits)

This course covers operating system security, including Internet and email security, border security, and wireless security. It also covers a variety of operating systems to assure that the student's knowledge extends to multiple platforms. Prerequisite: CIT 150 (formerly CIT 25) or permission of the instructor, CIS 131 (formerly CIS 65) is recommended. Three class hours per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits. Fall.

### CIT 252 - Information Security and Disaster Recovery (3 credits)

This course emphasizes the creation and maintenance of a secure information system. Students learn how to integrate security during the development of an information system and how to preserve the security during the complete IS life cycle. Students also learn how to create, implement, and test a disaster recovery plan and the related procedures.

Prerequisite: CIT 150 or permission of the instructor; CIS 150, CIS 152, CIS 161, or CIS 159 recommended. Three lecture hours per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Spring

### CIT 255 - Advanced Computer Forensics (4 credits)

This course expands on topics covered in CIT 155 and discusses advanced topics in computer and digital forensics analysis. The course focuses on the areas of data acquisition, computer forensics analysis, recovering image files, network forensics, mobile devices, and email investigations, as well as the boot process and file system of Macintosh and Linux computers. Prerequisite: CIS 134, CIT 155 or permission of the instructor. Three hours of lecture and two hours of laboratory per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 4 credits Fall

### CIT 256 - File System Forensic Analysis (3 credits)

This course discusses how data is stored on disk and where and how digital evidence can be found on the disk. The majority of digital evidence is found on a disk and knowing how and why the evidence exists can help an investigator to provide testimony in a more knowledgeable manner. Basic concepts and theory of a volume and file system are covered and the applied to an investigation. The course also explores analysis techniques and special considerations that the investigator should make based on the file system. In addition, the data structures associated with volume and file systems are given and disk images are analyzed. The phases and guidelines of a digital investigation are also presented. Prerequisites: CIT 155, CIS 106, CIS 134, or permission of the instructor. Three hours of lecture per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Spring

### CIT 260 - Topics in Game Programming (3 credits)

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. Competency met: Technical Literacy (8.0) 3 credits Fall

### CIT 261 - Fundamentals of Game Engine Design (3 credits)

This course covers various components of game engine design. A well-designed game engine handles processing and reduces the unique coding requirements, making the game more efficient and effective. Students learn how to put together a game engine that can be used by multiple games. The course addresses such aspects of game engines

as graphics, sound, input, and tools. Pre or co-requisite: CIT 242 or permission of the instructor. Three lecture hours per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Spring

### CIT 262 - Advanced Game Analysis (3 credits)

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. Prerequisite: CIT 246 or permission of instructor. Three class hours per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Spring

### CIT 270 - Seminar in Desktop Publishing, Imaging and Multimedia Design (3 credits)

By working in design teams on multifaceted projects, this course will allow students to apply their skills in creative design, desktop publishing, electronic imaging, and multimedia applications by developing projects needed by businesses, industries, and the community. Students will master at least one suite of design and/or multimedia products, and will produce professional quality work which then may be printed, distributed electronically, and/or accessed via the internet, CD or kiosk. Prerequisites: CIT 131, CIT 132, CIT 133 and CIT 231 (formerly CIS 13, 27, 28, 29), or permission of instructor. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits. Spring.

### CIT 274 - Security Seminar (4 credits)

This hands-on capstone course provides students with the opportunity to plan, design, implement, manage, and document an intranetwork such that access to internal services, both to the LAN and the Internet, can be allowed or denied in a secure manner. It includes the implementation, configuration, and maintenance of a firewall. Students design, implement, and test a disaster recovery plan, a public key server for access to data and email encryption, and a plan for performing system updates and virus and spyware protection. Pre or co-requisite CIT 252. Prerequisites: CIS 133, CIS 231, CIT 250, or permission of the instructor. Three lecture and two lab hours per week. Instructional Support Fee applies. Competency met: Critical Analysis (1.0), Technical Literacy (8.0) 4 credits Spring

### CIT 275 - Computer Forensics Seminar (4 credits)

This is a capstone course in the Computer Forensics option. It allows students to use the computer forensics skills they have developed to work on a comprehensive capstone project. The project includes case studies in which the student is expected to use forensically sound procedures in collecting, analyzing, and documenting all

digital evidence. Prerequisite: CIT 255. Pre or co-requisite: CIT 256. Three hours of lecture and two hours of laboratory per week. Instructional Support Fee applies. Competency met: Critical Analysis (1.0), Technical Literacy (8.0) 4 credits Spring

### CIT 276 - Game Production (4 credits)

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 (formerly CIT 63). Two class hours and four lab hours per week. Instructional Support Fee applies. 4 credits Spring

## COM - Communication

### COM 101 - Fundamentals of Public Speaking (3 credits)

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 score of 68 or higher on the College's Reading placement test and a score of 3 or higher on the English Placement test; or concurrent registration in ENG 090 and/or RDG 090 or permission of the department chair. Three lecture hours per week. Competency met: Oral Communication (2.2), Humanities (6.0) 3 credits  Fall, Spring, Summer

### COM 102 - Advanced Public Speaking (3 credits)

An advanced study of effective techniques in speech delivery, using longer speeches, frequent class discussions and practice in the organization and presentation of material to fit varying specific audiences, including radio and television. Prerequisite: COM 101. Three lecture hours per week. Competency met: Oral Communication (2.2), Humanities (6.0) 3 credits Fall, Spring

### COM 105 - Introduction to Communications (3 credits)

This is the foundation course for Communication majors. Students explore the fundamentals of human communication, especially the process of exchanging meaning. The course examines communication theory, historical developments, communicating with self and others, nonverbal communication, communicating through the mass media and in organizations, and the impact of emerging technologies on how people communicate in the early part of the 21st century. The course also examines numerous careers in the broad field of communication. Three lecture hours per week. Competency met: Humanities (6.0) 3 credits Fall

### COM 106 - Introduction to Communication and College Success (3 credits)

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. Pre or co-requisite: ENG 101. Three hours of lecture per week. 3 credits Fall, Spring, Summer

### COM 111 - Mass Communication (3 credits)

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 (formerly ENG 11). Three lecture hours per week. Competency met: Global Awareness (5.2) 3 credits Fall, Spring, Summer

### COM 112 - News Writing and Reporting (3 credits)

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. 3 credits Fall, Spring

### COM 113 - Interpersonal Speech (3 credits)

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 (formerly ENG 11). Three class hours per week. Competency met: Oral Communication (2.2), Humanities (6.0) 3 credits. Fall, Spring, Summer. Oral Communication - Early Childhood, Elementary Education, and Human Services only.

**COM 114 - Professional Speaking (3 credits)**

This course is a study of speaking technique involving specific professional language, appropriate oral presentation, and visual aids. Speeches are delivered and evaluated. Prerequisite: COM 101 (formerly SPH 11) or permission of the instructor. Three class hours per week. Competency met: Oral Communication (2.2), Humanities (6.0) 3 credits. Fall, Spring, Summer.

**COM 116 - Speech and Drama for the Child (3 credits)**

A study of speech and drama techniques for children, with practical experience in storytelling, speaking and listening games, creative dramatics and media for children. Three lecture hours per week. 3 credits Fall, Spring

**COM 118 - Communication Skills (3 credits)**

Students explore basic concepts of communication and develop skills to communicate effectively in interpersonal, interview, small-group, organizational, and public communication settings. Students research, organize, and deliver presentations and share feedback with peer presenters, developing verbal and nonverbal, active listening, and critical analysis skills. Students identify technologies that can serve as effective channels for communicating in specific contexts and examine communication issues related to ethics, culture, and technology. Pre- or co-requisite: ENG 101 (formerly ENG 11). Three class hours per week. Competency met: Oral Communication (2.2), Humanities (6.0). 3 credits Fall, Spring, Summer. Oral Communication - Early Childhood, Elementary Education, and Human Services only.

**COM 120 - Argumentation and Debate (3 credits)**

This course focuses on the theory, methodology, and practice of critical thinking, listening, and analysis of oral refutation. It examines both the substance and technical aspects of argumentative discourse by exploring the effective use of claims, fallacies, and rhetorical strategies. Students become well versed in a wide scope of debate formats, including parliamentary, policy, value, Lincoln-Douglas, judicial, and international. Three class hours per week. Competency met: Critical Analysis (1.0), Oral Communication (2.2), Humanities (6.0) 3 credits Fall, Spring

**COM 157 - Television Production (3 credits)**

This course addresses the fundamental principles of television production. Students produce media using both studio and field equipment, learning studio and control room operating procedures, basic lighting, camera operation, script writing, and nonlinear editing using Final Cut Pro or equivalent. Students organize materials and projects using the Mac OS operating system; backup media on external hard drives, flash drives and/or DVDs; and upload projects to an online video server. Students identify message, audience, and goal for each project and consider ethical aspects related to the field of television production. Pre- or co-requisite: ENG 101 (formerly ENG 11). Three class hours a week. Instructional Support Fee applies. 3 credits. Fall, Spring, Summer.

**COM 159 - Video Field Production and Editing (3 credits)**

Students learn basic concepts of digital video field production and editing and gain hands-on experience through assignments that take them from initial planning of a project through location shooting and final editing. The course addresses preproduction planning, shot composition, lighting and audio on location, and linear editing concepts and techniques. Emphasis is on pre- and post-production planning and editing and project completion. Students prepare their projects for distribution through different forms of media and uploading to the internet. Pre- or co-requisite: ENG 101 (formerly ENG 11). Three class hours per week. 3 credits. Fall, Spring, Summer.

**COM 160 - Intercultural Communication (3 credits)**

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 (formerly ENG 11). Competency met: Oral Communication (2.2), Multicultural Perspective (5.3), Humanities (6.0) 3 credits. Fall, Spring, Summer.

**COM 240 - Organizational Communication (3 credits)**

This course provides a theoretical and historical overview of the role of communication in organizations and a practical look at contemporary roles, responsibilities, and career opportunities in the broad field of organizational communication. Communication plays a significant role in the success of organizations today, whether those organizations be community service agencies, charitable organizations, major media outlets, research institutions, online enterprises, or multinational corporations. All organizations need the knowledge, expertise and skills to communicate effectively, both internally and externally. Functions for study and discussion include public relations, employee communication, event planning, print and online publications, crisis communication, marketing communication, web site management, strategic planning, executive counseling, and ethical challenges faced by communicators working in organizations today. Prerequisite: COM 105 or permission of program coordinator. Three lecture hours per week. 3 credits Fall, Spring

### COM 241 - Public Relations (3 credits)

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 (formerly ENG 11). Three class hours per week. 3 credits. Fall, Spring, Summer.

### COM 251 - Field Experience (3 credits)

This course provides communication students with a field experience in an area related to the mass media or organizational communication. Students develop skills and explore a career interest in a communication-related field through an internship or field-related project that complements their academic preparation. Students spend 10 to 15 hours a week for approximately 10 to 12 weeks working at their field placement or project, depending upon the requirements of the assignment. Students also attend a one-hour weekly seminar to discuss issues related to the field experience and explore related topics. Prerequisite: Admission to Communication program; COM 112 and permission of the instructor or program director. 3 credits Fall, Spring

### COM 260 - Special Topics in Communication (1 credit)

This course examines a contemporary issue or theme related to journalism/mass media or organizational communication. Students explore and discuss, in depth, a topic selected on the basis of timeliness, impact on society, student interest, and faculty expertise. Topics may include Ethics and Current Practices in International Media Relations, Implications of New Media on the Right to Privacy, Media Consolidation: What it Means for Consumers, Communicating with Employees of Global Corporations: Two Perspectives, Challenges of "Round the Clock" Deadlines on Journalistic Integrity. Prerequisite: ENG 101 or permission of instructor. One lecture hour per week. 1 credit Not offered every year.

## CRJ - Criminal Justice

### CRJ 101 - Introduction to Criminal Justice (3 credits)

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. Pre or co-requisite: ENG 101. Three lecture hours per week. 3 credits  Fall

### CRJ 113 - Criminal Law (3 credits)

Primary focus is on the substantive law. General legal principles applicable throughout the majority of the states are covered as well as the substantive law of the Commonwealth of Massachusetts. The nature and development of criminal law and legal systems, jurisdiction, the criminal act, the criminal state of mind and matters affecting responsibility are studied. Pre or co-requisite: ENG 101. Three lecture hours per week. Competency met: Ethical Dimensions (7.0) 3 credits  Fall

### CRJ 115 - Report Writing and Information Systems (3 credits)

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. Three class hours a week. 3 credits Spring

### CRJ 160 - Topics in Criminal Justice (3 credits)

A one-semester course on a specific topic or current issue affecting the criminal justice system. Topic to be announced each semester. Three lecture hours per week. 3 credits Not offered every year.

### CRJ 218 - Law Enforcement Management and Planning (3 credits)

Police organization and management practices are examined. Principal topics include: planning and research, principles of organization, direction and leadership, police supervision, budgeting systems, personnel management, labor-management practices and collective bargaining, and patrol administration. Selected contemporary issues are also discussed. Prerequisite: CRJ 101. Three lecture hours per week. 3 credits  Spring

### CRJ 219 - Police and Community Relations (3 credits)

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. Competency met: Multicultural Perspective (5.3), Social Phenomenon (5.4) 3 credits Fall, Spring

### CRJ 221 - Juvenile Offenders (3 credits)

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. 3 credits Spring

### CRJ 251 - Criminology (3 credits)

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. Competency met: Social Phenomenon (5.4) 3 credits Fall

### CRJ 256 - Criminal Investigation (3 credits)

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. Three lecture hours per week. 3 credits Spring

### CRJ 258 - Criminal Procedure (3 credits)

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: CRJ 101 and 113. Three lecture hours per week. Competency met: Ethical Dimensions (7.0) 3 credits Fall

### CRJ 259 - Introduction to Criminalistics (3 credits)

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: CRJ 113, CRJ 115, and CRJ 258. Three lecture hours per week. Instructional Support Fee applies. 3 credits Spring

# CSS - College Success Seminar

### CSS 101 - College Success Seminar (1 credit)

This course facilitates the new student's transition to college. Students become familiar with the college's resources and begin to make connections with faculty, staff, and support services. By clarifying the values and purposes of higher education, students gain an understanding of the skills, tools, and competencies needed to be a successful college student. As part of this course, students explore and utilize college-based technology resources such as accessBCC and DegreeWorks. Students learn to identify and apply their learning style to academic courses and study skills. Students develop their academic and career goals. Competencies met:  Critical Analysis (1.0), First Year Experience (9.0).  One class hour per week. Instructional Support Fee applies.  1 credit Fall, Spring, Summer

### CSS 103 - Career Exploration and Development Seminar (1 credit)

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. 1 credit Fall, Spring, Summer

### CSS 104 - Job Preparation: Your Credentials (1 credit)

A course in resume and cover letter design. Also includes instruction in job search strategies and interviewing techniques. Students are involved in mock interviewing, learning to dress for success, and appropriate work-world communication skills - everything you need to land the right job. 1 credit  Fall, Spring

### CSS 105 - Technology Tools for College Success (3 credits)

This course is designed to foster success in college by increasing students' information technology skills. Topics include basic computer operation, trouble-shooting simple problems, survey of application types, writing papers with word processors, introduction to uses of spreadsheets, email, chat, and threaded discussion as communication tools, online etiquette, searching/navigating the Internet, assessing the credibility of Internet resources, and using college reference databases. This course is not intended for CIS, OFC, or Business Administration majors. Three lecture hours per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Fall, Spring, Summer

# CUL - Culinary Arts

**CUL 100 - Introduction to College/Culinary Experience (3 credits)**

This course facilitates the new Culinary Arts students' transition to college and the Culinary Arts Program. Students become familiar with the college's resources, begin to make connections with faculty, staff and support services and familiarize themselves with the skills and information necessary to succeed both in College in general and, more specifically, the Culinary Arts Program. By clarifying the values and purposes of higher education in general and the Culinary Arts specifically, students gain an understanding of the skills, tools and competencies needed to be a successful college student overall. As part of this course, students explore and utilize college based technology and resources available at BCC. Students learn to identify and apply their learning styles to and develop their study skills for academic and lab based courses. Students explore and expand their career goals. Students are exposed to the kitchen/bakeshop operation and the equipment, hand tools, and basic skills necessary for success in the Culinary Arts Program. Prerequisite: Open to Culinary Arts Students Only. Passing score on the College's Writing, Reading and Arithmetic placement exams or concurrent enrollment in or prior completion of ENG 090 or MTH 011 or RDG 080 or RDG 090. Instructional Support Fee Applies. Three lecture hours per week. 3 credits Fall, Spring

**CUL 102 - Culinary Art (1 credit)**

This course develops skills that allow culinary and baking and pastry arts students to present food in an artistically pleasing manner utilizing art skills which includes the creation of three dimensional plates and platters utilizing the principles of form, function, and color. Instructional Support Fee applies. Three lecture hours per week for five weeks.
1 credit Fall

**CUL 103 - Culinary Photography (1 credit)**

This course develops skills that allow culinary and baking and pastry arts students to present food in an artistically pleasing manner and digitally record it by the use of a digital camera and correct them for improved professional appearance by means of image editing software. Instructional Support Fee applies. Three lecture hours per week for five weeks.
1 credit Fall

**CUL 104 - Culinary Ice Carving (1 credit)**

This course develops skills that allow culinary and baking and pastry students to present food in an artistically

pleasing manner and enhance the food service area by introducing them to the basic skills needed to prepare centerpieces and socles to enhance the appearance of food presentation. Instructional Support Fee applies. Two lecture hours and eight lab hours for two weeks.
1 credit Fall

**CUL 106 - Art Skills for the Baker (3 credits)**

This course prepares students to present breads, cakes, pastries and other bakery-related items for both a la carte and buffet service in an artistically pleasing manner, digitally record the presentations, and enhance the bakeshop/dessert area. The course emphasizes art skills, which include the creation of three-dimensional dessert plates and platters and centerpieces using form, function, and color; photography skills, which include the use of a digital camera and image-editing software to record images and correct them for improving the professional appearance of dessert plates and platters; and ice-carving skills, which include the art of preparing dessert buffet centerpieces, show pieces, and socles for ice creams and sorbets. Three class hours a week for ten weeks; two class hours and three lab hours per week for five weeks. Instructional Support Fee applies. 3 credits Fall; Day only

**CUL 111 - Essentials of Culinary Arts I (4 credits)**

This course covers the procedures and techniques of cooking. It develops basic skills including applicable kitchen safety and sanitation. It continues the introduction of and practical use of commercial kitchen equipment and hand tools as well as essential cooking principles. The course includes stocks, sauces and soups; vegetables and starch products; and cold pantry and breakfast preparation. This course requires participation in evening functions. Students continue to develop their culinary portfolios in this course. Prerequisite: ServSafe certified or concurrent enrollment in CUL 140 (formerly CUL 15). A grade of C- or better or concurrent enrollment in CUL 100. Two class hours and eight lab hours a week. Instructional Support Fee applies. 4 credits. Fall; Day only.

**CUL 112 - Essentials of Culinary Arts II (4 credits)**

This course is a continuation of CUL 111 and builds on the essentials developed in CUL 111. The course is a practicum in the application of the procedures and techniques of cooking. This course includes meats, poultry and fish. The course focuses on the individual and group preparation and presentation of meals and their components as well as on the skills to assess and critique them. It culminates in a final practical assessment. The course requires participation in evening functions and continuation of the student's personal portfolio. Prerequisite: CUL 111 (formerly CUL 11) with a grade of C- or better, or permission of the program director, and valid ServSafe certification. Two class hours and eight lab hours a week. Instructional Support Fee applies. 4 credits. Spring; Day only.

**CUL 113 - Baking Skills for Cooks (2 credits)**

This course focuses on the baking skills cooks or chefs working in smaller establishments should possess, including breads and rolls, quick breads, pies, cookies and simple pastries, and basic cake decorating and seasonal items. Prerequisite: Passing scores on the College Writing, Reading and Arithmetic placement exams, or concurrent enrollment in ENG 090, or MTH 011, or RDG 080 or 090; ServSafe certified or concurrent enrollment in CUL 140 (formerly CUL 15). One class hour and four lab hours per week. Instructional Support Fee applies. 2 credits. Fall, Spring; Day only.

**CUL 121 - Dining Room Functions I (2 credits)**

This course introduces students to the proper dining room procedures and the relationship of the dining room to the kitchen. It covers a variety of service styles including American, Buffet, Banquet and Family Style. The course also covers beverage service relative to these types of service. The course requires participation in evening functions. Two lecture hours per week. Instructional Support Fee applies. 2 credits Fall; Day only

**CUL 122 - Dining Room Functions II (2 credits)**

This course focuses solely on the practical aspect of operating an a la carte dining room. Students develop their front-of-the-house skills by greeting customers, taking and delivering orders, and collecting cash. This course requires evening function participation. Prerequisite: CUL 121 (formerly CUL 13) with a grade of C- or better, or permission of the program director, and valid ServSafe certification. One lecture hour and four lab hours per week. Instructional Support Fee applies. 2 credits. Spring; Day only.

**CUL 123 - Mixology and Bar Management (2 credits)**

A major focus of this course includes:"Training for Intervention Procedures by Servers of Alcohol" (TIPS), centered around a nationally recognized course, culminating in a standardized exam and certificate. Also covered are proper procedures for a bar setup, the art of drink preparation and service, and an introduction to the history, service and storage of wine. Two lecture hours per week. Instructional Support Fee. 2 credits Spring; Day only

**CUL 140 - Sanitation for Culinarians (2 credits)**

This course focuses on the safe and sanitary operation of a restaurant and pastry shop and, using the Hazard Analysis Critical Control Point System (HACCP), focuses on the safe and sanitary purchasing, receiving, storing, cooling, and reheating of meats, produce, seafood, and baking ingredients (flours, fruits, dairy products, thickeners) to prevent food borne illness. The course centers on a nationally certified course sponsored by the National Restaurant Association and culminates in a standardized

exam and the awarding of the ServSafe certificate. It also meets one of the mandatory requirements for certification in the American Culinary Federation (ACF). Two lecture hours per week. Instructional Support Fee applies. 2 credits  Fall; Day only

**CUL 151 - Essentials of Baking I (2 credits)**

This course teaches the principles of professional baking, including sanitation, safety regulations, and personal hygiene. It also expands on the use and care of the bakeshop utensils and equipment and the knife skills used in baking and pastry production. The course begins to examine the chemistry of baking through the preparation of quick breads, yeast dough, and Artisan breads. The course emphasizes yeast fermentation, ingredient functions, flavors, and bread baking. The course requires two seasonal projects and participation in the evening Culinary Arts functions. Students continue to develop their personal portfolios in this class. Prerequisite: ServSafe certified or concurrent enrollment in CUL 140 (formerly CUL15). Grade of C- or better in CUL 100 or concurrent enrollment. One lecture hour and four lab hours per week. Instructional Support Fee applies. 2 credits. Fall; Day only.

**CUL 152 - Essentials of Baking II (4 credits)**

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, creme anglaise, and dessert sauces, and emphasizes the mixing methods, shaping, and portioning, filling, baking and finishing of cookies, petit fours, pies, and cakes. The course further emphasizes slicing, filling, and decorating layer cakes with a variety of decorating techniques, including icings and piping. This course requires participation in evening functions and continuation of the student's personal portfolio. It culminates in a final practical assessment which the student must pass with a"Pass" grade. Prerequisite: CUL 151 (formerly CUL 52) 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. 4 credits. Spring; Day only.

**CUL 153 - Baking Technologies (3 credits)**

This course focuses on and examines the principles and functions of ingredients (flours, fats, sweeteners, dairy) used in baking and pastry production. It explores the variables of bakery ingredients and the physical behavior of the product from ingredients through formulation and production. The course uses oral and written reports to emphasize the analysis of the final products. Prerequisite: ServSafe Certified or concurrent enrollment in CUL 140 (formerly CUL 15), and a grade of C- or better or concurrent enrollment in CUL 100. Two class hours and

three lab hours per week. Instructional Support Fee applies. 3 credits. Fall; Day only.

### CUL 154 - Introduction to Showpieces and Displays (3 credits)

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 (formerly CUL 52 and CUL 51) with grades of C- or better or permission of program director, and valid ServSafe Certification. Two class hours and three lab hours per week. Instructional Support Fee applies. 3 credits. Spring; Day only.

### CUL 160 - Introduction to Hospitality Food Service (3 credits)

This course will introduce the hospitality student to the basic culinary functions used in commercial food production. Through lecture/demonstration, the student will gain a didactic knowledge of a commercial kitchen, its hand tools and large equipment, and will develop the confidence necessary to converse with and supervise food service professionals.  Most common aspects of menu production utilized in a full service kitchen will be demonstrated.  Function participation will be required.  Two class hours and three laboratory hours per week.  Instructional support fee applies.
3 credits Fall, Spring.

### CUL 211 - Advanced Culinary Techniques I (6 credits)

This course encompasses a wide variety of high-level practical preparation skills in the areas of Garde Manger, Classical French Cuisine, and Cuisine of the Americas. The section on Garde Manger builds on the basic essential skills and applies them at an advanced level to the art of presenting food in a decorative manner. The course also includes various components of the garde manger's skills, including cheese and sausage making, appetizers and canapé© preparation, decorative vegetable carving and food smoking, pâtés, galantines, and cold food presentation. The class lessons in the Classical French Cuisine segment reflect the very foundations of formal cuisine, studying and preparing the recipes of Escoffier, Carame, and other early masters. The Cuisine of the Americas' section covers the cooking of North and South America, focusing on the important culinary regions in each area. Prerequisite: CUL 112 (formerly CUL 12) with a grade of C- or better, a"Pass" grade in the Practical Exam and satisfactory progress in the student's personal portfolio, or permission of the program director. Three class hours and twelve lab hours per week. Instruction Support Fee applies. 6 credits. Fall; Day only.

### CUL 212 - Advanced Culinary Techniques II (6 credits)

This course applies the skills acquired in CUL 111 and CUL 112. The course applies a variety of International Cuisines studied through classroom lecture and practical work in the kitchen. In addition to the classroom participation in the evaluation of the products prepared, students also prepare food for sale in the Grady Dining Room for lunch one day a week. The course covers Asia, the Mediterranean/Europe, and the African continent. It requires participation in evening functions and continued development of the student's culinary portfolio. Prerequisite: CUL 211 (formerly CUL 31) 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. 6 credits. Spring; Day only.

### CUL 216 - The Capstone Experience for Culinarians (3 credits)

This course is the capstone course for Culinary Arts majors and culminates in the presentation of the Senior Recognition Dinner. Students develop a menu, determine the nutritional analysis for the menu, and plan and execute the plate presentations and beverage services. Students complete their Culinary Arts Personal Portfolio by the conclusion of this course. Successful completion of the practical exam, with a grade of"Pass" is required. Prerequisite: CUL 212 (formerly CUL 32) with a grade of C- or better or concurrent enrollment; or permission of the program director. Three class hours per week. Instructional Support Fee applies. 3 credits. Spring; Day only.

### CUL 221 - Advanced Table Service (3 credits)

This course introduces the student to French and Russian service focusing on table side menu preparations. This course culminates in a required public evening function featuring an advanced service style. Prerequisite: CUL 121 (formerly CUL 13) with a grade of C- or better, or permission of the program director, and valid ServSafe Certification. Three class hours a week. Instructional Support Fee applies. 3 credits. Fall; Day only.

### CUL 240 - Purchasing for Culinarians (2 credits)

This course focuses on proper purchasing techniques and how to correctly identify, purchase, receive, evaluate and store a variety of perishable and non-perishable products. It introduces students to a variety of foods in various market forms, whose use is further expanded in the Culinary/Baking production labs. Principles of cost control, yield testing, and forecasting are discussed and demonstrated. Two class hours per week. Instructional Support Fee applies. 2 credits. Spring; Day only.

### CUL 241 - Foodservice Operations and Career Development (2 credits)

In this course students design a complete food-service or bakery operation. This introduces the student to the

information necessary to start and run a successful restaurant and/or bakery. Students develop a concept, business plan, conduct a market analysis, plan a menu, recipe costing, write purchase specifications, and design a facility that can adequately meet the project standards. Students create a yearly income balance statement that includes calculated food cost percentages, labor, and over-head expenses. Final project consists of written job descriptions, job specifications, as well as framework for the orientation and training program for their employees. Resume writing and interview principles are reviewed. Pre- or co-requisite: CUL 216 or 256 (formerly CUL 24 or CUL 67) or permission of the program director. Two class hours per week. Instructional Support Fee applies. 2 credits. Spring; Day only.

### CUL 251 - Advanced Pastry Arts I (4 credits)

This course studies the history and background of Classical cakes and tortes from various American and international regions. Students learn to deviate from the classics and create unique desserts, sauces, and garnishes with a variety of flavors, textures, and ingredients. The course emphasizes the plating of desserts created in class. It also covers frozen cakes, ice cream, and sorbet desserts. The course emphasizes scaling for individual and volume production and a la carte and dessert buffet presentation. Prerequisite: CUL 152 (formerly CUL 62) with a grade of C- or better and satisfactory progress in personal portfolio or permission of the program director. Two class hours and eight lab hours per week. Instructional Support Fee applies. 4 credits. Fall; Day only.

### CUL 252 - Advanced Pastry Arts II (6 credits)

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 (formerly CUL 64) 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. 6 credits. Spring; Day only.

### CUL 253 - The Art of the Cake (3 credits)

This course focuses on the history of decorated cakes such as tiered wedding cakes and theme cakes. Students learn a variety of decorating and finishing techniques using media such as rolled fondant and gum paste. The course also covers the pricing, selling, decorating, and displaying of these cakes. It requires the preparation of a multi-tiered wedding cake and a theme cake. Prerequisite: CUL 152 or permission of the program director. Two lecture hours and three lab hours per week. Instructional Support Fee applies. 3 credits Fall; Day only

### CUL 256 - The Capstone Experience for the Baker (3 credits)

This course is the capstone course for Baking/Pastry Arts. It culminates in the presentation of the bakery products and dessert buffet presentation for the Senior Recognition Dinner. The students develop the bread products, sorbet, chocolates, centerpieces, and dessert items as the menu requires and determine the nutritional analysis for the products. Students complete the Baking/Pastry Arts Personal Portfolio by the conclusion of the course. Successful completion of the practical exam with a grade of "Pass" is required. Prerequisite: CUL 251 (formerly CUL 64) with a grade of C- or better or permission of the program director. Students must have completed or be concurrently enrolled in all course required for graduation or permission of the program director. Three class hours per week. Instructional Support Fee applies. 3 credits. Spring; Day only.

## CVC - Cape Verdean Creole

### CVC 101 - Elementary Cape Verdean Creole I (3 credits)

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. 3 credits Fall

### CVC 102 - Elementary Cape Verdean II (3 credits)

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. 3 credits Spring

### CVC 201 - Intermediate Cape Verdean Creole I (3 credits)

This course is a review and continuation of Cape Verdean grammar with additional training in the four basic skills: reading, writing, speaking, and understanding. Readings and discussions are based on cultural topics, contemporary literature, newspaper articles, Internet sources, and video. Prerequisite: CVC 102. Three lecture hours and one language laboratory hour per week. Instructional Support Fee applies. 3 credits Fall

### CVC 202 - Intermediate Cape Verdean Creole II (3 credits)

This course focuses on further grammar review based on readings and composition, with an emphasis on intensive practice of spoken language and more advanced readings from Cape Verdean literature and culture. The course also includes frequent composition and writing exercises.

Prerequisite: CVC 201. Three lecture hours and one language laboratory hour per week. Instructional Support Fee applies. 3 credits Spring

# DAN - Dance

## DAN 101 - Modern Dance Technique I (3 credits)

A course designed to develop insight into modern dance, both as a medium and as an art form. Extending movement control, body and environmental awareness, and sensitivity to space qualities are covered in the course. Theatre elective. Three class hours a week. Instructional Support Fee applies. Competency met: Humanities (6.0) 3 credits Fall

## DAN 102 - Modern Dance Technique II (3 credits)

This class is a continuation of DAN 101. The class further explores dance technique beyond the introductory level. Basic warm-ups and across the floor combinations will become more complex. Emphasis will be place on the acquisition of rhythmic, dynamic and kinesthetic awareness. The student will be expected to demonstrate knowledge of basic dance theory relating to space, time, and energy qualities. A studio performance will be given at the end of the semester. Prerequisite: DAN 101 or permission of instructor. Instructional Support Fee applies. Competency met: Humanities (6.0) 3 credits Spring

# DHG - Dental Hygiene

## DHG 111 - Dental Anatomy and Oral Histology (3 credits)

This course is a study of the tooth morphology and adjoining structures of the oral cavity, including an introduction to the study of embryological processes and the microscopic anatomy of the oral cavity. In addition, the classification of different types of occlusion is studied. Prerequisite: Open to DHG students only. Three lecture hours per week. Instructional Support Fee applies. 3 credits Fall; Day only

## DHG 113 - Orientation to Clinical Dental Hygiene (3 credits)

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, and patient education. Prerequisite: Open to DHG students only. Two lecture hours and six clinical hours per week. Instructional Support Fee applies. 3 credits Fall; Day only

## DHG 115 - Medical-Dental Emergencies (1 credit)

This course emphasizes the team approach to recognize and address the signs, symptoms, and treatment for common medical conditions and emergencies that might occur in the dental office or other facilities where dental hygienists may practice. Prerequisite: Open to DHG students only. One lecture hour per week. Instructional Support Fee applies. 1 credit Fall; Day only

## DHG 119 - Head and Neck Anatomy (2 credits)

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. 2 credits Fall; Day only

## DHG 120 - Dental Hygiene Theory II (2 credits)

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. 2 credits Spring; Day only

## DHG 122 - Clinical Dental Hygiene II (2 credits)

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 class hours per week. Instructional Support Fee applies. 2 credits Spring; Day only

## DHG 124 - Oral Radiography (2 credits)

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. Prerequisite: DHG 113. Two lecture hours per week. Instructional Support Fee applies. 2 credits Spring; Day only

## DHG 126 - Periodontology (3 credits)

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. 3 credits Spring; Day only

### DHG 128 - Pharmacology for Dental Hygienists (1 credit)

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.  1 credit Spring; Day only

### DHG 230 - Pain Management in Dental Hygiene (1 credit)

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. In addition, 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 protocol. Prerequisite: DHG 119, DHG 128 and sophomore standing. Instructional Support Fee applies. 1 credit Fall; Day only

### DHG 231 - Dental Hygiene Theory III (1 credit)

This course is a continuation of the theoretical aspects of dental hygiene clinical practice. Emphasis is placed on an in-depth examination of the dental hygiene process of care related to patient assessment, dental hygiene diagnosis, dental hygiene treatment plan, implementation, and evaluation of treatment in relation to comprehensive dental hygiene care. Additional emphasis is placed on ethical decision making in the provision of care, including the treatment of patients with special needs. Prerequisite: DHG 120 and sophomore standing. One lecture hour per week. Instructional Support Fee applies. 1 credit Fall; Day only

### DHG 233 - Clinical Dental Hygiene III (4 credits)

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. In addition, laboratory sessions are devoted to developing techniques in the administration of local anesthesia. Prerequisite: DHG 122 and sophomore standing. Twelve to fourteen hours per week. Instructional Support Fee applies.  4 credits Fall; Day only

### DHG 235 - General and Oral Pathology (2 credits)

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. 2 credits Fall

### DHG 237 - Dental Materials (2 credits)

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 one laboratory hour per week. Instructional Support Fee applies. 2 credits Fall; Day only

### DHG 240 - Dental Hygiene Theory IV (1 credit)

This course is a continuation of the theoretical aspects of dental hygiene practice. Emphasis is placed on legal and ethical dimensions of dental hygiene practice and current state regulations concerning the practice of dental hygiene. Also, the study of patients with special needs continue along with discussion of domestic violence and child abuse. The course prepares students for employment and the attainment of professional goals. Prerequisite: DHG 231 and second semester sophomore standing. One lecture hour per week. Instructional Support Fee applies. 1 credit Spring; Day only

### DHG 242 - Clinical Dental Hygiene IV (4 credits)

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. Twelve to fourteen hours per week. Instructional Support Fee applies.  4 credits Spring; Day only

### DHG 244 - Oral Health in the Community (2 credits)

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. 2 credits Spring; Day only

# DSC - Deaf Studies Career

### DSC 221 - Introduction to Speech to Text Support Services in the Deaf Community (3 credits)

This course presents and overview of the transcription and note-taking support services profession for students interested in becoming computer-assisted, speech to text transcriptionists and/or note-takers. Students develop an understanding of, and appreciation for, the support services professions as course content focuses on the similarities and differences in the roles, responsibilities and aptitudes of a typical support services team. Emphasis is placed on the fundamentals of their vocation, including but not limited to, ethical behavior, professional standards, business practices, consumers and settings, access law, resources and organizations. The course introduces students to the basic principles of the C-Print software and is supported by training materials developed by the National Technical Institute for the Deaf. The course also examines, and practices the cognitive processes involved with meaning-for-meaning, speech to text transcription. Students begin to apply cognitive skills and C-Print principles to beginning recorded audio exercises at the word and sentence level. The course also requires students to observe a professional support service provider in an education setting and spend one hour a week in a lab setting. Pre-requisite: DST 101 with a C or better. Three lecture hours and one laboratory hour per week. Instructional Support Fee applies. 3 credits Spring

### DSC 225 - Introduction to ASL/English Interpreting (3 credits)

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: DST 210 and ASL 201 with a B- or better or permission of the instructor. Three lecture hours per week. 3 credits Summer, Fall

### DSC 226 - Fundamental Pre-Interpreter Skills (3 credits)

This course provides the foundation of pre-interpreter skills and experiences. Students practice the cognitive skills used in the process of interpreting, such as visualization, prediction, listening/concentrating, dual tasking, memory, abstracting, and closure. Through numerous observations (non-interpreted), they develop and increase their awareness of and appreciation for the vocabulary, environment, and ethical considerations presented in a variety of interpreter settings such as education, human services, medicine, mental health, performance, religion, and substance abuse. Prerequisite: ASL 201 with a B- or better, and DST 213. Co-requisite: ASL 202 and DSC 225. Two lecture hours and one laboratory hour per week; 20 hours of observation per semester. Instructional Support Fee applies. 3 credits Spring

Corequisite: Co-requisite: ASL 202 and DST 221.

### DSC 235 - Speech to Text for Deaf Community (3 credits)

This course identifies, evaluates, and develops transcription and note-taking competencies needed to provide computer-assisted, speech to text services to the Deaf community. Students process and condense auditory information, expand and build dictionaries, practice editing and formatting techniques, and increase both their typed and keyed words/minute. Course content explores the integration of handwritten notes and graphics with keyed text. Students apply cognitive skills and C-Print principles to recorded audio exercises at the lecture level, as well as, acquire more advanced technical skills. Students also gain practical experience with condensing and/or summarizing auditory information through a note-taking service learning project. The course is supported by training materials developed by the National Technical Institute for the Deaf. Prerequisite: DSC 221 with a C or better or permission of the program director; co-requisite: DSC 236. Three lecture hours and one laboratory hour per week. Instructional Support Fee applies. 3 credits Fall

### DSC 236 - Speech to Text for the Deaf Community Practicum I (1 credit)

This course provides one semester of field-based observations and keying experiences that are integrated into seminar discussions and assignments. Students explore and reflect on the real life challenges and rewards of being a speech to text, support service provider in and out of the Deaf community. Students are required to complete 30 hours minimum of experiences in a variety of settings (on and off campus; in and out of the Deaf community) and to engage in a one-hour, bi-weekly seminar. Students are eligible for the NTID C-Print certificate upon the successful completion of this class. Prerequisite: DSC 221

with a C or better; co-requisite: DSC 235. One-half hour of lecture per week.  1 credit Fall

### DSC 281 - Speech to Text for the Deaf Community Practicum II (1 credit)

This course provides one-semester of introductory field-based experiences providing direct support services for Deaf or Hard-of-Hearing consumer(s) as a transcriptionist/note-taker. Students apply the principles, competencies, and ethics they have acquired to an educational or agency environment. Students must demonstrate their ability to transcribe, summarize, or note-take auditory information, edit and deliver text effectively, and work as a professional part of the support services team. The accompanying seminar provides a forum for students to share reflections, raise questions, and extend their understanding of their future role as a professional in this field. The student is supervised by college faculty and all placements must be approved by the Deaf Studies program coordinator. Prerequisite: DSC 235 and DSC 236 with a grade of C or better; co-requisite: ASL 102 or permission of the Deaf Studies program coordinator. One-quarter hour of lecture per week and four to six hours of laboratory per week. Instructional Support Fee applies. Spring 1 credit

Corequisite: Co-requisite: ASL 102 or permission of the Deaf Studies program coordinator.

## DST - Deaf Studies

### DST 101 - Introduction to Deaf Studies (3 credits)

This is the foundation course for Deaf Studies majors. Students survey the socio-linguistic discourse communities of 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 skills of a Deaf Studies major. Open to Deaf Studies degree and certificate majors, or by permission of program director for non-majors. Three lecture hours per week as well as outside hours. Competency met: Critical Analysis (1.0), Technical Literacy (8.0) 3 credits Fall

### DST 110 - Deaf Culture (3 credits)

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. Competency met: Multicultural Perspective (5.3), Social Phenomenon (5.4), Humanities (6.0), Technical Literacy- Deaf Studies only (8.0).  3 credits  Fall

### DST 151 - Deaf History (3 credits)

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 C or better. Three lecture hours per week. Competency met: Historic Awareness (5.1), Humanities (6.0) 3 credits Every other spring

### DST 160 - Topics in Deaf Studies (3 credits)

This is a one semester course on a specific topic in Deaf Studies. A topic will be announced yearly. 3 credits Spring

### DST 210 - The Deaf Community in Society (3 credits)

This course provides an in-depth study of the nature and needs of the culturally Deaf, non-culturally Deaf, hard-of-hearing, and late-deafened population in the United States. It focuses on the various and diverse levels of needs found in this community which may include communication, education, daily living, support, accommodations, and assistive technology. The course also addresses social and audiological differences as well as past and present educational, advocative, rehabilitative, and political philosophies and policies that affect this group. This course gives special attention to examining societal perspectives for the deaf/hard-of-hearing, and their impact on (and merit to) this diverse community while taking into consideration each cohort's distinctive perception of self and level of need.  Prerequisite: DST 110 with a C or better. Two lecture hours per week, 8-10 hours of community observations (will be expected to travel beyond greater Fall River), and three seminar dates to be announced. 3 credits  Fall

### DST 251 - Deaf Literature and ASL Folklore (3 credits)

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. Competency met: Humanities (6.0) 3 credits Every other spring

# ECE - Early Childhood Education

### ECE 101 - College Success Seminar for Early Childhood Education (1 credit)

This foundational course is for all Early Childhood Education Degree majors and should be taken in the freshman year or first semester. In this course, strategies and resources that promote general college success are explored and applied to relevant topics in the field of Early Childhood Education. Students begin to reflect on what it means to be an Early Childhood professional, acquire technical competencies needed to be successful in the major, 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. 1 credit Fall, Spring, Summer

### ECE 111 - Introduction to Early Childhood Education (3 credits)

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 Waldorf. The role of the early care teacher, professionalism, and managing successfully in the workplace will be explored. The course will include field observations of eight hours across the full age span (0 -8) with observations in diverse settings is required as determined by DEEC. Three class hours a week. Competency met: Multicultural Perspective (5.3), Ethical Dimensions (7.0) 3 credits Fall

### ECE 112 - Observing, Recording, and Analyzing Early Childhood Settings (3 credits)

Fieldwork 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, and checklists. 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. Competency met: Critical Analysis (1.0), Written Communication (2.1) 3 credits Fall, Spring

### ECE 113 - Safe and Healthy Early Childhood Learning Environments (3 credits)

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 well-being and protection of children from abuse, neglect, isolation, and biases make up the social-emotional area. Students have the opportunity to observe, record, and discuss the strengths and weaknesses of a learning environment in relation to how it meets the needs of the children and families served by that particular community. Three class hours a week. 3 credits. Fall, Spring.

### ECE 125 - Social Emotional Development of School-Age Child (3 credits)

This course explores the many facets and contexts of the school age (5-12 years) child's developmental process. Special attention is given to the social and emotional dimensions, including theories of friendship, Stanley Greenspan's stages of emotional development, self esteem, competition, and peer relationships. Three lecture hours per week. 3 credits Spring, Summer

### ECE 221 - Guiding Young Children (3 credits)

Practical approaches to guiding young children's behavior are based on a philosophy of problem solving that emphasizes children's abilities and needs. 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. Prerequisites: ECE 111 and ECE 112. Three lecture hours per week. 3 Credits Fall, Spring

### ECE 222 - Special Needs in Early Childhood (3 credits)

This course focuses on student understanding diverse abilities of children from birth through eight years of age with problems in any of the following areas: physical, social, emotional and intellectual development. Students learn the role of today's teacher in an all-inclusive classroom. The objectives of this course meet DEEC guidelines for certification as lead teacher. Pre- or co-requisite: PSY 252 (formerly PSY 52). Three class hours per week. 3 credits. Fall, Spring.

## ECE 223 - Infant-Toddler Development (3 credits)

After a quick review of prenatal development, the course addresses the developmental stages of infants and toddlers (birth through three years) within the context of their family. It explores different areas of development--including emotional, physical, cognitive, social, language, literacy, and behavioral--in the context of relationships. The course discusses infant-toddler care-giving principles and the day-to-day practices as reflected in different families of similar and diverse cultural backgrounds. It emphasizes the characteristics of responsive care giving and high-quality early care and education and the significant relationship between emotional development and thinking. Students learn Greenspan's theory of emotional development and Floortime. Prerequisites: ECE 111 or ECE 112. Three lecture hours per week. 3 credits Fall

## ECE 232 - Language Arts Across Preschool (3 credits)

Understanding the theoretical foundations and central role of language arts during the preschool years forms the core of instruction. Language arts include listening, speaking, reading, writing, and thinking. Communication of ideas and information through the language arts adheres to rules that govern the English language, such as phonology, morphology, syntax, and semantics. Students learn strategies to address the diverse needs of young language learners in inclusive settings, to work with parents and families, and to collaborate with professionals in other fields. Prerequisites: ECE 113 and ECE 234 (formerly ECE 13 and ECE 34). Three class hours per week. 3 credits. Fall, Spring.

## ECE 234 - Preschool Curriculum Planning (3 credits)

Through a balanced and integrated approach based on multicultural education, students plan activities related to three- and four-year olds' need to self-discover the world around them. Activity plans include adaptations for inclusion of special-needs children with special attention to individualized education plans (IEPs), strategies for assessment of children's learning, and evaluation of planned activities. Prerequisites: ECE 111, ECE 112; pre or co-requisite: ECE 222. Three lecture hours per week. 3 credits Fall, Spring

## ECE 236 - Infant-Toddler Curriculum Planning (3 credits)

In this experiential course, students have the opportunity to explore and create activities that allow the infant-toddler to engage actively and discover the world around her/him. Students apply knowledge of infant-toddler development in developing and assessing a curriculum that supports all-around individual development of the infant-toddler. The course encourages the acquisition of skills to document appropriately, display, and describe children's work, and involve parents. Prerequisites: ECE 112; pre or co-

requisite: ECE 223. Three lecture hours per week. 3 credits Fall, Spring

## ECE 238 - School Age Child Care Curriculum Planning (3 credits)

This course centers on creative curriculum planning for children of school age (5-12 years). Curriculum planning is based on observations of children's needs and knowledge of child development. Using the framework of friendships and emotional milestones, students' curriculum plans include crafts, hobbies, music, sports, games, theater, art, and other similar activities. Students develop a curriculum resource file/binder. In addition, students explore strategies for building partnerships with families of the children in the program. Prerequisite: ENG 101. Three lecture hours per week. 3 credits Fall, Spring

## ECE 244 - Parent-Teacher Communications and Partnerships (3 credits)

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 111. Three lecture hours per week. 3 credits  Fall, Spring

## ECE 251 - Teaching Practicum I and Seminar I (4 credits)

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. Prerequisites: Please note different requirements for different early education settings. Infant-Toddler setting: pre/co-requisite ECE 223, ECE 236, ECE 244 (formerly ECE 23, ECE 36, and ECE 44); Preschool setting: pre/co-requisite ECE 222 and ECE 234 (formerly ECE 22 and ECE 34). 150 hours of field experience per semester and seven two-hour seminars per

semester on alternating weeks. Instructional Support Fee applies. 4 credits. Fall, Spring.

### ECE 252 - Teaching Practicum II and Seminar II- Preschool Setting (4 credits)

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; share responsibility for the education of children with special needs; and develop, prepare, and organize activities around a theme. Student-teachers are expected to demonstrate their ability to provide positive guidance to children, to take on responsibility for the physical set up of the classroom, and to implement successfully a developmentally-appropriate integrated curriculum. The 150-hour field experience is complemented by an on-going seminar that focuses on drawing the connections between child developmental theory and teaching practice. The sites selected are DEEC approved facilities, and the supervising teacher-practitioner is lead-teacher certified. Students are encouraged and supported to develop an initial understanding/knowledge of their evolving professional self/role through reflective practice. Evaluation is based on meeting the attendance requirements, the quality of teaching practice, and seminar participation. Final assessment is determined by using multiple sources to inform determination of semester grade, including faculty site-observations, journals, conferences, papers, seminar participation, and a teaching portfolio. Prerequisite: ECE 251 (formerly ECE 51). Co-requisite: ECE 232 or ECE 244 (formerly ECE 32 or ECE 44). 150 hours of field experience and seven two-hour seminars per semester on alternating weeks. Instructional Support Fee applies. 4 credits. Fall, Spring.

### ECE 253 - Teaching Practicum II and Seminar II- Infant-Toddler Setting (4 credits)

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; share responsibility for the education of children with special needs; and develop, prepare, and organize activities around a theme. Student-teachers are expected to demonstrate their ability to provide positive guidance to children, to take on responsibility for the physical set up of the classroom, and to implement successfully a developmentally-appropriate integrated curriculum. The 150-hour field experience is complemented by an on-going seminar that focuses on drawing the connections between child developmental theory and teaching practice. The sites selected are DEEC approved facilities, and the supervising teacher-practitioner is lead-teacher certified. Students are encouraged and supported to develop an initial understanding/knowledge of their evolving professional self/role through reflective practice. Evaluation is based on meeting the attendance requirements, the quality of teaching practice, and seminar participation. Final

assessment is determined by using multiple sources to inform determination of semester grade, including faculty site-observations, journals, conferences, papers, seminar participation, and a teaching portfolio. Prerequisite: ECE 112, ECE 222, and ECE 251 (formerly ECE 12, ECE 22, and ECE 51). 150 hours of field experience and seven one-hour seminars per semester on alternating weeks. Instructional Support Fee applies. 4 credits. Fall, Spring.

### ECE 255 - Teaching Practicum II and Seminar II: School-Age Child Care Setting (4 credits)

This course combines the on-site learning experiences in school-age child care settings with a weekly two-hour on-campus seminar. The student must complete a minimum of 150 practicum hours and participate in seminar meetings. The teaching practicum experience requires students to record and interpret observations, maintain journals, plan activities, write reflective papers, and demonstrate an increasing ability to link classroom theory to working with children. Pre- or co-requisite: ECE 125 and ECE 238 (formerly ECE 25 and ECE 38). 150 hours of field experience and seven two-hour seminars per semester on alternating weeks. Instructional Support Fee applies. 4 credits. Fall, Spring.

### ECE 260 - Play and Early Childhood Curriculum Planning (3 credits)

Students examine the critical role of play in the young child's social, emotional, and cognitive development with particular reference to Greenspan's theory of emotional development and Ruben's theory on friendships. Preschool curriculum planning is based on MA Guidelines for Preschool Learning Standards and is reflective of anti-bias curriculum principles. Attention is paid to individualizing instruction to meet the needs of children with different abilities and disabilities including special needs as well as the gifted and talented. Tools for assessment of learning are introduced. Using the inclusionary and integrated approach. Curriculum planning puts the emphasis on emerging literacy and numeracy skills. Prerequisite: ECE 111, ECE 112, and PSY 252 (formerly ECE 11, ECE 12, and PSY 52), all with a grade of C or better. Three lecture hours per week. 3 credits. Fall, Spring.

### ECE 261 - Early Childhood Licensure Teaching Practicum (5 credits)

Early Childhood licensure teaching practicum is a capstone experience. The field placement may be in kindergarten or pre-kindergarten for 150 hours followed by 25 hours in grades 1 or 2 classroom in an elementary school setting selected by the Program Coordinator. Students participation evolves from observation to demonstration of competencies (identified by DEEC) to be in-charge of a pre-K or K.G. classroom. Observations and reflections are an integral part of curriculum implementation and teaching practice. As student teachers each one submits weekly journals and participates in seminars integrating theory and

practice of child development, curriculum planning, individualized instruction, special needs, anti-bias curriculum, and on-going assessment of self and children's learning. Note: C.O.R.I. and Health Requirement must be met and students must meet with the Program Coordinator the semester prior to enrollment in ECE 261. Prerequisite: ECE 260 and ECE 222 with a grade of C or better (formerly ECE 60 and ECE 22); GPA 2.75. Restricted to Early Childhood Education- Early Childhood Licensure Transfer option students. Seminar meets for two hours on alternate weeks for seven weeks. Instructional Support Fee applies. 5 credits. Fall, Spring

### ECE 291 - Day Care Administration (3 credits)

This course is designed to promote an understanding of administrative organization and regulatory issues staffing patterns related to childcare centers. The course investigates the role of the administrator as facilitator, mediator, and resource person in promoting a safe and positive preschool environment. The objectives of this course meet Department of Early Education and Child Care (DEEC) guidelines. Prerequisite: ECE 251 or permission of program director. Three lecture hours per week. 3 credits Spring

### ECE 292 - Supervision and Personnel Management in Early Childhood (3 credits)

This course focuses on basic supervision and leadership styles. Supervisors of early educators learn how to promote professional development and mentor their staff.  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 ECE 253.  Three lecture hours per week.
3 credits  Fall

## ECN - Economics

### ECN 111 - Principles of Economics-Macro (3 credits)

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 of 68 or higher on the College's Reading placement test and a passing score of 3 or higher on the College's English placement test; or concurrent registration in ENG 090 and/or RDG 090 and a grade of C or better in RDG 080. Three lecture hours per week. Competency met: Social Phenomenon (5.4) 3 credits Fall, Spring, Summer

### ECN 112 - Principles of Economics-Micro (3 credits)

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 of 68 or higher on the College's Reading placement test and a passing score of 3 or higher on the College's English placement test; or concurrent registration in ENG 090 and/or RDG 090 and a grade of'C or better in RDG 080. Competency met: Social Phenomenon (5.4) 3 credits Fall, Spring, Summer

### ECN 251 - Money and Banking (3 credits)

Examination and analysis of money, structure and operation of the financial system, monetary theory, central banking, and monetary policy. Prerequisite: ECN 111 or permission of instructor. Three lecture hours per week. 3 credits Fall, Spring, Summer

## EDU - Education

### EDU 220 - Foundations of Education with Teaching Pre-Practicum (3 credits)

This course provides students the opportunity to examine elementary education (grades 1-6). It requires a two-hour seminar and 45 hours of field experience. The seminar includes information on the history of education and its impact on current school systems, structures, and practices, as well as information on curriculum frameworks. The field-based experience integrates topics and issues, including child growth and development, learning theories, diversity, developmentally-appropriate practices, teaching models and approaches, professional teaching standards, and critical issues related to teaching. Prerequisite: completion of 27 credits in the Elementary Education program with a GPA of 2.50 or better. Instructional Support Fee applies.  3 credits Fall, Spring

## EGR - Engineering

### EGR 101 - Introduction to Engineering and Technology (3 credits)

The course introduces students to each of the engineering disciplines within BCC's Engineering and Technology department. Students gain an appreciation of what each of the engineering fields is about, including specific practices associated with each field. Through team projects that emphasize camaraderie, logical thinking, and simple engineering design, students are exposed early to engineering methodologies. The course instills students with the concepts of ethics and professionalism, the need for involvement in professional organizations, and career

planning critical to their growth on the way to becoming future engineers. Two hours of lecture and three laboratory hours per week. 3 credits Fall, Spring

### EGR 102 - Introduction to Sustainable and Green Energy Technologies (3 credits)

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. 3 credits Fall, Spring

### EGR 103 - Computer Skills for Engineers and Technicians (3 credits)

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. Competency met: Technical Literacy (8.0) NOTE: Utilizes Windows based software Mac versions available. 3 credits Fall, Spring, Summer

### EGR 111 - Fundamentals of Manual Machining (3 credits)

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. 4 credits Fall

### EGR 112 - Automated Machining (3 credits)

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. 3 credits Spring

### EGR 113 - Introduction to Robotics (4 credits)

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. Competency met: Scientific Reasoning and Discovery (3.0), Ethical Dimensions (7.0) 4 credits Fall

### EGR 115 - Manufacturing Processes & Measurement (3 credits)

This course focuses on manufacturing and measuring processes and equipment. The course will describe and discuss various applications, equipment specification, processes and capabilities. Various measuring techniques and gaging equipment will be explained with the focus of selecting the proper gaging 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. 3 credits Fall, Spring, Summer

### EGR 123 - Green Building Practices (4 credits)

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. Pre-requisite: Intermediate Algebra competency or high school algebra II. Three class hours and two laboratory hours a week. 4 credits. Fall.

### EGR 124 - Soils and Foundations (3 credits)

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. Prerequisite: Introductory Algebra competency or high school Algebra recommended. Three lecture hours a week. 3 credits. Spring.

### EGR 125 - Construction Estimating (3 credits)

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. Prerequisite: Introductory Algebra competency or high school geometry recommended. Three class hours a week. 3 credits. Fall.

### EGR 131 - Introduction to Electrical Circuits (4 credits)

This course is an introduction to electrical circuits. It examines physics and laws of voltage, current, and power; series and parallel circuit analysis, including equivalent circuit concepts; magnetic circuits; and electromagnetic induction. This course also introduces students to principles of capacitive and inductive reactance, phase shift and analysis of capacitor and inductor defects. Pre-requisite: Intermediate Algebra Competency or high school algebra II. Three class hours and three laboratory hours per week. Instructional Support Fee applies. 4 credits. Spring.

### EGR 132 - Electrical Circuits (4 credits)

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 141 or MTH 171 and MTH 173. Three class hours and three laboratory hours a week. Instructional Support Fee applies 4 credits Fall

### EGR 133 - Computer Configuration and Repair (4 credits)

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. Competency met: Technical Literacy (8.0) 4 credits Fall

### EGR 135 - Computer Communications Fundamentals (4 credits)

This course studies the requirements of voice, data, and video transmission over wide area networks. It provides students with the basic knowledge required to install and configure wired, wireless, and fiber communications equipment using PC compatible computers. Students are required to install, set up, and configure basic home (peer to peer) networks. Prerequisite: EGR 103 (formerly ETK 13). Three class hours and three laboratory hours per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 4 credits. Fall.

### EGR 137 - Digital Electronics (4 credits)

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: Intermediate Algebra Competency or high school algebra II. Three class hours and three laboratory hours a week. Instructional Support Fee applies. 4 credits. Fall.

### EGR 140 - OSHA 40-Hour Hazardous Waste Operations and Emergency Response (HAZWOPER) (3 credits)

This course provides educational background and skills required by personnel involved in hazardous waste operations. It includes the required components of the 40 hour off site training requirement for hazardous waste site workers as defined in the Code of Federal Regulations, 29 CFR 1910.120. This level of training is required, by law, for all employees working at a hazardous waste site who will be exposed to hazardous substances, health hazards, or safety hazards. Personnel who will benefit from this course include: equipment operators, general laborers, and others, as well as on-site management and supervisors directly responsible for, or who supervise employees engaged in, hazardous waste operations. Topics covered will include: hazardous waste regulations, chemical, physical, and biological hazards, toxicology, medical surveillance and first aid requirements, selection, use and care of personal protective equipment, proper handling of wastes stored in drums, confined space entry, and other safety procedures. A field mock up exercise will also be conducted. Students completing this course and successfully passing the certification exam given at the end of the course will receive the official OSHA certification of their completion of this course. Three lecture hours per week. Instructional Support Fee applies. 3 credits  Not offered every year.

### EGR 141 - Introduction to Environment (3 credits)

This course is designed to examine the impact of human activities on the natural world in the context of our emerging awareness of the scope of environmental problems and against the background of our understanding of normal ecosystems. The focus will be on topics concerning population, agriculture, energy, air pollution, water resources and waste management. Three lecture hours per week. Competency met: Scientific Reasoning and Discovery (3.0) 3 credits Fall

### EGR 151 - Electrical Machinery (3 credits)

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. Pre-requisite: Intermediate Algebra competency or high school algebra

II. Three class hours a week. Instructional Support Fee applies. 3 credits. Fall.

### EGR 161 - Introduction to Marine Industry (3 credits)

This course provides an overview of the marine industry including marine terminology, tools, equipment, and safety training. Site visits and demonstrations are utilized to familiarize students with a variety of working environment. Spring preparation and repair, Fall lay-up, trailering, yard equipment, and basic boat moving and handling are also covered. This course is offered through a collaborative agreement between The Recreational Marine Trades Program at Massasoit Community College and Bristol Community College. It is primarily an evening and weekend course and may not be available at both institutions. Three hours of lecture per week. 3 credits Fall, Summer, not offered every year.

### EGR 162 - Marine Safety (1 credit)

This course is designed to provide students with the knowledge and skills needed to work safety while at sea. Students are trained to respond to various emergency situations at sea and are required to be able to swim and feel comfortable in the water, both in a pool and in the harbor. The course provides training in the use and care of immersion suits and personal floatation devices; firefighting basics; marine radios, including emergency communications and maydays; use of Emergency Position Indicating Radio Beacons (EPIRBs) and flares and other emergency signaling devices; abandon ship and man overboard procedures; STAY rules; Seven Steps to Survival; dock safety; vessel boarding; medical emergencies and evacuations at sea; onboard safety drills; and damage control exercises. Prerequisite: Good health and the ability to swim 50 to 100 meters. The course is conducted in the Woods Hole, MA, area over the course of two days (16 hours total). Instructional Support Fee applies. 1 credit  Spring, Summer

### EGR 171 - Fluid Systems (4 credits)

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, gages, 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 high school algebra II. Three class hours and three laboratory hours a week. Instructional Support Fee applies. 4 credits. Fall.

### EGR 172 - Material Science (4 credits)

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. Competency met: Scientific Reasoning and Discovery (3.0) 4 credits Fall

### EGR 183 - Energy Efficiency and Conservation Measures (3 credits)

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. 3 credits  Fall

### EGR 190 - Technical Projects (3 credits)

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. 3 credits Spring

### EGR 204 - Engineering Applications of MATLAB (1 credit)

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. 1 credit Spring

### EGR 211 - Programmable Control Systems (4 credits)

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. 4 credits Spring

### EGR 215 - Lean Six Sigma (3 credits)

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.  3 credits Fall, Spring, Summer

### EGR 221 - Surveying I (4 credits)

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: MTH 141 or MTH 173 (formerly MTH 17 or MTH 10). Three class hours and three laboratory hours a week. Instructional Support Fee applies. 4 credits. Fall.

### EGR 222 - Surveying II (4 credits)

This course is a continuation of EGR 221 Surveying. It includes topics such as horizontal and vertical curves, control surveys, state plane coordinate systems, boundary and public lands surveys, global positioning systems, volumes, and construction stakeout. This course includes the use of total stations, data collectors, surveying software, and AutoCAD. Prerequisite: EGR 221. Three lecture hours and three laboratory hours per week. Instructional Support Fee applies. 4 credits Spring

### EGR 224 - Elements of Structural Design (4 credits)

This course introduces students to the analysis and design of structural members made of wood, steel, and reinforced concrete such as beams, columns, walls, slabs, foundations and trusses. Prerequisite: EGR 251. Three lecture hours per week. 3 credits Spring

### EGR 231 - Electrical Engineering I (3 credits)

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 (formerly MTH 15) with a C or better and co-enrollment in EGR 233 (formerly ETK 31) Recommendation: Completion of EGR 131 and 132 (formerly ETK 19, 20).

Three class hours and one recitation hour a week. Instructional Support Fee applies. 3 credits. Fall.

### EGR 232 - Electrical Engineering II (3 credits)

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. 3 credits Spring

### EGR 233 - Electrical Engineering I Laboratory (1 credit)

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. 1 credit Fall

### EGR 234 - Electrical Engineering II Laboratory (1 credit)

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. 1 credit Spring

### EGR 235 - Electronic Theory I (4 credits)

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.  4 credits Fall

### EGR 241 - Wastewater Technology I (3 credits)

A survey course which introduces the student to the physical and chemical processes associated with water quality, pollution and treatment of liquid wastes. Topics covered will include: basic environmental concerns, hydrology, water quality and pollution, wastewater flow characteristics, collection systems, water monitoring and sampling procedures. The program will also prepare the student for the State Operator's Certification Examination. Three lecture hours per week. 3 credits Fall

### EGR 242 - Wastewater Technology II (4 credits)

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. 4 credits Spring

### EGR 244 - Water Supply and Hydrology (4 credits)

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 and preparation for taking the State Drinking Water Treatment Plant Operator Certification Examination. Three class hours and three laboratory hours a week. Instructional Support Fee applies. 4 credits. Spring.

### EGR 245 - Hazardous Waste/Waste Management (4 credits)

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 (formerly CHM 11 or CHM 13). Three class hours and two laboratory hours a week. Instructional Support Fee applies. 4 credits. Fall.

### EGR 251 - Statics (3 credits)

This course considers the effects of forces on rigid bodies in two and three dimensions. Students apply engineering concepts of force vectors, moments, and static equilibrium to solve engineering design problems. The course investigates techniques for structural analysis of beams, columns, mechanisms, trusses and shafts. Topics include friction, torsion, centroids, center of gravity, moment of inertia, and shear and moment diagrams. Prerequisites: PHY 101 or PHY 211, and MTH 141 or MTH 171 and MTH 173. Three lecture hours per week. 3 credits Fall

### EGR 253 - Advanced Statics (1 credit)

This course is to be taken concurrently with EGR 251 and covers advanced rigid body analysis techniques utilizing calculus. Students apply the engineering concepts of force vectors, moments and static equilibrium to solve engineering design problems for common engineering structures. They use these techniques to solve problems associated with friction, torsion, centroids, centers of

gravity, moments of inertia, shear and moment diagrams, and Mohr's Circle. Prerequisite: MTH 215; Pre or co-requisite: EGR 251 and PHY 212. Two laboratory hours per week. Instructional Support Fee applies. 1 credit Fall

### EGR 254 - Mechanics of Materials and Structures (4 credits)

In this course, the concepts of stress and strain caused by tensile, compression, shear and bending forces and the associated material behavior are studied. Classical and computer methods are used to analyze beams, trusses, and structures. Students also study torsion, column action and the strength of bolted and welded joints. The design of structural members made of wood, steel, and reinforced concrete is introduced. In the laboratory, students perform testing techniques used to analyze the mechanical properties of materials and evaluate structures. Prerequisite: EGR 251. Three lecture hours and three laboratory hours per week. Instructional Support Fee applies. 4 credits Spring

### EGR 255 - Thermodynamics (3 credits)

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. 3 credits Spring

### EGR 261 - Marine Systems (4 credits)

This courses introduces the basic components and principles of fluidic, electrical, and mechanical systems used in the marine industry. Topics include hydraulics and pneumatics, the internal combustion engine, and electrical and battery systems. In addition, fuel and ignition systems are presented as well as basic troubleshooting for each system. This course is offered through a collaborative agreement between The Recreational Marine Trades Program at Massasoit Community College and Bristol Community College. It is primarily an evening and weekend course and may not be available at both institutions. Three hours of lecture and three hours of laboratory per week. Instructional Support Fee applies. 4 credits  Spring, Summer, not offered every year

### EGR 263 - Marine Communication-Navigation Systems (4 credits)

This course covers the installation, operation, and maintenance of electronic communication and navigation equipment typically found on pleasure and commercial vessels. The course begins with the reading of nautical charts and basic navigation to provide students with an understanding of the importance and meaning of information that the electronic navigation and communication equipment provides. A combination of

lecture and hands-on laboratory experiences present and provide practice in the installation and troubleshooting skills required of marine technicians. Prerequisite: EGR 261, EGR 131, or EGR 151. Three hours of lecture and three hours of laboratory per week. Instructional Support Fee applies.  4 credits Spring, Summer

### EGR 264 - Oceanographic Technology (3 credits)

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 AUVs, ROVs , gliders and towbodies. Pre or co-requisite: MTH 141 and PHY 101. Three lecture hours per week. 3 credits Fall  Not offered every year.

### EGR 265 - Marine Outboard Motors (4 credits)

This course covers the various parts and processes involved in installation, repair, and maintenance of outboard engines. Instruction includes the fuel, electrical, lubrication and cooling systems of two- and four-stroke outboards, and both carbureted and injected engines. The course also covers lower units and propulsion, power tilt/trim, tune-up, troubleshooting, and preventative maintenance. This course is offered through a collaborative agreement between The Recreational Marine Trades Program at Massasoit Community College and Bristol Community College. It is primarily an evening and weekend course and may not be available at both institutions. Prerequisite: EGR 261. Three hours of lecture and three hours of laboratory per week. Instructional Support Fee applies. 4 credits Fall, Spring  Not offered every year.

### EGR 266 - Marine Inboard Motors (4 credits)

This course covers the theory, design, operation, controls, installation, and maintenance and troubleshooting skills for marine inboard, inboard/outboard, stern drive, and diesel engines. The course presents the design differences among the engines, as well as their various cooling, lubrication, exhaust, gearing, propulsion, transmission, and hydraulic systems. This course is offered through a collaborative agreement between The Recreational Marine Trades Program at Massasoit Community College and Bristol Community College. It is primarily an evening and weekend course and may not be available at both institutions. Prerequisite: EGR 265. Three hours of lecture and three hours of laboratory per week. Instructional Support Fee applies. 4 credits Spring, Summer, not offered every year.

### EGR 267 - Marine Fisheries Resources (4 credits)

This course provides the student with the information and skills required to identify and obtain biological information and samples from marine organisms important to the study of marine fisheries in the northwest Atlantic Ocean. The course includes the study of basic terminology, and the basic body forms and structures used to identify the common species of bony fish, cartilaginous fish, marine mammals, sea turtles, invertebrates, and sea birds. The basic biology and ecological significance of these species is addressed as well as the methods of collection of biological information and samples. Three hours of lecture and three hours of laboratory per week. Instructional Support Fee applies. 4 credits Fall

### EGR 268 - Fisheries Technologies and Monitoring Techniques (4 credits)

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. 4 credits Spring, Summer

### EGR 272 - Strength of Materials (4 credits)

A study of the stresses and strains caused by tensile, compression and shearing forces. The course includes stress strain curves and the mechanical properties of engineering materials and investigates shear and bending moment diagrams and stresses due to beam loading. Students also study the strength of bolted and welded joints, torsion and column action. The laboratory includes the study of the general material testing techniques used to analyze the mechanical properties of materials. Prerequisite: EGR 251. Three lecture hours and two laboratory hours per week. Instructional Support Fee applies. 4 credits Fall

### EGR 282 - Wind Power (4 credits)

This course provides an in-depth introduction to wind as a sustainable form of energy. It examines the history, current applications, and future of wind power. The course looks at the process for siting, developing, constructing, operating, and maintaining wind energy projects of different scales-- from home and small commercial turbines to large municipal and utility scale wind farms. In the classroom, students gain a basic understanding of the fundamental science of wind and an up-to-date knowledge of the

equipment and techniques used in industry. While in the laboratory, students develop the hands-on skills necessary to support the safe and effective harnessing of wind power. Prerequisite: EGR 131 or EGR 151 (formerly ETK 19 or ETK 62) or permission of instructor. Three class hours and three laboratory hours per week. Instructional Support Fee applies.  Spring. 4 credits.

### EGR 284 - Solar Power (4 credits)

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. 4 credits Spring

### EGR 299 - Engineering Projects (3 credits)

This capstone course allows students to use the engineering skills they have developed to solve an actual engineering design project. Students work onsite with a company's engineering department, participating in all aspects of the design process, from initial identification of the design problem through the implementation of the design solution. Students use a variety of design, evaluation and manufacturing tools to complete this process. Design projects cross disciplines and cover a variety of engineering subject areas, including Civil, Electrical, Environmental, Manufacturing, and Mechanical. Prerequisite: 30+ credits completed in major or prior approval by the instructor. Two lecture hours and three laboratory hours per week. 3 credits Spring

## ENG - English

### ENG 090 - Basic Writing Skills (3 credits)

This course is for students who need to improve their ability to express themselves in writing and to accomplish common writing tasks. Basic principles of spelling, punctuation, usage, sentence structure, paragraph and essay development are stressed. Small group instruction supplements classroom activity. Students must take this course before ENG 101 unless exempted by the writing skills test. Prerequisite: passing score on the College's reading placement test or concurrent enrollment in/prior

completion of RDG 080 or RDG 090. ESL students may substitute ESL 123 for RDG 080. Instructional Support Fee applies. 3 credits Fall, Spring, Summer ENG 090 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 be included permanently in the student's SPI.

### ENG 091 - Integrated Reading & Writing (6 credits)

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. This course fulfills both RDG 090 and ENG 090 requirements, but credit for this course cannot be applied toward a degree. Prerequisite: A passing grade in RDG 080 or a score of 46 on the RDG Placement Exam and a score of 2 on the ENG Placement Exam. Six lecture hours per week. Instructional Support Fee applies.  6 credits Fall, Spring, Summer.  Credits earned for this course will not be included permanently in the cumulative GPA, but will be included permanently in the cumulative SPI.

### ENG 092 - Composition I: Studio (3 credits)

This course is designed to accompany ENG 101: College Writing. Students enrolled in this course should also be enrolled in ENG 101, with the same instructor. Course content of Composition I Studio is designed to supplement classroom activities and assignments in ENG 101. Students will work on generating and organizing ideas, drafting, revising, and editing in small groups as well as with one-on-one support from their instructor.  Prerequisite: A passing grade in RDG 090 or a score of 68 on the Reading Placement Exam and a score of 2 on the Writing Placement Exam. Required Co-requisite: designated ENG 101 section. Three lecture hours per week. Instructional Support Fee applies.  3 credits Fall, Spring, Summer ENG 092: Composition I Studio 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.

### ENG 101 - Composition I: College Writing (3 credits)

This college-level composition course provides students an opportunity to develop their writing through various stages of composing, revising, and editing. In addition, students learn how to formulate and support a thesis using a number of rhetorical strategies, to conduct research, and to

integrate a variety of sources according to the Modern Language Association guidelines. Students write in Standard English with consideration given to audience, purpose, and context. Prerequisite: Satisfactory performance on the writing skills test or C or better in ENG 090, ENG 091 or ENG 092. Passing score on the College's reading placement test or C or better in ENG 091 or concurrent enrollment in/or prior completion of RDG 090. Three lecture hours per week. Instructional Support Fee applies. Competency met: Critical Analysis (1.0), Written Communication (2.1) 3 credits Fall, Spring, Summer

## ENG 102 - Composition II: Writing about Literature (3 credits)

Students read and respond to diverse literary texts while continuing to build on the critical thinking and writing skills developed in ENG 101. This course provides a foundation for the study of literary genres, including poetry, drama, the novel, and the short story. Students apply literary terminology and theory and use evidence to support their responses through a variety of writing assignments. In so doing, they make connections between their lives and the world. Prerequisite: ENG 101. Three lecture hours per week. Instructional Support Fee applies. Competency met: Critical Analysis (1.0), Written Communication (2.1) 3 credits Fall, Spring, Summer

## ENG 214 - Critical Writing and Academic Research (3 credits)

This course builds on the expository writing and research foundation of ENG 101 with an increased emphasis on critical evaluation of sources in the media, in print, and on the World Wide Web. The course serves to strengthen academic writing through assignments that include essay development, argumentation strategies, and research writing. The culminating project will be a formal, argumentative, 5-8 page research paper that incorporates five or more sources and follows MLA guidelines. Prerequisite: ENG 101. Three lecture hours per week. Instructional Support Fee applies. 3 credits Fall, Spring

## ENG 215 - Technical Writing (3 credits)

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. 3 credits Fall, Spring

## ENG 217 - Writings from the Margins of Contemporary American Literature (3 credits)

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. Competency met: Multicultural Perspective (5.3), Humanities (6.0) 3 credits Fall, Spring

## ENG 230 - Film (3 credits)

In this introductory course, students apply the language of film, photography, mis en scene, movement, montage, sound, to theories of meaning-making, and aesthetics in movies. Students analyze the dynamics between viewer and image by applying a variety of critical thinking approaches to selected films from within and outside of the Hollywood tradition. Moreover, students explore the ways a film may reflect and influence a society and culture. Topics for reading, writing, and discussion may include masculinity/femininity, sexuality, race, class, ethics, and genre. Four class hours per week. to accommodate screenings. Competency met: Humanities (6.0) 3 credits Fall, Spring

## ENG 233 - Beginning Poetry Writing (3 credits)

An introduction to the craft of poetry via intense practice in writing original poetry and in analyzing poetic techniques employed by notable contemporary poets. Prerequisite: ENG 102 or permission of instructor. Three lecture hours per week. Competency met: Humanities (6.0) 3 credits Spring

## ENG 251 - World Literature I (3 credits)

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. 3 credits Fall

## ENG 252 - World Literature II (3 credits)

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. Competency met: Global Awareness (5.2), Humanities (6.0) 3 credits Spring

### ENG 253 - English Literature I (3 credits)

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. Competency met: Humanities (6.0) 3 credits Fall

### ENG 254 - English Literature II (3 credits)

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 clecture hours per week. Competency met: Humanities (6.0) 3 credits  Spring

### ENG 255 - American Literature Precolonial to 1865 (3 credits)

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. Competency met: Humanities (6.0); Multicultural Perspective (5.3). 3 credits Fall, Spring

### ENG 256 - American Literature Post Civil War to Present (3 credits)

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. Competency Met: Humanities (6.0); Multicultural Perspective (5.3)  3 credits Fall, Spring

### ENG 257 - Contemporary African-American Women's Writing (3 credits)

Students will read short stories, novels, autobiographies, speeches, essays, poems, memoirs, and plays by some of the most celebrated writers in the world today. In reading literature written in the past two decades by and about African American women, students will examine the historical, cultural, and social dimensions of African American women's experiences. These writers - winners of National Book Awards, Pulitzer Prizes, and Nobel Prizes for Literature - raise fundamental issues relevant to men and women of all races and ethnicities. The writings of Maya Angelou, Octavia Butler, Rita Dove, Audre Lorde, Terry McMillan, Toni Morrison, Gloria Naylor, Ntozake Shange, Alice Walker, and others will be explored. Prerequisite: ENG 102 or permission of instructor. Three lecture hours per week. Competency met: Multicultural Perspective (5.3), Humanities (6.0) 3 credits Offered alternate Spring semesters

### ENG 258 - Shakespeare: His Plays (3 credits)

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 (formerly ENG 12). Three lecture hours per week. 3 credits Spring.

### ENG 259 - Native American Novels (3 credits)

Students will read widely different novels by award-winning writers who touch on common themes and concerns of Native American experience, while simultaneously suggesting the diversity of that experience. These Blackfeet, Cherokee, Cheyenne, Chickasaw, Chippewa, Creek, Gros Ventre, Kiowa, Modoc, and Pueblo writers take control of their own image-making as they explore Native American experiences from before the European invasion to the present. Writers include Michael Dorris, Louise Erdrich, N. Scott Momaday, Leslie Marmon Silko, Gerald Vizenor, James Welch, and others. Prerequisite: ENG 102 (formerly ENG 12) or permission of instructor. Three class hours a week. Competency met: Multicultural Perspective (5.3), Humanities (6.0) 3 credits. Offered alternate Fall semesters.

### ENG 260 - Topics in English (3 credits)

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. Competency met: Humanities (6.0) 3 credits  Not offered every year.

### ENG 261 - Topics in English-Diversity (3 credits)

This is a one semester course on a specific topic in English, which has been given a cultural diversity designation by the College. Topics will be announced each semester. Prerequisite: ENG 102 or permission of instructor. Three lecture hours per week. Competency met: Multicultural Perspective (5.3), Humanities (6.0) 3 credits Not offered every year.

### ENG 262 - Tutoring in a Writing Center: A Practicum and Honors Course (3 credits)

This course provides both a theoretical perspective and hands-on experience in the tutoring of writing in a writing center setting. Topics of discussion will cover the full tutoring process, from helping tentative writers generate ideas to providing strategies for working with teacher's comments-as well as reflection on the meaning of peer tutoring and the role of writing centers. A considerable amount of time will be spent reading samples of student writing (representing a range of writers' ability and subjects) and responding to them, as well as engaging in role playing scenarios. Students will be expected to apply what they learn to actual tutoring sessions in the college's writing center. Prerequisites: ENG 102. Open to Commonwealth Honors Program students and others with permission of the instructor. Participants will include, but not necessarily be limited to, students currently working in the Writing lab. I instructional Support Fee applies. Competency met: Humanities (6.0) 3 credits Spring

### ENG 264 - Remembering the Holocaust in Literature and History: An Honors Interdisciplinary Seminar (3 credits)

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. Prerequisite: ENG 101 and ENG 102 (formerly ENG 11 and ENG 12). Open to Commonwealth Honors Program

students and others with permission of instructor. Competency met: Humanities (6.0), Ethical Dimensions (7.0) 3 credits. Fall.

### ENG 276 - Science Fiction Literature (3 credits)

This writing intensive seminar will introduce students to the genre of science fiction (SF) and the various subgenres associated with it including hard and soft SF, the space fantasy, space opera, comic SF, scientific romance, and cyberpunk through the short story, the novel, film, and other media. Students will focus on the symbolic, psychological, prophetic, and religious dimensions of the genre and understand the role that it plays in addressing political, social, and civic issues from the 1800's to the 21st century. Authors are selected from around the world and from different cultural backgrounds, including Jules Verne, H.G. Wells, Karel Capek, Phillip K. Dick, Ursula K. LeGuin, Douglas Adams, Sakyo Komatsu, and Nalo Hopkinson. Prerequisite: ENG 102 or permission of the instructor. Competency Met: Multicultural Perspective (5.3). 3 credits Fall, Spring

### ENG 283 - Creative Writing Seminar (3 credits)

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. Competency met: Humanities (6.0) 3 credits Not offered every year.

## ESL - English as a Second Language

### ESL 012 - Intermediate English Grammar (3 credits)

This course is designed to prepare students for ESL 122 through an introduction to the basic structures of the English language in both written and spoken forms. ESL 012 does not count toward a degree. Grade points earned in this course will be included permanently in the student's SPI. Prerequisite: Permission of the instructor. Three lecture hours per week. Instructional Support Fee applies. 3 credits Fall, Spring

### ESL 013 - Intermediate English Vocabulary and Reading Skills (3 credits)

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. Three lecture hours per week. Instructional Support Fee applies.  3 credits Fall, Spring

### ESL 014 - Intermediate English Writing Skills (3 credits)

This course is designed to introduce students to the basic patterns of English sentences and to begin paragraph 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 090 or ENG 101 or achieve the required score on the college's writing placement test. ESL 014 does not count toward a degree. Grade points earned in this course will be included permanently in the student's SPI. Three lecture hours per week. Instructional Support Fee applies. 3 credits  Fall, Spring

### ESL 015 - Intermediate English Conversation Skills (3 credits)

This course is designed to develop students' oral/aural skills in preparation for ESL 125 and to review the basic sound system of English. ESL 015 does not count toward a degree. Grade points earned in this course will be included permanently in the student's SPI. Three class hours a week. Instructional Support Fee applies. 3 credits Fall, Spring

### ESL 122 - Advanced English Grammar Review (3 credits)

This course is designed to review the basic structures of the English language and to foster mastery of those structures in both written and spoken form. As part of the final evaluation of this course, students will demonstrate proficiency on the ESL Grammar Test. Prerequisite: ESL 012 with a C- or better or permission of the instructor. Three lecture hours per week. I instructional Support Fee applies.  3 credits  Fall, Spring

### ESL 123 - Advanced English Vocabulary and Reading Skills (3 credits)

This course is designed to develop students' English vocabulary and reading comprehension skills to prepare the student for college-level work. As part of the final evaluation of this course, students will demonstrate their proficiency on a reading comprehension test. Prerequisite: Completion of ESL 013 with a C- or better or permission of the instructor. Three lecture hours per week. Instructional Support Fee applies. Competency met: Humanities (6.0) 3 credits Fall, Spring

### ESL 124 - Advanced English Written Expression (3 credits)

This course is designed to prepare students for ENG 090 or ENG 101. As part of the final evaluation, students demonstrate their proficiency through a writing sample. Prerequisite: ESL 014 with a C- or better or permission of the instructor. Three lecture hours per week. Instructional Support Fee applies. Competency met: Humanities (6.0) 3 credits Fall, Spring

### ESL 125 - Advanced English Conversation (3 credits)

This course is designed to develop students' oral/aural skills through the use of group discussion, presentations and pair practice. As part of the final evaluation, students demonstrate proficiency in a ten minute oral interview. Prerequisite: ESL 015 with a C- or better or permission of the instructor. Three lecture hours per week. Instructional Support Fee applies. 3 credits  Fall, Spring

## FIR - Fire Science

### FIR 111 - Principles of Emergency Services (3 credits)

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) 3 credits Fall, Spring

### FIR 113 - Fire Prevention (3 credits)

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. 3 credits Fall, Spring (FESHE Approved)

### FIR 150 - Fire Investigation (3 credits)

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. 3 credits Fall, Spring; Evening/Weekend only.

### FIR 157 - Leadership & Command (3 credits)

This course assists fire company officers and potential fire company officers and firefighters for supervisory functions of command, planning, organizing, staffing, directing and fire ground control leadership and command procedures. This course is intended to give the student an insight into being an effective fire company officer with emphasis on leadership qualifications and effective command procedures. Competency met: Ethical Dimensions (7.0) 3 credits Fall, Spring; Evening/Weekend only.

**FIR 159 - Building Construction for Fire Protection (3 credits)**

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) 3 credits Fall, Spring

**FIR 170 - Emergency Care I (4 credits)**

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. 4 credits  Fall, Spring; Evening/Weekend only.

**FIR 171 - Emergency Care II (4 credits)**

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. 4 credits  Fall, Spring; Evening/Weekend only.

**FIR 253 - Firefighting Tactics & Strategy (3 credits)**

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. 3 credits. Fall, Spring; Evening/Weekend only.

**FIR 260 - Juvenile Fire Awareness (3 credits)**

This course introduces students to the growing concern for children who are merely curious about fire, making a cry for help, or engaging in delinquent behavior. Evaluation techniques and intervention alternatives are identified and summarized for classification. Three lecture hours per week. 3 credits Evening/Weekend only

**FIR 261 - Fire Hydraulics (3 credits)**

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 161 or MTH 111. Three lecture hours per week. 3 credits Fall, Spring; Evening/Weekend only

**FIR 262 - Fire & Emergency Safety & Survival (3 credits)**

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) 3 credits Fall, Spring

**FIR 263 - Fire Protection Systems and Equipment (3 credits)**

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) 3 credits Fall, Spring.

# FRN - French

**FRN 101 - Elementary French I (3 credits)**

Beginning training in the four skills: reading, writing, speaking and aural comprehension. An introduction to Francophone 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 French 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. Competency met: Humanities (6.0) 3 credits Fall, Spring; Evening/Weekend

**FRN 102 - Elementary French II (3 credits)**

A continuation of training in the four basic skills: reading, writing, speaking and aural comprehension. Cultural and daily living topics are included. Prerequisite: FRN 101 or two years of high school French with an A or B average. Three lecture hours and one lab hour per week. Instructional Support Fee applies. Competency met: Humanities (6.0) 3 credits Fall, Spring Evening/Weekend

**FRN 201 - Intermediate French I (3 credits)**

A review and continuation of French 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: FRN 102 or three years of high school French with a C average. Three lecture hours and one language lab per week. Instructional Support Fee applies. Competency met: Humanities (6.0) 3 credits Fall, Spring; Evening/Weekend

### FRN 202 - Intermediate French II (3 credits)

A continuation of FRN 201. Further grammar review based on readings and compositions. Intensive practice of spoken language. More advanced readings from Francophone literature and culture. Frequent compositions and written exercises. Prerequisite: FRN 201 or four consecutive years of high school French with a C average. Three lecture hours and one language lab hour per week. Instructional Support Fee applies. Competency met: Humanities (6.0) 3 credits Fall, Spring; Evening/Weekend

## GIS - Geographic Information Systems

### GIS 101 - Introduction to Geographic Information Systems (3 credits)

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. 3 credits Fall

### GIS 102 - Applications of Geographic Information Systems (3 credits)

Geographic Information Systems (GIS) are powerful tools that allow the user to study the relationship among data that can be presented spatially, such as on a map. GIS allows the user to create dynamic electronic maps that can be modified at the user's will to present desired data. Students use the concepts learned in ENV 30 and apply them to projects that will help them gain hands-on experience in the use of ArcGIS software. Students also choose a project where they demonstrate their ability to use GIS to analyze data, create a map, add features to a map, and create a high-quality layout for the presentation of a class project. Prerequisite: GIS 101. Two lecture hours and two laboratory hours per week. Instructional Support Fee applies. 3 credits Spring

### GIS 201 - Site Evaluation and GIS (3 credits)

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. 3 credits Fall, Spring; Evening/Weekend only

## GLG - Geology

### GLG 101 - Introduction to Physical Geology (4 credits)

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. Competency met: Scientific Reasoning and Discovery (3.0) 4 credits Spring

## GVT - Government

### GVT 111 - U.S. Government (3 credits)

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: a passing score of 68 or higher on the College's Reading placement test and a passing score of 3 or higher on the College's English placement test; or concurrent registration in ENG 090 and/or RDG 090 (formerly ENG 10 and/or RDG 10) and a grade of C or better in RDG 080 (formerly RDG 09).

Three class hours a week. Competency met: Historic Awareness (5.1), Social Phenomenon (5.4), Ethical Dimensions (7.0) 3 credits Fall, Spring, Summer

### GVT 112 - Comparative Government (3 credits)

This course is a comparative analysis of the political culture, governmental structure, political systems, and public policies of selected Western and non-Western nations. It examines the historical origin and political culture of each nation, the institutions of government, political parties and elections, and current governmental policies and challenges. Students develop the ability to think, read, and write critically and analytically and to understand the various forms of human interaction through an analysis of selected Western and non-Western governments. This course aids students in their efforts to understand the principles of group behavior and social organizations, how power is wielded in society, and the responsibilities and rights of the individual in human society. Three class hours a week. Competency met: Historic Awareness (5.1), Global Awareness (5.2), Social Phenomenon (5.4), Ethical Dimensions (7.0)  Spring.

### GVT 251 - Urban Government and Politics (3 credits)

This course is an inquiry into the modern urban community and the political problems of city people in the United States. It examines the image of the city in U.S. culture, American political ideology, the heritage of machine and reform politics, voting and elections, the institutions of state and local government, intergovernmental relations between the national, state, regional, and local levels, the evolution of modern urban America, and the challenges and opportunities facing modern urban government. Students develop the ability to think, read, and write critically and analytically and to understand various forms of human interaction through an analysis of urban government and politics from its inception to the present. This course aids students in their efforts to understand how power is wielded in society and the responsibilities and rights of the individual in human society. Students develop an understanding of differing points of view on the same issue and the importance of considering the ramifications of decisions. Three lecture hours per week. Competency met: Social Phenomenon (5.4), Ethical Dimensions (7.0) 3 credits Spring

## HCI - Healthcare Information

### HCI 110 - Fundamentals of Health Information Technology & Management (2 credits)

This course will provide an introduction to the theory and practice of Health Information Management (HIM). The role, duites, responsibilities and functions of the patient health record and the HIM Department supporting patient health care are taught. The student will summarize and explain the basic healthcare regulations, ethics, and standards of documentation, legal and ethical requirements

in the coding profession.  Two lecture hours per week. Instructional Support Fee applies. 2 credits Fall; Spring

### HCI 111 - Introduction to Healthcare Information Management (3 credits)

This course is the first in a series designed to instruct students in theory and principles of health information management technology. The course includes the history of medicine and hospitals, the organization and functions of the health information management department, the organization, content, format of medical record forms, and numbering and filing systems used. The course is offered three hours per week in a hybrid format. One lecture hour and nine laboratory hours per week Instructional Support Fee applies. 3 credits. Fall.

### HCI 122 - Medical Ethics and Jurisprudence (3 credits)

This course focuses on the legal aspects of the medical record. It introduces legal terminology and procedures, the court system, policies and procedures for the control and release of medical information, health care legislation and regulations relating to the maintenance of confidentiality and the appropriate use of medical records, ethical standards for medical record practice, and development of informed consent. Prerequisite: HCI 111. Three lecture hours per week. Instructional Support Fee applies. Competency met: Ethical Dimensions (7.0) 3 credits Spring

### HCI 124 - Survey of Medical Coding and Billing (1 credit)

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. Prerequisites: HLT 101 or HLT 106, and BIO 115 or BIO 234. This course runs for seven weeks and includes one lecture hour and three laboratory hours per week. Instructional Support Fee applies. 1 credit  Spring

### HCI 145 - Medical Coding/Billing Externship and Seminar (1 credit)

This course includes integrated instruction between the College and an affiliated healthcare site. The course consists of a weekly seminar and an unpaid externship for students to correlate practice and theory and to develop workplace readiness practices.  Students create a portfolio of resumes, experience, short and long term goals and other related examples of job readiness. The class includes 25 hours at an externship site affiliate and 20 seminar hours of lecture and laboratory to be completed at the College. The 25 externship hours are completed in the

second half of the semester at an offsite affiliate. Pre- or co-requisite: MAA 204, HCI 237, HCI 239, HCI 242. Instructional Support Fee applies. 1 credit Fall, Spring, Summer

### HCI 233 - Health Statistics and Quality Management (3 credits)

This course focuses on health information data and statistical management, quality management and performance improvement. Students will be introduced to healthcare statistics, abstracting and reporting of data for quality management and performance improvement programs as well as analyzing clinical data to identify trends that support the quality, safety and effectiveness of healthcare. Prerequisite: MTH 119, HCI 122 and CIT 121. Three lecture hours per week. Instructional Support Fee applies. 3 credits Fall

### HCI 235 - Professional Practice Experience I (4 credits)

This course introduces the Health Information Management (HIM) student to entry-level procedures within the HIM profession. The students spend part of the semester mastering functions and learning more advanced functions. This experience occurs on campus in the HIM classroom and computer laboratory utilizing American Health Information Management Association's (AHIMA) Virtual laboratory and classroom lecture for100 hours, and part of the semester applying these skills in a healthcare organization site affiliated with the HIM program at Bristol Community College for 40 hours.  Pre or co-requisite: HCI 122. One lecture hour and nine hours of clinical placement a week (two days). Instructional Support Fee applies. 4 credits Fall

### HCI 237 - Human Disease Processes and Procedures (3 credits)

This course presents commonly-encountered diseases, disorders and conditions affecting human body systems. Students study etiology, physiology, tests and procedures used to diagnose the conditions studied. Methods of treating the diseases and disorders are also studied. Prerequisite: BIO 115 or BIO 233/234 or permission of instructor. Three class hours a week. 3 credits Fall, Spring

### HCI 239 - International Classification of Disease Coding (3 credits)

This course introduces the characteristics and conventions of the latest version of the International Classification of Disease as used in the United States. Students learn how to use alphabetic indexes and tabular lists to locate precise diagnosis codes to identify diseases, disorders, and conditions for patients in all healthcare settings. Students also learn how to provide procedure codes for hospital inpatients. Prerequisite: HLT 106, and BIO 115 or BIO 234. Pre- or co-requisite: HCI 237. Three hours of lecture per week. Instructional Support Fee applies. 3 credits Fall, Spring

### HCI 242 - Coding of Procedures and Healthcare Reimbursement (3 credits)

The primary emphasis of this course is on HCPCS coding, especially the CPT or its successor coding system. Students learn how to use alphabetic indexes and tabular lists to locate exact codes to identify the procedures and services performed by healthcare providers in all types of care settings. Students also learn how codes are processed and communicated to payers for provider reimbursement. Prerequisite: HLT 106, and BIO 115 or BIO 234. Pre or co-requisite: HCI 237. Three hours of lecture per week. Instructional Support Fee applies.  3 credits Spring

### HCI 244 - Health Information Systems and Technology (3 credits)

This course provides students with fundamental knowledge of the electronic health record (EHR) and general healthcare computer systems. Common software applications, system selection and implementation, data quality, storage and retrieval, security and privacy and other essential topics are studied. In depth focus on how information systems and issues impact and are impacted by Health Information Management (HIM). Prerequisite: CIT 122 and HCI 233. Three lecture hours per week. Instructional Support Fee applies.  3 credits Spring

### HCI 246 - Professional Practice Experience II (4 credits)

This course is the continuation of HCI 235 and provides advanced practice for the Health Information Management (HIM) student in inpatient and outpatient procedures within the HIM profession. The students spend part of the semester mastering functions and learning more advanced functions. This experience occurs on campus in the HIM classroom and computer laboratory utilizing American Health Information Management Association's (AHIMA) Virtual laboratory for 60 hours, and part of the semester applying these skills in a healthcare organization site affiliated with the HIM program at Bristol Community College for 80 hours. Prerequisite: HCI 233, HCI 235, HCI 239 or co-requisite: HCI 242. One hour of lecture and nine laboratory hours per week. Instructional Support Fee applies. 4 credits Spring

## HLT - Health

### HLT 100 - Central Sterile Processing Technician (4 credits)

A Central Sterile Processing Technician is a medical professional who specializes in stocking, sterilizing, packaging, and preparing the tools and equipment that are used in surgical procedures. The Central Sterile Processing Technician is responsible for ensuring the cleanliness and safety of operating rooms, tables, and equipment. Central sterile Processing Technicians may work in a number of different medical settings, including general hospitals,

public health clinics, private doctors' offices, and specialized surgical centers. Three hours of lecture per week and three hours of laboratory per week. Instructional Support Fee applies. 4 credits Fall, Spring, Summer

### HLT 101 - Medical Language Module I (1 credit)

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. 1 credit Fall

### HLT 102 - Medical Language Module II (1 credit)

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. 1 credit Spring

### HLT 103 - Medical Language Module III (1 credit)

This course studies the language used in health care professions and builds on content previously learned in HLT 101 and/or HLT 102. It emphasizes new terms, diseases, conditions, and disorders as they apply to the digestive, reproductive, urinary, and endocrine systems. The course covers related anatomy and physiology, diagnostic tests, treatment modalities, and abbreviations and continues to focus on pronunciation in order to facilitate communication within the healthcare fields. One hour of lecture per week. Instructional Support Fee applies. 1 credit Fall, Spring, Summer

### HLT 106 - Medical Language (3 credits)

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. 3 credits Fall

### HLT 108 - Home Health Aide (HHA) (1 credit)

This one-credit course provides additional skills, knowledge, and guidelines for the Certified Nursing Assistant (CNA). There is a review of competencies covered by way of a pre-test and then a review of unmet competencies. There is a pre-test on body systems along with the role of the CNA in reporting and recording (deviations from normal) in skin or mental status during hygienic care. Reporting and recording is discussed along with the body systems. Topics cover the role of the CNA and the HHA, along with the use of assistive devices, the employee-employer relationship, safety, infection control, and communication, ADL's, privacy, dignity and autonomy. There is more work with safety related to adaptive equipment such as hydraulic lifts and wheelchairs along with natural transfer devices and good boy mechanics for the Certified Nursing Assistant. Good nutrition is stressed along with helping the patient who is on a special diet. Meal preparation, special mouth care, and dentition is discussed. Housekeeping and purchasing supplies is also discussed. Prerequisite: Evidence of CNA course completion. High school diploma or GED and satisfactory completion of either the Certified Nursing Assistant or PCA certificate; CORI clearance; current immunizations and report of physical examination; and evidence of liability insurance. One hour of lecture per week and .33 hours of laboratory per week. 1 credit Fall, Spring

### HLT 111 - Personal Care Assistant (PCA) (5 credits)

The course provides the student with theory, skills, and ethical guidelines to begin a career as a Personal Care Assistant (PCA). Students learn about the type of assistance that a PCA provides. Topics include: PCA employer/employee contractual relationship and safety; infection control; communication skills; activities of daily living, how to provide physical assistance, the safe use of adaptive equipment, how to provide healthy skin care and comfort measures, while ensuring the privacy and dignity of the client. These competencies are mastered in the laboratory setting. A brief overview of body systems is provided as well as the knowledge needed for supportive care. Prerequisite: High school diploma or GED; CORI check; up to date immunizations and report of physical examination; liability insurance. Four hours of lecture and two hours of laboratory per week, followed by 30 hours of required clinical practicum. Instructional Support Fee applies. 5 credits Fall, Spring, Summer

### HLT 112 - Nurse Aide Training (6 credits)

The course prepares students for employment opportunities in nursing homes, home care, and hospitals. Nurse Aide Training teaches basic nursing skills through classroom lectures, the practice of skills in a fully equipped nursing

laboratory, and clinical placements in healthcare settings. Successful completion of this course will allows students to take the state certification examination. Clinical experiences are scheduled days, evenings, and weekends following successful completion of the lecture and laboratory components. Prerequisite: To be eligible to take this course, students must have a high school diploma or GED. Four hours of lecture and four hours of laboratory per week and 30 clinical practicum hours following successful completion of didactic instruction. Instructional Support Fee applies 6 credits Fall, Spring, Summer

### HLT 115 - Personal and Community Health (3 credits)

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 score of 68 or higher on the College Reading placement test or RDG 090. Three lecture hours per week. 3 credits Fall, Spring, Summer

### HLT 116 - Introduction to Healthcare (3 credits)

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. 3 credits Fall, Spring

### HLT 118 - Fundamentals of Electrocardiography (4 credits)

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 two laboratory hours per week. Instructional Support Fee applies. 4 credits Fall, Spring

### HLT 122 - Intermediate Lab Procedures for Health Science (4 credits)

The course emphasizes the most common collection and testing procedures/techniques used in the modern medical office and physician office lab (POL). It is a continuation of the HLT 121 course in the medical assisting program and is also appropriate for phlebotomists and clinical associates who are currently working in a healthcare setting. The primary focus will be the waived laboratory testing procedures performed in urinalysis, hematology, chemistry, microbiology, and immunology/serology. Prerequisite: BIO 115 or BIO 233/234 and HLT 121; or MED 101 or permission of instructor. Two lecture hours and three laboratory hours per week. Instructional Support Fee applies. 3 credits Fall, Spring; Day only

### HLT 124 - Basic Pharmacology for Health Sciences (3 credits)

This course is designed to familiarize the student with basic medications administered and prescribed in the modern medical office. In class sessions students will learn basic pharmacology, math and dosage calculations for administering routine medications. Lab practice will focus on math calculations and administration techniques. Topics will include terminology, definitions, abbreviations, drug classification, prescription and drug forms. Common drugs used, actions, side effects and adverse drug reactions, immunizations and injections will also be included. Prerequisite: BIO 115 or BIO 154; pre-or co-requisite: BIO 234. Two lecture hours and two laboratory hours per week. Instructional Support Fee applies. 3 credits Spring, Summer

### HLT 131 - Muscle Structure and Function (3 credits)

This course introduces the student to normal human body movement as related to skeletal and muscular systems, while emphasizing the relationship between biomechanical principles of anatomy (structure) and movement (function). The student will learn the anatomy, function, and relationship of human skeletal muscles. Prerequisite: BIO 115, BIO 154 or BIO 233: or pre or co-requisite: BIO 234. Three lecture hours per week. 3 credits Not offered every year.

### HLT 144 - Pharmacy Technician I (8 credits)

The course includes an orientation to the role and working environment of the pharmacy technician in inpatient and outpatient settings; the legal responsibilities and technical activities and skills of the pharmacy technician; introduction to the pharmaceutical sciences and functions of a pharmacy technician in healthcare; role of the pharmacy technician, areas of specialization in field, technical standards, state registration requirements and employment opportunities, and preparation for Pharmacy Technician Certification Board (PTCB) certification exam. In addition to the onsite laboratory instruction students must successfully demonstrate entry level skills of the pharmacy technician during a 30 hour clinical supervised by a pharmacist. Five hours of lecture and four laboratory hours per week. Instructional Support Fee applies. 8 credits Fall

### HLT 162 - Selected Topics in Health Sciences (3 credits)

A one-semester course on a specific topic or a health/medical specialty in the Health Sciences. Course topics will be announced each semester. Prerequisite: to be determined by the course specialty offered. Three to six hours of lecture, and/or two to four hours of laboratory as specialty requires. Instructional Support Fee applies. 3-6 credits Fall, Spring

## HON - Honors

### HON 260 - Culminating Honors Project (1 credit)

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. 1 credit Fall, Spring

### HON 290 - Honors Seminar in Business and Information Management (3 credits)

This course allows Honors program students from the Business Administration, Computer Information Systems, and Office Administration and other departments to develop projects needed by businesses, industries, and the community. By working in teams on multifaceted projects, students bring their expertise to evaluate a concept and propose a solution involving experts from the college and the community as needed. In this writing-intensive course, the students plan, implement, and/or assess the project. Open to Commonwealth Honors Program students and others with permission of the instructor. Instructional Support Fee applies. 3 credits Fall, Spring, Summer

### HON 295 - Seminar on Community Leadership (3 credits)

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. Competency met: Social Phenomenon (5.4) 3 credits Spring

## HST - History

### HST 111 - The West and the World I (3 credits)

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 of 68 or higher on the College's Reading placement test and a passing score of 3 or higher on the College's English placement test; or concurrent registration in ENG 090 and/or RDG 090 and a grade of C or better in RDG 080 (formerly ENG 10 and/or RDG 10 and RDG 09). Three class hours per week. Competency met: Historic Awareness (5.1), Global Awareness (5.2), Social Phenomenon (5.4) 3 credits. Fall, Spring, Summer.

### HST 112 - The West and the World II (3 credits)

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 of 68 or higher on the College's Reading placement test and a passing score of 3 or higher on the College's English placement test; or concurrent registration in ENG 090 and/or RDG 090 and a grade of C or better in RDG 080 (formerly ENG 10 and/or RDG 10 and RDG 09). Three class hours per week. Competency met: Historic Awareness (5.1), Global Awareness (5.2), Social Phenomenon (5.4) 3 credits Fall, Spring, Summer.

### HST 113 - United States History to 1877 (3 credits)

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 of 68 or higher on the College's Reading placement test and a passing score of 3 or higher on the College's English placement test; or concurrent registration in ENG 090 and/or RDG 090 and a grade of C or better in RDG 080 (formerly ENG 10 and/or RDG 10 and RDG 09). Three class hours per week. Competency met: Historic Awareness (5.1), Global Awareness (5.2), Multicultural Perspective (5.3), Social

Phenomenon (5.4), Ethical Dimensions (7.0) 3 credits Fall, Spring, Summer

### HST 114 - United States History from 1877 (3 credits)

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 of 68 or higher on the College's Reading placement test and a passing score of 3 or higher on the College's English placement test; or concurrent registration in ENG 090 and/or RDG 090 and a grade of C or better in RDG 080 (formerly ENG 10 and/or RDG 10 and RDG 09). Three class hours per week. Competency met: Historic Awareness (5.1), Global Awareness (5.2), Multicultural Perspective (5.3), Social Phenomenon (5.4), Ethical Dimensions (7.0) 3 credits Fall, Spring, Summer

### HST 115 - Twentieth Century Social History-1919 to the Present (3 credits)

This course consists of a critical analysis of the major American domestic values, beliefs, and institutions as they changed over the 20th century with a special emphasis on the post-1945 era. Students develop the ability to use historical information to understand the current state of the U.S. and to explain the social and historical circumstances that led to major initiatives and events of the twentieth century. Students identify the forms of human interaction as they evolved in the increased demands for justice and fairness and the varied responses to the restructuring of the U.S. economy in the post-industrial age. Prerequisite: a passing score of 68 or higher on the College's Reading placement test and a passing score of 3 or higher on the College's English placement test; or concurrent registration in ENG 090 and/or RDG 090 and a grade of C or better in RDG 080. Three lecture hours per week. 3 credits Fall, Spring, Summer. Competency met: Historic Awareness (5.1), Social Phenomenon (5.4), Ethical Dimensions (7.0).

### HST 116 - American Foreign Policy-1898 to the Present (3 credits)

This course provides a critical analysis of the major United States foreign policy trends of the 20th century with an emphasis on the historical roots of the nation's foreign policy and its diplomatic, political, economic, and military engagements with foreign nations. The issues are discussed in a global perspective and connections between historical and recent events are emphasized. This course aids students in their efforts to understand the principles of group behavior and how power is wielded among nations and how key groups in the U.S. weigh in on foreign policy decisions. Pre-requisite(s): A passing score of 68 or higher on the College's Reading placement test and a passing score of 3 or higher on the College's English placement test; or concurrent enrollment in ENG 090 and/or RDG 090, and a grade of "C" or better in RDG 080. Three lecture hours per week. 3 credits Fall, Spring, Summer. Competency met: Historic Awareness (5.1), Social Phenomenon (5.4), Ethical Dimensions (7.0).

### HST 162 - Reading in History (1 credit)

A seminar course in which students discuss a topic or topics based on selected readings. Prerequisite: Three credits in HST or AMC. One class hour a week. Competency met: Humanities (6.0) 1 credit. Not offered every year.

### HST 164 - The History of Southern New England (1 credit)

This course offers a general overview of the history of Southeastern New England from pre-contact to the present and concentrates on Massachusetts, Rhode Island, and Connecticut with an emphasis on public history (history that is visible to people in their daily lives). Major topics include a consideration of the indigenous peoples of the area, the colonial development of Southeastern New England, the ethnicity of the region, and the importance of the Southeastern New England area to the social, cultural, political, and economic development of the United States. Students develop the abilities to think, to write, and to read critically and analytically and to understand the various forms of human interaction through a study of the unique history of the southeastern regions of New England. This course also aids students in their efforts to understand the principles of group behavior and social organizations and how power is wielded in society. One lecture hour per week. Competency met: Humanities (6.0) 1 credit Fall, Spring

### HST 220 - Roots of Human Societies (3 credits)

This course is an introduction to the origins and development of human culture from prehistory to the decline of the dominant European and Asian empires in the 4th century. Students learn the spiritual, political, philosophical, technological, and economic systems that laid the foundations for many contemporary global patterns. Three lecture hours per week. Competency met: Social Phenomenon (5.4), Humanities (6.0) 3 credits Fall, Spring, Summer

### HST 221 - The People of the Middle Ages (3 credits)

This course examines civilization in Europe and the Middle East, emphasizing the spiritual, intellectual, political, social, and economic forces that shaped these societies. The course begins with the decline and breakup

of the Roman Empire in the 4th and 5th centuries and continues to the time of the Renaissance in the 13th and 14th centuries at the beginning of the early modern period. The course uses brief biographical sketches of the peoples of the Middle Ages across the broad social, political, intellectual, and economic spectrum of the period from 476 to 1500 to illustrate this fascinating, challenging, and transitional time in the West and the world. Three lecture hours per week. Competency met: Social Phenomenon (5.4), Humanities (6.0) 3 credits Fall, Spring, Summer

### HST 222 - The Age of the Revolutions (3 credits)

This course examines the growth and development of early modern Europe from the Renaissance to 1815 and its relationship to the world. Topics include the Reformation, the world system prior to European hegemony, the results of European exploration and conquest, the settlement of the Americas and its impact on Native Americans, the emergence of slavery, the rise of a European middle class and its conflict with feudalism, the Enlightenment movement and the development of science, and the French Revolution. Students develop the ability to think, read, and write critically and analytically and to understand the various forms of human interaction during this key transitional period in human history. The course aids students in their efforts to understand the principles of group behavior and social organizations and how power is wielded in society. Three lecture hours per week. Competency met: Social Phenomenon (5.4), Humanities (6.0) 3 credits Fall, Spring, Summer

### HST 226 - Food in History (3 credits)

Everything we eat is the result of the collective human experience: that story is called history. This course begins with the first human groups and continues to the food practices and challenges of the present day. The development of distinctive cuisines in Europe, Africa, Asia, and the Western Hemisphere (including regional North American cuisine) are embedded in the larger story of human experience. What, when, where, and how we eat reflect the geography, climate, religion, social status, and the interaction of cultures through trade, migration, and conflict. Three hours of lecture per week. Competency met: Global Awareness (5.2), Social Phenomenon (5.4), Humanities (6.0) This course is offered as an elective for students in the Culinary Arts program and for any student who needs to fulfill a humanities distribution requirement. 3 credits Fall, Spring.

### HST 251 - The Social History of American Women (3 credits)

A survey of women's lives in America from the beginning of the English settlement to the present. The course considers marriage, family, childrearing, work, religion and politics. Readings, lectures, and discussions emphasize the diversity of women's lives according to age, race, ethnicity, social class, and place of residence. Three lecture hours per week. Competency met: Social Phenomenon (5.4), Humanities (6.0) 3 credits Fall

### HST 252 - African-American History (3 credits)

This course examines the history, traditions, and culture of African Americans, beginning with African civilizations before slavery, the slave trade, slavery in the United States, and the various stages in the development of African American history. Students use the historical information to understand the current world, to appreciate the richness of beliefs, values, and traditions of people from diverse groups, and to heighten awareness of how power is wielded in society. Three lecture hours per week. Competency met: Multicultural Perspective (5.3), Social Phenomenon (5.4), Humanities (6.0) 3 credits Spring

### HST 254 - Twentieth Century Russian and Soviet History (3 credits)

A survey of Russian, Soviet and post-Soviet political, social, economic and intellectual history from 1890 to the present. Emphasis is placed on the legacy and traditions of the Czarist Empire, on the development of Russian Marxism, on the origins, course and affect of the Bolshevik (communist) Revolution and on the major changes within the former Soviet Union since 1991. Three lecture hours per week. Competency met: Humanities (6.0) 3 credits Fall

### HST 256 - History of World War II (3 credits)

A one-semester study of the origins, causes, events, and consequences of World War Two (1939-1945). The course will consider the war from a variety of perspectives and will examine the political, diplomatic, military, economic, technological, and intellectual developments related to the war. Three lecture hours per week. Competency met: Humanities (6.0) 3 credits Spring

### HST 257 - History of Modern East Asia (China and Japan) (3 credits)

This course is a survey of 19th and 20th century Asian history with a special emphasis on China and Japan. The course focuses on the political, social, economic, and cultural development of China since the Qing dynasty with an emphasis on the development of modern Chinese nationalism and the theory and practice of Maoism; the background and significance of the Meiji Restoration and Japanese modernization, the fall of the Japanese empire, and the emergence of Japan as an economic superpower. Students develop the ability to think, read, and write critically and analytically and to understand the various forms of human interaction through a study of the unique culture of East Asia during the modern period. The course aids students in their efforts to understand the principles of group behavior and social organizations and how power is wielded in society. Three lecture hours per week. Competency met: Global Awareness (5.2), Social Phenomenon (5.4), Humanities (6.0) 3 credits Spring

**HST 259 - History of North American Indian Peoples (3 credits)**

This course examines the history of the indigenous people of North America from archaic times to the present. Students study the unique culture and civilizations of the Amerindian peoples north of the Rio Grande River before and after contact with other cultures and societies. Students develop the ability to think, read, and write critically and analytically and to understand the various forms of human interaction through a study of the unique cultures of native nations of North America. The course aids students in their efforts to understand the principles of group behavior and social organizations and how power is wielded in society. Three class hours a week. Competency met: Multicultural Perspective (5.3), Social Phenomenon (5.4), Humanities (6.0) 3 credits. Fall.

**HST 260 - Topics in History (3 credits)**

A one-semester course on a specified topic or period of history. Topic to be announced each semester. Three lecture hours per week. Competency met: Humanities (6.0) 3 credits Not offered every year

**HST 265 - Immigration and Ethnicity in American History (3 credits)**

This course examines the cultural, economic, and political significance of immigration in American history. Students study those forces that have fostered immigration to the United States and how mass immigration has created a multi-ethnic, multi-racial, and culturally diverse society. Students develop the ability to think, read, and write critically and analytically and to understand the various forms of human interaction through a study of the creation and growth of the United States. The course aids students in their efforts to understand the principles of group behavior and how power is wielded in society. Three lecture hours per week. Competency met: Multicultural Perspective (5.3), Social Phenomenon (5.4), Humanities (6.0) 3 credits Spring

# SER - Human Services

### SER 101 - Introduction to Social Welfare (3 credits)

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. Prerequisite: a passing score of 68 or higher on the College's Reading placement test and a passing score of 3 or higher on the College's English placement test; or concurrent registration in ENG 090 and/or RDG 090 and a grade of C or better in RDG 080. Three lecture hours per week. Competency met: Multicultural Perspective (5.3), Social Phenomenon (5.4) 3 credits Fall

**SER 120 - Readings and Research in Human Services (1 credit)**

This course guides students through the process of searching for and evaluating source material for papers and other research assignments, and provide a framework for the reading and on-going professional education that students face in future internship/job and education settings. Finding, discussing, and critiquing a variety of research sources constitutes a major portion of the course. One lecture hour per week. Note: There are no prerequisites for this course and SER 120 is open to any student in any program. 1 credit Not offered every year

**SER 212 - Special Topics in Mental Health (3 credits)**

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. 3 credits Spring

**SER 251 - Principles of Methods of Interviewing (3 credits)**

An introduction to the fundamental principles and basic techniques of the interviewing process. The course is conducted in small groups and in the activity-oriented atmosphere of the workshop. Prerequisite: SER 101 and PSY 101 or concurrent enrollment in PSY 101. Students not in Human Services program must have permission of instructor. Three lecture hours per week. Instructional Support Fee applies. 3 credits Spring

**SER 255 - Social Policy Analysis(Short) (3 credits)**

The tools and methods of public policy analysis are examined to assess and develop social policy options for reducing poverty, improving education, providing healthcare, and examining other pressing social problems. Development of critical thinking skills are stronly emphasized and applied to existing and proposed social policy. Individual and/or group oral policy presentations on student-selected topics are required. Three lecture hours per week. Open to Human Services and other program students. Prerequisite: SER 101 and ENG 101 or permission of instructor.  3 credits Not offered every year.

**SER 260 - Supervision and Leadership in Human Services (3 credits)**

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. 3 credits Not offered every year

**SER 261 - Developmental Disabilities (3 credits)**

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. 3 credits Not offered every year

**SER 290 - Pre-Internship Planning Workshop (1 credit)**

In this interactive workshop, students research and select an appropriate agency site for their required Human Services internship. Considerable attention is paid to examining one's own values and motivations, determining preferred work style and setting, and selecting desired client population(s). Actual agency visits and in-person interviews with prospective internship supervisors are required. A significant amount of out-of-class time is needed for interviews, tours, orientations, and/or screening that are an important part of most agency's intern selection process. Pre or co-requisite: SER 251 or SER 261 or permission of the program director. One lecture hour per week. 1 credit Spring

**SER 291 - Field Experience and Seminar I (5 credits)**

Fieldwork placement allows students to gain direct and supervised on-the-job experience in the human services field. Theories relevant to social services are tested in the reality of actual agency practice and are further analyzed in a classroom-based and/or Web-based discussion seminar.

All fieldwork placements are arranged with and approved by the program director. Prerequisite: SER 290 or permission of the program director. A minimum of 12 and a maximum of 16 contact hours per week (total of 125 supervised agency hours) in an approved fieldwork agency and up to 2 hours of seminar/discussion each week. Instructional Support Fee applies. 5 credits Fall

**SER 292 - Field Experience and Seminar II (6 credits)**

This course is a continuation of SER 291 and continues the student's agency-based Human Services internship placement and the accompanying classroom-based and/or Web-based discussion seminar. Prerequisite: SER 291 or permission of the program director. A minimum of 12 and a maximum of 16 contact hours per week (total - 175 supervised agency hours) in an approved fieldwork agency and up to 2 hours of seminar/discussion each week. Instructional Support Fee applies. 6 credits Spring

## HUM - Humanities

**HUM 156 - Fundamentals of Interpreting and Translating (3 credits)**

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. Prerequisite: ENG 101. Three lecture hours per week. Instructional support fee applies. 3 credits Fall, Spring

**HUM 157 - Old Testament (3 credits)**

An introductory study of the major books, ideas, and historical context of the Old Testament. Three lecture hours per week. Competency met: Humanities (6.0) 3 credits Fall

**HUM 158 - New Testament (3 credits)**

An introductory study of the major books, ideas, and historical context of the New Testament. Three lecture hours per week. Competency met: Humanities (6.0) 3 credits Spring

**HUM 159 - Azorean Literature in Translation (3 credits)**

This interdisciplinary course considers major authors of the Azores, the history of the Islands, and writings by American Consuls and their families. A central theme of these writings is the immigrant experience amid the Azorean Diaspora. Authors studied will include: Onesimo Almeida, Jose Costa, Francisco Fagundes, Emanuel Felix, Frank Gaspar, Vitorino Nemesio, Eduardo B. Pinto, and Katherine Vaz. Readings also include letters, diaries, and memoirs from American Consuls based on Fayal in the nineteenth century. Prerequisite: ENG 102 or permission of the instructor. Three lecture hours per week. Competency met: Multicultural Perspective (5.3) 3 credits Spring

**HUM 160 - The Criminal in Literature and the Arts (3 credits)**

An interdisciplinary approach to the study of crime, criminality, and society's reaction to it. Particular attention is directed at the manner in which the criminal is portrayed in literature, the fine arts, and other media. This course presents an opportunity to examine this social problem through the works of such varied writers and artists as Dostoyevsky, Camus, Capote, and others. Three lecture hours per week. Competency met: Humanities (6.0), Ethical Dimensions (7.0) 3 credits Spring

**HUM 172 - Coping with Life and Death (3 credits)**

A literary approach to the way humans cope with life and death through writings and the arts, including such writers and artists as Kubler-Ross, Emily Dickinson, Tolstoy, and Woody Allen. Three lecture hours per week. Competency met: Humanities (6.0) 3 credits Fall

**HUM 251 - Topics in Humanities and the Arts (3 credits)**

A one-semester course on a specified topic or period in the arts, literature, philosophy, or the humanities. Topics or major themes are announced each semester. Prerequisite: ENG 102. Three lecture hours per week. Competency met: Humanities (6.0) 3 credits Fall, Spring

**HUM 264 - An Honors Interdisciplinary Seminar on the Holocaust (3 credits)**

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. Competency met: Humanities (6.0); Ethical Dimensions (7.0) 3 credits Spring

**HUM 275 - Myth in the Human Experience (3 credits)**

This interdisciplinary course studies the basic myths that have been part of the human race from time immemorial and their relationship to cultural values, religious beliefs, and great literary works. It examines the role these myths have played in the rites of passage of the human race. The course looks upon myth as an image language, expressive of metaphysical, psychological, and sociological truth. Prerequisite: PSY 101 and HST 220 or 221. Competency met: Humanities (6.0) 3 credits Not offered every year

**HUM 291 - Honors Seminar in Postmodern Studies (3 credits)**

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. Competency Met: Multicultural Perspective (5.3); Ethical Dimensions (7.0). Three hours of lecture per week. Instructional Support Fee applies. 3 credits Fall

**HUM 390 - Fieldwork in Interpreting Portuguese/Spanish (3 credits)**

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. 3 credits Fall, Spring; not offered every year.

## LGL - Legal Studies

### LGL 160 - Law Office Technology (3 credits)

This course is an introduction to the use of computers and legal specialty computer software programs in the contemporary law office and courthouse and the ethical considerations related to the use of technology in the law. The course includes hands on computer exercises using professional software programs frequently used in the law office. Three lecture hours per week. Competency met: Technical Literacy (8.0) 3 credits Fall, Spring

### LGL 180 - Introduction to Law (3 credits)

This course provides the basic foundation for further legal studies. Topics include the sources of U.S. law, the U.S. court system, the difference between civil law and criminal law, and the differences between substantive law and procedural law. Other topics include an introduction to litigation, torts, contracts, ethics, and legal research. Three lecture hours per week. 3 credits Fall, Spring

### LGL 260 - Law Office Technology (3 credits)

This course is an introduction to the use of computers and legal specialty computer software programs in the contemporary law office and courthouse and the ethical considerations related to the use of technology in the law. The course includes hands on computer exercises using professional software programs frequently used in the law office. Three class hours per week. Competency met: Technical Literacy (8.0).  Fall, Spring

### LGL 281 - Law Office Procedures (3 credits)

This course emphasizes the administrative duties of the legal administrative assistant. Topics cover professional certification, ethics, oral and written communication, using the Internet for research, working with office equipment and basic office functions of answering the telephone, handling mail, filing, calendaring, and keeping financial records. Microsoft Outlook and Excel are used to develop core-level competencies and prepare the student to take the Microsoft Office Outlook and Excel Specialist certificate exams. Prerequisites: OFC 113 and OFC 117 with a grade of C or better or permission of the instructor. Three lecture hours per week. Instructional Support Fee applies. 3 credits Spring

### LGL 282 - Legal Document Processing (3 credits)

This course presents the fundamentals of legal document preparation. Students develop the formatting and editing skills needed for processing a variety of both court and non-court legal documents commonly used in law offices. The course develops further keyboarding speed and accuracy. The course requires a minimum keyboarding speed of 40 wpm to pass the course. Prerequisites: OFC 113 and OFC 117 with a grade of C or better or permission of the instructor. Three lecture hours per week. 3 credits Spring

### LGL 284 - Legal Transcription (3 credits)

This course develops skills in legal transcription, where documents are converted from the spoken word to printed form. Students apply communication skills, problem-solving skills, and technical skills as they learn to transcribe legal documents, correspondence, and instruments using correct formatting, punctuation, and spelling. Prerequisite: LGL 282 and OFC 120 with a grade of C or better or permission of the instructor. Three lecture hours per week. Instructional Support Fee applies. 3 credits Spring

### LGL 290 - Legal Studies Seminar (3 credits)

This capstone course prepares students for employment within the legal profession as a paralegal or legal administrative assistant. Skills in oral and written communication, using technology to find a job, problem solving, and working collaboratively will be enhanced. Each student will prepare an employment portfolio highlighting the achievement of program outcomes. Prerequisite: Completion of 12 credits of program courses or permission of the instructor. Three lecture hours per week. 3 credits Fall; Spring

## LSM - Leisure Service Management

### LSM 101 - Introduction to Sport Management (3 credits)

This course explores and analyzes sport and recreation from philosophical, historical, and organizational perspectives. It also introduces the student to the field of sport management, examining professional opportunities available, resume writing, and professional networking in the field. Three lecture hours per week. 3 credits Fall

### LSM 123 - Sport as Popular Culture (3 credits)

This course covers a broad range of topics that explore sport as a significant part of popular culture. These topics include the analysis of the production and consumption of sport and leisure as an aspect of contemporary popular culture; the relationship between sport and leisure and the economy, the media, and politics; and the impact of class, race, gender, ethnicity, and nationality. Three lecture hours per week. 3 credits Spring

### LSM 231 - Facility Design and Event Management (3 credits)

This course examines the processes for managing sport and event enterprises. It gives specific attention to the design and management of a sport facility as well as the skills and processes associated with administration of a sport event, whether it be participant-centered or spectator-centered. Prerequisite: LSM 101 or permission of instructor. Three lecture hours per week. 3 credits Fall

### LSM 233 - Sport Marketing and Sales (3 credits)

This course provides an in-depth analysis of the various techniques and strategies of marketing and sales in the sport environment. It examines basic marketing and sales concepts with applications to the uniqueness of the sport and leisure industry: event marketing, sponsorship, licensing, sport information, sales and public relations. Prerequisites: LSM 101 and MAR 101, or permission of instructor. Three lecture hours per week. 3 credits Fall

### LSM 241 - Legal and Ethical Aspects of Sport (3 credits)

This course provides an analysis of the legal and ethical aspects of the sport environment. Topics discussed include negligence; liability; control of amateur, professional, and school sport; violence/crowd control; product liability; risk management; and selected current issues. Prerequisites: LSM 101 and LSM 231, or permission of instructor. Three lecture hours per week. Competency met: Ethical Dimensions (7.0) 3 credits Spring

### LSM 243 - Budgeting and Financing Sport (3 credits)

This course analyzes financial concepts and theories and their application in the professional, intercollegiate, recreational, and commercial sport environments. Topics include revenues and expenses of professional, intercollegiate and private sport industries; issues impacting these revenues and expenses; budgeting methods; economic impact; fundraising at the intercollegiate level; ownership in sport, and public and private funding for non-profit sport programs. Prerequisites: LSM 101 and LSM 231, or permission of instructor. Three lecture hours per week. 3 credits Spring

## MAA - Medical Administrative Assistant

### MAA 101 - Medical Terminology (3 credits)

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. 3 credits Fall, Spring

### MAA 102 - Medical Transcription (3 credits)

This course includes a unique combination of authentic physician dictation, coordinated readings and exercises by medical specialty, and supplementary information vital to every medical transcriptionist. Dictated reports, including chart notes, consultations, history and physical examinations, emergency room reports, and procedure notes are transcribed using word processing software and state-of-the-art transcription equipment. Student must receive a grade of C or better and obtain a keyboarding speed of 45 wpm to progress to MAA 203. Pre or co-requisite: OFC 214, MAA 101, and OFC 120 with a grade of C or better or permission of the instructor. Three lecture hours per week. Instructional Support Fee applies. 3 credits Fall

### MAA 103 - Medical Assisting Administrative Procedures (3 credits)

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 Fall

### MAA 203 - Advanced Medical Transcription (3 credits)

This course prepares the student for entry-level employment using various medical software programs to strengthen and expand medical transcription skills, to reinforce the techniques of transcribing, and to build transcription speed and accuracy. 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. 3 credits Spring

### MAA 204 - Medical Insurance Forms Preparation (3 credits)

This course provides students with an understanding of medical insurance. It also covers collecting patient information, coding procedures, audit trails, insurance claims, and preparing insurance forms within the scope of HIPAA and medical ethics. Training is provided on a billing/accounting software program. Pre or co-requisite: CIT 121 or OFC 113 or permission of the instructor. Three

lecture hours per week. Instructional Support Fee applies. 3 credits Fall

### MAA 205 - Medical Office Procedures (3 credits)

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. Prerequisite: OFC 113 with a grade of C or better or permission of the instructor. Three lecture hours per week. Instructional Support Fee applies. 3 credits Spring

### MAA 209 - Medical Office Portfolio Development (1 credit)

This course prepares medical office students for employment. Students identify their short- and long-term goals and work on developing their strengths and minimizing weaknesses. Students attend workshops for career research and dressing for success. Students create a resume, cover letter, and reference list, and practice job interviewing techniques. A comprehensive portfolio is created to include the above topics as well as sample work from various courses taken in their program, activities in critical thinking, communication skills, and current events in job placement. Pre or co-requisite: MAA 204 or MAA 205 or permission of the instructor. One lecture hour per week. 1 credit Spring

## MAN - Management

### MAN 101 - Principles of Management (3 credits)

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. 3 credits Fall, Spring, Summer

### MAN 152 - Purchasing (3 credits)

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. 3 credits Fall

### MAN 154 - Small Business Management (3 credits)

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. Competency met: Ethical Dimensions (7.0) 3 credits Fall, Spring, Summer

### MAN 251 - Human Resources Management (3 credits)

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. 3 credits Spring

### MAN 290 - Managing an Enterprise (3 credits)

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. Competency met: Global Awareness (5.2) 3 credits Fall, Spring

## MAR - Marketing

### MAR 101 - Principles of Marketing (3 credits)

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. 3 credits Fall, Spring, Summer

### MAR 114 - Sales Principles (3 credits)

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. 3 credits Fall, Spring

### MAR 253 - Sales Management (3 credits)

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. 3 credits Spring

**MAR 255 - Advertising Procedures (3 credits)**

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. 3 credits Fall, Spring, Summer

# MAS - Medical Assisting

**MAS 101 - Medical Assisting Clinical Procedures I (3 credits)**

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. 3 credits Fall; Day only

**MAS 102 - Medical Assisting Clinical Procedures II (3 credits)**

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. 3 credits Spring; Day only

**MAS 121 - Medical Assisting Laboratory Procedures I (3 credits)**

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. 3 credits Fall

**MAS 122 - Medical Assisting Laboratory Procedures II (3 credits)**

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. 3 credits Spring; Day only

**MAS 200 - Medical Assisting Practicum and Theory (4 credits)**

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, HLT 122, MAA 103, MAS 102. This class includes 166 clinical externship hours and 21 seminar hours; offered in the second half of the semester. Instructional Support Fee applies. 4 credits Spring

# MAT - Complementary Healthcare

**MAT 110 - Introduction to Massage Therapy (2 credits)**

This course provides an overview of the field of massage therapy and the philosophies of complementary healthcare. Topics covered include the history of massage, various forms of bodywork, movement techniques, energy balancing, psychotherapy, introduction to Energy Work, Shiatsu, Reiki, Reflexology, Acupressure, sports massage, holistic medicine, natural healing, licensure requirements, education, employment opportunities, and professional organizations. The Standards of Practice and the Code of Ethics for the massage therapist will be discussed. The student is required to receive at least one full body massage by a licensed massage therapist during the

semester. Two lecture hours per week. Instructional Support Fee applies. 2 credits. Fall, Spring, Summer.

### MAT 111 - Therapeutic Massage I (5 credits)

The course includes the indications, contraindications, and physiological effects of therapeutic massage. Students develop competency in the performance of basic Swedish Massage techniques including effleurage, pétrissage, friction, tapotement and vibration for full body and chair massages. Emphasis is placed on the safe application of these techniques including hygiene procedures and requirements, draping, client assessment, palpation, positioning, and good body mechanics. An in-depth study of the musculoskeletal and neuromuscular systems, fascia layers, and sensory receptors is included. Pre or co-requisite: MAT 112.  Two class hours and six lab hours a week. Instructional Support Fee applies. 5 credits. Fall, Spring, Summer.

### MAT 112 - Musculoskeletal Anatomy for the Massage Professional (3 credits)

This course provides the student with a comprehensive study of the musculoskeletal anatomy including basic kinesiology. The course presents basic anatomical information as it pertains to massage therapy with emphasis on the origin, insertion, and action of major muscle groups. Pre or co-requisite: MAT 110, MAT 111 and BIO 115 or BIO 233. One lecture hour and four laboratory hours per week. Instructional Support Fee applies.  3 credits Fall, Spring, Summer

### MAT 120 - Therapeutic Massage II (4 credits)

This course emphasizes the techniques of neuromuscular massage, lymphatic massage, deep tissue techniques, and trigger point therapy. Students learn treatment options, specific techniques, procedures, indications and contraindications and the appropriate application of these approaches for various conditions. Theory and treatments for specific conditions are examined. Foundational hydrotherapy applications are explored. Additionally, this course provides students with an understanding of basic medical terminology and the relationship between anatomy and physiology and the practice of therapeutic massage. Research skills are implemented utilizing online and library resources. Research and case study projects solidify critical clinical therapeutic massage skills. Prerequisite: MAT 111, BIO 115 or BIO 233; Co-requisite: BIO 234.  One class hour and six lab hours a week. Instructional Support Fee applies. 4 credits. Spring.

### MAT 124 - Massage Therapy Practice Management (2 credits)

This course presents the skills necessary to succeed in therapeutic massage practice. The course covers practice planning, practice development, ethics, practice management, marketing, and the writing of a business plan. Prerequisite: admission to either Complementary

Healthcare degree or Therapeutic Massage certificate programs. Two lecture hours per week. Instructional Support Fee applies. 2 credit          Spring

### MAT 126 - Therapeutic Massage Clinical Procedures (3 credits)

This course focuses on professional practice and community service. One hundred of the 135 course hours are required for supervised clinical practice in the On Campus Massage Clinic. Under direct faculty supervision, students set up and run a clinic at Bristol Community College and provide massage services to clients from the community. Students also provide massage therapy services in the clinic or at community settings for 35 hours. Students gain experience relative to massage office practice, marketing, record maintenance, scheduling, accounting procedures, and compliance with OSHA and HIPAA standards, professionalism and ethics. Prerequisite: ENG 101, MAT 110, MAT 111, MAT 112, and BIO 115 (Therapeutic Massage Certificate) or BIO 233 and Co-requisite: BIO 234. Nine laboratory hours per week. Instructional Support Fee applies. 3 credits. Fall, Spring, Summer.

### MAT 233 - Oriental Bodywork (3 credits)

This course introduces students to the Oriental and Asian Bodywork approach to the areas of mind/body medicine, its scientific principles, its application to specific diseases, and the physiological mechanisms that connect the brain and nervous system with the hormonal and immune systems. The course addresses therapeutic practices of acupressure in dealing with change, and stress and the utilization of conventional and complementary medicine. Prerequisite: MAT 113, BIO 115, or BIO 233; Pre or co-requisite: HCI 237.  Two lecture hours and two laboratory hours per week. Instructional Support Fee applies.  3 credits. Not offered every year.

### MAT 244 - Therapeutic Massage III (3 credits)

This course covers specialized massage techniques using techniques of clinical decision-making and psychomotor skills to achieve specified outcomes related to the promotion of wellness and the remediation of the impairments, functional limitations, and disability associated with clinical conditions. The course provides students with a conceptual framework and concrete methodology for using massage techniques to achieve specified clinical outcomes. Prerequisites: MAT 120, BIO 115 or BIO 233, and HCI 237.  Two lecture hours and six laboratory hours per week.  Instructional Support Fee applies. 3 credits. Fall, Spring, Summer. Not offered every year.

### MAT 246 - Special Topics in Therapeutic Massage (3 credits)

This course focuses on a specific advanced topic related to therapeutic massage. Training includes advanced study and

application of clinical, complementary, and holistic styles of massage technique. Course topics will be announced each semester. Prerequisite: MAT 120 and MAT 124 or permission of the program director. One to two lecture hours and two laboratory hours per week as specialty requires. Instructional Support Fee applies. 3 credits Not offered every semester.

## MED - Clinical Laboratory Science

### MED 101 - Introduction to Clinical Laboratory Science (3 credits)

This course explores the nature and scope of clinical laboratory work. The primary focus is the role of the laboratory in the delivery of health care in various settings, emphasizing types of health care facilities, regulatory agencies affecting laboratory operations, responsibilities, duties and professional conduct expected of clinical laboratory technicians, standard precautions, safety in the laboratory, laboratory mathematics and quality assessment, and medical terminology and procurement of blood specimens. A phlebotomy workshop develops the fundamental skills required to procure and prepare blood specimens for testing. A field trip will be scheduled to a clinical laboratory. Prerequisite: CLS and Phlebotomy students only. Three hours of lecture per week. Instructional Support Fee applies. 3 credits  Fall

### MED 102 - Urinalysis (3 credits)

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 (formerly MED 10, BIO 54, CHM 15) all with a grade of C or better. Co-requisite: MTH 119, and CHM 116 (formerly MTH 19, and CHM 16). Two hours lecture and two hours lab per week. At the end of the semester students will spend one week (30 hours) in an affiliated laboratory. Instructional Support Fee applies. 3 credits. Spring.

### MED 105 - Introduction to Histotechnology (3 credits)

The course is designed to provide an understanding of the histological techniques used in the study of human tissue. It includes an overview of basic pathology and malignant disease and the application of histological techniques used in a modern laboratory. Topics also include the structure and functions of cells and organ systems; study of human cells using light and electron microscopy; processing and handling of surgical and autopsy specimens; gross evaluation of tissues; embedding and sectioning of tissues by microtomy; preparation of frozen sections; instrumentation; slide preparation; routine and special staining; safety procedures; quality assurance procedures; and immunohistochemistry applications. The course provides the fundamental background necessary for

clinical practice in a modern histology laboratory. Prerequisite: BIO 154 (formerly BIO 54) or equivalent, or current work experience in histology, or instructor approval; co-requisite: MED 106 (formerly MED 63). Three lecture hours per week. Instructional Support Fee applies. 3 credits. Not offered each year.

### MED 106 - Histology Techniques I (2 credits)

This is a 45-hour laboratory course taught on campus. The course allows students an opportunity to practice histology procedures and techniques prior to assignment to clinical fieldwork placement. The student performs routine laboratory procedures that simulate the procedures performed in a modern clinical histology laboratory. Pre or co- requisite: MED 105. Forty-five laboratory hours. Instructional Support Fee applies. 2 credits Not offered every year.

### MED 107 - Histology Practicum (7 credits)

The Histology Practicum I course is comprised of 420 hours of clinical fieldwork experience during a 14-week period at one of the affiliating histology laboratories. The student performs routine and special procedures under the direction of a clinical supervisor. Four hundred twenty (420) clinical fieldwork hours. Instructional Support Fee applies. Pre-requisite: MED 105 and MED 106.  7 credits Not offered every year.

### MED 200 - Hematology (5 credits)

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 (formerly MED 21, BIO 39, CHM 16, and MTH 19) 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. 5 credits. Fall.

### MED 205 - Immunology - Serology (4 credits)

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 (formerly CHM 16, BIO 39, MED 21, and MTH 19) all with a grade of C or better. This course includes 45 hours of lecture and 30

hours of laboratory. Instructional Support Fee applies. 4 credits. Fall.

### MED 206 - Medical Microbiology (6 credits)

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 (formerly BIO 39, CHM 16, MED 21, and MTH 19) all with a grade of C or better. This course includes 35 hours of lecture and 42 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. Fall 6 credits.

### MED 215 - Immunohematology (5 credits)

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 (formerly MED 34) 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. 5 credits. Spring.

### MED 216 - Medical Microbiology II (4 credits)

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 (formerly MED 32) 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. Competency met: Global Awareness (5.2) 4 credits. Spring.

### MED 217 - Clinical Biochemistry (6 credits)

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 (formerly MED 30) 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. Spring. 6 credits.

### MED 218 - Selected Topics in Clinical Laboratory Science (3 credits)

This course offers students an opportunity to study a specific topic in Clinical Laboratory Science. Course topics are announced each semester. Prerequisite: to be determined by the course offered. One to three class hours per week. Instructional Support Fee applies. 1-3 credits Not offered each year.

## MTH - Mathematics

### MTH 001 - Developmental Mathematics I (3 credits)

This is the first course in a modularized study of Arithmetic, Algebra, and possibly Intermediate Algebra (depending on program requirements) to prepare students for college-level mathematics courses. The material in Modules 1-4 are equivalent to MTH 011, modules 5-8 to MTH 021, and modules 9-12 to MTH 031. A minimum of four modules must be completed in this course to earn a passing grade, but students are encouraged to complete as many modules as possible until the prerequisites of their program requirements are met. Three lecture hours and one hour for CAI laboratory. Instructional Support fee applies. 3 Credits Fall, Spring, Summer

### MTH 002 - Developmental Mathematics II (3 credits)

This course is a modularized study of Arithmetic, Algebra, and possibly Intermediate Algebra (depending on program requirements) to prepare students for college-level mathematics courses. The material in Modules 1-4 are equivalent to MTH 011, modules 5-8 to MTH 021 and modules 9-12 to MTH 031. A minimum of four modules must be complete in this course to earn a passing grade, but students are encouraged to complete as many modules as possible until the prerequisite of their program requirements are met. Prerequisite: a grade of CD or higher in MTH 001. Three lecture hours and one CAI laboratory hour per week. Instructional Support Fee applies. 3 credits Fall, Spring, Summer

**MTH 003 - Developmental Mathematics III (3 credits)**

This course is the third course in a modularized study of Arithmetic, Algebra, and possibly Intermediate Algebra (depending on program requirements) to prepare students for college-level mathematics courses. The material in Modules 1-4 are equivalent to MTH 011, 5-8 to MTH 021 and 9-12 to MTH 031. A minimum of four modules must be complete to earn a passing grade in this course, but students are encouraged to complete as many modules as possible until the prerequisites of their program requirements are met. Prerequisite: a grade of CD or higher in MTH 002. Three lecture hours and one CAI laboratory hour per week. Instructional Support Fee Applies. 3 credits Fall, Spring, Summer

**MTH 011 - Foundations of Mathematics (3 credits)**

This course is a study of arithmetic. Topics include: working with whole numbers, fractions, decimals, ratios, proportions, and percents; performing unit conversions; calculating basic statistics and interpreting data; and solving applications of the topics cited above. Prerequisite: MTH 011 is required for all students who score below 60 on the arithmetic placement test. Students who achieve at least one of the following will have demonstrated Arithmetic Competency: successful completion of Module 4 or beyond; or a grade of CD or higher in MTH 011; or a score of 60 or higher on the arithmetic placement exam. Forty-two class hours per semester. Instructional Support Fee applies 3 credits Fall, Spring, Summer

**MTH 021 - Foundations of Algebra I (3 credits)**

This course is designed for students who need an algebra refresher. The topics included are: operations with signed numbers; evaluating algebraic expressions and formulas; working with polynomials, linear equations and inequalities in one variable; solving word problems, graphing linear equations in two variables; and working with scientific notation. Students who achieve at least one of the following will have demonstrated Introductory Algebra Competency: successful completion of Module 8 or beyond; or a grade of CD or higher in MTH 021; or a score of 72 or higher on the elementary algebra placement exam. Prerequisite: Arithmetic Competency. MTH 021 may not be used to meet the General Education Mathematics competency, nor does it carry degree credit. Grade points earned in this course will NOT be included permanently in the cumulative GPA. Grade points earned in this course WILL be included permanently in the cumulative SPI. Forty-two class hours per semester. Instructional Support Fee applies. 3 Credits Fall, Spring, Summer

**MTH 031 - Foundations of Intermediate Algebra (3 credits)**

This is a second course in algebra. Topics included are: solving first degree equations, inequalities and applications; graphing linear equations and inequalities;

factoring algebraic expressions; working with rational expressions and solving equations containing rational expressions; simplifying complex fractions; solving systems of linear equations; working with variation; and performing basic manipulations of functions. Students who achieve at least one of the following will have demonstrated Intermediate Algebra Competency: successful completion of Module 12; or a grade of CD or higher in MTH 031; or a score of 82 or higher on the elementary algebra placement exam. Prerequisite: Introductory Algebra Competency; or a grade of C- or higher in High School Algebra I and in high school Geometry and Arithmetic Competency. MTH 031 may not be used to meet the General Education Mathematics competency, nor does it carry degree credit. Grade points earned in this course will NOT be included permanently in the cumulative GPA. Grade points earned in this course WILL be included permanently in the cumulative SPI. Three lecture hours per week. Instructional Support Fee applies. 3 credits Fall, Spring, Summer

**MTH 111 - Technical Mathematics for Fire Science (3 credits)**

This course provides the necessary mathematical tools for solving problems encountered in physics, chemistry, and fire science courses. This course or MTH 141 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. Prerequisite: Passing score on the arithmetic placement test or a grade of C- or better in MTH 011; a passing score on the elementary algebra placement test and high school Algebra I or MTH 021. Three lecture hour per week. Instructional Support Fee applies. Competency Met: Quantitative and Symbolic Reasoning - Fire Science only. 3 credits Fall, Spring; Evening/Weekend only

**MTH 119 - Fundamental Statistics (3 credits)**

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: Arithmetic Competency; and Introductory Algebra Competency or Intermediate Algebra Competency. Three lecture hours per week. 3 credits Fall, Spring, Summer

**MTH 125 - Modern College Mathematics (3 credits)**

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: Arithmetic competency; and Introductory Algebra or Intermediate Algebra Competency. Forty-two class hours per semester. 3 credits Fall, Spring, Summer

### MTH 127 - Mathematics for Elementary School Teachers I (3 credits)

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. Prerequisites: Arithmetic Competency and Intermediate Algebra Competency. Three lecture hours per week.  3 credits Fall, Spring, Summer

### MTH 128 - Mathematics for Elementary School Teachers II (3 credits)

This course is a continuation of MTH 127. Topics include algebraic reasoning and representation, statistics, probability, geometry, and measurement. Prerequisite: a passing score on the arithmetic placement test or a grade of C- or better in MTH 011; a grade of C- or better in MTH 127 or permission of the instructor. Three lecture hours per week.  3 credits Spring

### MTH 131 - Elements of College Mathematics (3 credits)

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: Arithmetic Competency; and Intermediate Algebra Competency. Three lecture hours per week. 3 credits Fall, Summer

### MTH 132 - Calculus with Applications (3 credits)

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: Arithmetic Competency; a grade of C- of higher in MTH 131 or equivalent. Three lecture hours per week. 3 credits Spring, Summer

### MTH 141 - Technical Mathematics I (4 credits)

This course provides engineering technicians with the necessary mathematical tools to solve engineering problems. Topics covered are: scientific notation; units of measurement; review of algebra; functions; the trigonometric functions; right angle trigonometry; and vectors and oblique triangles. Prerequisite: Arithmetic Competency; and Intermediate Algebra Competency. Four lecture hours per week. 4 credits Fall

### MTH 142 - Technical Mathematics II (4 credits)

This course is a continuation of MTH 141. Topics included are graphs of the trigonometric functions; radicals; the j-operator; exponential and logarithmic functions; systems of equations; analytic geometry; and additional topics in trigonometry. Prerequisite: grade of C- or higher in MTH 141. Four lecture hours per week.  4 credits Spring

### MTH 151 - College Algebra (3 credits)

Topics in this course include: operations with radicals; rational exponents; systems of equations and inequalities; quadratic equations; complex numbers; elementary functions; and exponential and logarithmic functions. Prerequisite: Arithmetic Competency; and Intermediate Algebra Competency. Three lecture hours per week. Instructional Support Fee applies. Note: MTH 151 may not be used to meet any General Education competency nor as the Mathematics requirement for any program; however, it may be used as elective college credit. 3 credits Fall, Spring

### MTH 160 - Topics in Mathematics (3 credits)

This is a one-semester course on a specific topic in mathematics. Topics are announced each semester that the course is offered. Prerequisite: Arithmetic Competency; and Introductory Algebra or Intermediate Algebra Competency. Three lecture hours per semester.  3 credits Not offered every year.

### MTH 171 - Precalculus - Functions (3 credits)

This course is designed to present those topics necessary for the later study of calculus. Topics include: the real number system; relations and functions; logarithmic and exponential equations; and analytic geometry. Prerequisite: Arithmetic Competency; and Intermediate Algebra Competency and a grade of C- or higher in MTH 151 or equivalent. Three lecture hours per week. Instructional Support Fee applies. 3 credits  Fall, Spring, Summer

### MTH 173 - Trigonometry (3 credits)

This course is a study of the trigonometric functions. Topics covered include right triangle trigonometry; definitions of the trigonometric functions; graphs of trigonometric functions; trigonometric identities; the inverse trigonometric functions; solutions to trigonometric equations; vectors; trigonometric form of complex numbers; and the polar coordinate system. Competency met: Quantitative and Symbolic Reasoning (4.0) Prerequisite: Arithmetic Competency; Intermediate Algebra Competency and a grade of C- or higher in MTH 151 or equivalent. MTH 171 should be taken before MTH 173. Three lecture hours per week. 3 credits Fall, Spring, Summer

### MTH 214 - Calculus I (4 credits)

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. In addition to the four-hour lecture, a one-hour lab is required each week. Prerequisite: a grade of C or higher in MTH 171 and MTH 173 or equivalent. Four lecture hours and one computer laboratory hour per week. Instructional Support Fee applies. 4 credits Fall, Spring, Summer

### MTH 215 - Calculus II (4 credits)

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. In addition to the four-hour lecture, a one-hour lab is required each week. Prerequisite: a grade of C or better in MTH 214. Four lecture hours and one computer laboratory hour per week. Instructional Support Fee applies. 4 credits Fall, Spring, Summer

### MTH 243 - Discrete Structures (3 credits)

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: a grade of C or higher in MTH 171 or equivalent. Three lecture hours per week. Instructional Support Fee applies. 3 credits Fall; not offered every year

### MTH 244 - Discrete Structures (3 credits)

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: a grade of C or higher in MTH 243. Three lecture hours per week. 3 credits Spring; not offered every year

### MTH 251 - Fundamental Business Statistics (3 credits)

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: Arithmetic Competency; and Intermediate Algebra Competency. Three lecture hours per week. 3 credits Fall, Summer

### MTH 252 - Statistics for Decision Making (3 credits)

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: a grade of C or higher in MTH 251. Three lecture hours per week. 3 credits Spring, Summer

### MTH 253 - Calculus III (4 credits)

This course is a continuation of MTH 215. Topics include: two- and three-dimensional vectors; vactor functions; partial derivatives; multiple integrals; and vector calculus. In addition to the four-hour lecture, a one-hour lab is required each week. Prerequisite: a grade of C or higher in MTH 215. Four lecture hours and one computer laboratory hour per week. Instructional Support Fee applies. 4 credits Fall

### MTH 254 - Ordinary Differential Equations (3 credits)

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: Arithmetic Competency or a grade of C- or higher in MTH 011; a grade of C or higher in MTH 215. Three lecture hours per week. 3 credits Spring, Summer

## MUS - Music

### MUS 111 - History of Music I (3 credits)

Major forms and styles from the Middle Ages to the present, as seen against sociological and cultural backgrounds, are studied. The course includes lectures, recordings, live music in the classroom and attendance at concerts. Three lecture hours per week. Competency met: Humanities (6.0) 3 credits Fall, Spring, Summer

### MUS 112 - History of Music II (3 credits)

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. 3 credits Fall, Spring Summer

### MUS 113 - Introduction to Music Theory (3 credits)

This course is a practical introduction to the fundamentals of music. Class work emphasizes ear training, including rhythmic and melodic dictation, and the acquisition of keyboard skills with an emphasis on chords and harmonizing melodies. Some improvisation techniques will also be included. Three lecture hours per week. Competency met: Humanities (6.0) 3 credits Fall, Spring

**MUS 114 - Music Theory II (3 credits)**

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. 3 credits Spring

**MUS 116 - Music for the Child (3 credits)**

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. 3 credits Fall, Spring

**MUS 117 - Sound Design for Multimedia (3 credits)**

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. 3 credits Fall

# NUR - Nursing

**NUR 100 - Introduction to Professional Nursing (1 credit)**

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 (formerly NUR 11) or permission of the instructor. Students must receive a C (74) or better in NUR 100 and NUR 101 to continue in the program. One class hour a week. Hybrid course 1 credit  Fall/Spring; Day/eHealth option.

**NUR 101 - Fundamentals of Nursing (8 credits)**

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 (74) or better to continue in the program. Prerequisites: 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. 8 credits Fall, Day/eHealth option

**NUR 102 - Parent-Child Health Nursing (8 credits)**

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 and evening hours are used for clinical teaching. Prerequisite: NUR 101 with a grade of C (74) 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. 8 credits Spring; Day/eHealth option

**NUR 201 - Nursing Care of the Adult I (9 credits)**

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 (74) 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.  9 credits Fall, Day/eHealth option

**NUR 202 - Nursing Care of the Adult II (9 credits)**

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 and evening hours are used for clinical teaching. Prerequisite: NUR 201 with a grade of C (74) 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. 9 credits Spring; Day/eHealth option

**NUR 203 - Trends in Nursing (1 credit)**

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 or better in NUR 202 and NUR 203 to continue in the program. One lecture hour per week.  Required

Community Service Learning component. 1 credit Spring; Day/eHealth option

# OFC - Office Administration

### OFC 102 - Computer Keyboarding (1 credit)

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. 1 credit Fall, Spring, Summer

### OFC 104 - Computer Keyboard Skillbuilding (1 credit)

This course uses specialized computer software to increase speed and accuracy on the computer keyboard. The course objective is to increase current keyboarding speed by 10+ words per minute while maintaining a 95 percent level of accuracy. Prerequisite: Minimum keyboarding speed of 15 words per minutes, based on a three-minute timing with no more than three errors, or OFC 102. One lecture hour per week. Instructional Support Fee applies. 1 credit Fall, Spring

### OFC 106 - Introduction to Microsoft Word (1 credit)

In this course, students learn to use Microsoft Word to produce letters, reports, research papers, resumes, and other documents for personal or professional use. This course is not open to Office Administration students. Prerequisite: Minimum keyboarding speed of 20 words per minute, based on a three-minute timing with no more than three errors, or OFC 102 with a grade of C or better. One lecture hour per week. Instructional Support Fee applies. 1 credit Fall, Spring

### OFC 107 - Introduction to Speech Recognition (1 credit)

Learn to use your voice and continuous speech recognition software to create documents and handle application functions without using a computer keyboard. Increase your personal productivity with faster input than that allowed by touch typing; improve writing, reading, and speaking skills by learning to enunciate correctly and speak clearly; and prevent repetitive stress injuries caused by overuse of the computer keyboard. It is recommended that students taking this course that wish to use the software outside of the course have access to a computer outside the College. Instructional Support Fee applies. 1 credit Fall, Spring

### OFC 111 - Principles of Speedwriting Shorthand (3 credits)

Speedwriting is a shorthand system based on using the alphabet to represent sounds that make up the English language. This course focuses on learning the Speedwriting abbreviation system so students can take notes, build speed, and transcribe dictation spoken at 50 to 70 words per minute. Prerequisite: For Office Administration majors only - a passing score on the Office Administration department keyboarding placement test or a C or better in OFC 102. Three lecture hours per week. 3 credits Fall, Spring, Summer; Evening only

### OFC 113 - Introduction to Microsoft Word (3 credits)

This course focuses on using Microsoft Word to create business documents and develop core-level competencies using Microsoft Office Specialist guidelines. Students apply developing skills to create memos, letters, simple reports, and tables. The course includes intensive speed development drills to increase speed and accuracy. A minimum speed of 30 wpm based on a supervised three-minute timing with three or fewer errors is required to receive a passing grade for the course. Prerequisite: A passing score on the Office Administration department keyboarding placement test or a C or better in OFC 102. Three lecture hours per week. Instructional Support Fee applies. 3 credits Fall, Spring, Summer

### OFC 117 - Introduction to Microsoft Office (3 credits)

Students learn to use a personal computer for personal or professional productivity. Using lecture and hands-on applications, this course presents computer hardware and software at an introductory level. Students learn to use the Microsoft Windows operating system and become familiar with Microsoft Office suite applications (Word, Excel, Access, PowerPoint, Outlook). Use of the Internet and e-mail is also presented. Prerequisite: OFC 102 or a demonstrated keyboarding speed of 20 words per minute. Three lecture hours per week. Instructional Support Fee applies. Competency met: Technical Literacy (8.0) 3 credits Fall, Spring, Summer

### OFC 120 - Text Editing (3 credits)

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. 3 credits Fall, Spring

### OFC 130 - Microsoft Office Word Specialist (3 credits)

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. 3 credits Fall, Spring, Summer

### OFC 131 - Microsoft Office Excel Specialist (3 credits)

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 enter, format, and analyze data; create and work with formulas and functions; and move, export, manage, and integrate data. Three hours of lecture per week. Instructional Support Fee applies. 3 credits Fall, Spring, Summer

### OFC 132 - Microsoft Office PowerPoint Specialist (3 credits)

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. 3 credits Fall, Spring, Summer

### OFC 133 - Microsoft Office Access Specialist (3 credits)

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. 3 credits Fall, Spring, Summer

### OFC 134 - Microsoft Office Outlook Specialist (3 credits)

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. 3 credits Fall, Spring, Summer

### OFC 150 - Speech Recognition (3 credits)

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. 3 credits Fall, Spring

### OFC 160 - Veterinary Administrative Software I (1 credit)

This course will provide basic skills in locally used veterinary software with an emphasis placed on reception, payment, scheduling, and inventory. One lecture hour per week. Fall

### OFC 161 - Veterinary Administrative Software II (1 credit)

This course will provide advanced skills in locally used veterinary software with emphasis placed on processing reports, examining the patient/visit workflow, laboratory workflow, and imaging workflow. Advanced inventory management will be examined. Prerequisite: OFC 160. Pre or Co-requisite: ANS 205. One lecture hour per week. 1 credit Spring

### OFC 212 - Speedwriting Dictation/Transcription (3 credits)

A review of the basic principles of Speedwriting with intensive dictation practice to develop speed and accuracy Speed requirements are 60 to 90 words a minute. Proficiency in producing mailable letters and transcription skills integrating the language arts will be developed on IBM-compatible computers. Prerequisite: OFC 111 and OFC 113 with a grade of C or better or equivalent. Three lecture hours and two laboratory hours per week. Instructional Support Fee applies. 3 credits Fall, Spring; Evening only

### OFC 214 - Advanced Microsoft Word (3 credits)

This course focuses on document mastery and advanced word processing functions using Microsoft Word. Students advance to the expert level of word processing and apply functions to business correspondence, mail merges, memos, tables, complex reports, and newsletters. The course also includes graphic and design enhancement functions, which give students the skills they need to produce professional and appealing documents and business communications. A minimum speed of 40 wpm based on a supervised five-minute timing with five or

fewer errors is required to receive a passing grade for the course. Prerequisite: OFC 113 with a grade of C or better; OFC 117 with a grade of C or better; or permission of the department chair. Three lecture hours per week. Instructional Support Fee applies. 3 credits Fall, Spring

### OFC 215 - Records Management (3 credits)

This course is a comprehensive introduction to the complex field of records management with emphasis on the management of paper and non-paper business records including automated, microimage, and electronic records. It includes the study of filing systems, storage and retrieval procedures, records analysis, and records classification from creation through disposition. Microsoft Access is used to develop core-level competencies and to prepare the student to take the Microsoft Office Specialist Access Certification exam. Prerequisites: OFC 117 with a grade of C or better or permission of the department chair. Three lecture hours per week. Instructional Support Fee applies. 3 credits Fall, Spring

### OFC 239 - Microsoft Office Specialist Topics (3 credits)

This course offers students the opportunity to take selected courses relating to the Microsoft Office Application Specialist program. The list of courses available for a particular semester is published prior to each semester when the course is being offered. Students select the curriculum they will complete from the published list of options. Students follow the learning criteria for the selected course and receive credit for that course. Three lecture hours per week. 3 credits Spring, Summer

### OFC 255 - Executive Office Procedures (3 credits)

Students become familiar with the various duties and responsibilities of an administrative assistant. Emphasis is placed on developing critical thinking skills, interpersonal skills, time management, problem solving, organizational skills, and communication. Students are given an overview of the duties within an office, including scheduling appointments, handling mail, telephone etiquette, corresponding with email, and making travel arrangements. Students use Microsoft Outlook and prepare to take the Microsoft Office Outlook certification exam. Prerequisite: OFC 113 and OFC 117 with a grade of C or better or permission of the department chair. Three lecture hours per week. Instructional Support Fee applies. 3 credits Fall

### OFC 260 - Writing Skills for the Administrative Assistant (3 credits)

This course is designed for the Administrative Assistant in all areas of the workplace. The course will focus on composing business correspondence used in the office and the ability to produce clear, accurate, and timely written communication. Prerequisite: ENG 101 (formerly ENG 11). Three lecture hours per week. Spring.

### OFC 262 - Desktop Publishing Projects and Web Design (3 credits)

Students use an integrated-project approach in a local area network environment in this Office Administration core capstone course. Students create a simulated business and use the Office applications (Word, Excel, Access, PowerPoint, and Publisher) to develop materials associated with their business. Publishing concepts are presented and students develop critical thinking skills in selecting the appropriate software for the required task. The Internet and e-mail are also used. Prerequisite: OFC 214 and OFC 117 with a grade of C or better or permission of the instructor. Three class hour per week. Instructional Support Fee applies. 3 credits Spring

### OFC 264 - Administrative Transcription (3 credits)

Students develop machine transcription skills and integrate language arts principles to produce mailable business documents from dictated material. Students apply communication skills, editing skills and technical skills as they transcribe documents. Specialized dictation focuses on various industries, i.e. hotel, marketing, insurance, media and entertainment, banking, real estate, etc. Students use word processing software and state of the art transcription equipment. Prerequisite: OFC 214 and OFC 120 (formerly OFC 14 and OFC 20) with a grade of C or better or permission of the department chair. Three class hours and two lab hours a week. Instructional Support Fee applies. 3 credits Spring

### OFC 266 - Administrative Office Management (3 credits)

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. Prerequisite: OFC 117 with a grade of C or better or permission of the department chair. Three lecture hours per week. Instructional Support Fee applies. 3 credits Fall, Spring

### OFC 294 - Office Administration Colloquium (3 credits)

This seminar course prepares Office Administration students for employment and also enhances their communication skills. It covers researching a career; writing a resume, cover letter, and reference listing; practicing job interviewing techniques; working in teams to solve problems; assessing on-the-job situations; and enhancing professional communication skills. Students create a portfolio in the course. Prerequisite: OFC 214 with a grade of C or better or permission of department chair.

Three lecture hours per week. Instructional Support Fee applies. 3 credits Spring

# OFP - Organic Farming

### OFP 114 - Sustainable Agriculture I (4 credits)

This course is an introduction to the principles and practices of sustainable agriculture for small organic farms and gardens. Topics include sustainable agriculture principles and practices, economics, soil science, conservation, tillage, and fertility, composting, cover crops, crop rotation, plant biology, weeds, pest and disease control. Three hours of lecture and two hours of laboratory per week, including field trips. Competency met: Scientific Reasoning and Discovery (3.0). Instructional Support Fee applies.
4 credits Fall

### OFP 115 - Sustainable Agriculture II (4 credits)

This course is a continuation of Sustainable Agriculture I and covers the principles and practices of sustainable agriculture for small organic farms and gardens. Topics include agriculture management practices, (record keeping, planning, and enterprise budgets), organic certification, season extension techniques, plant propagation, cultivation of annuals and perennials. Three hours of lecture and two hours of laboratory per week, including field trips. Instructional Support Fee applies.
4 credits Spring

### OFP 116 - Water Acquisition and Conservation (2 credits)

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 hours of lecture per week. 2 credits Spring

### OFP 120 - Solar Greenhouse Production (1 credit)

This course is designed to teach students how to construct and maintain a solar greenhouse and to manage the production of food crops using organic techniques that consume minimal fossil fuels. Attention is given to methods that are sustainable by reducing the use of non-renewable sources of energy. This course is designed for students in the Organic Farming program or for the general public. This course is not intended to fulfill any science requirement. Prerequisite: OFP 114 (formerly OFP 14); co-requisite: OFP 115 or permission of the instructor. One hour of lecture and one hour of laboratory per week. Instructional Support Fee applies. 1 credit. Spring.

Corequisite: Co-requisite: OFP 115 or permission of the instructor.

### OFP 122 - Natural Beekeeping Practices (1 credit)

This course is an introduction to the basic principles and practices of natural beekeeping that emphasizes organice methods. The course prepares new beekeepers to understand the basics well enough to begin their own beekeeping as a hobby or small enterprise. Topics include biology and life cycle of honey bees, equipment and supplies, starting a new hive, seasonal hive management, hive pests and diseases, and harvesting and marketing. Students 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 beginning steps of establishing a new hive. One hour of lecture per week. 1 credit Spring, Evening/Weekend only

### OFP 123 - Pest and Disease Control (1 credit)

This course focuses on crop pests. Pest control and deterrents are examined as well as identification of pests both large and small. Students are shown how to use safe, organic pest controls and to formulate their own controls. This course cannot be used to satisfy a science requirement. Prerequisite: OFP 114 (formerly OFP 14); co-requisite: OFP 115 (formerly OFP 15) or permission of the instructor. One lecture and one laboratory hour per week. Instructional Support Fee applies. 1 credit. Spring.

### OFP 217 - Organic Farming Practicum (Spring) (2 credits)

This spring practicum is comprised of on-farm or field experience that focuses on the typical agricultural practices of the season, including farm planning, soil preparation, plant propagation, season extension, transplanting, record keeping, and livestock care, if available. The specific practices and skills will vary according to the particular host. Approved attendance to relevant professional meetings may also be used as part of the practicum. Students are expected to complete 2 hours of discussion/seminar per week and submit regular reports, a log of their on-site hours and complete a final report. This practicum requires at least 80 hours of supervised fieldwork experience at an approved host site. Prerequisite: OFP 114 or OFP 115 or permission of instructor. Two lecture hours per week and 80 hours of supervised fieldwork per semester. Instructional Support Fee applies. 2 credits Spring

### OFP 218 - Organic Farming Practicum (Summer) (4 credits)

The summer practicum is comprised of on-farm or field experience that focuses on the typical agricultural practices of the season, including farm management, soil amendments, plant propagation, transplanting, pest and weed control, harvesting, on-farm processing, marketing, record keeping, and livestock care, if available. The specific practices and skills will vary according to the

particular host. Approved attendance to relevant professional meetings my also be used as part of the practicum. Students are expected to complete up to two hours of discussion/seminar per week and submit regular reports, a log of their on-site hours and complete a final report. This practicum requires at least 160 hours of supervised fieldwork experience at an approved host site. Prerequisite: OFP 114 or 115. Two lecture hours per week and 160 supervised fieldwork hours per semester. Instructional Support Fee applies. 4 credits Summer

### OFP 219 - Organic Farming Practicum (Fall) (2 credits)

The fall practicum is comprised of on-farm or field experience that focuses on the typical agricultural practices of the season, including farm management, late season soil amendments, harvesting, on-farm processing, produce storage, season extension techniques, marketing, record keeping, and livestock care, if available. The specific practices and skills will vary according to the particular host. Approved attendance to relevant professional meetings my also be used as part of the practicum. Students are expected to complete up to two hours of discussion/seminar per week and submit regular reports, a log of their on-site hours and complete a final report. This practicum requires at least 80 hours of supervised fieldwork experience at an approved host site. Prerequisite: OFP 114 or 115 (formerly OFP 14 or OFP 15). Two lecture hours per week and 80 supervised fieldwork hours per semester. Instructional Support Fee applies. 4 credits. Fall.

## OTA - Occupational Therapy

### OTA 111 - Introduction to Occupational Therapy (3 credits)

This course provides the foundation of occupational therapy principles and practice, which promote engagement in occupation to support participation in context(s). The foundations, history, and philosophical base of the profession and its personnel are explored. Emphasis is placed on the collaborative role of the Occupational Therapy Assistant and the Registered Occupational Therapist within the larger health care delivery system. The effect of age, gender, race, culture, and environment are discussed. The lab portion of the course provides students with opportunities to clarify their values, learn core values and attitudes, and develop the communication skills and professional behaviors necessary for a career in occupational therapy. The underlying principles of collaboration and lifelong learning are firmly established. Prerequisite: Admission to the OTA program or prior approval of the program director. Co-requisite: BIO 233, HLT 101 or HLT 102. HCI 111 or MAA 101 may be substituted for this requirement. Two class hours and two laboratory or three clinical hours a week. Instructional Support Fee applies. 3 credits Fall, Day only

### OTA 117 - Psychosocial Performance (4 credits)

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. 4 credits Fall, Day only

### OTA 121 - Cognitive and Sensorimotor Performance (4 credits)

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. Pre or co-requisite: BIO 234. Three class hours and two lab hours a week. Instructional Support Fee applies. 4 credits Spring, Day only

### OTA 125 - Movement in Human Performance (3 credits)

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; Pre or co-requisite: BIO 234; or OTA 111, OTA 117, BIO 233 and permission of the program director. Two lecture hours and two laboratory hours per week. Instructional Support Fee applies. 3 credits Spring, Day only

**OTA 127 - Psychosocial Therapeutic Modalities (4 credits)**

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. 4 credits Spring, Day only

**OTA 233 - Common Conditions of Physical Dysfunction (4 credits)**

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. 4 credits Fall, Day only

**OTA 235 - Professional Practice Skills (4 credits)**

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. 4 credits Fall; Day only

**OTA 237 - Developmental/Pediatric OT Practice (4 credits)**

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. 4 credits Fall, Day only

**OTA 241 - Level II Occupational Therapy Clinical Practice - A (5 credits)**

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. 5 credits Spring, Day only

**OTA 243 - Level II Occupational Therapy Clinical Practice - B (5 credits)**

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. 5 credits Spring, Day only

**OTA 244 - Seminar in Occupational Therapy (2 credits)**

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. 2 credits Spring, Day only

## PHL - Philosophy

### PHL 101 - Introduction to Philosophy (3 credits)

An introductory study of some of the most important problems of philosophy, including knowledge and reality, ethics, religious belief, freedom and determinism. Some consideration is given to the development of the Western philosophical tradition from Plato to twentieth century existentialism. Three lecture hours per week. Competency met: Social Phenomenon (5.4), Humanities (6.0), Ethical Dimensions (7.0) 3 credits Fall, Spring

### PHL 111 - Introduction to Logic (3 credits)

This course is designed to assist the student in learning the fundamental principles for distinguishing sound arguments from fallacious ones. Arguments are studied as abstract patterns of reasoning and as a particular use of ordinary language. The course is intended not only for the serious philosophy student, but also for students who wish to develop critical thinking skills needed to formulate sound arguments of their own and to evaluate the arguments of others. Competency met: Humanities (6.0) 3 credits Fall, Spring

### PHL 152 - Ethics: Making Ethical Decisions in a Modern World (3 credits)

This course presents the various systems which philosophers in the Western World have devised for making ethical decisions. The course examines modern ethical problems, e.g. abortion, divorce, euthanasia, extramarital sex, war, and capital punishment in the light of these systems. It encourages the student to form reasoned solutions to the ethical problems of our day. Three class hours a week. Competency met: Social Phenomenon (5.4), Humanities (6.0), Ethical Dimensions (7.0) 3 credits Fall, Spring

### PHL 153 - Philosophy of Education (3 credits)

An introductory study of American education. The character and abilities that make a good professional teacher are discussed; educational theorists of Western Civilization are studied. Emphasis is placed on traditionalist and experimental approaches to modern education. Competency met: Humanities (6.0) 3 credits Fall

## PHY - Physics

### PHY 101 - Technical Physics I (4 credits)

This is a noncalculus-based introduction to the principles of physics and their applications. Emphasis is placed on understanding through problem solving. This course is not transferable to most four-year engineering degrees. Topics include vectors, Newton's law of motion, work, energy and machines. Pre/co-requisite: MTH 173 or MTH 141(formerly MTH 13 or MTH 17). Three class hours and two laboratory hours a week. Instructional Support Fee applies. Competency met: Scientific Reasoning and Discovery (3.0) 4 credits. Fall.

### PHY 102 - Technical Physics II (4 credits)

This is a continuation of PHY 101. Topics include circular motion, hydrodynamics, thermodynamics, optics, electrostatics. Prerequisite: C or better in PHY 101 (formerly PHY 01) and concurrent registration in MTH 142 (formerly MTH 18) or permission of instructor. Three class hours and two laboratory hours a week. Instructional Support Fee applies. Competency met: Scientific Reasoning and Discovery (3.0) 4 credits. Spring.

### PHY 211 - General Physics I (4 credits)

This course and Physics 212 are a one-year calculus-based introduction to the principles of physics and their applications. Emphasis is placed on understanding through problem solving. This course is transferable to four-year engineering degrees. Topics include vectors, Newton's law of motion, work, energy, rotational motion, and simple harmonic motion. Prerequisite: MTH 214 or concurrent registration in it, or permission of instructor. Three class hours and two laboratory hours a week. Instructional Support Fee applies. Competency met: Scientific Reasoning and Discovery (3.0) 4 credits Spring

### PHY 212 - General Physics II (4 credits)

This is the second semester continuation of PHY 211. Topics include the laws of gravity and satellite motion, optics, electromagnetism. Prerequisite: C or better in PHY 211 and MTH 215 or concurrent registration in it, or permission of instructor. Three class hours and two laboratory hours a week. Instructional Support Fee applies. Competency met: Scientific Reasoning and Discovery (3.0) 4 credits Fall

## PLB - Phlebotomy

### PLB 102 - Principles and Methods of Phlebotomy (4 credits)

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. 4 credits Spring; Day only

## PLS - Paralegal Studies

### PLS 101 - Civil Litigation & Procedure (3 credits)

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: LGL 180 (formerly LAW 80). Three hours of lecture per week. 3 credits          Fall

### PLS 120 - Basic Legal Research (3 credits)

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: ENG 101, LGL 160, and LGL 180 (formerly ENG 11, LAW 60, LAW 80) with a grade of C or better. Three hours of lecture per week. 3 credits Spring

### PLS 121 - Family Law and Procedure (3 credits)

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: LGL 180. Three lecture hours per week. 3 credits Spring

### PLS 230 - Criminal Law and Procedure (3 credits)

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. Prerequisite: LGL 180. 3 credits Spring

### PLS 231 - Interviewing and Investigation (3 credits)

In this course students learn the basic skills required in interviewing and investigation. Topics include establishing rapport with the client, questioning techniques (including dealing with a reluctant witness), finding/preserving information, and ethics. Using mock exercises, students will interview and investigate in a variety of legal situations. Prerequisites: PLS 101 and PLS 120 with a grade of C or better. 3 credits Spring

### PLS 232 - Advanced Legal Research and Writing (3 credits)

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. 3 credits Fall; Spring

### PLS 234 - Legal Ethics (3 credits)

This course presents the ethical considerations and dilemmas faced by paralegals in their work environment. Students will explore complex ethical issues using case studies, literature, and films. Prerequisites: PLS 101 and PLS 120. 3 credits Fall

### PLS 235 - Immigration Law (3 credits)

This course presents the immigration and nationality laws of the United States focusing on the administrative agencies involved in administering those laws. Topics include the immigrant selection system, visas, exclusion, removal, change of status, and refugee/asylum status. Special emphasis given to the paralegal's role in working with aliens and preparing major immigration forms. Prerequisites: PLS 101 and PLS 120. 3 credits Fall

### PLS 240 - Real Estate Law (3 credits)

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: LGL 180. 3 credits Spring

### PLS 241 - Wills, Estates, and Trusts (3 credits)

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: LGL 180. Three lecture hours per week. 3 credits Fall

### PLS 242 - Business Organization for Paralegals (3 credits)

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: LGL 180  3 credits Fall, Spring

### PLS 243 - Paralegal Internship (3 credits)

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. 3 credits Fall, Spring

## POR - Portuguese

### POR 101 - Elementary Portuguese I (3 credits)

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. Competency met: Humanities (6.0) 3 credits Fall, Spring; Evening/Weekend

### POR 102 - Elementary Portuguese II (3 credits)

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. Competency met: Humanities (6.0) 3 credits Fall, Spring Evening/Weekend

### POR 201 - Intermediate Portuguese I (3 credits)

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. Competency met: Humanities (6.0) 3 credits Fall, Spring; Evening/Weekend

### POR 202 - Intermediate Portuguese II (3 credits)

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. Competency met: Humanities (6.0) 3 credits Fall, Spring; Evening/Weekend

### POR 321 - Portuguese for Interpreters (3 credits)

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. Competency met: Humanities (6.0) 3 credits Fall, Spring

### POR 322 - The Portuguese Language in the World: An Introduction to the Lusofonia (3 credits)

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. Competency met: Humanities (6.0) 3 credits Fall, Spring; Not offered every year

**POR 352 - Written and Sight Translation for English and Portuguese (3 credits)**

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. 3 credits Fall, Spring

**POR 353 - Interpreting Portuguese/English (3 credits)**

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: POR 321, POR 322, HUM 156. Three lecture hours and one language laboratory hour per week. Instructional Support Fee applies. 3 credits Fall, Spring; Not offered every year

# PSY - Psychology

**PSY 101 - General Psychology (3 credits)**

This course provides an introduction to the field of psychology, including its history and controversies, its subfields 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: a passing score of 68 or higher on the College's Reading placement test and a passing score of 3 or higher on the College's English placement test; or concurrent registration in ENG 090 and/or RDG 090 and a grade of C or better in RDG 080. Three lecture hours per week. Competency met: Social Phenomenon (5.4) 3 credits Fall, Spring, Summer

**PSY 165 - Psychology of Learning, Motivation, and Achievement (3 credits)**

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 of 68 or higher on the College's Reading placement test and a passing score of 3 or higher on the College's English placement test; or concurrent registration in ENG 090 and/or RDG 090 and a grade of C or better in RDG 080. Three hours of lecture per week per week. 3 credits Fall, Spring, Summer

**PSY 168 - Psychology of Work (3 credits)**

This course examines work from a psychological perspective. Students gain insight into the vital link between work and mental health, defined as the capacity to work, play, and love. The fields of industrial, organizational, and personnel psychology are explored. Students dissect major aspects of the work environment: workers, workforce relations, the workplace, and working ways. The course examines scientific methods and findings from culturally diverse, global, and interdisciplinary studies. The course considers external factors that influence work productivity, adaptation, and satisfaction, along with internal factors such as personality, learning, and motivation. The course emphasizes the impact of current trends upon workers (e.g., information technology, telecommuting, socio-economics, collaborations, cultural diversity, and globalization). Students tackle ethical, legal, and psychosocial issues such as harassment, discrimination, conflict, abuse, violence, social injustice, corruption, stress, burnout, and workaholism. The course analyzes workplace dilemmas via cases, examples, and exercises. Students articulate the meaning of work for themselves and others, globally, in terms of mental health. Competency met: Social Phenomenon (5.4), Ethical Dimensions (7.0) 3 credits Fall

**PSY 252 - Child Development (3 credits)**

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. 3 credits Fall, Spring, Summer

**PSY 253 - Adolescent Psychology (3 credits)**

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. 3 credits Spring

### PSY 254 - Psychology of Personality (3 credits)

This course examines various theories of personality and how they have contributed to our understanding of human behavior. Constitutional, physiological, social, and cultural factors in the development of the individual are studied. Emphasis is placed on the normal individual and adjustment to change in terms of ego processes. Prerequisite: PSY 101. Three lecture hours per week. Competency met: Social Phenomenon (5.4) 3 credits Fall, Spring, Summer

### PSY 255 - Abnormal Psychology (3 credits)

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. 3 credits Fall, Spring

### PSY 258 - Introduction to Behavior Modification (3 credits)

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. 3 credits Fall, Spring, Summer

### PSY 259 - Psychology of Personal Adjustment (3 credits)

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. Competency met: Social Phenomenon (5.4), Ethical Dimensions (7.0) 3 credits Spring

### PSY 260 - Topics in Psychology (3 credits)

A one-semester course on a specific topic in psychology. Topic to be announced each semester. Prerequisite: PSY 101. Three lecture hours per week. 3 credits Not offered every year

### PSY 261 - Topics in Psychology - Diversity (3 credits)

A one-semester course on a specific topic in psychology, which has been given a cultural diversity designation by the College. Topic to be announced each semester. Prerequisite: PSY 101. Three lecture hours per week. Competency met: Multicultural Perspective (5.3) 3 credits Not offered every year

### PSY 262 - Introduction to Thanatology (3 credits)

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. 3 credits Fall

### PSY 263 - Honors Seminar in Empowering Women (3 credits)

This course examines the development of women throughout the lifespan as well as the psychological and social barriers that prevent them from achieving their desired life goals. Special attention is given to the cognitive, physical, social, and cultural factors affecting the development of girls and women as well as their interpersonal relationships. The importance of cross-cultural research for interpreting data on women's development is stressed. Prerequisite: Enrollment in Honors Program or permission of instructor. Three class hours a week. 3 credits. Fall. Competency met: Global Awareness (5.2).

### PSY 264 - Psychology of Grief (3 credits)

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. 3 credits Fall, Spring, Summer

### PSY 266 - Introduction to Grief Counseling (3 credits)

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. 3 credits Spring

### PSY 267 - Introduction to Gerontology: The Study of Aging (3 credits)

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. 3 credits Spring

### PSY 269 - Geropsychology (3 credits)

This course offers an in-depth, holistic examination of the biological, emotional, and mental components of the human person in the aging process and how they impact the health, lifestyle, and social life of elders. Special attending is given to Alzheimer disease as well as emotional and personality disorders encountered by elders. Three lecture hours per week. 3 credits Fall, Spring

### PSY 270 - Sports Psychology: A Multicultural Approach (3 credits)

The course offers a psychological perspective on sports, emphasizing the experience of those who have broken barriers or seek to. After a general introduction to the field of sports psychology, students read case studies, autobiographical and biographical accounts, and scholarly research related to issues of gender, race/ethnicity, and disabilities. Topics illustrate common psychological concepts such as stereotype threat and identity formation. Prerequisite: PSY 101. Three lecture hours per week. Competency met: Multicultural Perspective (5.3) 3 credits Spring

### PSY 271 - Global Leadership (3 credits)

This course provides students the opportunity to identify and develop some of the interpersonal competencies and skills that are important for success as a leader in a global workforce. Students assess their global leadership potential and identify strengths and areas in need of improvement. They learn needs assessment and project design skills, problem-solving strategies, and team-building skills and practice them while either serving at a non-profit organization in the community or leading peers on a community service project. Students reflect on their service experience and identify some possible projects for which they could apply their education to address social problems in their communities in the future. Three hours of lecture per week. Competency met: Global Awareness (5.2), Social Phenomenon (5.4), Ethical Dimensions (7.0). 3 credits Spring

### PSY 280 - Disorders of Childhood: Development and Psychopathology (3 credits)

Maladaptive patterns of behavior, cognition and emotion may occur during childhood and adolescence, and the normal unfolding of maturational milestones may be disrupted and disordered.  This course examines the various atypical responses that children experience when "normal development goes awry".  The course content makes three assertions.  First, that children develop within the contexts of home, school, and community and may be at risk for psychopathology when these environments do not support healthy growth.  Second, that development is driven by the interplay of biology and the environment and psychopathology is not inevitable.  Protective factors function in both the individual child and the child's environment.  Third, that children are vulnerable to the emergence of diverse disorders during particular times in development, and that one set of factors may or may not lead to maladaptive behavior, emotion or cognition.  Prerequisite(s): PSY 101 and PSY 252.  Three lecture hours per week.
3 credits  Fall, Spring, Summer

### PSY 295 - Honors Seminar in Community Leadership (3 credits)

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.  3 credits Spring

## RDG - Reading

### RDG 080 - Fundamental of Reading Development (3 credits)

This competency-based course provides students with an understanding of their reading strengths and weaknesses. Emphasis is placed on fundamental reading skills: word-analysis, vocabulary development, and reading comprehension. Students practice these skills through group and individual instruction using newspapers, magazines, textbooks, and literature. After completing RDG 080 with a C - or better, students enroll in RDG 090. Only students who demonstrate competency on a college reading test may waive RDG 090. Credit cannot be applied toward a degree. Grade points earned in this course will be included permanently in the SPI. Two lecture hours and two laboratory hours per week. Instructional Support Fee applies. 3 credits Fall, Spring, Summer

### RDG 090 - College Reading and Learning Strategies (3 credits)

This course is designed to improve students' critical reading, thinking, and learning strategies. Emphasis is placed on the critical reading skills necessary to understand complex college textbook materials: the ability to identify

main ideas and supporting details, make inferences, draw conclusions, and analyze and synthesize information. The course will also cover textbook reading/study strategies needed to read effectively in college content area courses and emphasize reading as a process. As part of the final evaluation, students take a cumulative skills assessment generated by the instructor. Students must earn a C or better class average to pass the class. Prerequisite: C- or better in RDG 080 or appropriate score on the college's placement test; ESL students substitute ESL 123 for RDG 080. RDG 090 credit cannot be applied toward a degree. Grade points earned in this course will NOT be included permanently in the cumulative GPA. Grade points earned in this course WILL be included permanently in the cumulative SPI. Three lecture hours per week. Instructional Support Fee applies. 3 credits Fall, Spring, Summer

# RMN - Retail Management

### RMN 111 - Retail Management - Principles of Buying (3 credits)

Provides the student with a primary understanding of retail merchandising principles and terminology. Emphasis will be placed on the coordination of store policies and objectives in the planning, acquisition, measurement, and control of inventory. Topics include: an introduction to the crucial negotiating process, the bargaining by the buyer with the vendor to buy goods and services; an awareness of the role of a buyer in relation to other store personnel; facts about the evolution and classifications of retail institutions along with a comparison of various types of retail operations, by ownership, by store-based, and by non-store-based institutions; and a requisite knowledge concerning the impact of technology on relationships in retailing and on the planning, buying, and selling functions. Three lecture hours per week. 3 credits Fall

### RMN 112 - Retail Management - Merchandising Strategies (3 credits)

This course is designed to introduce students to retail merchandising principles, terminology, and basic mathematics involved in the operation of a retail enterprise. Computer spreadsheet applications are used to enhance analysis of the store merchandising. Students learn basic merchandising equations and become acquainted with various principles, practices, and techniques used in the planning and control of stock. Three lecture hours per week. 3 credits Spring

### RMN 114 - Retail Management - Fundamentals of Fashion and Textiles (3 credits)

This course is an introduction to fashion and textiles, presenting a history of fashion, a working knowledge of textiles and their development, as well as an understanding of the influences on fashion. Technology and computer applications are examined in relation to the development of today's fashions. This introduction to fashion and textiles includes an understanding of fashion and a workable knowledge of textiles. An important part of this course is the study of the manner in which fashion products are conceived, produced, and finally sold to the ultimate consumer. Three lecture hours per week. 3 credits Spring

### RMN 115 - Creative Fashion Presentation, Promotion, and Visual Merchandising (3 credits)

The course is designed to introduce students to current concepts of visual merchandising. Topics include visual merchandise planning, interior and exterior displays, the use and importance of mannequins, color, lighting, and fixtures, as well as types of displays. For fashion promotion, students learn to prepare and present written fashion information, as well as creative fashion presentations. Students explore methods and techniques of educating the consumer and promoting good design through fashion shows, clinics, or special events. Three lecture hours per week. 3 credits Spring

### RMN 116 - Retail and Fashion Merchandising Field Study (3 credits)

In this course, internship seminar and field study components provide students on-the-job training in retail and serves as a link between the classroom and the business world. The seminar portion utilizes case studies, group discussion, and invites guest lecturers from the retail industry to share their background and knowledge. This course fosters transference of knowledge and skills from academia to the workplace. Students attend a one-hour per week classroom seminar and work 10-15 hours per week in their field of interest. The instructor and employer offer experienced supervision to students during their work-based learning experience. 3 credits Fall

### RMN 117 - Fundamentals of On-Line Retailing (1 credit)

This course provides students with an introduction to the development of electronic commerce and the basic skills necessary to start and manage a web-based business. Students compare and analyze traditional distribution systems to that of e-commerce. Students assess the direction of Business-to-Business e-commerce and the development of Business-to-Consumer e-commerce. Students analyze changes caused by the growth of e-commerce in relation to traditional retailing, including issues about market research, promotion, legal aspects, security issues, and ethics. Students attend a one-hour weekly seminar. 1 credit Spring

### RMN 118 - Workshop in Team Development and Managerial Communications (1 credit)

The 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. 1 credit Spring

# SCI - Science

### SCI 112 - Principles of Ecology (4 credits)

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. Competency met: Scientific Reasoning and Discovery (3.0) 4 credits Fall

### SCI 113 - Physical Science (4 credits)

This course introduces non-science majors to the physical sciences. It focuses on selected topics from chemistry, physics, geology, and astronomy. Students apply scientific method in the laboratory and learn proper laboratory safety. Prerequisite: Introductory Algebra competency or high-school algebra. Three class hours and two laboratory hours per week. Instructional Support Fee applies. Competency met: Scientific Reasoning and Discovery (3.0) 4 credits. Fall, Spring.

### SCI 115 - Science and Care of Plants (4 credits)

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. Competency met: Scientific Reasoning and Discovery (3.0) 4 credits Spring

### SCI 116 - The Chemistry of Fire Behavior & Combustion (4 credits)

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. Competency met: Scientific Reasoning and Discovery (3.0) (FESHE Approved) 4 credits Fall, Spring

### SCI 117 - History and Philosophy of Science (3 credits)

A survey of the philosophical, political, economic and social underpinnings of science since ancient times. The major focus of the course is on the period since the sixteenth century and on the conceptual framework within which scientists in each age have had to work. Three

lecture hours per week. Competency met: Scientific Reasoning and Discovery (3.0), Global Awareness (5.2) 3 credits Fall, Spring

### SCI 118 - Science, Technology, and Society: A Chemical Perspective (4 credits)

This course surveys selected chemical principles to serve as a foundation for understanding problems facing contemporary society. Topics include nuclear reactions, energy production and consumption, food production and preservation, toxic chemicals, and water and air pollution. Other topics based on current events may be considered. Prerequisite: passing grade in high school science course or permission of the instructor. Three lecture hours and two laboratory hours per week. Instructional Support Fee applies. Competency met: Scientific Reasoning and Discovery (3.0) 4 credits Fall

### SCI 119 - Coastal Science (4 credits)

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. Competency met: Scientific Reasoning and Discovery (3.0)
4 credits Fall

### SCI 125 - Social and Ethical Issues in Science, Technology, and Health Science (3 credits)

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. 3 credits Fall, Spring

**SCI 130 - Introduction to Aquaculture (1 credit)**

This course will serve as an introduction to the science of aquaculture, with heavy emphasis on the understanding of water as an environmentally and economically important factor. Topics will include a general overview of the history of aquaculture, the requirements of the typical species cultured in New England, and an investigation into aquaculture as an entrepreneurial opportunity. The class will meet once a week for five weeks. Three lecture hours per week. 1 credit Fall, Spring; Evening/Weekend only

**SCI 131 - Techniques in Aquaculture (2 credits)**

This course introduces the student to the skills and techniques necessary for a basic competency in the science of aquaculture. These skills include mathematical computations, graphing, data recording and analysis, as well as the presentation of a laboratory report. Students will learn the history of aquaculture, become familiar with finfish, shellfish, and aquatic plants which are involved in culture, and the subtle differences between aquaculture and mariculture. Students will also investigate two types of aquaculture systems: the recirculating system and the pass-through system, and will become proficient in the operation and maintenance of these systems. Prerequisite: Introductory Algebra competency or permission of the instructor. High school biology and chemistry recommended. Two lecture hours per week. Instructional Support Fee applies. 2 credits Fall, Spring; Evening/Weekend only.

**SCI 132 - Aquaculture: Introduction to Principles and Practices (4 credits)**

This course will provide students with an introduction and overview of the field of aquaculture. Topics covered will include basic principles of aquaculture, examples of major animal and plant species cultured in fresh, brackish and marine systems, types of aquaculture systems (open and closed), methods employed in culture systems, aquaculture markets, government regulations, and factors adversely affecting aquaculture systems (diseases, species behavior, etc.). The objective of the course is to provide students with an introduction to the science and technology of aquaculture in preparation for further study or for entry-level jobs in this developing industry. Prerequisite: Completion of SCI 131 with a grade of C or better or permission of the instructor. Three lecture hours and three laboratory hours a week. Competency met: Scientific Reasoning and Discovery (3.0) 4 credits Fall, Spring; Evening/Weekend only

**SCI 240 - Introduction to Oceanography (4 credits)**

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. Competency met: Scientific Reasoning and Discovery (3.0) 4 credits Fall, Spring, Summer

**SCI 251 - Honors Seminar: Emerging Paradigms in Science, Humanities, and Culture (3 credits)**

This course is a broad overview of some of the latest discoveries and leading perspectives in contemporary science, as well as their potential impact on society, culture, education, and public policy. Topics covered in the course may include quantum physics, chaos, and fractal theory, epigenetics, cosmology, consciousness studies, neurobiology, artificial intelligence, and others. The course is also cross-disciplinary in that it explores the potential impact of these discoveries on contemporary society, culture and the environment. Three lecture hours per week. Prerequisite: Open to Commonwealth Honors Program students only. 3 Credits Fall, Spring, Summer

# SOC - Sociology

**SOC 101 - Principles of Sociology (3 credits)**

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 of 68 or higher on the College's Reading placement test and a passing score of 3 or higher on the College's English placement test; or concurrent registration in ENG 090 and/or RDG 090 (formerly ENG 10 and/or RDG 10) and a grade of C or better in RDG 080 (formerly RDG 09). Three class hours a week. Competency met: Global Awareness (5.2), Social Phenomenon (5.4), Ethical Dimensions (7.0) 3 credits Fall, Spring, Summer

**SOC 116 - The Environment, Sustainability and Your Future (3 credits)**

This multi-disciplinary course is designed to introduce students to key environmental and ecological crises facing humankind with an emphasis on sustainability issues and responses from different disciplinal perspectives. Taught by twelve faculty representing several different areas of knowledge including agriculture, business, culinary arts, engineering, health care, history, literature, oceanography,

physics, socio-environmental policy, sociology, and water sciences, this course serves as an introduction to the basic concepts of climate change, resource depletions and species extinctions while focusing on adaptation responses from various disciplinal perspectives.  No prerequisites are required.  Three lecture hours per week.
3 credits Fall, Spring

## SOC 212 - The Sociology of Social Problems (3 credits)

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 of 68 or higher on the College's Reading placement test and a passing score of 3 or higher on the College's English placement test; or concurrent registration in ENG 090 and/or RDG 090 and a grade of C or better in RDG 080. Three class hours a week. Competency met: Global Awareness (5.2), Social Phenomenon (5.4), Ethical Dimensions (7.0) 3 credits Fall, Spring, Summer

## SOC 216 - Food, Famine, and Farming in the Global Village (3 credits)

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. 3 credits Fall

## SOC 226 - Sustainability and Humankind's Future: Life on a Tough New Planet (3 credits)

This course focuses on fundamental sustainability problems confronting humankind in the face of climate change, peak oil, resource depletion, species extinction, and societal collapse. Areas covered include social-structural conditions driving overshoot; threats to natural systems; population and Earth's carrying capacity; the political economy of globalization; complexity and systemic collapse; systems analysis; transitioning to post-carbonism; and transitional sustainability movements. Three lecture hours per week. 3 credits Spring

## SOC 251 - Marriage and the Family (3 credits)

This course attempts to give the student a realistic view of marriage. It explores marital expectations, mate selection,

patterns of intimate communication, and problems of adjustment, showing how different societies influence these behaviors. Attention is given to the changing patterns of sex roles and family in American society today. Prerequisite: a passing score of 68 or higher on the College's Reading placement test and a passing score of 3 or higher on the College's English placement test; or concurrent registration in ENG 090 and/or RDG 090 and a grade of C or better in RDG 080. Three lecture hours per week. 3 credits Fall, Spring, Summer

## SOC 252 - The Sociology of Human Relations (3 credits)

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 of 68 or higher on the College's Reading placement test and a passing score of 3 or higher on the College's English placement test; or concurrent registration in ENG 090 and/or RDG 090 and a grade of C or better in RDG 080. Three lecture hours per week. Competency met: Global Awareness (5.2), Social Phenomenon (5.4), Ethical Dimensions (7.0) 3 credits Fall, Spring, Summer

## SOC 254 - Alcohol Use and Abuse (3 credits)

This course provides the student with a basic understanding of the nature of alcoholism and the problems it generates for alcoholics and their families. It also analyzes the kinds of social pressures that affect the development of alcoholism. Students are introduced to text materials and audiovisual presentations on the subject and participate in actual visits to agencies such as halfway houses and detoxification units that provide services to alcoholics and their families. Three lecture hours per week. 3 credits Spring

## SOC 255 - Social Psychology (3 credits)

This course provides in-depth study of interpersonal behavior, focusing on such factors as socialization and personality, attitude formation and change, perception of self and others, interpersonal attraction, the self-fulfilling prophecy, conformity and deviance, altruism, conflict and aggression, authoritarianism, prejudice and behavior in groups. The course will examine the scientific research in the field and methods of investigating interpersonal behavior. Prerequisite: SOC 101. Three class hours a week. Competency met: Social Phenomenon (5.4), Ethical Dimensions (7.0) 3 credits Not offered every year

**SOC 256 - Race Relations (3 credits)**

This course provides an examination of the realities and causes of racial inequality in jobs, incomes, schooling, crime, families, the media, and housing. The course investigates the nature and effects of racial stereotyping and the negative effect of racism on the majority as well as minority groups. Considerable attention is placed on historical and current efforts to combat racial inequality. The primary focus of the course is on contemporary forms of racism in the United States. Prerequisite: a passing score of 68 or higher on the College's Reading placement test and a passing score of 3 or higher on the College's English placement test; or concurrent registration in ENG 090 and/or RDG 090 (formerly ENG 10 and/or RDG 10) and a grade of C or better in RDG 080 (formerly RDG 10). Three class hours a week. Competency met: Multicultural Perspective (5.3), Social Phenomenon (5.4), Ethical Dimensions (7.0) 3 credits Fall

**SOC 257 - Social Issues in Loss (3 credits)**

This course is designed to address social issues which are impacting loss experiences such as divorce and single parenting problems, child abuse, aging issues and losses, pet death, disability, disfigurement, disenfranchisement, rape, alcoholism, unemployment, euthanasia and new trends in technology which are bringing about new losses. The ethnic, cultural and religious customs and traditions which are employed to deal with loss will also be discussed. Three lecture hours per week. Competency met: Multicultural Perspective (5.3), Ethical Dimensions (7.0) 3 credits Fall, Spring, Summer

**SOC 258 - Topics in Sociology (3 credits)**

A one-semester course on a specific topic in sociology. Topic to be announced each semester. Prerequisite: SOC 101. Three lecture hours per week. Competency met: Social Phenomenon (5.4) 3 credits Not offered every year

**SOC 261 - Topics in Sociology - Diversity (3 credits)**

A one-semester course on a specific topic in sociology, which has been given a cultural diversity designation by the College. Topic to be announced each semester. Prerequisite: SOC 101. Three lecture hours per week. Competency met: Multicultural Perspective (5.3)3 credits Not offered every year

**SOC 262 - Social Issues in Aging (3 credits)**

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. 3 credits Fall, Spring

**SOC 263 - Senior Life - Choices and Challenges (3 credits)**

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. 3 credits Fall, Spring

## SPA - Spanish

**SPA 101 - Elementary Spanish I (3 credits)**

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. Competency met: Humanities (6.0) 3 credits Fall, Spring; Evening/Weekend

**SPA 102 - Elementary Spanish II (3 credits)**

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 class hours and one lab hour per week. Instructional Support Fee applies. Competency met: Humanities (6.0) 3 credits Fall, Spring; Evening/Weekend

**SPA 105 - Spanish for Medical Professionals (3 credits)**

Beginning training in basic skills of the language: reading, writing, speaking, and aural comprehension for those who serve in the medical professions. This communicative approach to language presents everyday situations professionals may encounter in regular work settings when interacting with Spanish-speaking patients, relatives, and members of the community. Practical vocabulary and basic grammatical structures are presented in typical manageable dialogues. Prerequisite: Limited or no prior knowledge of Spanish, or one or two years of high school Spanish with a C average. Three lecture hours per week. 3 credits Fall

### SPA 201 - Intermediate Spanish I (3 credits)

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. Competency met: Humanities (6.0) 3 credits Fall, Spring; Evening/Weekend

### SPA 202 - Intermediate Spanish II (3 credits)

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. Competency met: Humanities (6.0) 3 credits Fall, Spring; Evening/Weekend

### SPA 213 - Spanish for Spanish Speakers (3 credits)

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. Competency met: Humanities (6.0) 3 credits Fall

### SPA 321 - Spanish for Interpreters (3 credits)

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: SPA 202 or permission of the instructor. Three hours of lecture per week. 3 credits Fall, Spring

### SPA 322 - The Spanish Language in the World (3 credits)

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. 3 credits Fall, Spring

### SPA 351 - Advanced Spanish Literature (3 credits)

A detailed study of a major work or works of Spanish and Latin American authors. Prerequisite: SPA 202 or equivalent. Three lecture hours per week. Competency met: Humanities (6.0) 3 credits Not offered every year

### SPA 352 - Advanced Spanish Literature II (3 credits)

A detailed study of a major work or works of Spanish and Latin American authors. Prerequisite: SPA 202 or equivalent. Three lecture hours per week. Competency met: Humanities (6.0) 3 credits Not offered every year

### SPA 353 - Spanish/English Interpreting (3 credits)

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. 3 credits Fall, Spring

### SPA 354 - Written and Sight Translation for English and Spanish (3 credits)

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. 3 credits Fall, Spring

## SSC - Social Science

### SSC 101 - Introduction to Geography (3 credits)

This course is an introductory, one-semester study of the physical, cultural, and regional patterns of the Earth's surface. The course stresses fundamental geographic concepts within a study of the relationship of the physical environment and human actions over time. Prerequisite: a passing score of 68 or higher on the College's Reading placement test and a passing score of 3 or higher on the College's English placement test; or concurrent registration in ENG 090 and/or RDG 090 and a grade of C or better in RDG 080. Three lecture hours per week. 3 credits Fall, Spring, Summer

### SSC 217 - Technology and Society (3 credits)

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 of 68 or higher on the College's Reading placement test and a passing score of 3 or higher on the College's English placement test; or concurrent registration in ENG 090 and/or RDG 090 and a grade of C or better in RDG 080. Three lecture hours per week. Competency met: Global Awareness (5.2), Ethical Dimensions (7.0) 3 credits Fall, Spring, Summer

## THE - Theatre

### THE 101 - Introduction to the Theatre (3 credits)

This is a fundamental course designed to acquaint students with all phases of theatre. Students are involved in the basics of script analysis, directing, acting, definition of terms, a brief history, playwriting, and several aspects of play production. This course is designed as a sampling of these different elements. Competency met: Humanities (6.0), Ethical Dimensions (7.0) 3 credits Fall; Day only

### THE 112 - Actor's Workshop (3 credits)

This course consists of exercises that are designed to train the actor in preparation for stage performance. Theatre games and exercises to develop concentration, relaxation, memory, flow, articulation, projection, spatial awareness, and stage presence will provide the basis of this class. Movement and improvisation will develop the actor's sense of discovery and range of flexibility. One three-hour class per week. Competency met: Humanities (6.0) 3 credits Fall; Day only

### THE 113 - Scene Study (3 credits)

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 and emotional preparation, and clarity of performance. Scenes will be performed in class. One three-hour class a week. Competency met: Humanities (6.0) 3 credits Spring

### THE 114 - Playwriting (3 credits)

Through a progression of exercises, the student will develop skills in the craft of writing for the stage. Techniques for character development, authentic dialogue, dramatic conflict, scene building, stage composition, and movement in space and time will be taught. All work will be read aloud and discussed. Some work will be acted. Students are expected to produce written work. Theatre elective. One three-hour class per week. Competency met: Humanities (6.0) 3 credits Spring; Day only

### THE 115 - Director's Workshop (3 credits)

In this course, students will analyze plays from a director's point of view. Rehearsal and organizational procedures will be discussed from script to performance. Working techniques, scene building, blocking and movement, use of space, point of view, and interpretation will provide the student with necessary skills. Directed scenes will be presented in class and/or in studio theatre. Students will be expected to direct scenes. Theatre elective. One three-hour class per week. Competency met: Humanities (6.0) 3 credits Spring; Day only

### THE 116 - Acting for the Camera (3 credits)

Although the foundation of acting is the same for the stage as it is for the screen, the actor needs specific technique to adapt to the demands of video and film. This course will address specific conditions necessary to acting for the camera. In-class exercises combined with practical experience acting in front of the camera will form the basis of the class. One three-hour class per week. Competency met: Humanities (6.0) 3 credits Fall; Day only

### THE 117 - Theatre History - The Early Years (3 credits)

A survey of the development of theatre and drama from the earliest beginnings through 1660, providing the student with a knowledge of the growth of theatre as an institution. There is a special focus in this course on the contributions of the performer, designer, and writer, and on the interest and perspectives of the audience. Theatre elective. Competency met: Humanities (6.0) 3 credits Fall; Day only

### THE 118 - Theatre History - The Modern Years (3 credits)

A continuation of THE 117 that covers the development of the physical stage, drama, and theatre arts from 1660 to the

present, including Restoration theatre and the establishment of national theatres. This course has a special focus on the contributions of the performer, designer and writer and on the interests and perspectives of the audience. Theatre elective. Competency met: Humanities (6.0) 3 credits Spring; Day only

### THE 119 - Attending the Play (3 credits)

This course is designed for those who wish to acquire a basic understanding of how to view a play and is intended for the general student population. Students will attend various types of productions ranging from college theatre to community theatre to professional theatre, followed by in-class discussion. Performing artists, theatre designers, technicians and related theatre personnel will be invited to discuss their particular area of production. Students will also read about and discuss theatre in its various forms. Three class hours a week. Additional time is required for attending plays. For non-theatre majors. Competency met: Humanities (6.0) 3 credits Not offered every year

### THE 120 - Costume Design for the Stage (3 credits)

This workshop covers the basics of formulating costume designs for stage productions. Students will learn to analyze texts, research styles, render drawings, choose fabrics, and prepare finished costume designs. Character analysis, sewing and alteration techniques, and accessorizing will be discussed. Emphasis will be placed on BCC's mainstage productions for hands-on experience. One three-hour class per week. Competency met: Humanities (6.0) 3 credits Not offered every year

### THE 121 - Voice Production (3 credits)

Fundamentals of vocal training, concentrating on relaxation and exercise techniques to free the voice, center breathing, expand vocal range, strengthen projection, express emotion, refine articulation, and to focus the voice into the resonating and amplifying areas of the body. Techniques to maintain vocal health during production will also be taught. One three-hour class per week. Competency met: Humanities (6.0) 3 credits Fall

### THE 122 - Theatre Rehearsal and Performance (Fall) (4 credits)

This hands-on course, designed to bring the actor onstage for a public performance, focuses on artistic areas of the rehearsal process. Students develop advanced acting technique by performing before an audience for an extended run, sometimes also going to other local stages. Once the play is decided, students must audition for parts. The course explores play analysis, character development, and cultural/historical setting. The final project includes a written analysis of the student's own work in relation to the production and a study of one specific aspect of the production. The course involves additional rehearsal time. It may be taken again as THE 123. Competency met: Humanities (6.0) 4 credits Fall

### THE 123 - Theatre Rehearsal and Performance (Spring) (3 credits)

This hands-on course, designed to bring the actor onstage for a public performance, focuses on artistic areas of the rehearsal process. Students develop advanced acting technique by performing before an audience for an extended run, sometimes also going to other local stages. Once the play is decided, students must audition for parts. The course explores play analysis, character development, and cultural/historical setting. The final project includes a written analysis of the student's own work in relation to the production and a study of one specific aspect of the production. The course involves additional rehearsal time. It may be taken again as THE 122. Competency met: Humanities (6.0) 4 credits Spring

### THE 124 - Script Analysis (3 credits)

Particularly aimed at Theatre students but open to the general population, this course develops skills in reading for stage interpretation. Unlike a literature course, this course enables students to translate the written word into action, character building, the architecture of plot, the development of the director's vision, the development of design ideas, and the creation of style. Directed toward both the Technical and the Artistic Theatre options, this is a required course in both areas. Three class hours per week. Competency met: Humanities (6.0) 3 credits Fall, Spring

### THE 125 - Sound Design and Production (3 credits)

This course provides a hands-on foundation in the practical and artistic use of sound to support theatre and visual arts productions. It focuses on the development of sound-scapes, the use of technical equipment in the production of sound, and the translation of visual, emotional, and written ideas into supportive sound environments. It explores sound production from various sources: natural sound, technically-produced sound, composition from natural objects and musical instruments. Students produce projects specifically suited to theater and visual arts. Three lecture hours and two laboratory hours per week. Competency met: Humanities (6.0) 3 credits Fall, Spring

### THE 127 - Scenic Design (3 credits)

This course gives students a basic understanding of scenic design for the stage. It includes hands-on work in such areas as knowledge and application of safety rules, use of tools and equipment, basic carpentry skills, design and preparation of scale models, analysis of text for design, translation of artistic concept to stage areas and spatial relationships. Three lecture hours per week. Competency met: Humanities (6.0) 3 credits Fall

### THE 128 - Lighting Design (3 credits)

This course gives students a basic understanding of lighting design for the stage. It includes hands-on work in

such areas as knowledge and application of basic safety rules; use of tools and equipment; basic knowledge of electricity; basic knowledge of lighting instruments and their specific applications; preparation from text of lighting plot; translation of artistic concept to illumination, intensity, color, angle focus, and actualization. Three lecture hours per week. Competency met: Humanities (6.0) 3 credits Spring

### THE 132 - Theatre Production (Fall) (4 credits)

This is a hands-on course where the student experiences all aspects of technical production and focuses specifically on one or two areas. Students work backstage in one or two of several theatrical areas such as set construction, lighting, sound, costume, mask-making, props, and/or running crews for two shows per semester. The student may have the opportunity to design or apprentice under the designer in addition to working tech. The course requires additional rehearsal time. Students must prepare to put in extra hours working on their respective projects. Work in more than one area may be required from each student depending on the show and the availability of additional help. The course may be taken again as THE 133. Three lecture hours and three laboratory hours per week. Competency met: Humanities (6.0) 4 credits Fall

### THE 133 - Theatre Production (Spring) (4 credits)

This is a hands-on course where the student experiences all aspects of technical production and focuses specifically on one or two areas. Students work backstage in one or two of several theatrical areas such as set construction, lighting, sound, costume, mask-making, props, and/or running crews for two shows per semester. The student may have the opportunity to design or apprentice under the designer in addition to working tech. The course requires additional rehearsal time. Students must prepare to put in extra hours working on their respective projects. Work in more than one area may be required from each student depending on the show and the availability of additional help. The course may be taken again as THE 132. Three lecture hours and three laboratory hours per week. Competency met: Humanities (6.0) 4 credits Spring

### THE 134 - Puppet/Mask Workshop (3 credits)

This is a hands-on course exploring design techniques, materials, and practical stage use in creating masks and puppets for the theatre. Students create masks and puppet characters in different styles. A variety of construction and design techniques are explored. Students learn historical contexts stemming from ritual, dance, and theatrical performance. Movement and staging is emphasized. Opportunity for work to be applied for stage productions is offered. Three lecture hours per week. 3 credits Fall Not offered every year.

### THE 135 - Stagecraft (Fall) (2 credits)

This is a hands-on course designed to give students a practical and theoretical understanding of the tools and techniques used in the technical building of a stage production. Students gain experience by working backstage on crews concerned with set construction: basic carpentry, electric, painting, lighting, sound, costume, props, and stage management. Students learn to use Vectorworks, a basic computer drafting program used in scenic design. Students are required to work on tech crews for both the Studio Theatre and Main Stage productions, two shows per semester. Students spend 10 to 15 hours a week working backstage. Students also attend a one-hour weekly seminar to learn practical skills. The course may be taken again as Stagecraft (Spring). One lecture hour and 10 to 15 hours per week working backstage. 2 credits Fall

### THE 136 - Stagecraft (Spring) (2 credits)

This is a hands-on course designed to give students a practical and theoretical understanding of the tools and techniques used in the technical building of a stage production. Students gain experience by working backstage on crews concerned with set construction: basic carpentry, electric, painting, lighting, sound, costume, props, and stage management. Students learn to use Vectorworks, a basic computer drafting program used in scenic design. Students are required to work on tech crews for both the Studio Theatre and Main Stage productions, two shows per semester. Students spend 10 to 15 hours a week working backstage. Students also attend a one-hour weekly seminar to learn practical skills. The course may be taken again as Stagecraft (Fall). One lecture hour and 10 to 15 hours per week working backstage.  2 credits Spring

# COLLEGE ORGANIZATION

## Commonwealth of Massachusetts Board of Higher Education Members

**Charles F. Desmond, Ed.D., Chairman**
**Louis Ricciardi, Vice Chair,** State University Trustee Representative
**David J. Barron**
**C. Bernard Fulp**
**Nancy Hoffman, Ph.D.**
**Stacey DeBoise Luster, Esq.,** Community College Trustee Representative
**Matthew Malone,***Ex Officio*
**Kathy Matson,** Community College Student Representative
**Dani Monroe**
**Keith J. Peden**
**Fernando M. Reimers**
**Henry Thomas III,**University of Massachusetts Trustee Representative
**Paul F. Toner**

***Non-Voting Student Advisors***
**Leah Collins,**State University Student Advisor
*TBD, University of Massachusetts Student Advisor*

## Bristol Community College Board of Trustees

Patricia L. Andrade, M.D., South Dartmouth
James T. Grady, Esq., Rochester, Vice Chair
Deborah M. Kenney, Fall River
Christina Le, Student Trustee
Joseph A. Marshall, RFC, Fall River, Chair
Cynthia A. Rose, N. Dartmouth
Anthony R. Sapienza, Dartmouth
Ronald A. Schwartz, M.D., Tiverton, RI
Diane L. Silvia, E. Freetown, Alumni Trustee
Max Volterra, Esq., Attleboro, Secretary

## Bristol Community College Foundation Board of Directors

**President**
Donald J. Smyth, Attleboro

**Executive Vice President**
Thomas P. Murray, Fall River

**Co-Vice President**
Susan B. Lavoie, Fall River

**Co-Vice President**
Douglas Lash, Marion

**Treasurer**
Elliot Rosenfield, Dartmouth

**Clerk**
Dale Ferris, Fall River

**Board Members**
Robert M. Canuel '70, Swansea
James H. Collins, Fall River
Miriam London, Dartmouth
John McMahon, Swansea
Francis S. Mascianica, Jr., Dartmouth
Patrick J. Murray, Jr., Bridgewater
George Oliveira, Seekonk
Gary Reitzas, Fall River
Sarah J. Soares, Fall River
Donna Stewart, Little Compton
Luke P. Travis, Plainville
Betty M. Welch, Fall River
Richard B. Wolfson, Fall River
Patricia Jeffries Zukowski, RDH '73, Alumni Association Chair

Dr. Amine Maalouf, Director Emeritus

## Bristol Community College Alumni Association Committee Members

**Chair**
Patricia Jeffries Zukowski, RDH '73 Dental Hygiene (Dartmouth)

**First Vice Chair**
Leonard Martin '73 Mental Health (Warwick)

**Second Vice Chair**
Deborah A. Dziedzic '98 Business Administration Transfer (Seekonk)

**Recording Secretary**
Kelly A. Landry '05 Communications (Berkley)

**Student Representative**
Darlene A. Tetreault '97 Thanatology Certificate (Fall River)

**Committee Members**

Jill A. Carrico '05 'Art Transfer (Assonet)

Maurice J. Cyr '10 '11 '13 '14 Office Tech Manage (CTACH), Office Administration, Global Leadership (CTACC), Paralegal Studies (Fall River)

Carol A. Michael '70 Pre-Professional (Westport)

Americo Miranda '98 Liberal Arts (Fall River)

Brittany L. Pacheco-Ivanson '08 Human Services (Fall River)

Robin J. Riley '81 '84 Secretarial Science Career, Word Processing (Westport)

Patrick A. Stone '07 Communications (E Providence)

Kathleen Torpey Garganta, RDH '73 Dental Hygiene (Assonet)

**Non-Board Committee Members**

Shelly Armstrong '87

Henry Bousquet '98

Michael Hull '10

Robert Shaker '69

# Administration Faculty and Staff

**Sixten Abbott**, Adjunct Instructor in Art; B.F.A., Rhode Island School of Design

**Meghan Abella-Bowen**, Associate Dean for Science, Technology, Engineering & Mathematics (STEM); B.S., California State Polytechnic University; M.S., Texas A&M University

**Joseph Accetturo**, Adjunct Instructor in Business Administration; B.A., Providence College; J.D., Roger Williams University

**Catherine Adamowicz**, Professor and Department Chair of English and the Humanities and Faculty Coordinator of Elementary Education; B.A., University of Massachusetts Dartmouth; M.A., Northeastern University; Ph.D., University of Rhode Island

**Samad Adams**, Professor of Accounting; B.S., City College of the City University of New York; M.S., Lehman College of the City University of New York

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

**Gabriela Adler**, Adjunct Instructor in English; B.A., Sir George Williams University; M.L.S., McGill University; M.A., Ph.D., University of Rhode Island

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

**Carmen Aguilar**, Dean of The Center and Non-Credit Services; B.S., Instituto Tecnològico de Morelia; M.S., Instituto Tecnològico y Estudios Superiores de Monterrey

**Lara Akinyemi**, Special Programs Coordinator; B.A., Bernard M. Baruch College; M.A., Long Island University; M.S., Wheelock College

**Charles Albrecht,** Adjunct Instructor of Communications; B.A., University of South Carolina; M.A., University of Rhode Island

**Heather Albritton**, Adjunct Instructor in Computer Information Systems; M.Ed., Bridgewater State College

**Autumn Alden**, Instructor of Mathematics, B.S., University of Massachusetts Amherst; M.Ed., University of California; M.S., Salem State University

**Addis Alemtsehay-Ackah**, EDP Entry Operator III; B.S., Bridgewater State College

**David Milton Allen**, Dean of Financial Aid and Technology; B.S., Salem State College; M.B.A., University of Massachusetts Dartmouth

**Carlos Almeida**, Assistant Director of LusoCentro and Adjunct Instructor in Portuguese and Spanish (part time); B.A., University of Massachusetts Dartmouth; M.A., PH.D., University of Massachusetts Amherst

**Kristin Almeida**, Connecting Activities Staff Associate; B.S., Bridgewater State College

**Elizabeth Alvarez**, Adjunct Instructor in Art; B.F.A., University of Massachusetts Dartmouth; M.F.A., Rhode Island School of Design

**Arlene Alves**, R.D.H., Adjunct Instructor in Dental Hygiene; A.S., Bristol Community College; B.A., University of Massachusetts

**Stephen J. Alves**, RN, Adjunct Instructor in Nursing; A.D.N., Bristol Community College; B.S.N., Southern Massachusetts University; M.S.N., University of Massachusetts Dartmouth

**Angela Amaral**, Adjunct Instructor in Art; A.A., Bristol Community College; B.F.A., University of Massachusetts Dartmouth

**Juliet Amaral**, Adjunct Instructor in Biology; B.S., Bridgewater State College; M.S., Lesley College

**Kimberly Amaral**, Assistant Professor of Biology; B.A., M.A., M.S., University of Massachusetts Dartmouth

**Lois Amaral**, Typist II (part time); A.A., Bristol Community College

**Tracy Amaral-Tracey**, Adjunct Instructor of English; B.A., Saint Anselm College; M.A., Bridgewater State College

**Ravitha Amarasingham**, Department Chair and Professor of Early Childhood Education and Child Care; B.S., APA University; M.S., Wheelock College; Ed.D., Boston University School of Education

**Odete Amarelo,** Adjunct Instructor of Portuguese; B.A., Boston University; M.A.T., Lesley University; Ph.D., Boston University

**Anthony Amore**, Adjunct Instructor in English; B.A., Rhode Island College; M.A., University of Rhode Island

**Christina Amore**, Adjunct Instructor of Criminal Justice; B.A., Rhode Island College; M.S., University of New Haven

**Carl Anctil**, Director of Facilities; 2nd Class Fireman's Licenses-Massachusetts and Rhode Island; Class 2-B Hoisting Engineer License, Certified in Management and Auto-Cad, Bristol Community College; Buildings Operations Certificate Level I & II

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

**Andrea Andrade**, Adjunct Instructor in Reading; B.A., Penn State University; M.A., University of Pittsburg

**Deborah Andrade**, Adjunct Instructor in Psychology; B.A., Southeastern Massachusetts University; M.A., Rhode Island College

**Denise Andrade**, Adjunct Instructor in Healthcare Information Technology; B.S., M.B.A., Providence College

**Richard Andrade**, Storekeeper III

**Jill Apicerno**, LMHC, Mental Health Counselor (part time); B.S., Roger Williams University; M.A., University of Massachusetts Dartmouth

**Michael Aprea**, Adjunct Instructor in Engineering; B.S., M.S., Northeastern University; C.A.G.S., Harvard University

**James Armstrong, Jr**., Staff Associate for ITS; A.S., Bristol Community College; B.S., New England Institute of Technology

**Shelly Armstrong**, Administrative Secretary I; A.A., Bristol Community College; B.S., University of Massachusetts Dartmouth

**Diana Arocho**, Administrative Assistant II; B.S., Bridgewater State University

**Dawn Arruda**, EDP Entry Operator III (part time)

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

**Stacy Arruda**, Adjunct Instructor in Office Administration; A.S., Bristol Community College; B.A., Eastern Nazarene; M.B.A., University of Phoenix

**Elizabeth Ashley**, Adjunct Instructor in Art; B.A., North Adams State College; M.A.E., University of Massachusetts Dartmout

**Kate Ashworth**, EDP III (part time); A.A., Bristol Community College

**Engin Atasay,** Assistant Professor of Education; B.A., Eastern Mediterranean University; M.A., San Diego State University; Ph.D., University of Utah

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

**Kimberley Aubin**, RT, Adjunct Instructor in Pre-Radiology Technology; B.S., Northeastern University

**Colleen Avedikian**, Associate Professor of Sociology; B.A., Emmanuel College; M.A., Northeastern University

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

**Jane Newbert Avila**, Adjunct Instructor in Early Childhood and Psychology; B.A., M.A., Eastern Nazarene College

**Tafa Awolaju**, Vice President of Human Resources and Affirmative Action; B.S., University of Rhode Island; M.B.A., Bryant College

**Donna Ayala**, RN, Department Chair & Associate Professor of Nursing; B.S.N., University of Dartmouth; M.S.N., E.D., University of Phoenix

**Debra Bacon**, Learning Specialist New Bedford (part time) and Adjunct Instructor in Psychology; B.A., Rhode Island College; M.Ed., Cambridge College

**Estelle Banks**, Staff Associate (part time); A.S., Bristol Community College; B.S., University of Massachusetts Dartmouth

**Dawn Banville**, Administrative Assistant II

**Laura Banville-Field**, Financial Aid Counselor, B.A. Stonehill College

**Janice Baptist**, Adjunct Instructor in Reading and College Success Strategies, A.A., Bristol Community College; B.A., Southeastern Massachusetts University; M.Ed., Cambridge College

**Bette Barbosa**, Staff Associate (part time); A.A., Bristol Community College; B.A., Bridgewater State University

**David Barnes**, Adjunct Instructor in Art; B.F.A., University of New Hampshire; M.F.A., University of Massachusetts Dartmouth

**Ann-Marie Barone**, RHIA, LPN; Department Chair and Assistant Professor of Healthcare Information Technology; A.S., Community College of Rhode Island; B.S., Roger Williams University

**Ronnette Barros**, EDP Entry Operator III; A.S., Bristol Community College

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

**Gary Barten**, Adjunct Instructor in Art; B.A., Temple University; M.A., Washington University

**Sandra Bartolo**, Esq., Accountant V (part time); B.S., University of Massachusetts Dartmouth; J.D., Southern New England School of Law

**Rosario Basay**, Assistant Professor of Economics; B.A., Pontifical Catholic University; M.A., Ph.D., Vanderbilt University

**Priscilla Bates**, Adjunct Instructor in Philosophy and Humanities; B.A., Southeastern Massachusetts University; M.Div., Harvard Divinity School; D.Min., Episcopal Divinity School

**Benjamin Baumann**, Registrar; B.A., M.P.P., University of Massachusetts Dartmouth

**Erik Baumann**, Director of Gateway to College, B.A., Providence College; M.A., Boston College

**Barbara Beaudry**, Staff Assistant (part time)

**Dana Behuniak**, Academic Counselor; B.A., University of Connecticut; M.S., University of Rhode Island

**Elise Belanger**, Adjunct Instructor in Healthcare Information Management and Medical Coding; B.S., Northeastern University

**Kim Bella**, Adjunct Instructor of Psychology and Sociology; B.S., University of Wyoming; M.A., Goddard, Ph.D., California Institute of Integral Studies

**April Bellafiore**, Dean of eLearning; B.A., University of New Hampshire; M.S., Antioch University New England

**Christen Benevides,** Administrative Assistant I; A.S., Bristol Community College

**Michael Bensink**, Director of Counseling; B.A., Thiel College; M.A., Salve Regina University

**Nancy Benson**, Adjunct Instructor in English; B.A., M.A., University of Massachusetts Dartmouth

**Rebecca Benya-Soderbom**, Instructor in History; B.A., Bridgewater State College; M.A., Providence College

**William Berardi**, Dean of Business and Information Management, Director of the Academic Center for Entrepreneurship, and Associate Professor of Business Administration; B.S., University of Massachusetts Boston; M.S., Cambridge College

**Normand Bergeron**, Adjunct Instructor in Business Administration; B.S.B.A., M.S.B.A., Southeastern Massachusetts University

**Lisa Bergson**, Adjunct Instructor in Communication; B.A., Stonehill College; M.A., Seton Hall University

**Kristie Bernier**, Library Assistant I (part time)

**Lynne Bernier**, Senior Admissions Counselor; A.A., Bristol Community College; B.A., Wellesley College; M.A., Lesley University

**Janet Berube**, Adjunct Instructor in Business Administration; M.B.A., University of Massachusetts Dartmouth

**Ernie Bettencourt**, Women's Head Soccer Coach (part-time); B.A., University of Massachusetts Dartmouth

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

**Kathryn Bjorge**, Adjunct Instructor in College Success Strategies; B.S., Portland State University

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

**Robert Billington**, Adjunct Instructor in Business Administration; B.S., B.S., M.B.A., Ed.D., Johnson & Wales University

**Joan Londen Black**, Adjunct Instructor in Early Childhood Education; B.S., M.S., New York State College

**Phoebe Blackburn**, Adjunct Instructor in Business Administration; B.A., University of Massachusetts Dartmouth; M.B.A., Bentley College

**Nancy Blanchard,** Adjunct Instructor of Criminal Justice; B.S., Salve Regina University; M.S., Anna Maria College

**Mitchell Block**, D.M.D.; Adjunct Instructor in Dental Hygiene; B.S., Queens College; D.M.D., Tufts University School of Dental Medicine

**Christopher Boardman**, Staff Associate - College Communications for Web Content; B.A., University of Massachusetts Dartmouth

**Angela Boffi**, Special Programs Coordinator for Taunton ABE Program; B.A., University of Rhode Island

**James Bohn**, Adjunct Instructor in Theatre; M.M., University of Illinois

**Eldad Boker**, Adjunct Instructor in Business Administration; B.S., University of Maryland; M.A., Ed.D., The George Washington University

**Susan Boissoneault**, Dean of Disability Services; B.A., Southeastern Massachusetts University; M.Ed., Bridgewater State College

**Judith Bolandz,** Special Programs Coordinator (part time); B.A., Boston College; M.Ed., Boston University

**Laura Bomback**, Adjunct Instructor in Biology; B.S., D.C., Palmer College of Chiropractic

**Louis Borges**, Electrician I; Journeyman Electrician License

**Steven Borges**, Maintainer I

**Eric Bornstein**, Adjunct Instructor in Theatre; Ary Puja Studio/Gallery, apprenticeship with master mask maker Agung Suardana, Bali, Indonesia; Centro Maschere E Strutture Gestuali, certificate of completion for professional level study with mask maker Donato Sartori, Padova, Italy; M.L.A., Harvard University Extension School

**Sandra Boscoe**, Buyer II (part time); A.S., Bristol Community College; B.A., University of Massachusetts Dartmouth

**Aaron Botelho**, Adjunct Instructor of History; B.A., Bridgewater State College; M.A., University of Toronto

**Carmen Botelho**, Director of Taunton Adult Basic Education; B.A., University of Massachusetts Dartmouth

**Janice Botelho**, EDP Entry Operator III; A.A., Bristol Community College

**Jayme Botelho**, EDP Entry Operator II (part time); A.S., Bristol Community College

**Edward Boucher**, Adjunct Instructor in the Humanities; B.A., Providence College; M.A., University of Virginia; M.D., Yale University

**Michael Boudria**, Adjunct Instructor in Reading, ESL and the Humanities; B.S.W., Bridgewater State College; M.A., Salve Regina University

**Theodore Boudria**, Adjunct Instructor in Psychology; B.A., University of Massachusetts Dartmouth; M.A., Providence College

**Jennifer Boulay**, Academic Coordinator of Teaching and Learning and Adjunct Instructor of Psychology; A.A., Bristol Community College; A.B., M.P.A., Brown University

**Adrien Bourassa**, Adjunct Instructor of Psychology; B.S., University of Massachusetts Dartmouth; M.Ed., Rhode Island College

**Phyllis Bourassa**, Adjunct Instructor in Reading; B.A., Salve Regina College; M.Ed., Rhode Island College

**Eric Bourgeois**, Assistant Professor of Sociology; B.A., Harvard University; M.A., Ph.D., Northeastern University

**Ernest Bourgeois**, Associate Professor of Business Administration; A.B.A., Champlain College; B.S., Castleton State College; M.Ed., St. Michael's College; M.B.A., Clarkson University

**Kathleen Braga**, Special Programs Coordinator TASC New Bedford (part time); B.A., Southeastern Massachusetts University; M.A., Rhode Island College

**Tinamarie Branco**, Clerk I (part time); A.S., Bristol Community College

**Cynthia Brenner**, OTR/L, Professor of Occupational Therapy; B.S., Tufts University; M.A., Rhode Island College

**Rylan Brenner**, Director of Theatre and Professor of Theatre and English; B.A., Herbert H. Lehman College (CUNY); M.F.A., Brown University

**David Brewer**, Maintainer I

**Helena Brewer,** Library Assistant (part time)

**Katherine Brezina**, Associate Vice President of Development and Alumni Affairs; B.A., Salve Regina University; M.A., Lesley College

**Iva Brito,** Special Programs Coordinator - Gateway to College; B.A., University of Massachusetts Amherst; M.Ed., University of Massachusetts Boston

**Kimberly Broderick**, RDH, Adjunct Instructor in Dental Hygiene; A.A.S. Community College of Rhode Island; B.S., M.A., University of Rhode Island

**Lynne A. Brodeur**, Associate Dean of Health Sciences; B.S., M.A., University of Massachusetts, Dartmouth

**James Brosnan,** Adjunct Instructor of English; B.A., Southeastern Massachusetts University; M.Ed., Bridgewater State College; Ph.D., Boston College

**Robert Brough**, Adjunct Instructor of Economics; B.A., University of Massachusetts Dartmouth; M.Ed., University of Maryland; M.B.A., C.A.G.S., Bridgewater State College

**Emily Brown**, Coordinator of Library Services; B.A., M.L.S., University of Pittsburg

**Stuart Brown**, Adjunct Instructor in Business Administration; B.S., M.B.A., Suffolk University

**Susan Brown**, Adjunct Instructor in Sign Language; B.S., Boston University; M.Ed., Western Maryland College

**Suzanne Buglione**, Dean of Lash Center for Teaching and Learning; B.S., M.Ed., Worcester State College; Ed.D., University of Massachusetts Boston

**Sharon Brunelle**, Accountant I

**Theresa Burke**, Adjunct Instructor in Psychology; B.A., M.Ed., Bridgewater State College

**Kathleen Burns**, Director of Student Engagement; M.Ed., Cambridge College

**Nowell Busch**, Assistant Professor of American Sign Language; A.S., Rochester Institute of Technology; B.A., State University of New York; M.S., McDaniel College

**Tamia Burt**, Adjunct Instructor in English; B.A., Bowling Green State University; M.A., University of Massachusetts Dartmouth

**William Butler**, Adjunct Instructor in Mathematics; B.A., Providence College; M.A.T., C.A.G.S., Rhode Island College

**Lynne Byers**, RDH, D.M.D., Professor of Dental Hygiene; A.A., Hillsborough Community College; A.S. St. Petersburg Junior College; B.S., University of New York; D.M.D., University of Florida

**Daniel Cabral**, Audio-Visual Technician II (part time)

**Debra L. Cabral**, RDH, Adjunct Instructor in Dental Hygiene; B.S., University of Rhode Island

**Frank Cabra**l, Adjunct Instructor in Mathematics; B.S., M.A.T., University of Massachusetts Dartmouth

**Gloria Cabral**, Associate Professor of Baking and Pastry Arts; A.S., Bristol Community College; B.S., Johnson & Wales University; M.Ed., Cambridge College

**Stephen Cabral**, Adjunct Instructor in Sociology; B.A., University of Massachusetts; M.A., Ph.D., Brown University

**Timothy Cabral**, Financial Aid Counselor Attleboro Campus; B.A., University of Massachusetts Dartmouth

**Barbara Cadima**, EDP Entry Operator III; A.S., Bristol Community College

**Vincent Calenda**, Adjunct Instructor in Fire Science; A.S., Bristol Community College; B.A., Rhode Island College

**Suzette Calvin**, Library Assistant I (part time) - Attleboro

**Pauline Camara**, Adjunct Instructor in Computer Information Systems and Office Administration; A.S., Bristol Community College; B.S., University of Massachusetts Dartmouth; M.S., Bridgewater State College; Ph.D., Northeastern University

**Steven Camara**, Assistant Director of Community Relations for The Fall River Community Media; B.A., University of Massachusetts Amherst; M.A., The New School

**William Camara**, Adjunct Instructor in Business Administration; J.D., St. John's University School of Law

**Sally Chapman Cameron**, Vice President of College Communications; B.A., Northeastern University; M.A., University of Massachusetts Dartmouth

**Jenifer Cametti**, Adjunct Instructor in ESL; B.A., National College

**Jane Campbell**, Adjunct Instructor in Spanish; B.A., Salve Regina University; M.Ed., Rhode Island College

**Monica Campos**, Library Assistant I (part time)

**Robert Canuel**, Adjunct Instructor in Psychology; B.S., B.A., M.B.A., Southeastern Massachusetts University; M.A., Assumption College

**Karin Capobianco**, LICSW,Adjunct Instructor of Psychology and Sociology; B.A., Clark University; M.S.W., Boston University

**Joseph A. Capone**, CPA, Fiscal Services (part time); B.S., U.C.L.A., M.S., Columbia University; M.S., Bryant College

**Melissa Carberry**, Accountant I; A.S., Bristol Community College

**Melissa Cardelli**, Associate Professor of Early Childhood Education; B.A., University of Massachusetts Dartmouth; M.S., Wheelock College

**Renee Cardinal**, RN, Associate Professor of Nursing; B.S.N., University of Massachusetts Dartmouth; M.S., Northeastern University

**John Caressimo**, C.C.E.; C.C.C., Coordinator and Professor of Culinary Arts, Director of CATCH Institute; A.O.S., Culinary Institute of America; B.S., M.Ed., Rhode Island College

**Lawrence Carlesi**, Assistant Men's Basketball Coach (part time); B.S., University of Massachusetts; M.Ed., Fitchburg State

**Ralph Carlini**, Adjunct Instructor of Psychology; B.A., Roger Williams University; M.A., Goddard College; C.A.G.S., Anna Maria College; Psy.D., Heed University

**Laura Carlson**, Director of Event Scheduling; A.S., Bristol Community College; B.A., M.A.T., Bridgewater State College; Massachusetts Applicator Pesticide License

**Robert Caron**, Adjunct Instructor in Biology; A.A., Bristol Community College; B.S., Southeastern Massachusetts University; M.A., Bridgewater State College

**Keith Carreiro**, Attleboro Advisor and Adjunct Instructor in English, Philosophy, and the Humanities and College Success Seminar; B.A., University of Maine at Orono; Ed.M., Ed.D., Harvard Graduate School of Education

**Patricia Carreiro-Raposo**, Administrative Assistant II and Adjunct Instructor in Office Administration; Diploma, Kinyon Campbell Business School; A.S., Bristol Community College; B.A., M.S.M., Eastern Nazarene College

**Jill Carrico**, Publications Specialist; B.F.A., University of Massachusetts Dartmouth

**Douglas Carrier**, Technical Assistant II; A.S., Bristol Community College

**Joanne Carroll-Connor**, Associate Registrar and Adjunct Instructor in Business Administration; A.A Bristol Community College; B.A., M.B.A., University of Massachusetts Dartmouth

**Deborah Carter,** MT (ASCP) CMA, Adjunct Instructor in Clinical Laboratory Science; B.S., Northeastern University

**Tonya Casey**, Clerk IV Experiential Learning; A.S., Bristol Community College; B.S., David Lipscomb University

**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

**Prudence Cass,** MT (ASCP), Laboratory Instructor in Clinical Laboratory Science; B.S., University of Massachusetts Amherst

**Kathleen Castro**, Adjunct Instructor in English; B.A., M.A., University of Massachusetts Dartmouth

**Evan Catudal**, Library Assistant (part time) - Fall River

**Hilayne Cavanaugh**, Adjunct Instructor in English; B.A., M.A., Wayne State University; Ph.D., University of Nebraska

**Susan Cestodio**, Accountant IV - Payroll; A.S., Bristol Community College

**Pamela Chadwick**, Administrative Assistant II; A.S., Bristol Community College

**Suzanne Chadwick**, Adjunct Instructor of Criminal Justice; A.S., Bristol Community College; B.S., Roger Williams University; M.S., Salve Regina University

**Kristine Bishop Chapman**, RDH, Adjunct Instructor in Dental Hygiene; B.S., M.A., University of Rhode Island

**Meredith Chapman**, Adjunct Instructor in English (part time); B.A., Hunter College; M.A., University of Rhode Island

**Deborah Charette**, Adjunct Instructor in English; B.A., Southeastern Massachusetts University; M.Ed., Bridgewater State College

**Lorie Charron**, Special Programs Coordinator - Adult Basic Education; B.S., Rhode Island College

**Jason Chase**, Adjunct Instructor in Art; B.A., Colorado University; M.F.A., Boston University

**Yanjun Chen**, Professor of Mathematics; B.S., Shanghai Teachers' University; M.S., University of Utah

**Paul Chouinard**, Adjunct Instructor in Psychology; M.S., University of Massachusetts Dartmouth

**John Cicero**, Adjunct Instructor in Human Services and Sociology; B.A., Rhode Island College; M.S.W., Virginia Commonwealth University

**Scott Ciosek**, Adjunct Instructor in Humanities and Philosophy; A.A., Bristol Community College, B.A., University of Massachusetts Dartmouth; M.Div., St. John Seminary

**Joanne Clancy**, RDH, Professor of Dental Hygiene; A.S., Forsyth School for Dental Hygienists; B.S., University of Massachusetts; M.P.A., Northeastern University

**Gloria Clark,** COTA/L, Site Coordinator Occupational Therapy Assistant; A.S., Bristol Community College; B.S., Wheelock College; M.Ed., Harvard University

**Jana Clark**, Academic Counselor; B.A., Roger Williams University; M.A., University of Central Florida

**Rebecca J. Clark**, Associate Professor of Human Services and Assistant Director of Civic Engagement; B.S.W., Harding University; M.S.W., West Virginia University

**Rodney S. Clark**, Dean of Attleboro and Taunton Campuses and Adjunct Instructor in Business Administration; M.Ed., Cambridge College

**Stephanie Clark**, Adjunct Instructor in American Sign Language and Deaf Studies; B.S.W., Salem State College; M.Ed., University of Massachusetts Boston; CDI Registry of Interpreters for the Deaf

**Earl Clay**, Adjunct Instructor in Business Administration; A.A., Massasoit Community College; B.S.B.A., Southeastern Massachusetts University; M.B.A., Suffolk University

**Patricia Clermont**, MT (ASCP), Lab Assistant in Clinical Laboratory Science (part time)

**Laura Clifford**, OTR/L, Instructor of Occupational Therapy and Academic Fieldword Coordinator; B.S., M.O.T., Worcester State College

**Tracy Clifford**, Accountant III - Payroll; B.A., Gettysburg College

**Trisha Cloutier**, RDH, Associate Professor of Dental Hygiene; A.A.S., Community College of Rhode Island; B.S., M.A., University of Rhode Island

**Pamela Colaneri**, RDH, Adjunct Instructor in Dental Hygiene; A.S., Bristol Community College; B.S. M.S., University of Bridgeport

**Pamela Cole**, Adjunct Instructor of Humanities and History; B.A., Gordon College; M.B.A., Anna Maria College; M.Div., Gordon-Conwell Theological Seminary

**Robert M. Coleman**, Adjunct Instructor in Fire Science; A.S., Community College of Rhode Island; B.S., Roger Williams College

**Nicole Coleman-Parks**, Human Resources Generalist; A.S., Bristol Community College

**Nicolette Collard-Andrade,** Acting Director of Community Education and Non-Credit; A.A., Bristol Community College; B.A., University of Massachusetts Boston

**Francine Collignon**, Adjunct Instructor in English; B.A., Salve Regina University; M.A., Boston College

**Bonnie Wolfe Collins**, RDH, Adjunct Instructor in Dental Hygiene; A.S., Forsyth School for Dental Hygienists; B.S.S.A., Florida International University

**Arthur Comeau**, Adjunct Instructor in Humanities and Philosophy; B.A., University of New Hampshire; M.Div., Hartford Theological Seminary; Ph.D., Evangelical Theological Seminary

**Patricia Darcy Condon**, Coordinator of Career Planning and Placement; B.S., Bryant College; M.A., C.A.G.S., Rhode Island College

**Gregory Conroy**, Adjunct Instructor in the Humanities; B.A., Saint Anselm College; M.A., New England Conservatory of Music

**Jennifer Constant-Lavoie**, Adjunct Instructor of English; B.A., University of Massachusetts Dartmouth; M.A., Bridgewater State College

**Carol Constantine**, RN, Coordinator of Health Services; A.S.N., Bristol Community College; B.S.N., University of Massachusetts Dartmouth

**James Constantine**, Adjunct Instructor in Chemistry and Biology; B.S., M.S., State University of New York College at Oneonta

**Jack Conway**, Adjunct Instructor in English and Reading; A.A., Bristol Community College; B.A., Roger Williams University; M.A., Vermont College

**Raeshelle Cooke**, Library Assistant I (part time)

**Catherine Cope**, Adjunct Instructor in Art; B.A., Mount Holyoke College; M.F.A., University of Massachusetts Dartmouth

**Kathleen Copeland**, Adjunct Instructor of Early Childhood Education; B.S., M.A., Rhode Island College

**Genevieve Copley**, Lab Tech II (part time); A.A., Bristol Community College; B.A., Bridgewater State College

**Naomi Cordell**, Staff Associate and Attleboro Evening Coordinator (part time); B.A., Boston University

**Vasco Cordeiro**, Jr., Campus Police Officer II, Nationally Registered EMT Paramedic

**Paul Correia**, Adjunct Instructor in Human Services; Director of DDS Direct Support Certificate Program; B.A., Providence College; M.A., Assumption College

**James M. Corven**, Professor of Biology; A.S., Alpena Community College; B.A., University of Michigan; M.S., Central Michigan University; Doctoral, Michigan State University

**David Costa**, OTR/L, Adjunct Instructor in Occupational Therapy; B.S., University of New England

**Helene Costa**, EDP Systems Analyst I; A.S., Bristol Community College

**James Costa**, Adjunct Instructor in Computer Information Systems; B.S., University of Massachusetts Dartmouth; M.Ed., Lesley College

**José Costa**, Director of LusoCentro and Professor of Portuguese; B.A., Classical University of Lisbon; M.A., Brown University; Ph.D. University of Massachusetts

**Karen Costa**, Administrative Secretary I

**Madeleine Costa**, Adjunct Instructor in Communication; B.A., Southeastern Massachusetts University; M.A., Bridgewater State College

**Matthew Costa**, Maintainer I (part time)

**Richard Costa**, Adjunct Instructor in English; B.A., Bridgewater State College; M.A., University of Massachusetts Dartmouth

**Shelly A. Costa**, Administrative Assistant I

**Sharon Costa-Smith**, Adjunct Instructor in Early Childhood Education; B.S., University of Massachusetts Dartmouth; M.S., Wheelock College

**Paul Cote**, Adjunct Instructor of Sociology & History; B.A., University of Massachusetts, Amherst; M.A.T., Bridgewater State College

**Richard Cotter**, Adjunct Instructor in Economics; B.S., Bryant University

**Michael Coughlin**, Adjunct Instructor in Human Services; B.S., Boston College; M.S., University of Massachusetts of Boston

**Patricia Cousineau**, Adjunct Instructor in Early Childhood Education; B.S., M.A., Rhode Island College

**Pamela Coward**, RD, Adjunct Instructor in Health, B.S., SUNY; M.Ed., Framingham State

**Lisa Cowen,** Campus Police Dispatcher (part time)

**Margaret Cox**, Assistant Professor of English; B.A., Baruch College; M.A., Brooklyn College; Ph.D., Indiana University of Pennsylvania

**Walter Craddock**, Instructor in Criminal Justice; B.S., Bryant College; M.S., Salve Regina University; J.D., Roger Williams University School of Law

**Jeffrey Craig**, Coordinator of Career Planning and Placement; A.S., Bristol Community College; B.S., Bridgewater State College; M.A., University of Massachusetts Boston

**Marilyn Crane**, Associate Professor of Nursing (Pediatric and Maternal); A.D., Cape Cod Community College; B.S., Montana State University; M.S., University of Utah; D.N.P., Case Western Reserve University

**Michael Crane**, Adjunct Instructor in Mathematics; B.S., University of Massachusetts; M.S., Rhode Island College; Ph.D., Walden University

**Rebecca Crawford**, EDP Entry Operator III (part time)

**George Crook**, Adjunct Instructor in Physics; B.S., University of Massachusetts Dartmouth; M.A.T., Bridgewater State College

**Eileen Cruz**, Adult Basic Education Program Director, Fall River; B.A., Wheaton College

**Jennie Curral**, Admissions Counselor and Adjunct Instructor of Economics; A.A., Bristol Community College; B.S., M.B.A., University of Massachusetts Dartmouth

**Margaret Curro**, Adjunct Instructor in Geography and Cooperative Education; B.A., Bridgewater State College; M.A., Salve Regina University

**Robert Curro**, Adjunct Instructor in Engineering and Computer Information Systems; B.S., B.S.E.E., Polytechnic Institute of New York; M.S.E.E., California State University, Long Beach

**Maurice Cyr**, Staff Associate for Civic Engagement (part time); A.A., Bristol Community College

**Honorato DaCosta**, Audio-Visual Equipment Technician II; A.S.E.E., Wentworth Institute

**Sarah Daigle-Demers**, LMT, Adjunct Instructor in Therapeutic Massage; A.S., Fisher Community College; B.A., University of Massachusetts Dartmouth

**Helen Dandurand**, Accountant IV; B.S., University of Massachusetts Dartmouth

**Linda Danzell**, Associate Vice President of Administration; B.A., M.S., Indiana University

**Emmanuel Daphnis,** Adjunct Instructor; B.A., Brandeis University; M.A., Tufts University; M.Div, Gordon Conwell Theological Seminary

**Joseph P. da Silva**; Adjunct Instructor in Engineering; B.S., University of Massachusetts Amherst; M.S., University of Rhode Island

**Jose DaSilva**, Maintainer I

**Donna Davis**, Associate Registrar; B.S., Bridgewater State College

**Lisa Dawn**, Adjunct Instructor in English; B.A., University of California; M.A., Northeastern University

**Maria Alice DeAguiar**, Adjunct Instructor in Portuguese; B.A., University of Massachusetts Dartmouth; M.A., Brown University

**Irene DeAmaral**, Adjunct Instructor in Portuguese; M.Ed., University of Azores

**Jenna DeBortoli**, Senior Admissions Counselor; B.S., Fairfield University; M.Ed., Bridgewater State University

**Jillian DeCosta**, Instructor of Reading; B.S., East Carolina University; M.A., Columbia University

**Susan DeCoste**, Staff Assistant (part time); B.S., University of Massachusetts Dartmouth

**Andrew DeFarias**, Adjunct Instructor in Psychology; B.A., Barrington College; M.Ed., Bridgewater State College

**Jennifer Dekkers-Mitchell**, Administrative Secretary and Adjunct Instructor in Business Administration; B.A., Heerlen University, Netherlands

**Paula DeLaFlor**, Adjunct Instructor in Reading; B.A., Suffolk University; M.Ed., C.A.G.S., Bridgewater State College

**Robert Delalue**, Acting Director of Multicultural Student Center and Head Men's Basketball Coach (part time); A.S., Dean College; B.A., Wheaton College

**Lisa Delano-Botelho**, Instructor of Psychology; B.A., M.A., University of Massachusetts Dartmouth

**Ross DeLuca**, Adjunct Instructor in Communications and Business Administration; B.S., Johnson and Wales University; M.A., Bridgewater State College

**Rosemary DeMello**, EDP Entry Operator IV; A.S., Bristol Community College

**Patricia Demeo**, RN, Health Services (part time); B.S.N., Boston College School of Nursing

**Deborah Dennis**, Adjunct Instructor in Dance; B.F.A., New York University; M.F.A., Vermont College

**Patricia Dent**, PT, Dean of Health Sciences; B.S., M.S., Boston University

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

**Shaylene DePina**, Clerk IV - Admissions; A.A., Bristol Community College

**Beverly Dery**, COTA/L, Technical Assistant II (part time); A.S., Bristol Community College

**Joseph DeSa**, Director of Buildings and Grounds Operation; Class A, CDL and Class 2B Hoisting Engineer License; Pesticide Applicator License

**Cathleen DeSimone**, Director of Adult Basic Education - Attleboro Campus and Taunton; B.A., University of Rhode Island; J.D., Roger Williams University School of Law

**Ralph Desjardins**, Campus Police Officer I

**Melissa Desmarais,** Clerk IV - eHealth Careers; A.S., Fisher College

**Kayla Desrosiers,** Technical Assistant I

**Lillian Desrosiers**, Librarian II (part time); A.A., Bristol Community College

**Stephanie Desrochers**, Clinical Instructor in Nursing; B.S.N., University of Rhode Island; M.S.N., Western Governors University

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

**Kathryn DeVitto**, Special Programs Coordinator; B.A., M.Ed., University of Massachusetts Boston

**Will DiBello**, Adjunct Instructor in Art; B.F.A., Temple University; M.F.A., Rhode Island School of Design

**Phyllis Dickens**, Professor of Business Administration; B.S., M.B.A., University of Rhode Island

**Eileen Diggle**, Adjunct Instructor in Mathematics; B.S., University of Massachusetts Amherst; M.S., Boston College

**Denise DiMarzio**, Assistant Professor of English; B.A., Rhode Island College; M.A., University of Connecticut

**Winifred Dimock**, Adjunct Instructor in English; A.B., Gorden College; M.A., University of Massachusetts Dartmouth

**Carolyn DiPasquale**, Adjunct Instructor in English; A.B., University of Wisconsin; M.A., University of Rhode Island

**Carmella Dixon**, Staff Associate (part time); A.S., Bristol Community College

**Brooke Doherty**, Adjunct Instructor in Art; B.A., B.F.A., Univeristy of Oklahoma; M.F.A., University of Massachusetts Dartmouth

**David Dougher**, Adjunct Instructor in Computer Information Systems; B.A., Syracuse University

**Denise Donatelli**, Adjunct Instructor in Art; B.F.A., M.F.A., Rhode Island School of Design

**Ann Marie Donnelly**, Adjunct Instructor in ESL; B.A., M.Ed., Rhode Island College

**James Donnelly**, Adjunct Instructor in Business Administration; A.B., Providence College; J.D., Catholic University

**Rachel Donner**, MLT (ASCP), Adjunct Instructor in Clinical Laboratory Sciences; A.S., Bristol Community College; B.A., University of Massachusetts Dartmouth

**Amanda Donovan,** Director, Perkins/Bristol CVTE Linkages Program; B.A., University of Massachusetts Dartmouth; M.P.A., Bridgewater State University

**Elizabeth Donovan,** Instructor in Mathematics; B.S., M.S., Worcester Polytechnic Institute; M.S., Ph.D., Northeastern University

**Elizabeth Dooher**, Adjunct Instructor in Art; B.A., College of Wooster; M.F.A., University of Massachusetts Dartmouth

**Ely Dorsey**, Adjunct Instructor in Mathematics, Astronomy and Physics; Ph.D., Old Dominion University

**Andrew Downing**, EDP Systems Analyst I; A.S., Bristol Community College

**Bernadette Driscoll**, Dean of Adult Basic Education and Workplace Literacy; B.A., Southeastern Massachusetts University

**Kathleen D. Driscoll**, Adjunct Instructor in Reading and English; B.A., University of Connecticut; M.Ed., American International College

**Christopher Drummy**, Adjunct Instructor in Human Services; B.A., Rhode Island College; M.S.W., Boston College

**G. Daissy Duffy**, Adjunct Instructor in Spanish; Bachelor of Law, Universidad La Gran Columbia; M.Ed., Cambridge College

**Aimee Dufresne**, Adjunct Instructor in Biology; B.S., Sacred Heart University; M.S., Ph.D., Brown University

**Zachary Dumas**, Data and Marketing Associate (part time); A.S., FullSail University

**Joseph Dumais**, Maintainer I

**Michelle Dumais**, Staff Assistant Television Production Services; B.A., Marist College

**Eileen Dunleavy**, Adjunct Instructor of Human Services; B.S., Boston State College; M.A., Assumption College; M.S.W., Rhode Island College

**Marc Dunn**, Maintainer I

**Johanna Duponte**, OTR/L, Department Chair and Professor of Occupational Therapy; B.S.O.T., University of Toronto; M.S., Salve Regina University; Ed.D., University of Massachusetts Boston

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

**Christopher Durocher**, Adjunct Instructor in Art; B.F.A., University of Windsor; M.F.A., Cranbrook Academy of Art

**Daniel Dvorak**, Adjunct Instructor in Computer Information Systems; B.S., SUNY Brockport; M.S., Salve Regina University

**Charles Dwyer**, Adjunct Instructor in Art; B.A., Rhode Island School of Design; M.F.A., Boston University

**Deborah Dziedzic**, Personnel Analyst; A.A., Bristol Community College; B.S., Roger Williams University

**John Eagan**, Adjunct Instructor of Communication; B.A., University of Massachusetts Amherst; M.S., Boston University

**Lara Eid**, Adjunct Instructor in Computer Information Systems; B.S., American University of Beirut; M.S., University of Massachusetts Dartmouth

**Shawn G. Elliott**, Staff Assistant; A.A., Bristol Community College; B.A., Rhode Island College

**James Emond**, Reference Librarian; B.A., University of New Hampshire; M.T.S., Boston University; M.A., Providence College, M.L.I.S., University of Rhode Island

**Matthew Engstrom**, Campus Police Officer I; B.S., Bridgewater State College

**Mitchell Estaphan**, Adjunct Instructor in Psychology and Sociology; B.A., St. Anselm College; M.S., C.A.G.S., Assumption College

**Nancy Evans**, RN, Professor of Nursing; B.S.N., University of Rhode Island; M.S., Boston University

**Ralph Ezovski**, Adjunct Instructor in Criminal Justice; B.S., Roger Williams College; J.D., New England School of Law

**Fred Faria**, Adjunct Instructor in Culinary Arts; M.S., Johnson & Wales University

**David Feeney**, Assistant Professor of Economics and Social Science (part time); B.A., Assumption College; M.A., Boston University

**Caroline Felix,** Weekend Coordinator for the New Bedford Campus; B.A., Ramapo College of New Jersey; M.A., Claremont Graduate University

**Donna Fernandes**, Adjunct Instructor in Biology; B.S., University of Massachusetts Amherst; M.A., Bridgewater State College

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

**Lauren Fernandes**, Adjunct Instructor of History; B.A., Emmanuel College; M.A., Providence College

**Michael Fernandes**, Adjunct Instructor in Mathematics; B.S., Bridgewater State College, M.S.T., University of New Hampshire

**Becky Ferraz**, EDP Systems Analyst III

**Robin Ferreira**, Bookkeeper II (part time)

**Silvino Ferreira**, Associate Professor of Computer Information System; B.A., Stonehill College; M.A. University of Massachusetts Dartmouth

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

**Margaret (Holly) FitzGerald**, Cooperative Education Advisor (part time) and Adjunct Instructor in Cooperative Education; B.A., Lake Erie College; M.Ed., Suffolk University

**Paul Fletcher**, Professor Emeritus of English and the Humanities; A.B., Providence College; M.A.T., Brown University

**Beverly Flanagan,** Clerk I (part time)

**Jill Flanigan,** Assistant Professor of Health Information Management; B.G.S., University of Connecticut; M.L.S., Southern Connecticut State University

**Justin Flynn**, Campus Police Dispatcher

**Sari Fonseca**, MT (ASCP), MLT (ASCP), CLT, NCA, Adjunct Instructor in Immunohematology; A.S., Bristol Community College; B.S., Curry College; M.S., University of Rhode Island

**Deborah Fontana**, Grant Coordinator and Instructor for the Center (part time); B.S., Northeastern University

**Diane Forand**, Instructional Media Specialist; A.S., Bristol Community College

**Robert Forbes**, Adjunct Instructor in English; B.A., Tufts University; M.Ed., Bridgewater State College

**Lucille Force, RN**, Adjunct Instructor in Nursing; L.P.N., Community College of Rhode Island; B.S.N., Roger Williams University; M.S., Salve Regina University

**Joan Ford,** Director of Assessment - SABES; B.A., University of Massachusetts Amherst

**Stuart Forman**, Adjunct Instructor of Philosophy; B.S., University of Massachusetts Amherst; M.Ed., Springfield College; M.S.J.S., Spertus College; Ph.D., Columbia Pacific University

**Susan Forman**, Adjunct Instructor in English; A.A., Fisher College; B.A., University of Rhode Island; M.A., Rhode Island College

**Adrienne Foster**, Associate Professor of Biology; B.S., North Carolina Agricultural and Technical State University; Ph.D., Purdue University

**Joan Fournier**, Staff Assistant, Taunton Adult Basic Education (part time); B.A., Roger Williams College; M.A., Boston College

**Jonathan Francis**; Adjunct Instructor in Biology; B.A., Kalamazoo College; Ph.D., University of Maryland at Baltimore

**Scott Francis**, Assistant Director of Academic Technology Support Services; A.A., A.S., Bristol Community College; B.S., Johnson & Wales University

**Brian Franco**, Accountant I; A.A., Bristol Community College

**Bruce Frazer**, Adjunct Instructor in Psychology; B.A., University of Massachusetts Dartmouth; M.A., Lesley College

**Steven Frechette**, Web Developer and Technology Analyst; B.S., MBA, University of Massachusetts Dartmouth

**Richard Freeman**, Adjunct Instructor in Economics; B.S., University of Massachusetts Dartmouth; M.B.A., Suffolk University

**Kellie Freitas**, Library Assistant I (part time)

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

**Kellie French**, Learning Specialist - QUEST Writing Lab; B.A., Alfred University; M.A., Binghamton University

**Melissa Freitas**, Adjunct Instructor in English; B.A., University of Massachusetts Dartmouth; M.A., Bridgewater State College

**Joseph Frias**, Library Assistant (part time)

**Elaine Froelich**, Adjunct Instructor of Art; B.F.A., M.F.A., Mass College of Art

**Ann Marie Furtado**, Clinical Instructor in Nursing; B.S.N., Curry College

**Tracy Furtado**, Adjunct Instructor in Computer Information Systems; B.S., University of Massachusetts Dartmouth; M.S., Goddard College

**Sally Gabb**, QUEST Reading Skills Specialist and Adjunct Instructor in College Success Strategies; B.A., Duke University; M.S., Columbia University; C.A.G.S., Rhode Island College

**Rhonda Gabovitch**, Vice President of Institutional Research, Planning, and Assessment; B.A., University of Massachusetts Boston; M.U.A., Boston University; Ed.D., University of Massachusetts Boston

**Ana M. Gaillat**, Associate Vice President of Academic Affairs; M.S., University of Massachusetts Amherst; M.Ed., Suffolk University; PH.D., University of Massachusetts Amherst

**Prashanth Galisukumar**, Adjunct Instructor in Computer Information Systems; B.S., University of Madras; M.S., University of Rhode Island

**Kevin A. Gallagher**, Adjunct Instructor in Fire Science; A.S., Bristol Community College; B.A., University of Massachusetts Dartmouth

**Robin Gallant**, Clerk IV; A.S., Bristol Community College

**Brian Gamboa**, Adjunct Instructor of Psychology; B.A., University of Massachusetts Dartmouth; M.Ed., Providence College

**Alan Garcia**, Adjunct Instructor in Criminal Justice; A.S., Bristol Community College; B.A., University of Massachusetts Dartmouth; M.S., Northeastern University; M.S.W., Salem State University

**Renata Garcia**, Clerk IV

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

**Kathleen Torpey Garganta**, RDH, Acting Vice President of Enrollment Services and Professor of Dental Hygiene; A.S., Bristol Community College; B.S., University of

Massachusetts Amherst; M.S., Boston University School of Graduate Dentistry

**Kevin J. Garganta**, Coordinator and Professor of Human Services; B.A., University of Massachusetts Amherst; M.S.W., Boston College Graduate School of Social Work; Ed.M., Harvard University

**Terry Gaspard**, Adjunct Instructor in Psychology; B.A., M.A., University of Massachusetts Dartmouth

**Dolores Gatley**, Career Development Counselor; B.A., Stonehill College; M.Ed., Bridgewater State University

**Joni Gaudiello**, Adjunct Instructor of Speech; B.A., M.A., Bridgewater State College

**Paul Gay**, Adjunct Instructor in Engineering Technology; B.A., University of Massachusetts Dartmouth; M.S., Brown University; J.D., New England School of Law

**Michael Geary**, Assistant Professor in English and British Literature; B.A., Iona College; M.A., Rhode Island College

**Robert Geddes**, Admissions Counselor - Attleboro/Taunton; B.A., Bridgewater State College; M.Ed., Suffolk University

**Ian Gendreau**, Adjunct Instructor in Music; B.A., State University of New York at Geneseo; M.A., Tufts University

**Genie Giaimo**, Assistant Professor of English and Writing Center Coordinator; B.A., Clark University; M.A., Clark University; Ph.D., Northeastern University

**Alan Gifford**, Adjunct Instructor in English; B.A. University of Massachusetts Dartmouth, M.A., Northeastern University; Ph.D., University of Massachusetts Amherst

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

**Karen Giglio**, Staff Associate (part time); A.S., Bristol Community College

**Peter Gillen**, Adjunct Instructor in Philosophy; B.A., Villanova University; M.A., Colorado State University

**Margaret Gilman**, LMT, EMT; Adjunct Instructor in Therapeutic Massage; B.A., Ohio Wesleyan University; M.S., George Mason University

**Carol Ginsberg**, Special Programs Coordinator; B.A., Southeastern Massachusetts University; M.A., Bridgewater State College

**Jeanne Girard**, Staff Associate (part time) and Adjunct Instructor in Business Administration; B.A., Southern New Hampshire University; M.B.A., Fitchburg State University

**Peter Glass**, Attleboro Advisor (part time); B.S., M.A., University of Connecticut; M.Ed., C.A.G.S., Bridgewater State College

**Karen Gniadek**, OTR/L, Adjunct Instructor in Occupational Therapy; B.S., Worcester State College

**Wayne Golen**, EDP Systems Analyst II; A.S., Bristol Community College; B.S., University of the State of New York

**Ann Marie Gomes**, Laboratory Technician II and Adjunct Instructor in Biology; B.S., University of Miami

**John Gonet**, D.C., Adjunct Instructor in Health; D.C., New York Chiropractic College

**Roberta Gonneville**, Accountant III

**Gordon Goodfellow**, Adjunct Instructor of History; B.A., M.A., Bridgewater State College

**Andrew Goodman**, Men's Assistant Soccer Coach (part-time); M.S., American International College

**Raymond Gordon**, Adjunct Instructor in Psychology; B.A., M.A., Rhode Island College

**Laura Gostin**, Adjunct Instructor in Communications; B.A., M.A., University of Rhode Island

**Steven Goulet**, Staff Associate - Corporate Associate; B.S., University of Massachusetts Dartmouth

**Constance Grab**, Adjunct Instructor of Art; B.F.A., Rochester Institute of Technology; M.F.A., University of Massachusetts Dartmouth

**Michael Graca**, Adjunct Instructor in Communications; B.A., C.W., Post College; M.S., Syracuse University

**Henry Grace**, ABE Staff Assistant (part time)

**Joanne Gracia**, Grant Director (part time); B.A., Cardinal Cushing College; M.Ed., Boston State College

**J. Thomas Grady**, Professor of English and Director of Commonwealth Honors Program; B.A., Syracuse University; M.A., University of San Diego

**Deborah Gran-Palumbo**, L.M.H.C., Special Programs Coordinator eHealth Careers; B.A., Wheaton College; M.A., Lesley University

**Margot Green**, Adjunct Instructor in English; B.A., M.A., Simmons College; M.A., University of Massachusetts Dartmouth

**Geraldine Gregory**, Adjunct Instructor in Biology; B.S., University of Massachusetts Dartmouth; M.Ed., Lesley University

**Cynthia Grew**, Learning Specialist (part time); A.S., Bristol Community College; B.A., University of Massachusetts Dartmouth

**Kimberly Griffith**, LMT; Assistant Professor of Therapeutic Massage and Health; B.A., University of Massachusetts Dartmouth; M.A., Lesley University

**Robert Griffiths**, EDP Systems Analyst II; A.S., Bristol Community College

**Priscilla Grocer**, Department Chair and Professor of Computer Information Systems; A.B., Brown University; M.C.Ed., Lesley College

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

**Judith Hague**, Adjunct Instructor in English; B.A., Rhode Island College; M.A., Old Dominion University; M.Ed., Cambridge College

**Sarah Hague**, ABE Staff Assistant (part time); B.S., Bridgewater State College; M.Ed., Rhode Island College

**Cynthia Hahn**, Adjunct Instructor of Chemistry and Special Assistant for Academic Affairs (part time); B.S., Merrimack College; Ph.D., Brown University

**Ann Halstead**, Typist II (part time), A.S., Bristol Community College

**Diane Hamel**, Special Programs Coordinator (part time); B.S., University of Rhode Island

**Geraldine Hamel**, RN, Associate Professor of Nursing; A.D.N., Community College of Rhode Island; B.S.N., Rhode Island College; M.S.N., University of Massachusetts Dartmouth

**Melissa Hammond**, Coordinator of Forensic Laboratory; B.S., University of Massachusetts Dartmouth; M.S., University of Maine

**Kathleen Hancock**, Director of the Grimshaw-Gudewicz Art Gallery; B.F.A, Western Kentucky University; M.F.A., Pratt Institute

**Karen Harb**, Adjunct Instructor in Dental Hygiene and Pharmacy Technology; B.S., Massachusetts College of Pharmacy

**Robert Hancock**, ABE Technology Coordinator (part time); B.A., University of Massachusetts

**Eileen Harrington**, Director of Campus Services; B.A., University of Massachusetts Dartmouth; M.Ed., Bridgewater State College

**Margaret Harrington**, Grant Coordinator (part time); B.A., Southeastern Massachusetts University; M.A., University of Rhode Island; M.A., Regis College; Ed.D., Boston University

**Marilyn Harris**, Adjunct Instructor in Office Administration; B.S., Ed., Bryant College; M.Ed., Providence College

**Heather Harrison**, Step Up to College Counselor; B.A., University of Massachusetts Dartmouth

**Harry Harootunian**, Staff Associate for Educational Talent Search Program; B.A., Syracuse University

**Kristine Hastreiter**, Adjunct Instructor in Culinary Arts; B.S., James Madison University; M.S., University of Wisconsin-Madison

**Dennis Haworth**, Adjunct Instructor in Astronomy and Computer Programming; B.S., Northeastern University; M.S., Lesley College

**Gina Heaney**, Instructor in Business Administration; B.S., Bryant University; M.S., Bentley College

**Nicole Heaney**, Assistant Professor and Director of Cooperative Education; B.S.W., University of Vermont; M.S.W., Boston University

**Marta Heilborn**, Adjunct Instructor in Art; B.A., Pontifical Catholic University of Brazil; M.A., New York University

**Margaret Mary Hennessey,** Adjunct Instructor in Psychology, Sociology and History; Taunton-Cohannet Satellite Coordinator; Attleboro Academic Advisor; Attleboro TASC Coordinator (part time); A.A., A.S., Community College of Rhode Island; B.A., Rhode Island College; M.A., Manhattan College

**Shilo Henriques**, Dean of Admissions; B.A., M.Ed., Curry College

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

**Alty Hickey**, Maintainer I

**Susan Higgins**, OTR/L, Adjunct Instructor in Occupational Therapy; B.S., M.A., Tufts University

**Kelli M. Hiller**, M.S., CLS, Assistant Professor in Clinical Laboratory Science; B.S., University of Massachusetts Dartmouth; M.S., University of Rhode Island

**J. Kirk Higham**, Assistant Professor in Mathematics; B.S., Framingham State College; M.S., University of Rhode Island

**Troy Hines**, Adjunct Instructor in Art; B.F.A., Virginia Commonwealth University; M.F.A., University of Massachusetts Dartmouth

**Patricia Hiscock**, Coordinator of Library Services/Cataloging; B.F.A., Southeastern Massachusetts University; M.L.S., University of Rhode Island

**Steven Hobin**, Adjunct Instructor in Culinary Arts; A.O.S., Culinary Institute of America

**Jay Hobson**, Adjunct Instructor in Business Administration; B.S., University of Massachusetts Amherst; M.B.A., Columbia University

**Christopher Hoeth**, Adjunct Instructor in Psychology and Sociology; B.A., Holy Cross College; M.A., Chapman College; C.A.G.S., Boston University School of Social Work

**Mia Holland**, Adjunct Instructor in Psychology; B.A., University Massachusetts Dartmouth; M.Ed., Bridgewater State College; Ed.D., Nova Southeastern University

**Gladys Hom**, CST, Adjunct Instructor in Surgical Technology; B.S., State University of New York at Fredonia; M.S., San Jose State University

**Christine Homen**, Adjunct Instructor in Psychology; LICSW, M.S.W., Boston College School of Social Work; B.A., University of Massachusetts Dartmouth

**Peter Homen**, Adjunct Instructor in History; B.A., Bridgewater State University; M.A., University of Rhode Island

**Jane Horowiec**, RDH, Adjunct Instructor in Dental Hygiene; A.S., Bristol Community College; B.A., University of Massachusetts Dartmouth

**Renee Horton**, RDH, Adjunct Instructor in Dental Hygiene; B.S.D.H., University of North Carolina at Chapel Hill

**Linda Howayek**, Lab Technician, Writing Center (part time); A.A., Bristol Community College; B.S., University of Massachusetts

**JoEllen Hunt**, Adjunct Instructor in Reading, English, and Study Skills; B.A., M.A., University of Rhode Island

**Ann Ibara**, Transfer and Career Advisor; B.S., Southeastern Massachusetts University; M.S., University of Rhode Island

**James H. Ingles**, Adjunct Instructor in Social Science and Special Assistant for Academic Affairs (part time); B.S., M.Ed., University of Florida

**Richard Ironfield**, Adjunct Instructor in History; B.A., M.A., Providence College

**Carrie Irujo**, Adjunct Instructor in Spanish and English; B.A., Framingham State College; M.A., University of Massachusetts Dartmouth; M.Ed., Augusta College

**Thomas Jaillet**, Adjunct Instructor in Mathematics; B.S. Ed., Fitchburg State University; M.A., Boston College

**John Jameson**, Adjunct Instructor in Art; B.F.A., University of Massachusetts Dartmouth; M.F.A., New York Academy of Art

**Srinivasan Janakiraman**, Library Assistant I (part time) - Fall River

**Paul Jefferson**, Director of Network and Client Services; Certificate, Wentworth Technical School; A.S., Dean College

**Julie Jodoin-Krauzyk**, Learning Specialist for Deaf and Hard of Hearing Services and Adjunct Instructor in American Sign Language/Deaf Studies; B.S., University of Massachusetts Amherst; M.Ed., Boston University; M.A., Assumption College

**Marsha Jones**, Administrative Assistant II; A.S., Bristol Community College

**Alexander Johnson**, Clerk I (part time)

**Fernanda Johnson,** PT, DPT, Adjunct Instructor in Health; B.S. (PT), Northeastern University; M.B.A., University of Massachusetts Dartmouth; D.P.T., Simmons College

**Matthew Johnson**, Adjunct Instructor in Fire Science; B.A., Roger Williams University; B.S., State University of New York

**Melanie Johnson**, Librarian I; A.A., Bristol Community College; B.A., University of Massachusetts Dartmouth; M.L.S., Simmons College

**Patricio Jorge**, Adjunct Instructor in Economics; B.S., University of Massachusetts Dartmouth; M.B.A., Johnson & Wales University

**Dianne Joyce**, Adjunct Instructor in Psychology; B.A., M.A., Bridgewater State College

**Hillary Joyce**, B.A., Wells College; M.F.A., New York University

**Donald Judson**, Adjunct Instructor in English; B.A., University of Rhode Island; M.A., Bowling Green State University, M.F.A., Brown University

**John Kalian II**, Adjunct Instructor in Business Administration; B.S., Bryant College; M.B.A., Providence College

**Frederick Kalisz**, Adjunct Instructor of Government; B.S., Southeastern Massachusetts University; M.P.P., University of Massachusetts Dartmouth; Lp.D., Northeastern University

**Arlene M. Kelly**, Adjunct Instructor in LusoCentro; A.B., Vassar College; M.A., Ph.D., University of Florida

**Michelle Kelly**, Associate Professor of Psychology; A.S., Bristol Community College; B.A., M.A., University of Massachusetts Dartmouth

**William J. Kelly**, Professor of English; B.A., Southeastern Massachusetts University; M.A., Rhode Island College; Ph.D., University of Rhode Island

**Bonnie Kelley**, Adjunct Instructor in Office Administration; Diploma, Katherine Gibbs; B.S., Providence College

**Carolyn Kelley**, Adjunct Instructor in English; B.A., University of Massachusetts, M.A., University of New Mexico

**Carolyn Kenney**, Instructor of English College Success Seminars; B.A., Boston College; M.Ed., Lesley University; M.A., Northwestern State University of Louisiana

**Cheryl Kenney**, Career Development Counselor

**William Kenney**, Adjunct Instructor in Business Administration; J.D., Washington University School of Law

**Colleen Kennedy**, Admissions Counselor eHealth/New Bedford; B.S., M.Ed., Endicott College

**Diane Kennedy**, Adjunct Instructor in English; B.A., University of Rhode Island; M.A., Montclair University

**Steven Kenyon**, CPA, Vice President of Administration and Finance; B.S., M.B.A., University of Massachusetts Dartmouth

**Igor Kholodov**, Assistant Professor in Computer Information Systems; B.S., M.S., Lvov State University, USSR

**Jordan Khoury**, Adjunct Instructor in Fire Science

**Louis Khoury**, Adjunct Instructor in Sociology; B.A., Providence College; M.A., University of Notre Dame

**Donald Kilguss, Jr.**, Department Chair and Associate Professor in History; B.A., Providence College; M.A., University of Rhode Island

**Mary Kilroy**, Adjunct Instructor in Early Childhood Education; B.A., Emmanuel College; M.A., Brown University; M.S., Wheelock College

**Jane Kitchen**, EDP Systems Analyst III; A.S., Bristol Community College; B.S., University of Massachusetts Dartmouth

**Nancy Ashley Kocur**, Staff Associate (part time); Certificate in Executive Secretarial Program, Katharine Gibbs

**Sarah G. Kocur**, Academic Advising Specialist; A.A., A.S., Bristol Community College; B.A., University of Massachusetts Dartmouth; M.S.M., Eastern Nazarene College

**Ann Koczera**, Cooperative Education Advisor (part time) and Adjunct Instructor in Cooperative Education; B.S., M.Ed., Bridgewater State College; C.A.G.S., Worcester State College; Ed.D., Johnson and Wales University

**Robert Koczera**, Adjunct Instructor in History and Government; B.A., University of Massachusetts Dartmouth; M.P.A., Suffolk University; M.A., Providence College

**Julius Kolawole**, Adjunct Instructor in Mathematics; B.S., City College New York City; M.S.C., Polytechnic University, M.B.A., Johnson & Wales University

**Robert Koohy**, Adjunct Instructor in Business Administration; B.S., Southeastern Massachusetts University

**Peter Kosta**, EDP Systems Analyst II; A.S., Bristol Community College; B.A., University of Massachusetts Dartmouth

**Larisa Kradinova**, Associate Professor of Developmental Writing, M.A., Kharkov Pedagogical State University; M.A., Ph.D., University of Arizona

**Susan Kramer**, Adjunct Instructor in Psychology (part time); B.A., Cardinal Cushing College; M.Ed., Bridgewater State College; Ed.M., Harvard University; Ed.D., Boston University

**Richard Krieger**, Adjunct Instructor in Biology and Chemistry; B.S., M.S., Universidad Nacional de La Plata; Research Associate and Post Doctoral Fellow, Yale University; M.A., Ph.D., Wesleyan University

**Joyce Krystofolski**, Adjunct Instructor in Culinary Arts; B.A., Wheaton College; B.S. & Pastry Certificate, Newbury College; M.A., Boston University; M.S., Northeastern University

**Margaret Kugler**, Laboratory Technician II; A.S., Bristol Community College; B.A., Connecticut College

**Bushra Lacerda**, Staff Associate (part time)

**Zelia LaGarde**, Staff Associate for Connecting Activities; A.A., Bristol Community College; B.A., Eastern Nazarene College

**Jenna LaGasse**, Adjunct Instructor in Psychology; B.A., Rhode Island College; M.Ed., Cambridge College

**Barbara Lamagna**, RN, Adjunct Instructor in Health; RN, Newton-Wellsley Hospital; B.A., Emmanuel College; M.P.H., Boston University

**Denise Lamoureux**, Adjunct Instructor in Biology; B.A., Emmanuel College, M.A.T., The George Washington University, C.A.G.S., Bridgewater State College

**Mary Lanctot**, B.A., University of Massachusetts Amherst; M.A., Rutgers University

**Kelly Landry**, Clerk VI, Center for Workforce and Community Education; A.S., Bristol Community College

**Beatrice Lanzi**, Adjunct Instructor in Speech; B.A., Rhode Island College; M.A., Emerson College

**Susan LaPanne**, Adjunct Instructor in Business Administration; B.S., Mount Holyoke College; M.S., University of Rhode Island; Ph.D., Capella University

**Veronica LaPlante**, CVTE Linkages Advisor; B.S., Bridgewater State University; M.A., Salve Regina University

**Glenn LaVertu**, Adjunct Instructor in Art; B.A., Central Connecticut State University; M.F.A., Rhode Island College

**April Lavoie**, RDH, Adjunct Instructor in Dental Hygiene and Health; A.S., Bristol Community College; B.S.D.H., Massachusetts College of Pharmacy and Health Sciences; M.P.P., University of Massachusetts Dartmouth

**Henry Lavoie, Jr.**, Building Maintenance Supervisor I

**Jennifer Constant Lavoie**, Adjunct Instructor in English; B.A., University of Massachusetts Dartmouth; M.A., Bridgewater State College

**Lisa Lavoie**, Staff Associate (part time); A.S., Bristol Community College

**William Lawrence,** Adjunct Instructor of English; B.A., M.F.A., Long Island University; M.A., State University of New York; M.Ed., George Washington University; Ph.D., Northeastern University

**Nancy Leary**, Facilitator for Taunton Computer Lab (part time); A.S., College of Southern Maryland

**Virginia Leeman**, Academic Coordinator and Adjunct Instructor in Speech; B.A., Norwich University; M.Ed., Cambridge College

**Katie Lefebvre,** Assistant Professor of Biology; B.A., Smith College; Ph.D., University of Iowa

**Marianne LeGuyader**, Assistant Director of Student Life; B.A., New York University; M.S.M., Eastern Nazarene College

**Carl Leidhold**, Campus Police Officer I; A.A., Bristol Community College; B.S., Bridgewater State University

**Cecil Leonard**, Department Chair and Professor of Business Management; B.S., M.S., University of Idaho

**Christopher Leone**, Adjunct Instructor in Art; B.A., Denison University; B.F.A., The Rhode Island School of Design; M.F.A., San Diego State University

**David LePage**, Senior Special Programs Coordinator (Cooperative Education and Internships); B.A., Rhode Island College; M.S., Northeastern University

**Gerald LePage**, Adjunct Instructor in Mathematics; A.A., Rhode Island Junior College; B.S., Southeastern Massachusetts University; M.A.T., Bridgewater State College

**Kerry LePage**, LCSW, Veterans Career Development Counselor (part time); B.S., M.S.W., Bridgewater State University

**John Lepper**, Adjunct Instructor of Government; B.A., Heidelberg University; M.A., John Hopkins School of Advanced International Studies; Ph.D., Georgetown University

**Amy Levesque**, Adjunct Instructor of Early Childhood Education; B.A., Boston College; M.Ed., Lesley University

**Brian Levesque**, Technical Assistant I (part time); A.A., Bristol Community College

**Debra Levesque**, Clinical Instructor in Nursing; B.S.N., University of Massachusetts Dartmouth; M.Ed., Eastern Nazarene College

**Christopher Levrault**, Mail Clerk III; A.S., Bristol Community College; B.S., Fisher College; M.B.A., Baker College

**Kerri Ann Lima**, EDP Entry Operator III; A.A., Bristol Community College

**Glenn Lincoln**, Adjunct Instructor in Mathematics; B.A., M.A., Bridgewater State College

**Daureen Lingley**, Technical Specialist II (part time); A.S., Bristol Community College

**Ron Lister**, Adjunct Instructor of Art; B.F.A., M.F.A., Miami University at Oxford, Ohio

**Nanette Loggains,** Coopertive Education Advisor (part time) and Adjunct Instructor in Cooperative Education, History and Economics; B.A. University of California, Los Angeles; M.B.A., Western New England University

**Cori Lopes**, Financial Aid Counselor; A.S., Bristol Community College; B.S., University of Massachusetts Dartmouth

**Amy Lovera**, Adjunct Instructor of Art; B.F.A., Brown University; M.F.A., Rhode Island School of Design

**James Luiz**, Maintainer I

**Paul Wesley Lundburg**, Dean of New Bedford Campus; A.A., Fresno City College; B.A., M.A., University of Alaska Anchorage

**Margaret Lyford**, Academic Counselor; B.A., Barrington College; M.A., Rhode Island College

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

**April Lynch**, Instructor of Business Administration; B.S., M.B.A., Bryant College

**Debra Lyne**, Adjunct Instructor in Business Administration; A.A., Bristol Community College; B.A., Lesley University; M.B.A., University of Massachusetts Dartmouth

**JoAnne Lyons**, Adjunct Instructor in Reading and College Success Seminar; B.A., M.A., University of Rhode Island

**Melissa Lyons**, Facilitator for Attleboro Computer Lab (part time); B.S., Bridgewater State College

**Christopher MacDonald**, Adjunct Instructor in Computer Information Systems; A.A.S., Bristol Community College; A.S., Johnson & Wales; B.F.A., University of Massachusetts Boston

**Joseph Machado**, Maintainer I (part time)

**Randy Machado**, Adjunct Instructor in Psychology; A.S., Bristol Community College; B.A., M.A. Rhode Island College

**Aileen Mack**, Adjunct Instructor in Mathematics; B.A., Marymount College; M.S., University of Massachusetts Dartmouth

**Rhonda Magnuski**, Clerk IV; A.A., Newbury College

**Kristen C. Magas**, Adjunct Instructor in Engineering; B.S., M.S., Cornell University

**John Mailloux**, Adjunct Instructor in Computer Information Systems; B.S., Berklee College of Music

**Paula Mailloux**, Adjunct Instructor in Computer Information Systems; B.S., University of Massachusetts Dartmouth

**Raymond Mainville**, Adjunct Instructor in Mathematics; B.A., Southeastern Massachusetts University

**Jeffrey Majewski**, Adjunct Instructor in Criminal Justice; A.A., Bristol Community College; B.S., Northeastern University; M.A., Anna Maria College

**John Malloy**, Maintainer I

**John C. Malloy**, EDP Systems Analyst I; A.S., Bristol Community College

**Roxanne Malloy**, Technical Assistant III; A.S., Bristol Community College

**Susan Malomo**, Adjunct Instructor in Computer Information Systems; B.A., Roger Williams University

**James Mandly**, Adjunct Instructor in English; B.A., Boston University; M.A., Harvard University

**Jeffrey A. Mank**, Adjunct Instructor in Mathematics; B.S., Framingham State College; M.S., Boston University

**Diane Suleski Manson**, Department Chair ESL and Associate Professor of Reading and ESL; B.A., Elms College; M.Ed., University of Massachusetts Boston

**Christopher Manchester**; Accountant IV - General Accounting Office; B.S., Eastern Nazarene College

**Amy Marden**, Senior Special Programs Coordinator; B.S., University of Massachusetts Dartmouth; M.Ed., Northeastern University

**Michael A. Marks**, Adjunct Instructor in Astronomy; B.S.M.E., Drexel University; M.S.M.E., Northeastern University; Certificate of Special Studies in Business Administration and Management, Harvard University; Chief Astro-guide, The Sky Connection

**Alfred Marshall**, Maintainer I

**George Marshall**, Adjunct Instructor in Theatre; B.A., University of Rhode Island; M.A., Brown University

**Carol Martin**, Coordinator of General Studies, Department Chair and Professor of Office Administration; A.S., B.S., M.B.A., Bryant College

**Karen Martin**, Adjunct Instructor in Science; B.A., M.A.T., Bridgewater State College

**Sharon Martin**, Adjunct Instructor in Sociology; A.A., Bristol Community College; B.A., University of Massachusetts Dartmouth; M.S., Salve Regina University

**Stephan E. Martin**, Associate Professor of Astronomy; B.A., Colgate University; M.S., University of Wyoming

**Zachary Martin**, Adjunct Instructor in History and Government; A.A., Bristol Community College; B.A., University of Massachusetts Dartmouth; M.A., Providence College; Ph.D., University of Hawaii

**Andre Martinez**, EDP Entry Operator III (part time)

**Esteban Martinez**, Instructor in Culinary Arts; B.S., Johnson & Wales University

**Michael Maslauskas**, Adjunct Instructor in Business Administration; B.S., M.S., Stonehill College

**Louis Massa**, Motor Equipment Mechanic I

**Andrea Matthews**, Associate Professor of Nursing (Pediatric and Maternal); B.S.N., Northeastern Univesity; M.S.N., Spalding University

**Nickolas Mavrikidis**, Assistant 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

**Jessica Mayhew**, Accountant I; A.S., Bristol Community College

**Mary Ann Mozzone**, Weekend Coordinator New Bedford Campus and Adjunct Instructor in College Success Seminars; B.A., M.Ed., Providence College;

**Jacqueline Mbugua**, Assistant Professor in Biology; B.S., Kenyatta University; M.S., Purdue University

**Gerard McCabe**, Adjunct Instructor in Business Administration; B.S., Dominican College; M.B.A., Bryant College

**Justin McCann**, Maintenance Equipment Operator I; Class 2B Hoisting Engineer License

**Elizabeth K. McCarthy**, Vice President of Resource Development; B.S. Boston College; M.B.A. Providence College

**Joan McCarthy**, RNC, MSN, WHNP, CNM; Adjunct Instructor in Nursing; M.S.N., University of Pittsburg; M.A., Salve Regina

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

**Patricia McDevitt**, Adjunct Instructor in Chemistry; B.S., Boston State College; M.S., University of Rhode Island

**Lizabeth McDonald**, Assessment and Transition Counselor and Adjunct Instructor in College Success Seminar; B.S., Bridgewater State College; M. Ed., Providence College

**Nan McDonald**, ABE Staff Assistant (part time); B.A., University of Massachusetts Amherst; M.Ed., Bridgewater State College

**Thomas McGarty**, Adjunct Instructor in Business Administration; B.S., M.B.A., Bryant College

**Diana McGee**, Professor of English; A.A., Bristol Community College; B.A., M.Ed., Bridgewater State College

**Patricia McGonigle**, Adjunct Instructor in English; B.A., M.A., Boston State College

**Brian McGuire**, Instructor of English; B.A., M.A., Bridgewater State College

**James J. McGuire**, Adjunct Instructor in Biology; B.A., M.A.T., Bridgewater State University

**Kyla McKay-Dewald**, Adjunct Instructor in Psychology, Sociology and Criminal Justice; B.A., Salve Regina University; M.S., University of Wisconsin-Platteville

**Joshua McKearney,** Campus Police Dispatcher (part time)

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

**Marcia L. McKee**, Adjunct Instructor in History; B.A., Duke University; M.Ed., University of Delaware

**Kristen P. McKenna**, Director of ABE/Attleboro (part time); B.F.A., M.A., Rhode Island College

**Andrea McLaughlin**, Adjunct Instructor in Biology; A.S., Bristol Community College; B.S., M.S., University of Rhode Island

**Joy McLaughlin**, Adjunct Instructor in Art; B.A., Rhode Island School of Design

**Michael McLaughlin**, Adjunct Instructor in Music; B.M., Berklee College of Music

**Joseph McMahon**, Adjunct Instructor in History, the Humanities and Philosophy; B.A., M.A., Providence College; Ph.D., Catholic University of America

**Paul McManus**, Adjunct Instructor in Social Science; B.S., Bridgewater State College; M.A., Providence College

**Cecilia Medeiros**, Adjunct Professor in Mathematics; B.A., Stonehill College; M.S., M.S.E.E., University of Massachusetts Dartmouth

**Charlotte Medeiros**, Clerk IV; A.S., Bristol Community College

**Karen Medeiros**, Accountant II

**Patricia Medeiros**, Adjunct Instructor in Early Childhood Education and Psychology; B.A., Wheaton College; M.A., Assumption College; C.A.G.S., Boston College; Ed.D., Boston University

**Charles Meehan**, Adjunct Instructor in English; B.A., Rhode Island College; M.F.A., University of Miami

**Carol Mello**, EDP Systems Analyst II; A.S., Bristol Community College; B.S., Roger Williams University; M.S.M., Eastern Nazarene College

**Janice Mello**, Typist II (part-time)

**Cathleen Mello**, Administrative Secretary I; A.S., Bristol Community College

**Janice Mello**, Typist II (part time); A.S., Bristol Community College

**Maria Mello**, Maintainer I

**Melissa Mello**, Accountant II; A.S., Bristol Community College

**David Melo**, Campus Police Officer I (Part-time)

**Jennifer Menard**, Dean of Grant Development; B.A., University of Massachusetts - Amherst; M.P.A., University of Massachusetts - Boston

**Makna Men**, Senior Academic Counselor; B.A., Rhode Island College; M.Ed., Cambridge College; M.A., Brown University

**Joan Menard**, Staff Associate (part-time); B.S., M.Ed., Bridgewater State College

**Ryan Menard**, EDP Systems Analyst I; A.S., Fisher College

**Constance Messier,** OTR/L, Adjunct Instructor in Occupational Therapy; A.S., Bristol Community College; B.S., Salem State University

**Rachelle Metrejon**, Adjunct Instructor in Mathematics; B.A., Fordham University; M.S.E., University of Central Arkansas

**Deborah Michael**, Technical Assistant I (part time)

**Carolyn Michaud**, Adjunct Instructor in Paralegal Studies; B.A., State University of New York College at Plattsburgh; J.D., Franklin Pierce Law Center; M.L.S., Simmons College

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

**R. Kent Millard**, Adjunct Instructor in Art; B.A., University of Massachusetts Dartmouth

**Elisabeth Miller**, Adjunct Instructor in Spanish; B.A., Brown University; M.M., American Graduate School of International Management

**Claudia Mills**, RN, Adjunct Instructor in Nursing; A.D., Bristol Community College, B.S.N., Massachusetts College of Pharmacy and Allied Health Sciences, B.S., Bridgewater State College

**Leslie Minkin**, Adjunct Instructor in English; B.A., Salve Regina University; M.A., M.A.T., Rhode Island College

**Michael Miozza**, Adjunct Instructor in Business Administration; B.S., University of Massachusetts Dartmouth; M.S., Lesley University

**Janet Miranda**, Adjunct Instructor of Government; B.A., Rockford College; M.P.A., Suffolk University; J.D., Southern New England School of Law

**Linda Monchik**, Adjunct Instructor in Speech; B.A., Smith College; M.A., Emerson College; M.A., Columbia Teachers College

**George Moniz**, Adjunct Instructor in Biology; B.A., M.A.T., Bridgewater State University

**Loretta Moniz**, Adjunct Instructor in Office Administration; B.S., Salem State College; M.Ed., Bridgewater State College

**Joyce Moore**, RDH, Adjunct Instructor in Dental Hygiene; A.S., Bristol Community College; B.S.D.H., Massachusetts College of Pharmacy and Health Sciences

**Richard Moore**, Adjunct Instructor in Mathematics; B.S., Naval Postgraduate School

**Catherine Moran**, Adjunct Instructor in Art; B.A., Hobart and William Smith Colleges

**Sarah Morrell**, Dean of Access and Transition, Director of Pre-College TRIO Programs and Adjunct Instructor in English; B.A., University of Massachusetts Amherst; M.A., Brown University

**Christopher Motta**, Adjunct Instructor in Art; B.A., University of Massachusetts, Amherst; M.A., Cranbrook Academy of Art

**Donna Motta**, Adjunct Instructor in English; A.S., Bennet College; B.A., York College; M.A., University of Massachusetts Dartmouth

**Joseph Motta**, Adjunct Instructor in Psychology; B.Ed., M.Ed., Rhode Island College; Universidade de Coimbra, Faculdade de Letras; Ed.D., Nova University

**Roger Motta**, Steam-Fireman; 1st Class License in Massachusetts, Ombudsman for Commonwealth of Massachusetts

**Paula Mourato**, Accountant IV - General Accounting Office; A.S., Bristol Community College; B.S., University of Massachusetts Dartmouth

**Stasia Mowry**, Adjunct Instructor in English; B.A., University of Massachusetts Boston; M.A., University of Rhode Island; M.S., University of Maine

**Nancy Moxon**, RN, Associate Professor of Nursing; B.S.N., Columbia University; M.S.N., Regis College

**Mary Ann Mozzone**, Weekend Coordinator - New Bedford Campus (part time) and Adjunct Faculty; B.A., M.Ed., Providence College

**Jenifer Mullen**, Staff Assistant and Taunton Adult Basic Education Program (part time); B.A., Rhode Island College

**David Mulligan**, Adjunct Instructor in History; B.A., Bridgewater State College; M.A., Providence College

**Linda Mulready**, Professor of Reading and English; B.A., Simmons College; M.A., Northeastern University; C.A.G.S., Boston University

**Judith Mulrooney,** Adjunct Instructor in Reading and Study Skills; B.S., Fitchburg State College; M.Ed., Lesley University

**Susan Murley**, Adjunct Instructor in English; B.A., Williams College; University of Massachusetts Boston

**Donna Munsey**, Clinical Instructor of Nursing; B.A., Queens College; M.S.N., University of Massachusetts Dartmouth

**Linda Murphy**, Writer for College Communications (part time)

**Lori Murphy**, Adjunct Instructor in Sociology; B.A., Massachusetts College of Liberal Arts; M.A., Bridgewater State University

**Michelle Murphy**, Instructor in Communications; B.A., Radford University; M.A., Emerson College

**Kara Murphy-Poulin**, Adjunct Instructor in English; A.A., Bristol Community College; B.A., Wheaton College; M.A., Bridgewater State College

**Jean Myles**, QUEST Math Skills Specialist; B.A., University of Massachusetts Dartmouth; M.Ed., Rhode Island College

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

**Peter Nasiff**, Adjunct Instructor in Business Administration; B.A., M.A., University of Massachusetts Dartmouth

**Carri Nepini**, Adjunct Instructor in Culinary Arts; A.S., Johnson & Wales University

**Livia Lirio Neubert**, Senior Special Programs Coordinator - ESL; B.A., Federal University of Espirito Santo; M.A., Ed.D., West Virginia University

**Nicholas Newell**, Adjunct Instructor in Theatre; B.A., Hanover College; M.F.A., Harvard University

**Ernest Nicholson**, EDP Systems Analyst II; A.S., Bristol Community College; B.A., University of Massachusetts Dartmouth

**Sherri Niedziocha**, Technical Specialist II (part time); A.A., Bristol Community College

**Frank Noble**, Adjunct Instructor in Psychology; A.A., Bristol Community College; B.A., Rhode island College; M.A., Salve Regina University; C.A.G.S., University of Massachusetts Amherst

**Lisa Noel**, Administrative Secretary I; A.S., Andover College; B.S., Husson College

**Mark Nolan**, Adjunct Instructor in College Success Seminar; B.S., M.Ed., Bridgewater State College

**Christine Noenickx**, B.A., University of Massachusetts Dartmouth; M.A., Fitchburg State College

**Carole Norberg**, Instructor of Early Childhood Education; B.S., M.S., Wheelock College

**Dana Norman**, Maintainer III

**James Norman**, Adjunct Instructor in English; B.A., Bridgewater State College; M.A., Boston College

**Brittany Normandin**, Library Assistant I (part time)

**Katharine Norris**, Adjunct Instructor in English; B.A., Salem State College; M.A., Brown University

**Kenneth Novo**, Carpenter I; Massachusetts Construction Supervisor License

**Joseph Nunes**, Maintainer I (part time)

**Angelina O'Brien,** Director of Institutional Research, Planning, and Assessment; B.A., Providence College; M.A., Rhode Island College; CAGS, Rhode Island College; LMHC State of Rhode Island

**Margaret C. O'Brien**, Senior Academic Counselor; B.A., University of Massachusetts Dartmouth; M.Ed., Bridgewater State College

**Nicholas C. O'Brien**, Clerk I (part-time); A.A., Bristol Community College

**Kerri O'Donnell**, Adjunct Instructor in English; B.A., M.A.T., Rhode Island College

**Eric Oldford**, EDP Systems Analyst I; A.S., Bristol Community College

**Andrew O'Leary**, Adjunct Instructor in History; B.S., University of College Cork, Ireland; M.A., College of St. Rose

**James O'Leary**, Adjunct Instructor in History; B.A., M.A., Salem State College

**Cortni Oliveira**, Clerk IV (part time); A.A., Bristol Community College

**Edward Oliver**, Adjunct Instructor in ESL and Developmental Writing; B.A., M.A., Rhode Island College

**Ellen Oliveira**, TASC/CDE Staff Associate (part time); A.A., Bristol Community College; B.A., University of Massachusetts Dartmouth

**Monique Oliveira**, Accountant III; B.S., Southeastern Massachusetts University

**Patrick O'Malley**, Adjunct Instructor in Business Administrtion; B.S., Bentley College; M.S., Northeastern University

**Brian O'Neil**, Adjunct Instructor in Business Administration; B.A., M.B.A., University of Massachusetts Dartmouth

**Margaret O'Neil**, ABE Volunteer Program (part time)

**Paul Orlando**, Adjunct Instructor in Speech; B.S., M.Ed., Rhode Island College

**David Ott**, RN, MAc, LicAc, Adjunct Instructor in Medical Assisting; A.S., Bristol Community College; B.A., University of Massachusetts Dartmouth; Masters of Acupuncture, New England School of Acupuncture

**Daniel Ouellette**, Adjunct Instructor in Spanish; B.A., University of Massachusetts Dartmouth; M.A., Saint Louis University

**Alanna Owens**, Clerk I (part time)

**Jimmy Owens**, Adjunct Instructor in Sociology; B.S.W., SUNY at Stony Brook; M.S.W., Columbia University

**Jenny Kate Ozug**, Head Women's Basketball Coach and Special Programs Coordinator New Bedford (part time); B.S., Daniel Webster College; M.S., East Stroudsburg University

**Michael Ozug**, Technical Assistant II; A.S., Bristol Community College

**Steven Ozug**, Vice President for Preparedness, Compliance and Students; B.A., Bridgewater State College; M.S.W., Rhode Island College

**Amanda Pacheco**, Typist II (part-time)

**Philicia Pacheco**, Buyer III and Adjunct Instructor in Business Administration; A.S., Bristol Community College; B.A., Bridgewater State University

**Sheilah Pacheco**, Clerk IV

**Brittany Pacheco-Ivanson**, Financial Aid Counselor; B.A., Roger Williams University

**Rolanda Page**, Learning Specialist (part time); A.S., Cuyahoga Community College; B.A., B.S., Clevelend State University; M.Ed., Virginia State University

**Brenda Panaggio**, Adjunct Instructor in Business Administration; B.S., J.D., Roger Williams University

**Damra Pao**, Technical Assistant I; A.A., Bristol Community College; B.A., University of Massachusetts Dartmouth

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

**David Papargiris,** Adjunct Instructor in Computer Information Systems; A.S., Western New England College; Computer Forensics Certificate Degree, Marshall University

**Paul Paquette**, Adjunct Instructor in Fire Science; A.S., Bristol Community College; B.S., Providence College; M.P.H., Boston University School of Public Health

**Scott Paquette**, Clerk IV for Pre-College TRIO Programs; A.A., Bristol Community College

**Stephanie Paquette**, EDP Entry Operator III (part time); B.A., Simmons College

**Melane Paranzino**, M.S., RN, Professor of Nursing; B.S.N., University of Rhode Island; M.S., Boston College

**Debra Parent**, Adjunct Instructor in Business Administration; B.S., University of Massachusetts Dartmouth; M.S., Husson College

**Suzanne Parent**, RDH, Adjunct Instructor in Dental Hygiene; A.S., Bristol Community College; B.A., University of Massachusetts of Boston; M.Ed. Cambridge College

**Richard Partridge**, Adjunct Instructor in Business Administration; B.S., University of Massachusetts Dartmouth

**Donna Passman**, Adjunct Instructor in Mathematics; B.S., M.S., University of Rhode Island

**Lisa Patacchiola**, Adjunct Instructor in Computer Information Systems; B.S., Worcester Polytechnic Institute

**Jane Patenaude**, EDP Systems Analyst I (part time); A.S., Bristol Community College

**MaryAnn Patenaude**, Adjunct Instructor in Mathematics; B.A., Rhode Island College

**Stephen Paterna**, Adjunct Instructor in Psychology; B.S., M.Ed., Ph.D., Boston College

**Thomas Patterson**, Adjunct Instructor in English; B.A., Southeastern Massachusetts University; M.A., Northeastern University; M.Ed., Rhode Island College

**Kiartichai Payongsith**, Offset Duplicating Machine Operator II; A.S., Manatee Junior College

**Alan Pearlmutter**, Writing Center Instructor (part time) and Adjunct Instructor in Music; B.A., M.A., Brooklyn College, CUNY; D.M.A.; Peabody Conservatory of Music, Johns Hopkins University

**Amanda Pedersen**, Adjunct Instructor in Biology; B.S., University of Massachusetts Dartmouth; M.A.T., Bridgewater State College

**Susan Pedro**, ABE Staff Assistant (part time); B.A., Roger Williams University, M.Ed., Bridgewater State College

**Kelly Pelissier**, Adjunct Instructor in Art; B.F.A., M.A.E., University of Massachusetts

**Michael Pellegrino**, Adjunct Instructor in History; B.A., M.A., Providence College

**James Pelletier**, Professor of Chemistry, Science, and Philosophy; B.S., Stonehill College; M.Ed., Bridgewater State College; Ed.D., Nova University

**Jo-Ann Pelletier**, Vice President of Information Technology Services and Adjunct Instructor in Computer Information Systems; A.S., Bristol Community College; B.S., B.A., Rhode Island College; M.S., Boston University

**Diane Pelton**, CVTE Linkages Clerk

**Raksmey Pen**, Upward Bound Staff Associate; B.A., University of Massachusetts Dartmouth

**Vannak Pen**, Upward Bound Staff Associate;

**Carlos Pereira**, Painter I

**Gabriel Pereira**, Professor of Social Science and History; A.A., Bristol Community College; B.A., Amherst College; M.A., Bridgewater State College

**Jose Pereira**, Maintainer I

**Joseph Pereira**, Mail Clerk III

**Melissa Pereira**, Library Assistant I (part time)

**Domingo Perez**, Adjunct Instructor in Spanish; B.A., Rhode Island College; M.A., University of Rhode Island

**Sharon E. Pero**, MSN, RN, GCNS-BC, CIC, Nursing Coordinator and Professor of Nursing; B.S.N., Fitchburg State College; M.S.N., University of Massachusetts Dartmouth

**Eugenia Perry**, EDP Entry Operator III; A.S., Bristol Community College

**Joyce Perry**, Adjunct Instructor in Office Administration; A.S., Community College of Rhode Island; B.S., Bryant University; M.B.A., Johnson & Wales University

**Nicole Perry**, EDP Entry Operator III; (part time); A.A., Bristol Community College

**Dorris Perryman**, Assistant Professor of Accounting; B.S., Wayne State University; M.S., Walsh College of Accountancy and Business Administration

**Christine Peter**, Adjunct Instructor in English; B.A., University of Massachusetts Dartmouth; M.A., Harvard University Extension School

**Joanne Petrasso**, Administrative Secretary I; A.A., Bristol Community College; B.A., Eastern Nazarene College

**Richard Petronio**, Adjunct Instructor in Business Administration; A.B., Providence College; J.D., Suffolk University

**William Pett**, Adjunct Instructor of English; B.A., Brown University; M.A., A.B.D., University of Rhode Island

**Kathryn Pettinato**, RN, CNOR; Adjunct Instructor in Central Sterile Processing; B.S.N., Curry College

**Maryellen Pettine**, Librarian I; A.S., Bristol Community College

**Ashley Phenix,** Adjunct Instructor in Biology; B.S., M.S., University of Vermont

**Raymond Phillips**, Audio-Visual Technician II; A.S., Bristol Community College

**Mickey Pike**, RN; Nursing Arts Lab Coordinator; A.S., Nicholls State University; B.S.N., Northwestern State University; M.S.N., Oral Roberts University

**Kathleen Plante**, RN, Adjunct Instructor in Nursing; A.D.N., Bristol Community College; B.S.N., University of Massachusetts Dartmouth

**Laurie Pieroni**, Administrative Assistant I; A.A., Bristol Community College

**Kathleen Pilat**, Assistant Professor of Nursing (Pediatric and Maternal); B.A., Bridgewater State College; B.S.N., M.S., University of Massachusetts Dartmouth

**Wendy Pimentel**, Administrative Assistant II; A.S., Bristol Community College; B.A., Eastern Nazarene College

**Erminio Pinque**, Adjunct Instructor of Theatre; B.F.A., Rhode Island School of Design

**Brian Pires**, HVAC Technician I; Reclaim Refrigerant Type I and II Licenses, Northeastern Institute of Industrial Technology

**Penny Piva**, Adjunct Instructor in English; B.A., Southeastern Massachusetts University; M.A., University of Massachusetts Dartmouth

**Kathleen Plante,** RN, MSN, Assistant Professor of Nursing (Pediatrics); A.S., Bristol Community College; B.S., M.S.N., University of Massachusetts Dartmouth

**Michael Pleiss**, Adjunct Instructor in Criminal Justice; A.S., Bristol Community College; B.A., Bridgewater State University; M.A., Salve Regina College

**Robert Plummer**, Campus Police Officer I; A.S., Bristol Community College

**Elizabeth Pollin**, Esq., Student Resource Specialist and Adjunct Faculty; B.S., University of California at Berkley; M.S., Capella University; J.D., Southern New England School of Law

**Marlene Pollock**, Professor of History; B.A., University of Michigan; M.A.T., Simmons College; M.A., Boston College

**Filomena Pontes**, Administrative Secretary I; A.S., Bristol Community College; B.S., St. Nicol's College

**Cindy Poore-Pariseau**, Coordinator of Disability Services and Adjunct Instructor in College Success Strategies; B.A., University of Toledo; M.A., University of Michigan; Ph.D., Capella University

**Kara Murphy Poulin**, Adjunct Instructor in Communications; B.A., Wheaton College

**Shontae Praileau**, Special Programs Coordinator (Weekends) Attleboro & Taunton; B.A., University of Vermont; M.Ed., University of Massachusetts Amherst

**Joanne M. Preston**, Dean of the Humanities and Education; B.A., M.A., Boston University; M.A., University of Massachusetts Boston

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

**John Previte**, Adjunct Instructor in Business Administration; B.S., Bryant University

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

**Diantha Quick**, Adjunct Instructor in English; B.A., Rhode Island College

**Mary Anne Quick**, Adjunct Instructor in Reading and Study Skills; B.A., Mount St. Joseph College

**Leo Racine**, Director of Capital Projects; B.S., University of Rhode Island

**Jahangir Rahman**, Professor for Electrical Engineering/Green Technology; M.S., Ph.D., Syracuse University

**Robert Rak**, Professor and Coordinator of the Environmental Technology Program; B.A., College of the Holy Cross; M.S., University of Massachusetts Dartmouth

**Ana Ramos**, EDP Entry Operator III; A.S., Bristol Community College

**Roxanne Ramos**, Administrative Secretary I; Certificate, Computerized Office Technology Program

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

**Susan Raposo**, Clerk IV; A.S., Bristol Community College; B.A., Eastern Nazarene College

**Elizabeth Rapoza**, Adjunct Instructor in Theatre; B.A., Worcester State College; M.A. Emerson College

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

**Jennifer Raxter**, Associate Director of Annual Giving and Operations; B.A., University of Massachusetts, Dartmouth; M.A., Chapman University

**Tahais Real-Martins**, Coordinator of Academic Computing/Instructional Designer, eHealthCareers and Adjunct Instructor in Office Administration; A.S., Bristol Community College; B.A., University of Massachusetts Dartmouth; M.Ed., University of Massachusetts Boston

**Ricardo Rebelo**, Instructor of Communications; A.A., Bristol Community College; B.A., M.A., Rhode Island College

**Paul Rebello**, Adjunct Instructor of History & Sociology; B.A., Bridgewater State University; M.A., University of Massachusetts Dartmouth

**Ronald Rebello**, Adjunct Instructor in English; B.A., Boston College; M.A., Bridgewater State University

**Harry Redfearn**, Adjunct Instructor in Government; B.A., Nassau College; M.A., University of New Hampshire

**Anne Marie Reed**, Clerk IV Dental Hygiene; A.S., Bristol Community College

**Penny Rego**, Adjunct Instructor in English; B.A., M.A., University of Massachusetts Dartmouth

**Aaron Reis**, Staff Associate - Information Technology Services; A.S., Bristol Community College

**Christine Remington**, Adjunct Instructor in Animal Care Sciences; B.S., Framingham State College; M.S., North Carolina A&T State University

**Nancy Renaud**, Accountant I; A.S., Bristol Community College

**Rossitza Renna**, Adjunct Instructor of Communications; A.A., Valencia Community College; B.A., M.A., University of Alabama at Birmingham

**Kristine Resendes**, Director of Assessment and Testing; A.A., Bristol Community College; B.A., University of Massachusetts Dartmouth; M.A., Rhode Island College

**Lucille Resendes**, Clerk III; A.S., Bristol Community College

**Victoria Revier**, Coordinator and Professor of Medical Administrative Programs; B.B.A., Hofstra University; M.A., Salve Regina University

**Robert Rezendes**, Associate Dean for Library Services; B.S., University of Massachusetts Dartmouth; M.L.I.S., University of Rhode Island

**Diana Rice**, OTR/L, Adjunct Instructor in Occupational Therapy; B.S., Quinnipiac College; M.Ed., Bridgewater State College

**Diane Richardson-Lucier**, Adjunct Instructor in Psychology and Sociology; B.A., Bradford College; M.S.W., University of Connecticut

**Elizabeth Richter**, Reference Librarian Attleboro; B.F.A., Sam Houston State University; M.L.I.S., University of Rhode Island

**Robin Riley**; Staff Associate; A.S., Bristol Community College; B.A., Bridgewater State University

**Kristine Ringuette**, Typist II (part time)

**Selma Riconscente**, Adjunct Instructor in Psychology and Sociology; B.A., State College at Boston; M.A., Rhode Island College; Ed.D., Johnson and Wales University

**Timothy Riker**, Adjunct Instructor in American Sign Language/Deaf Studies; B.S., Georgetown University, McDonough School of Business; M.S., California State University/Northridge

**Stephen J. Rivard**, Director of Fire Science Technology Program; A.S., Bristol Community College; B.S., Providence College

**Sandra Rivera**, Adjunct Instructor of Spanish; B.A., Universidad de Humacao; M.A., University of Massachusetts Dartmouth

**Linda Roberts**, Maintainer I

**Roberts Kacmarsky, Marie**, Adjunct Instructor of Economics and History; B.S., University of California; M.B.A., University of Rhode Island

**Michael Robillard**, Adjunct Instructor of Philosophy; B.A., United States Military Academy, West Point; M.A., University of Victoria, B.C., Canada

**Paul Robillard**, Adjunct Instructor in Business Administration; A.A.S., Johnson & Wales College; B.A., M.B.A., University of Massachusetts Dartmouth

**David Rodrigues**, Adjunct Instructor in History; B.A., University of Massachusetts Dartmouth; M.A., University of Rhode Island

**Alan Rolfe**, Professor of Criminal Justice; B.S., Boston State College; M.S., Salve Regina College; M.A., Roger Williams University

**Theresa Romanovitch**, Associate Vice President for Workforce Development; A.S., Bristol Community College; B.S., University of Massachusetts Amherst; M.A., Bridgewater State College; Advanced Certificate, Harvard University

**Nicole Rondeau**, EDP Entry Operator III - New Bedford; A.S., Bristol Community College

**Gabriel Ronielson**, Staff Associate (part time)

**Manuela Rosa,** Director of WISE Women Grant; B.A., University of Massachusetts Dartmouth

**Amy Rosario,** MT (ASCP), Laboratory Instructor in Clinical Laboratory Science; B.S., Salve Regina University

**Anthony Rose**, Adjunct Instructor in Business Administration; M.B.A., Suffolk University

**Joy Rose**, MSA, RHIA, CCS; Adjunct Instructor in Healthcare Information Technology and Medical Coding; B.S., University of Kansas; M.S., Central Michigan University

**Brenda Ross**, Staff Associate - Corporate Associate; B.A., University of Massachusetts Amherst

**Traci Rossi**, Adjunct Instructor in Psychology; B.A., M.A., Rhode Island College

**Renna Rossitza**, Adjunct Instructor in Communications; A.A., Valencia Community College; B.A., M.A., University of Alabama

**Mia Rowland**, Adjunct Instructor in English and Philosophy; B.A., Manhattanville College; M.A., University of Rhode Island; J.D., Roger Williams School of Law

**Marybeth Rua-Larsen**, Adjunct Instructor in Reading, English, and ESL; B.S., State University of New York at Oswego; M.S., S.U.N.Y. Oswego

**Kenneth Rubenstein**, Adjunct Instructor in Mathematics; M.S., Iowa State University

**Jeremy Rudd**, Adjunct Instructor in Art; B.A., Iowa State University; M.A., University of Massachusetts Dartmouth

**Steven Rys**, Staff Associate; A.A., Bristol Community College; B.A., Rhode Island College

**Cheryl Saber**, Typist II (part time)

**Eleanor Sabin**, Adjunct Instructor of Art; B.F.A., Rhode Island School of Design

**Gloria Saddler**, Acting Director of BCC Taunton; A.A., Bristol Community College; B.A., M.Ed., Northeastern University

**Matthew Sakell**, Adjunct Instructor in Mathematics; B.S., M.B.A., University of Massachusetts Dartmouth

**Gayle Salve**, EDP Entry Operator III; Office Technology Certificate, Bristol Community College

**Sarmad Saman**, Dean of Mathematics, Science and Engineering; B.S., M.S., PH.D., Baghdad University

**Savonn San**, Staff Associate for Pre-College TRIO Programs; A.S., Bristol Community College

**Glenna Sanford**, Adjunct Instructor in Speech; B.A., Saint Anselm College; M.A., Rivier College

**Elizabeth Santana**, EDP Entry Operator III - Admissions; A.S., Bristol Community College

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

**Liliana A. Santos**, Adjunct Instructor in ESL; B.A., William Paterson University; M.Ed., Mary Grove College

**Meg Santos**, ABE Staff Assistant; B.S., Framingham State College (part time)

**Ronald Santos**, Adjunct Instructor in Business Administration; A.S., Bristol Community College; B.S., M.P.A., Rhode Island College

**Nancy Santopadre dosReis**, Instructor of Criminal Justice; B.S., M.S., Roger Williams University

**John Saurette**, Adjunct Instructor in English; B.A., M.A., University of Massachusetts Dartmouth

**Walter Sawyer**, Adjunct Instructor in Economics; B.S., M.A., Northeastern University

**Rana Say**, Clerk III - Admissions; A.S., Bristol Community College

**Carla Sbardella**, Adjunct Instructor in Business Administration; A.S., Bristol Community College; B.S., Roger Williams University; M.B.A., Suffolk University

**John J. Sbrega**, President; A.B., Union College; M.A., Ph.D., Georgetown University, Fulbright Scholar, London School of Economics and Political Science

**Willy Schild**, Adjunct Instructor in Mathematics; B.S., City College of New York; M.S., Ph.D., New York University

**Dana Schlang**, Adjunct Instructor in American Sign Language and Deaf Studies; B.A., Framingham State College; M.A., Gallaudet University

**Michael Schlang**, Adjunct Instructor in American Sign Language and Deaf Studies; B.A., California State University

**Karl Schnapp**, Technical Specialist; B.A., M.A., Bemidji State University

**Julia Schoonover**, Adjunct Instructor in Communications; B.A., M.A., University of Massachusetts Dartmouth

**Paul Schreyer**, Adjunct Instructor in American Sign Language and Deaf Studies; B.S., Mid-Atlantic Christian University; M.Ed., Western Maryland College

**Patricia L. Schryver**, R.N., M.S.N., Assistant Professor of Nursing; A.D.N., Bristol Community College; M.S.N., Walden University

**Cheryl Sclar**, Special Programs Coordinator - Gateway to College and Adjunct Instructor in Art; B.A., California College of the Arts; M.A., Loyola Marymount University

**Jacqueline M. Se'Ale**, Clerk IV; B.F.A., University of Massachusetts Dartmouth

**Marc Seifer**, Adjunct Instructor in Psychology; B.S., University of Rhode Island; M.A., University of Chicago; Ph.D., Saybrook Institute

**Louis Serio**, Adjunct Instructor in the Humanities; B.A., University of Massachusetts; MDiv, Andover Newton Theological School; J.D., Western New England College School of Law

**Greg Sethares**, Vice President for Academic Affairs; A.B., Cornell University; M.A., Boston College

**David Shadrick**, Adjunct Instructor in History; B.A., M.Ed., Providence College

**Lorri Shankar**, M.L.T., (ASCP), Laboratory Assistant in CLS (part time); A.S., Bristol Community College

**James Shannon**, Adjunct Instructor in English; B.A., Stonehill College; M.A., University of Rhode Island

**Susan Shannon**, Administrative Assistant II; A.S., Bristol Community College

**Jeffrey Shaw**, Adjunct Instructor of Philosophy; B.A., St. Anselm College; M.A., American Military University; M.A., Air Command & Staff College; A.B.D., Salve Regina University

**Naomi Shaw**, Adjunct Instructor in English; B.A., M.A.T., Bridgewater State College School

**Eileen Shea**, Coordinator of Transfer Affairs and Articulation; B.A., Southeastern Massachusetts University; M.Ed., Bridgewater State College

**Katrina Shea,** Adjunct Instructor in Health Sciences; B.S., D.P.T., Quinnipiac University

**Karen Sheehan**, Adjunct Instructor in English; B.S., M.Ed., Bridgewater State College; Ed.D., Boston College

**Jacqueline Shook**, Clinical Instructor in Nursing and Assistant Nursing Arts Lab Coordinator; B.S.N., M.S.N., University of Massachusetts Dartmouth

**Natalie Short**, Adjunct Instructor in Business and Office Administration; A.S., Bristol Community College; B.S., Roger Williams University; M.B.A., Curry College

**Joseph Silva**, ABE Staff Assistant (part time); A.S., Bristol Community College; B.S., Roger Williams University; B.S., University of Massachusetts Amherst

**Maria Silva**, EDP Entry Operator III

**Melanie Silva**, EDP III (part time)

**Monica Silva**, Adjunct Instructor in Spanish; B.S., Boston University; M.A.T., University of Massachusetts Dartmouth

**Megan Silvia**, D.C., Adjunct Instructor in Healthcare Information Technology; B.A., Boston University; D.C., Palmer College of Chiropractic

**Richard M. Silvia**, Adjunct Instructor in Computer Information Systems; A.A., Bristol Community College; B.A., University of Massachusetts; M.Ed., Lesley College

**Susan Silvia**, Adjunct Instructor in French; B.A., Newton College of the Sacred Heart; M.A., Rhode Island College

**Mea Simanski**, Adjunct Instructor of Philosophy; B.S., Framingham State College; M.A., Salve Regina College

**William Singleton**, Adjunct Instructor of Sociology; B.A., Southeastern Massachusetts University; M.A., Ph.D., University of Connecticut

**Michael Sipala**, Assistant Professor of Biology; B.S., Saint Michael's College

**Jeffrey Skillings**, Adjunct Instructor in English; B.A., M.A., University of Rhode Island

**Amy Smith**, OTR/L, Adjunct Instructor in Occupational Therapy; A.S., Becker College; B.S., M.S., Dominican College

**Baxter Smith**, Campus Police Officer I; B.S., M.A., Sacred Heart University

**Erin Smith**, Staff Associate (part time); B.A., Pace University; M.A., New York University

**James Smith**, Adjunct Instructor in English; B.A., Providence College; M.A., University of Notre Dame; M.A., Assumption College

**James Smith**, Reference Librarian (part time); B.A., Franklin College; M.L.I.S., University of Rhode Island

**Robin Smith**, Adjunct Instructor in Reading and ESL; B.A., Indiana University; M.A., New York University

**Wendy Smith**, Adjunct Instructor in English; B.A., Roger Williams University; M.F.A., Bowling Green State University

**Terrence Smith**, Women's Head Basketball Coach (part-time)

**John Pierre Smollins**, Adjunct Instructor in Communications; B.A., Stonehill College; M.A., Northeastern University

**Anthony Smyk**, Adjunct Instructor in Mathematics; B.A., Our Lady of Providence Seminary; M.A.T., Rhode Island College

**Sandra Soares**, Adjunct Instructor in Mathematics; B.S., Bridgewater State College; M.Ed., Lesley College

**Martha Sobaje**, Adjunct Instructor in Music; B.A., University of the Pacific; M.A., Eastman School of Music; Doctorate of Sacred Music, Graduate Theological Foundation

**Jennifer Sousa**, EDP Entry Operator III; A.A., Bristol Community College

**Sandra Sousa**, Adjunct Instructor in Business Administration; B.S., University of Massachusetts Dartmouth; M.S., Bridgewater State College

**Chrisanne Souza**, Adjunct Instructor in English; B.A., Wellesley College; M.A., Boston University

**Cynthia Souza**, Accountant V; A.S., Bristol Community College

**Dennis Souza**, Adjunct Instructor in Human Services; M.A., Rhode Island College; M.B.A., Bryant College

**Jean Souza**, Adjunct Instructor in Computer Information Systems; B.S., Bryant University; M.S., University of Rhode Island

**Jessica Souza**, Clerk IV; A.A., Bristol Community College

**John Souza**, Adjunct Instructor in Criminal Justice; A.S., Bristol Community College; B.S., Bryant College; J.D., New England School of Law

**Stephanie Souza**, EDP Entry Operator III (part time)

**Susan Souza-Mort**, Reference Librarian and Adjunct Instructor in History; A.A., Bristol Community College; B.A., University of Massachusetts Dartmouth; M.S., Simmons College

**Maureen Sowa**, Professor of History; B.A., University of Hawaii; M.A., University of Rhode Island

**M. Katie Spavento**, Assistant Director of Admissions; B.A., Hamilton College; M.S., Northeastern University

**Stanley Spencer**, Adjunct Instructor in Business Administration; A.S.B.A., B.S.B.A., M.S.B.A., Bryant College

**Alan Spirlet**, Adjunct Instructor in Mathematics; B.S., University of Massachusetts Dartmouth; M.E., Fitchburg State College

**Kevin Spirlet,** Media Specialist; B.S., Johnson & Wales University

**Jason Spitalnik**, LMT, Adjunct Instructor in Complementary Healthcare and Therapeutic Massage; B.S., Johnson & Wales University

**Suzanne St. Amour**, Adjunct Instructor in Culinary Arts; A.S., Johnson & Wales University; B.S., University of Rhode Island; M.S., University of Hawaii at Manoa

**Raymond Steele**, Adjunct Instructor in Computer Information Systems; B.A., Brown University; M.Ed., Lesley College

**Larry Stephen**, Adjunct Instructor in American Sign Language; B.A., California State University; M.S., McDaniel College

**Patrick Stone**, Marketing/Media Specialist; A.A., Bristol Community College; B.A., Bridgewater State University

**Debra St. George**, M.S., MT (ASCP), Department Chair and Associate Professor of Clinical Laboratory Science, B.S., Simmons College; M.S., Northeastern University

**Patricia Stillerman**, Adjunct Instructor in Reading; B.A., Emannuel College; M.Ed., Bridgewater State College

**Stephanie St. Martin**, Adjunct Instructor in Humanities and Education; B.A., M.A., Boston College

**Anna Strachoff**, MSN; Assistant Professor of Nursing; A.D.N., Bristol Community College; B.S.N., M.S.N., University of Massachusetts Dartmouth

**Mark Strycharz**, Maintainer III; A.S., Stockbridge School of Agriculture, University of Massachusetts, Amherst

**Alexandra Sullivan**, Typist II (part time); B.F.A., California College of Art

**Christine Sullivan**, EDP Entry Operator III (part time)

**Elizabeth Sullivan**, Adjunct Instructor in English; A.B., Stonehill College; M.A., Brown University; D.Min., Graduate Theological Foundation

**Patricia Sullivan**, Adjunct Instructor in Psychology; M.A., Lesley University

**Rolande Sullivan**, Associate Director of Financial Aid; B.A., M.A., University of Massachusetts Dartmouth

**Daniel Svenconis**, Adjunct Instructor in Mathematics; B.A., Boston College; M.Ed., American University; M.S., University of the District of Columbia; Ph.D., The Catholic University of America

**Cynthia Swanson**, Adjunct Instructor in Art; B.A., B.F.A., Virginia Commonwealth University; M.F.A., Tyler School of Art at Temple University

**David Sykes**, Adjunct Instructor in Psychology; B.A., M.Ed., C.A.G.S., University of Massachusetts Boston

**Matthew Talbot**, Adjunct Instructor in Medical Administrative Programs; M.A.T., C.A.G.S., Fitchburg State

**Marion Tammaro**, RNC, Associate Professor of Nursing; B.S.N., Rhode Island College; M.S., University of Massachusetts Boston

**Lisa Tarantino**, Associate Director of Human Resources; B.A., University of Massachusetts Amherst; M.S, Johnson & Wales University

**Gina Tassanari**, CPC, CPEHR CEHRS, PCA, Adjunct Instructor in Healthcare Information Management; A.S., Community College of Rhode Island

**Chassity Tavares**, EDP Entry Operator III (part time); B.A., University of Massachusetts Dartmouth

**Melanie Tavares**, Switchboard Operator; A.A., Bristol Community College; B.A., University of Massachusetts Dartmouth

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

**Robert Taylor**, Adjunct Instructor in Biology; B.S., M.A.T., Bridgewater State College

**Jenna Teixeira**, EDP Entry Operator IV; A.S., Bristol Community College

**Susan B. Teixeira**, Program Coordinator (part time); B.S. University of Massachusetts Amherst; M.B.A. Bryant University; Teacher Certification, Bridgewater State College

**Amy Texeira**, Library Assistant I (part time)

**Abigail Theberge**, Adjunct Instructor of Spanish; B.A., St. Michael's College; M.A., Middlebury College; M.A., University of Massachusetts Dartmouth

**Keith Thibault**, Director of Television Production Services; B.S., Fitchburg State College

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

**Patricia Thomas**, Adjunct Instructor in Music; B.A., University of Lowell

368| BRISTOL COMMUNITY COLLEGE CATALOG 2014-2015

**Jesse Thompson**, Adjunct Instructor in Art; B.F.A., The College of New Jersey; M.F.A., Rhode Island School of Design

**Raymond Thompson**, Adjunct Faculty for History; B.S., Durfee College; M.Ed., Boston State Teacher's College

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

**Shawn Tivnan**, Assistant Director of Web Services and Technology Training and Adjunct Instructor in Computer Information Systems; B.A., Saint Anselm College

**Keith Toni**, Comptroller; B.S., University of Massachusetts Dartmouth

**John Tormey**, Program Director of Thanatology, Gerontology, and Funeral Services and Professor of Psychology; B.A., M.Ed., Providence College; B.D., M.Div., St. Bernard's College

**Melissa Torres**, Adjunct Instructor in ESL; B.A., Stonehill College; M.A., Ohio State University

**Herbert Tracy**; Adjunct Instructor in Geography; A.B.A., Roger Williams College; B.A., University of Massachusetts Dartmouth; M.Ed., Lesley University

**Patsy D. Travassos**, Clerk I (part time); Certificate, Business Office Technology

**Jason Travers**, Adjunct Instructor in Art; B.F.A., The Art Institute of Boston; M.F.A., American University

**Leanne Tremblay**, Adjunct Instructor in Art; B.A., University of Massachusetts Dartmouth; M.A., Brown University Graduate School

**Constance Trepanier**, Administrative Secretary I

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

**Mary True**, Department Chair and Associate Professor of Biology; B.A., Swarthmore College; M.S., University of Rhode Island

**Carol Tucker**, EDP Systems Analyst II; A.S., A.A., Bristol Community College

**Matt Tudor**, Adjunct Instructor in English; B.A., M.A., University of Massachusetts Dartmouth

**Roland Turcotte**, Library Assistant I (part time) - Fall River

**Erynn Turner**, MT (ASCP), Laboratory Instructor in Clincial Laboratory Science; B.S., Northeastern University

**Anthony Ucci**, Associate Vice President of Academic Affairs; B.S., Rochester Institute of Technology; M.S., State University of New York at Buffalo

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

**Deanna Upchurch**, Adjunct Instructor in the Humanities; A.A., Bristol Community College; B.A., M.A., Rhode Island College

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

**Chris Vaccaro**, Adjunct Instructor in Art; B.A., Rochester Institute of Technology

**Henry Vaillancourt**, M.D., Physician (part time); B.S., Providence College; M.S., University of Vermont Medical School; Board Certified in Family Practice Medicine

**Normand Valiquette**, Adjunct Instructor in French; B.A., M.A., Assumption College; Ph.D., University of Montreal

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

**Karen Varieur,** Acting Director of eHealth Careers; B.A., Saint Joseph College; M.A., Rhode Island College

**Nathan Vaughan,** Administrative Secretary I - New Bedford Campus

**Francine Veilleux**, Adjunct Instructor in Early Childhood Education; B.A., M.Ed., Lesley University

**Janice Velozo**, M.Ed., Adjunct Instructor in Health; Certificate, Muscle Therapy Institute; A.S., Johnson & Wales; B.A., Providence College; M.Ed., Bridgewater State College

**Jacklyn Ventura**, RDH, Adjunct Instructor in Dental Hygiene; A.S., Bristol Community College; B.A., Eastern Nazarene College

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

**Elizabeth Vermette**, Acting Director of TPS and BCC Adult Education; B.S., University of Massachusetts Boston

**Beth Vezina**, Special Programs Coordinator; A.A., Bristol Community College; B.A., University of Massachusetts Dartmouth

**Colleen Vickery**, Administrative Secretary I

**Thomas Vickery**, Maintainer I

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

**Lucia Vieira,** CMA(AAMA), Laboratory Assistant in Medical Assisting (part time); Medical Assisting Certificate, Bristol Community College

**Michael Vieira**, Adjunct Instructor of Computer Information Systems; B.A, M.A.T., Bridgewater State College; C.A.G.S., Rhode Island College; Ph.D., Capella University

**Paul Vigeant**, Acting Vice President of Workforce Development, Lifelong Learning, Grant Development and External Affairs; B.A., Southeastern Massachusetts University; M.P.A., University of Rhode Island

**Luis Villanueve**, Adjunct Instructor in Spanish; B.A., Catholic University of Chile

**Robert Vitello**, Director of Corporate Services; B.A., Tufts University; M.A., Georgetown University

**Cathy Ann Viveiros**, Adjunct Instructor in Business Administration; B.S., Rhode Island College; M.B.A., Boston College

**Derek Viveiros**, Acting Director of Athletics and Adjunct Instructor in Business Administration; B.S., Southern New Hampshire University; M.S., American Public University

**Linda Viveiros**, Media Planner and Assistant to the Vice President; Paralegal Certificate, Salve Regina University

**Steven Viveiros**, Dean of Academic Advisement; B.A., Stonehill College; M.S., Northeastern University

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

**Charles R. Walsh**, Adjunct Instructor in Mathematics and Electronics; B.S., and M.S., Northeastern University

**John Walsh**, HVAC Technician I; A.S., Bristol Community College; B.A., University of Massachusetts Dartmouth; Diploma Electronics Technician, RI Radio and Electronics School; Reclaim Refrigerant Universal and Automotive License

**Carlene Wampler**, Institution Security Officer II (part time); A.S., Bristol Community College; B.S., Southeastern Massachusetts University

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

**Janice Warren**, Adjunct Instructor in Mathematics; A.A., Bristol Community College; B.A., University of Massachusetts Dartmouth; M.Ed., Worcester State College

**Katie Warren**, Adjunct Instructor of English; B.A., M.A., University of Massachusetts Dartmouth

**Linda Watt**, Consulting Psychologist (part time); B.A., Boston College; M.A., Boston College; Ph.D., Northeastern University

**Sandra Watters**, RN, Adjunct Instructor in Nursing; B.S.N., M.S., Salve Regina University

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

**Stephen W. Wasylean**, Jr., Staff Assistant (part time); A.A., Bristol Community College; B.S., Roger Williams University

**Jennifer Weaver**, Staff Associate (part time); B.A., Southern New Hampshire University

**Matthew Wedlock**, B.A., Bridgewater State University; M.F.A., Naropa University

**Glenn Weidner**, Adjunct Instructor in Spanish; B.S., U.S. Military Academy; M.A., Middlebury College

**Nancy Weinstein,** Director of Grants; A.B., Vassar College; M.Ed., Harvard Graduate School of Education; M.B.A., Boston College

**Patricia Weisberger**, Staff Associate Office of Disability Services and Adjunct Instructor in College Success Seminar; A.A., Bristol Community College; B.S., Lesley College

**Ronald Weisberger**, Academic Coordinator and Adjunct Instructor in College Success Seminar; B.A., Glassboro State College; M.A., Kent State University; M.Ed., Newton College; Ed.D., University of Massachusetts Amherst

**Andrea Welch**, Library Assistant I (part time)

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

**Job Wells,** Institution Security Officer I (part time)

**Nancy West**, Adjunct Instructor in Education; B.S. Southern Connecticut State College; M.Ed., Goddard College; M.Ed., Pacific College

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

**Donna White**, Assistant Comptroller; A.S., Bristol Community College

**Elizabeth Whitehead**, Adjunct Instructor in Reading; B.A., Emmanuel College; M.Ed., Boston College

**Jennifer Wicherski**, Accountant I

**JeanNette Wieser**, Adjunct Instructor in Art; B.S., University of Idaho; M.A., M.F.A., University of Iowa

**Christine Wiley**, ABE Staff Assistant (part time); B.A., Southeastern Massachusetts University; M.Ed., Lesley College

**Patricia Willard**, RDH, Department Chair and Associte Professor of Dental Hygiene; A.S., Springfield Technical Community College; B.A., University of Massachusetts Boston; M.S., University of Massachusetts Lowell

**Barbara Sue Williams**, RN, Adjunct Instructor in Nursing; Diploma, St. Luke's Hospital; B.S.N., M.S.N., University of Florida

**Martha Williams**, Professor of History and Social Science; A.A., Bristol Community College; B.A. University of Massachusetts Dartmouth; M.A., Brown University

**P. David Williams**, Professor of History and Social Science; B.A., M.A., University of Massachusetts Amherst

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

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

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

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

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

**Bonnie Wolfe-Collins**, R.D.H., Adjunct Instructor in Dental Hygiene; A.S., Forsyth School for Dental Hygienists; B.H.S.A., Florida International University

**Zachary Wolfson**, Instructor in Physics and Chemistry; B.A., Swarthmore College; M.S., Cornell University

**Donald Wood**, Adjunct Instructor in Mathematics and Engineering; B.S., M.A. University of Massachusetts; M.Ed., Bridgewater State College

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

**Wayne Wood**, Director of Public Safety; B.S., Northeastern University

**Cynthia Woolf-Boswell**, Adjunct Instructor in Reading and Education; B.S., M.Ed., M.S., Rhode Island College

**Kathleen Wordell,** Executive Assistant to the President; B.A., Salve Regina University

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

**Leonard Wright**, Adjunct Instructor in Business Administration; B.S., Lowell Technological Institute; M.B.A., Western New England College

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

**Joseph Yasaian**, Director of Campus Services; B.S., LaSalle College, M.A., Fairleigh Dickinson University

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

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

**Christopher Yokel**, Adjunct Instructor of English; B.A., Whitefield College; M.A., Bridgewater State College

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

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

**Frederica Zawisza**, Adjunct Instructor in Office Administration; B.S., Salem State; M.S., Rhode Island C

## Lecturers / Clinicians: Dental Hygiene Program

Mitchell Block, D.M.D.
James C. Goff, D.M.D.
Robert Pavao, D.M.D.
Les R. Prasad, D.D.S.
Esther Wilkins, D.M.D.

# Presidents Emeriti

**Eileen Farley**, President Emerita; B.A., College of Mt. St. Vincent; M.A., Marquette University; Doctor of Humane Letters, University of Massachusetts Dartmouth

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

# Professors Emeriti

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

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

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

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

**Raymond Butts**, Professor Emeritus of Philosophy and English, B.A.S.T.L., St. Maryís University; M.A., Fordham University; Ed.D., Nova University

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

**C. John Capone**, Professor Emeritus of Engineering Technology, B.Ed., Rhode Island College; M.E., Newark College of Engineering

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# COLLEGE PRIORITIES

## Mission Statements

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

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

Massachusetts Public Higher Education is a SYSTEM with a distinguished past, increasing and measurable accomplishments, and dedicated to being recognized as having one of the nation's most outstanding array of institutions. It comprises 15 community colleges, nine state colleges, and five campuses of the University of Massachusetts. The system exists to provide accessible, affordable, relevant, and rigorous programs that adapt to meet changing individual and societal needs for education and employment. The public system is committed to continuous improvement and accountability in all aspects of teaching and learning. The Department of Higher Education, together with each respective Board of Trustees, expects all students, faculty, and staff to be held to exacting standards in the performance of their roles and responsibilities.

### Mission of the Community Colleges

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

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

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

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

### Bristol Community College

As the leading resource for education and workforce development in southeastern Massachusetts, Bristol Community College provides programs that promote individual opportunity and the region's economic health. Our programs offer a strong foundation in liberal arts and sciences; career-ready education in health sciences, engineering and technology, and business; and comprehensive developmental education and adult literacy services; delivered in a learner- centered, supportive community. The College also develops active partnerships with business and industry, preK-12, colleges and universities, and social service agencies to maintain relevance and effectiveness of all credit and noncredit programming. We value and respect diversity within the College and the world. Bristol Community College prepares well-rounded learners for employment and for life.

## Statement of Core Values

Bristol Community College supports the following Statement of Core Values as an expression of its shared beliefs and as a foundation on which to build student success and the practice of lifelong learning.

## Learning

- Foster commitment to lifelong learning and personal growth through general and career-specific education
- Place the needs of learners first
- Facilitate student success by reducing barriers to educational access
- Provide support services and a physical environment that foster student success

## Excellence

- Promote initiative, creativity, innovation, leadership, and outstanding performance in our educational programs and in student performance
- Practice the highest standards of teaching and learning
- Advocate and model teamwork, cooperation, and collaboration
- Improve institutional effectiveness through continuous assessment

## Integrity

- Provide an environment that fosters respect, fairness, responsibility, trust, and honesty
- Maintain a governance structure that encourages shared decision making, transparency, and collegiality
- Provide stewardship and accountability to all constituents

## Diversity

- Respond to the evolving educational needs of a diverse community
- Incorporate the diverse life experiences, achievements, and contributions of all members of our community into the college culture

## Community

- Support cultural enrichment and advance economic partnerships throughout our community
- Collaborate with regional, educational, health    and social service, and business organizations to strengthen our community.